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**Feature Articles**

**4-H Science: Evaluating Across Sites to Critically Examine Training of Adult Facilitators**

**[Article 120704FA001]** .....Page 4

*Larson Nippolt, Pamela*

As 4-H Youth Development focuses on developing and delivering high quality STEM learning experiences, the issues related to the preparation of the adults who facilitate learning with youth are important to address. This paper outlines a five-state pilot project funded by the 3M Foundation to test a model for training adult facilitators. The findings from this study raise questions about how non-formal educational programs involve and mobilize adult facilitators to work with youth in STEM-related learning when the emphasis is not only on engaging young people, but also on deepening their thinking and learning about engineering phenomena, in this case wind energy. Evidence from the process evaluation illustrates the extent to which three train-the-trainer applications incorporated the original educational design, surfacing questions about how to design high quality, yet practical, training applications within 4-H.

**Mothers' Satisfaction with Youth Out-of-School-Time Programs**

**[Article 120704FA002]** .....Page 25

*Jang, Juyoung; Dworkin, Jodi*

The purpose of this study was to investigate the factors related to mothers' satisfaction with youth out-of-school-time (OST) programs. The relationship to demographic characteristics and the effects of mother's perception of youth OST program opportunities on mothers' satisfaction with OST programs are discussed in this paper. Ordered logistic regression revealed the positive effects of partner's working hours, mother's education, and mother's perception on mother satisfaction. Generalized ordered logit models further revealed that the effects of the variables and the effects of child sex, income, and race differed by the level of mother satisfaction. These findings have important implications for youth workers and policy makers.

**Youth Voice: Developing Future Leaders [Article 120704FA003]**.....Page 37

*Bading, Charla; Boyd, Barry L.; Lawver, David; Ulmer, Jon; Boleman, Chris*

The purpose of this study was to examine youths' perceptions regarding their involvement on youth advisory boards in Cooperative Extension. A stratified, random sample of counties with active youth advisory boards was selected to ensure representation from all Extension districts in the state. A copy of the Involvement and Interaction Rating Scale was mailed to all participants. The findings indicate that Youth feel good about their level of participation on their youth advisory board and that adult members of the board allow them to have an active voice in the activities of the board.

## **Positive Youth Development: A Resiliency-Based Afterschool Program Case Study**

**[Article 120704FA004]** .....Page 50

*Brown, Lindsey; Hill, Eddie; Shellman, Amy; Gómez*

This study examined the impact of an afterschool program on resilience in youth at an elementary school in Central NY. The goals of the program were to: (a) increase resiliency among participants, and (b) reduce the occurrence of aggressive behaviors (i.e., bullying) in 5<sup>th</sup> and 6<sup>th</sup> graders. Of the 79 students who completed the survey, 19 participants were able to be matched with pre- and posttests. In the study, 13 as participants in the afterschool program, and six as non-participants. Results of paired samples *t*-tests indicated that those who participated in the afterschool program showed a significant increase ( $p= 0.05$ ) in resiliency scores. The program also had a positive impact on decreasing discipline-related referrals.

## **Parental Attachment and Eating Behaviors in Late Adolescent Females**

**[Article 120704FA005]** .....Page 63

*Rush, Amber-Leigh; March, Alice L.*

Females demonstrating unhealthy eating behaviors in early adolescence may continue to exhibit them in later years, yet there is little empirical research including late adolescents. Attachment theories suggest that adolescents with eating disorders demonstrate insecure attachments to parents. This non-experimental descriptive study in 249 late adolescent females examined the relationship between eating behaviors and parental attachment, and explored the relationship between selected demographic variables and parental attachment. Participants responded to an electronically collected survey of demographic variables, self-reported eating behaviors, and completed the Parent Attachment Questionnaire. Participants reporting healthy eating behaviors had higher scores on two of the three maternal scales, indicating a greater level of attachment. Significantly higher scores were found for two maternal and two paternal attachment scales for selected sociodemographic variables. Quantifying parental attachment in late adolescent females enhances understanding of eating disorders in this population and may help to identify issues important to address in therapy.

