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**Feature Articles**

**Making the Best Better: 4-H Staffing Patterns and Trends in the Largest Professional Network in the Nation**

**[Article 0702FA001]**

*Astroth, Kirk A.*

The results from the National 4-H Headquarters' survey of the 4-H workforce provides baseline data about 4-H staffing, structures in which 4-H professionals work, and salaries ranges as reported by state Extension 4-H directors. All 50 states responded to the survey and results are reported in eight areas:

1. profile of respondents;
2. current 4-H staffing structures;
3. staffing trends and changes since 1990;
4. academic degree requirements;
5. compensation levels;
6. academic and other preparation;
7. ideal staffing models; and
8. current and future challenges.

The survey revealed that academic training of 4-H professionals and compensation for 4-H youth workers was higher compared to their counterparts in youth work elsewhere. While funding for 4-H positions has remained stable, there has been an increase in the use of para-professionals for program delivery.

**Cultivating Compassion and Youth Action Around the Globe: A Preliminary Report on Jane Goodall's Roots & Shoots Program**

**[Article 0702FA002]**

*Johnson, Laura R.; Johnson-Pynn, Julie S.*

This paper describes a unique service-learning based environmental and humanitarian program for youth, The Jane Goodall Institute's Roots and Shoots program (R&S). R&S aims to foster learning, personal growth and civic engagement among youth members through service activities and environmental education. Despite its promise as a youth development program and its rapid expansion into 100 countries, little is known about R&S's impact on youth development. In this study, we explore R&S programs in China and Tanzania, two countries that are maximally different from the U.S. in important cultural and contextual factors. Through qualitative and quantitative methods we describe the programs, their practices, and perceptions of their impact on youths' personal and social development (cognitive and social competence, leadership, self-efficacy, citizenship and social responsibility). Additionally, we highlight the

importance of sociocultural and ecological factors when developing and evaluating youth programs.

### **Hip-Hop Development™ Bridging the Generational Divide for Youth Development** [Article 0702FA003]

*Hicks Harper, P. Thandi; Rhodes, Warren A.; Thomas, Duane E.; Leary, George; Quinton, Sylvia L. Esq.*

Hip-Hop culture in the lives of youth can not be ignored. This research is based on the premise that youth workers who expect ongoing successes must increase their Hip-Hop culture competence. The study examined the knowledge of and attitude towards Hip-Hop by educators who participated in a Hip-Hop 101 workshop. Their perceptions relevant to the importance of Hip-Hop awareness and application for positively influencing youth behaviors were also explored. Results revealed that workshop participants significantly increased their Hip-Hop knowledge. They also demonstrated significantly more favorable attitudes toward Hip-Hop and its use for youth development. Findings suggest that the workshop promoted an environment conducive to bridging the generation gap between youth who embrace Hip-Hop, and educators who have a less favorable view. This research provides insight into Hip-Hop Development™ as a core component for establishing the kinds of youth-adult partnerships necessary for today's Hip-Hop generation's self-growth, skill enhancement, and leadership development.

### **Rural After-School Programs: Meeting the Needs of At-Risk Youth and Their Families** [Article 0702FA004]

*Leticq, Bethany L.; Bailey, Sandra J.; Keller, Julie A.*

Extant research has focused on out-of-school time among urban and suburban youth, yet there remains scant information on rural low-income youth and their families. This study examines the salience of after-school programs for rural youth. Using an ecological framework, we assess changes in youth behavior and skill acquisition based on reports from 47 youth attending after-school programs in two rural communities, along with their primary caregivers and teachers. Results indicate enhanced life skills and social behaviors among youth attendees. Implications for future research, programming, and policymaking are discussed.

