Contents

describes a recent concept related to the transition to adulthood, known as *emerging adulthood*, including a discussion of relevant theory and historical background research. We then introduce a measurement instrument, the Inventory of the Dimensions of Emerging Adulthood (IDEA), which assesses identification with transition-to-adulthood themes. Results of initial scale-development studies were largely supportive of the measure's reliability and validity. Respondents in their 20s identified with relevant themes to a greater extent than did their younger and older counterparts. Marital status differences on the IDEA emerged, but college and non-college respondents were largely similar. Finally, we provide suggestions for how parent educators can make use of the IDEA instrument in advising parents and their emerging adult children.

Service-Learning and Leadership Life Skills: An Experimental Study
[Article 0701FA004]
Locke, B. Darlene; Boyd, Barry; Howard, Jeff W.; Fraze, Steven
This study examined the effect of service activities on the development of leadership life skills in youth and (queried) if having a reflection component as part of the activity makes a difference. Additionally, the study examined the impact of selected demographics including age, gender, type of service completed monthly and 4-H membership on the development of leadership life skills. Participants in the study were from two samples. One group represented the El Paso National Youth Service Day, the other represented the District 11 4-H Leadership Lab in Branham, Texas. Participants were randomly assigned to a control (no reflection) or treatment (with reflection) group. Youth participants self rated their leadership life skills using a 33-question post-test only questionnaire. Demographics were reported in nine additional questions.

The major findings of the study are as follows: 1) Overall, the participants reported their perceived leadership life skills to be high in four of the five subscales; 2) The inclusion of a reflection component did not significantly affect perceived leadership life skills; 3) Type of service, whether direct or indirect, had a significant impact on perceived leadership life skills; 4) 4-H membership had a significant impact on the Personal Leadership Development subscale.

Helping Schools: Youth Development as a Form of Supplemental Education
[Article 0701FA005]
Carroll, Jan B.; Goodwin, Jeff; Oliver, Melissa
This study measured the impact of 4-H Youth Development on Colorado's youth. Active youth were compared to those who did not participate in out-of-school activities. Data were collected from 5th, 7th, and 9th grade students. Results of the study confirm active students, including 4-H Youth Development members, were less likely to engage in at-risk behaviors. 4-H Youth Development can function as a form of supplemental education, contributing to academic, civic, and social success of young people.

Program Articles

The Promise of Autonomy Supportive Contexts to Promote Youth Participatory Competence [Article 0701PA001]
Cargo, Margaret; Nedecheva, Tatiana; Nguyen, Nguyet; De La Durantaye, Michel
A municipal youth citizenship initiative was implemented with the aim of providing adolescents with autonomy supportive contexts to plan and implement activities that were meaningful to youth and contributed to the collective good. The study purpose was to assess whether autonomy support, operationalized as instrumental practitioner support, influenced youth perceptions of participatory group competence beyond individual level factors. Youth

participated in groups of 8 to 20 peers with practitioners facilitating youth participation in collective decision-making, planning and activity implementation. Cross-sectional surveys were completed by 79 of 113 eligible youth participants actively involved in the citizenship initiative implemented during the 2003-04 school year. Practitioner support was significantly related to participatory group competence, beyond perceived self-efficacy and age. Study findings suggest that there may be some merit to the implementation of youth citizenship initiatives that create autonomy supportive contexts and allow youth the opportunity to develop their participatory competence. Experiences such as this may allow young people to flourish as individuals and citizens and thus realize their full potential.

NikeGO: a Corporate-Sponsored Program to Increase Physical Activity and Foster Youth Development [Article 0701PA002]

White, Molly ; Martin, Sarah Levin; Martin, Maurice
NikeGO was initiated in 2002 by the Nike US Community Affairs Division to address a growing need: to provide youth a safe environment in which to be physically active. Nike collaborated with several organizations across the country and offered an array of programs to foster developmentally appropriate physical activity among youth through their influencers (e.g., teachers, coaches). These programs reached youth in underserved areas ranging from urban inner cities to rural Native lands through various channels and settings including schools, Boys and Girls Clubs, YMCA's, youth sports organizations, and others. Objective and subjective measures were used to determine the reach of the program, the dose of physical activity, the "fun" level of the activities, changes in youths' self-esteem and self-concept, and the likelihood of continued participation. Many older youth gained leadership skills in the process. Overall, the programs have been successful in reaching "hard to reach" youth and engaging them in the positive, developmentally sensitive, health behaviors.