## **Building the Capacity of 4-H/Youth Development in Iraq [Article 120704FA006]..Page 74**

*Ingram, Patreese D.; Bender, Georgene; Kreifels, Matt; Balschweid, Mark*

A team of 4-H/Extension educators were invited to Erbil, Iraq to conduct a week-long intensive training to assist Iraqi youth workers in preparing effective programming as they build their 4-H program. The workshop incorporated the 4-H Essential Elements for Program Success and a Curriculum and Lesson Development Training module. Three-quarters of participants said they were leaving the training with a set of curriculum developed by themselves or others during the workshop. Most (88%) indicated they had tentative plans for implementing the lessons they developed during the training. This project created a solid foundation upon which Iraqi youth workers can build.

## **Program Articles**

**A Goal Setting Intervention Positively Impacts Adolescents' Dietary Behaviors and Physical Activity Self-Efficacy [Article 120704PA001]**.....Page 92

*Shilts, Mical Kay; Townsend, Marilyn S.*

The efficacy of a youth development intervention on improving eating and physical activity (PA) self-efficacy, goal attainment scaling, goal effort, and behaviors was examined in a repeated measures, quasi-experimental field trial. Ethnically diverse students ( $n=64$ ) from a low-income middle school participated in the 10-session intervention driven by the Social Cognitive Theory with a Goal Setting Theory emphasis. Participants, 13-14 years old, made significant changes in dietary behaviors ( $P=0.03$ ) and PA self-efficacy ( $P=0.02$ ) after receiving the intervention. Self-efficacy did not mediate dietary behavior change but did mediate the small changes made in PA. Goal effort

was not a mediator of behavior change. After the intervention, more participants rated themselves as making one lasting improvement in eating ( $P < 0.001$ ) and PA ( $P < 0.05$ ) choices and/or were planning on making more. This study adds to a small body of research with youth supporting use of goal setting interventions for diet and PA change in low-income communities.

**Teen Ambassador Leadership Kit (TALK) [Article 120704PA002]** .....Page 109  
*Gillespie, Donna R.*

Teen Ambassador Leadership Kit, (TALK), is an annual weekend retreat designed for teens interested in promoting and marketing 4-H in their communities. TALK organizers felt teens would benefit from an intensive weekend retreat focused on communication. TALK produces a network of educated and excited 4-H teens that are available to help with 4-H promotion and marketing. Participants arrive on Friday evening for team building activities, on Saturday they participate in one of the workshops offered and on Sunday morning each workshop group has the opportunity to share their completed projects and what they learned. At the conclusion of the retreat, teens are designated "County 4-H Ambassadors" and certificates of completion, professional business cards and polo shirts are presented. The TALK teen participants return home to share what they learned with their local county 4-H staff and help promote and market 4-H in their communities.

**Explore the World with a Global Education Curriculum [Article 120704PA003]** ...Page 116  
*Tritz, Julie; Cowger, Tina; Bennett, MaryBeth; Fleisher, Richard; Hovatter, Doug; McCormack, Christina; Scott, Denis; Wilcox, Veronica*

Recognizing and celebrating the diversity that exists in our communities has become a central goal of land-grant institutions and cooperative extension programs. This is coupled with the expectation that youth be equipped for a global workforce where they appreciate different world cultures, be able to evaluate global issues and challenges and understand the inter-connectedness of global systems. Given these points, a Global Education Curriculum developed by the WVU Extension Global Education & Engagement Team is presented as a tool to instill a deeper understanding of and appreciation for cultures, people and global issues by youth and the adults who support them.

## Resource Review

**Defining Effective Programs: How to Navigate Through the Diverse Definitions [Article 120704RR001]** .....Page 123  
*Brandt, Brian*

There are many organizations that use shared terms to describe effective programs but don't agree on the definition of these terms. Terms such as evidence based, research-based, proven practices, and promising practices have multiple definitions amongst practitioners. Exploring the different definitions, of these shared terms, by yourself or with your peers is one way to discover how programs are defined by others. This article and links will lead you through a process to understand the variety of youth development definitions used by practitioners and challenge you to create common definitions that will lead to better discussions with others regarding the effectiveness of programs.