### **Patterns of Success for Urban 4-H Youth Development in the Near Future** [Article 0702FA005]

*Kerrigan, Jr., W. Jack*

A Modified Delphi study identified patterns of success for urban Extension 4-H programming in the next five years. The Delphi panel of 20 experts represented all regions, program areas, organizational levels as well as two external friends of Extension. The Delphi process provided both quantitative and qualitative data on the topics of collaboration, target populations, and programming. Fifteen patterns of success were identified for urban 4-H youth development. These patterns should serve as best practices for Extension youth development programming in urban counties for "making the best better!" in the near future.

### **Developmentally-Responsive Relationships During After School** [Article 0702FA006]

*Fusco, Dana R.*

Research has shown that afterschool programs are effective in improving academic performance, helping children develop better work habits and social skills, reducing the likelihood of at-risk behaviors, and decreasing school-based crime. Many agree that such results

would not be prominent if it weren't for the supportive nature of children's relationships with staff. This manuscript presents a theoretical understanding of the connection between relationships and human growth and development. Observations of outstanding youth workers will show how relationships are used to leverage the development of young people. The author also provides a model of adult-as-community-builder that elaborates the specific methods by which youth workers create what is being called here, *developmentally-responsive relationships*. The manuscript ends with suggestions for enhancing the vitality of adult-youth connections and supporting the growth of youth professionals.

### **Camp Counseling and the Development and Transfer of Workforce Skills: The Perspective of Ohio 4-H Camp Counselor Alumni School**

**[Article 0702FA007]**

*Digby, Janel K.; Ferrari, Theresa M.*

Recent research shows that camp counselors, including those in 4-H, benefit from the experience by developing important life skills. However, because research regarding the perception of workforce skill development in this context has yielded inconsistent findings, the present study used focus groups to examine 4-H camp counselor alumni perceptions about the skills gained and transfer of these skills to other settings. Overall, 4-H camp counselor alumni thought their experience was fun and enjoyable, yet challenging. They believed they developed important life and workforce skills. Not only did alumni learn these skills, but the skills transferred beyond the camp setting. Leadership was noted as the skill most frequently applied to other contexts. Alumni believed that their counseling experiences had both indirect and direct impacts on their career choice. This study suggests many practical applications for those who work with camp programs.

### **Organizational Support for Sexual Minority Adolescents: Effects of Level of Youth Involvement and Diversity Training**

**[Article 0702FA008]**

*Regan, Christine R.; Swisher, Marilyn; Barnett, Rosemary V.*

A two-phase, cross-section and case study design examined the level of youth involvement in the decision-making processes of youth-serving organizations and the effects of diversity training on organizational support for LGBT (lesbian, gay, bisexual and transgendered) adolescents. Results indicate the organizations studied differed with respect to levels of youth involvement, but did not significantly differ with respect to the outcome variable. In-depth analysis to open-response questions indicated organizational support is extremely varied and organizations do support diversity, but not necessarily in regard to LGBT adolescents. The LGBT content within diversity training programs is also discussed. Finally, some religious ideas or beliefs seem to negatively affect the environment in youth-serving organizations in regard to support for LGBT adolescents. Implications for further research, youth practitioners and organizations are discussed.

### **Engaging Youth Ages 8 to 12 as Volunteers: An Opportunity for Youth Development?**

**[Article 0702FA009]**

*Shannon, Charlene S.; Robertson, Brenda J.*

Many youth programs are delivered to provide opportunities for youth to acquire the assets deemed essential to their development into caring, responsible adults. Engaging as a volunteer is considered an experience that provides access to the acquisition of key developmental assets. To date, research has focused on the positive outcomes that can result for adolescent volunteers with little attention being paid to volunteers younger than age 15. This research

explored whether and in what ways being a volunteer contributed to the development of youth ages 8 to 12. Interviews were conducted with 73 Boys and Girls Club youth and seven Club Executive Directors in Atlantic Canada. Results indicated that volunteering offered youth an opportunity to serve their communities, care for its members, and feel valued. Younger youth also developed various skills and experienced enhanced self-esteem and self-confidence.

