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approach grounded in a high degree of evaluation rigor can help to overcome the challenges typically associated with multi-site program evaluation.

A New System of Classifying Out-of-School Time Job Responsibilities
[Article 090403FA004]

Buher Kane, Jennifer; Peter, Nancy

Out-of-school time (OST) is a burgeoning field with both research and policy implications. Efforts to improve professional development for OST staff members are of particular interest, as funding streams increasingly target interventions which promote positive changes in student outcomes. Professional development evaluation in particular is hindered by a lack of consistency among job titles and responsibilities across OST organizations. This mixed-method study utilizes original data to explore underlying patterns of job responsibilities within the field and offers a new classification system based on exploratory factor analyses. The classification includes five categories, each with a unique combination of common job responsibilities to assist survey respondents in choosing the appropriate category: upper-level administration, mid-level administration, direct-service, capacity-building, and "other." Results suggest this new system is user-friendly to both respondents and researchers, and will garner more accurate and comparative information for future OST research and application.

Neighborhood Youth Centers and Families as Supportive Environments for Youth in High Risk Urban Settings **[Article 090403FA005]**

Sabatelli, Ronald M.; Anderson, Stephen A.; Britner, Preston A.; Liefeld, Julie A.

Highlights of a study which examined the relationship between contextual assets within the lives of urban, poor, minority youth, and youth adjustment are discussed in this article. The assets studied were family support and supportive involvement in neighborhood youth centers. The results indicated that higher levels of family support and youth center involvement were associated with better youth outcomes. An absence of significant interaction effects indicated that strong involvement and support in one setting did not compensate for a low level of support or involvement in the other setting. Family support was found to be the most significant predictor of youth adjustment.

Educator Perceptions of Conflict Interactions Among Young Children in Inner-city Elementary and Middle Schools **[Article 090403FA006]**

Wilburn, Victor R.; Huff, Jonathan; Belay, Getinet

A study that investigated the perceptions of educational professionals regarding the rising issue of aggressive and disruptive behaviors among young children in inner-city schools is discussed in this article. A convenient sample of 14 professionals were selected and interviewed from educators in an inner-city located in the northeast region of Ohio. Evidence of this investigation suggests that young children's aggressive behaviors are increasing in both occurrence and complexity. While these behaviors are perceived to be a function of certain environmental exposures, a case can be made for the effectiveness in conflict management and life skill application in young children as many children seem to display more problems in collective and social settings.

Program Articles

Positive Youth Development through Civic Engagement **[Article 090403PA001]**

Parker, Jennifer S.; Bauknight, Laura

As part of the 175th anniversary celebration of Spartanburg, South Carolina, three local foundations and the United Way agreed to fund a youth leadership project. A University of South Carolina Upstate (USC Upstate) faculty member with expertise in youth development and

the coordinator of the Spartanburg Youth Council agreed to develop the project and serve as the project directors. We developed a youth philanthropy project with expected outcomes of positive development, increased awareness of community issues, and greater civic engagement for the youth. A group of eighteen teens participated in the yearlong project. Interactive workshops on topics such as community goals, grant writing, writing the request for proposals and reviewing grants were conducted. At the culmination of the project, the young philanthropists awarded grants totaling $12,000 to eight youth serving organizations. The teens reported many positive developmental experiences and greater awareness of community needs and increased responsibility to their community.

Project H.O.P.E.: Effective University Engagement with Community Afterschool Programs [Article 090403PA002]

Jentleson, Barbara; Henderson, Elizabeth; Johnson, Denice M.

Implemented in 2002 by the Duke-Durham Neighborhood Partnership, Project H.O.P.E. has improved the quantity and quality of afterschool programs for the youth of Durham, NC. Project H.O.P.E. provides tutoring programs, enrichment resources, and evaluation support to non-profit community partner organizations located in the low income Durham neighborhoods surrounding Duke University. Duke University undergraduates who provide tutoring services to the Durham youth in the afterschool programs gain from valuable reciprocal service learning experiences. Project H.O.P.E. is an effective model of the mutual benefits that can be gained from effective university and community engagement in the service of at-risk students.

Research and Evaluation Strategies

Methodological Note: On Using Personal Digital Assistants (PDAs) for Survey Administration in the Study of Youth Development [Article 090403RS001]

Abo-Zena, Mona M.; Warren, Amy Eva Alberts; Issac, Sonia S.; Du, Dan; Phelps, Erin; Lerner, Richard M.; Roeser, Robert W.

Applied developmental scientists face the challenge of identifying research methods that enable the efficient collection of data from youth of diverse social backgrounds (e.g., ethnic. racial, religious, economic) and varying levels cognitive-linguistic and attentional skills. In addition, because access to youth during school time is often limited by educators' desire to preserve instructional time, finding methodologies to collect data from youth that are highly efficient, and also those that are feasible in less structured settings, are needed. This article outlines some of the benefits and limitations of using a voice-enhanced survey delivered on a personal digital assistants (PDA) as a method of gathering data from diverse youth in both, in and out-of-school contexts.

Resource Review

Coaching the Camp Coach: Leadership Development for Small Organizations [Article 090403RR001]

Hedrick, Jason; Homan, Greg

Coaching is an important component of successful professional growth for leaders within any organization. However, organizations with limited resources may have challenges providing such coaching opportunities. This can be especially true for small business, non profit organizations and summer camps. "Coaching the Camp Coach; Leadership Development for Small Organizations" by Shelton, M. (2003) provides a framework, both in theory and practice, for camp leaders to improve interpersonal and intrapersonal skills through self evaluation. Accompanying the book is a CD-ROM that has multiple worksheets to be used in conjunction with the text.