A Person-Centered, Asset-Based Community Development Framework for Youth with Special Health Care Needs/Disabilities in Transition to Adulthood [Article 0701PA003]

Boyd, Heather H.; Swedeen, Beth
In the United States, 12.8 percent of children under 18 have special health care needs. Ninety percent of youth in America with special health care needs and/or disabilities can now be expected to reach adulthood. Youth with special health care needs and/or disabilities are less likely to experience successful transition to adulthood in comparison to youth without special health care needs. This article presents a person-centered, asset-based community development approach that assisted youth in achieving transition and inclusion-oriented outcomes. Examples are drawn from a Healthy & Ready to Work demonstration project in Wisconsin. At the center of our approach to transition were community connectors -- adults who knew the personal interests and assets of youth and who found opportunities in the community that matched individual youth interests. Implications for youth development professionals as successful community connectors are described.

Cyber Town at the Woodrow Wilson Center [Article 0701PA004]

Dennis, Lisa M.
Cyber Town is a technology based after-school program that concentrates on reading and technology literacy. The program provides at-risk minority youth a safe environment where they learn skills that will make them competitive in the digital age. Qualitative and quantitative data are collected on all after-school program participants enabling program staff with the ability to individualize technology aided instruction. Youth are instructed at appropriate instructional levels these levels are determined through reading level assessment software programs, teacher recommendations, and reading scores. The program provides a model others can utilize

in operating similar computer based programs. It illustrates that when working with youth, educators may discover deeper problems than originally anticipated and adaptations must be made to meet the needs of those young people.

Research and Evaluation Strategies

Assessing Program Outcomes: Rationale and Benefits of Posttest-then-Retrospective-Pretest Designs [Article 0701RS001]

Marshall, James P.; Higginbotham, Brian J.; Harris, Victor W.; Lee, Thomas R.

The importance of program evaluation for decision making, accountability, and sustainability is examined in this article. Pros and cons of traditional pretest-posttest and posttest-then-retrospective-pretest methodologies are discussed. A case study of Utah's 4-H mentoring program using a posttest-then-retrospective-pretest design is presented. Furthermore, it is argued that the posttest-then-retrospective-pretest design is a valid, efficient, and cost-effective way to assess program outcomes and impacts.

4-H & FFA Livestock Projects: Life Skills Gained and Knowledge Learned [Article 0701RS002]

Holmgren, Lyle N.; Reid, Chad R.

Junior Livestock shows are one of the most popular 4-H and FFA projects in Utah. Thousands of youth participate in these shows from every county in Utah. County extension agents and FFA advisors spend much time with livestock committees, leaders, parents, and youth engaged in livestock shows. Can public funds spent on salaries be justified for county 4-H extension agents and FFA advisors who work with junior livestock shows? To help answer this question, 413 youth involved in livestock shows in Utah were surveyed in 2001. Youth were asked to share skills learned from their livestock projects. Value statements along with specific content skills were measured in the survey. The results indicate that from their 4-H and FFA projects, youth learned to accept responsibility, follow instructions, gain self-confidence, follow instructions, "do the right thing" as well as a variety of other values and content skills.

Resource Review

College 101: Strategies for First Year Success – A Program for High School Seniors [Article 0701RR001]

Raison, Brian

Making the transition from high school to college can be one of the biggest challenges in life. The first year dropout rate stands at 26% nationally. Adolescent decision-making literature suggests that youths can achieve greater success and reduce negative consequences during their first year of college if they 1) increase knowledge of new social scene and academic protocols, and 2) work through a conjectural decision-making process prior to actual encounters.

This program presents key points high school seniors "must know" in advance of their arrival on campus. It is research-based with first-hand advice from real college students including on-the-street video interviews. Topics cover: Choosing Classes, Test Strategies, Social Scene Changes, Budgeting, Roommates, Safety, Talking with Professors, Time Management, and more. The program is designed for any student planning to attend any 2 or 4-year college. Youth professionals can teach this loosely-scripted 1 or 2-hour PowerPoint-based seminar "out of the box." The $159 curriculum package is free to the first 250 responders.