## **Program Articles**

### **Addressing Hunger Issues through Service Learning**

**[Article 0702PA001]**

*Kershaw, Nancy; Jones, Joy; Bowman, Sally; Berry, Holly*

The U.S. Government has set a goal of reducing the prevalence of food insecurity to 6% or less by 2010. To achieve this goal, education and action are necessary. Youth in Oregon were introduced to the issue through the role playing simulation, *Are You Hungry Tonight?*

The simulation was utilized with youth, adult volunteers, and youth development staff. Participants indicated increased understanding of people with limited resources, including:

- Financial pressures, emotional stresses and frustrations they face
- Difficulty of improving one's situation
- Difficult choices people make
- Positive and negative impacts of community organizations

Simulation participants developed an understanding of hunger issues and empathy for people experiencing food insecurity. Participants were subsequently challenged to complete service learning projects that would help provide additional food resources for their communities. Providing education through the simulation set the stage for youth to participate fully in service learning projects to help alleviate hunger.

### **Addressing the Needs of Children of Offenders: The 4-H LIFE Model**

**[Article 0702PA002]**

*Lawson, Lynna J.; Wilkerson, Robert C.; Gillespie, Tammy; Dunn, Elizabeth G.; Arbuckle, J. Gordon; Turner, L. Jo*

4-H LIFE represents a promising approach to addressing the needs of children of offenders and their caregivers. The 4-H Living Interactive Family Education (LIFE) Program was established in 1999 at the Potosi Correctional Center, a maximum security prison. 4-H LIFE is an enhanced or therapeutic visitation program with three key components:

- 1) parent engagement
- 2) parent education
- 3) 4-H activities for children of offenders, led by the incarcerated parents.

Since inception, 141 youths between the ages of 5 and 18 have participated; 59 incarcerated fathers and 106 caregivers have also been engaged at PCC. Program evaluations suggest that parent-child outcomes improved. In 2005, 4-H LIFE received the Annie E. Casey Foundation Family Strengthening Award.

### **Cultures Around the World: A Unique Approach to Youth Cultural Diversity Education** **[Article 0702PA003]**

*Smith, Justen O.; Pate, Robert N.*

Increasingly diverse cultural trends have significant implications for the educational needs of American youth. Learning about and valuing diverse cultures will help prepare youth to

become better citizens in an ever-changing society. *Cultures Around the World* was developed to meet the educational needs of youth in the area of cultural diversity. The *Cultures Around the World* program brings to life exciting cultures and customs from countries all over the world. Countries are presented in a unique format by teaching youth (ages 10 to 18) a specific country's history, culture, food, music, dance, language, religion, and current issues. The *Cultures Around the World* program can be used by any youth educator. The program comes in a ready to use CD containing presentations, handicraft instructions, language guides, and resource guides for nine different countries (Armenia, Australia, Ecuador, Egypt, England, France, Ghana, Slovakia and Mexico).

## **Research and Evaluation Strategies**

### **Analysis of Minority Participation in Texas' East Region 4-H and Youth Development Program in Relationship to Leadership, Marketing, and Educational Opportunities [Article 0702RS001]**

*Williams, Montza; Howard, Jeff W.*

Several studies have shown that life skill development is positively related to 4-H club participation. However, this study indicates that even though the 4-H club program is available to all youth, fewer minorities choose to participate and, thus, lose the opportunity to benefit from the positive outcomes.

Targeting specific diverse audiences has been a mandate for the 4-H and Youth Development Program since desegregation of the 1960s and efforts have been made to make educational programming available to everyone. Nonetheless, are current techniques being used effectively? Youth are not all alike and differences should be understood. This study gathered information that addressed some ethnic/racial issues pertaining to marketing the 4-H and Youth Development Program. It was determined that differences did exist for youth involved in the East Region 4-H and Youth Development Program and in order to market to the specific audiences, certain media should be used.