Contents

more comprehensive randomized controlled trials to examine the effectiveness of the group intervention. Practice implications are discussed.

Brill, Michelle F.; Shaykis, Fred

Seventeen percent of children in the U.S. are clinically obese and many more are overweight and at risk for obesity. The consequences of childhood overweight and obesity warrant greater efforts in early prevention. A key factor associated with energy intake and weight gain is consumption of foods away from home. Programs to promote eating more home-prepared foods present an encouraging area of intervention for improving children's diet quality and diminishing childhood obesity. This study reports on an urban after-school cooking program implemented through a partnership between Rutgers Cooperative Extension and the Boys and Girls Club. Post-test measures and qualitative observations found that the program increased cooking skills and enjoyment, interest in healthy eating and exposure to healthy foods, and provided knowledge and tools to help modify students' eating habits away from school. Partnerships between after-school providers and Cooperative Extension can provide effective programming in areas with widespread poverty and limited resources.

Hanna, Andrew Leon

In the face of record levels of youth unemployment and starkly unequal opportunities to climb the socioeconomic ladder, young people are facing difficult challenges. From early childhood to young adulthood, there are several key obstacles to socioeconomic mobility that emerge. These include availability of early childhood education, level of peer support during adolescence, secondary school funding and quality, and skills development and job matching as a young adult. This article explores the dynamics of these critical obstacles, analyzes initiatives that are successfully helping young people overcome these obstacles around the world, and makes policy suggestions to create a society in which young people have strong opportunities to fulfill their potentials and advance socioeconomically. The article focuses on the state of socioeconomic mobility of young people in the United States, drawing on examples of successful models from all over the globe.

Brown, Virginia; Braun, Bonnie; Leatherman, JoAnne

This article summarizes a literature review; teen-identified health concerns and issues; and teen bold ideas for actions. Findings from the National 4-H Council and Molina Healthcare *Teens Take on Health* initiative are provided and implications for 4-H programming tied to the new *Cooperative Extension National Framework for Health and Wellness* are addressed. The article is intended as background for Extension educators, volunteers and administrators as they review the *4-H Healthy Living Mission Mandate*, learn what mattered to teens and consider how to incorporate the findings into state and local 4-H youth development programming.

Hill, Eddie; Milliken, Tammi; Goff, Jennifer; Clark,Debbie

Youth, especially in inner-city areas of the country, are in need of effective, outcome-based camp programs when school is not in session. Character and Resiliency Education (CARE) Now (CN) is a comprehensive in- and afterschool program designed to promote academic enrichment through positive youth development with a focus on enhancing character and resiliency. In the summer of

2013, CN was adapted to create a three-week long day camp at a high-needs elementary school in eastern Virginia. Using theoretically-based and outcome focused programming, CN was widely praised for its effectiveness among youth in this summer camp. To assess its impact, a mix-method approach was used, producing desirable results. Consequently, the supporting organization moved forward to fund CARE Now for a year-long program at the same school.

Promoting Youth Development Worldwide: The Duke of Edinburgh's International Award

van Baren, Eva; Meelen, Marieke; Meijs, Lucas C.P.M.
The Duke of Edinburgh's International Award is a youth achievement Award program that aims to engage young people in purposeful activities focused on gaining knowledge, broadening horizons and accumulating a diversity of experiences. The program promotes positive youth development through an experienced based learning approach and is known to play a vital role in providing opportunities for young people to develop essential life skills, complementing their formal education. Comprised of three levels (Bronze, Silver and Gold) and four sections (Service, Skills, Physical Recreation and Adventurous Journey) the Award is designed to provide a balanced programme of personal development. The Award operates worldwide in over 140 countries and territories, through the International Award Association. This article will discuss The Duke of Edinburgh's International Award program and its non-formal educational framework. Participants reported that it has enabled them to grow in confidence and in their ability to contribute positively to their communities.

Analysis of Workforce Skills in High School Graduates: Self Report of High School Seniors in Northwest Ohio

Hedrick, Jason A.; Homan, Greg; Dick, Jeff
Analysis of workforce competencies at the conclusion of high school graduation are discussed in this paper. Researchers sampled over 875 graduating seniors from 16 high schools within six counties throughout Northwestern Ohio. Results highlight future career and educational goals of these young people and a self-report of skills based on the SCANS competencies and basic foundation skills. When evaluating Foundation Skills of Personal Qualities, Basic Skills, and Thinking Skills, students indicated highest ratings in Personal Qualities and overall lowest ratings in Basic Skills. A series of five Workforce Competencies were also evaluated, including Using Resources, Using Information, Using Technology, Interpersonal Skills, and Working in Systems. Highest ratings for Competencies were reported in Interpersonal Skills and lowest in Using Resources.

PYD and Professional Development of Youth Organizations

Green, Jeremy W.; Davis, Jamie M.
This article shares the results of a study conducted in Oregon which investigates the professional and volunteer development needs of (non 4-H) youth-serving organizations related to positive youth development (PYD). This study elicited feedback from 49 youth-serving organizations through a comprehensive survey. Information gathered included organization demographics (reach, size of staff and use of volunteers), current staff and volunteer development opportunities and requirements and interest in offering staff and volunteer training opportunities related to PYD. The results of this study indicate youth-serving organizations not only recognize the importance of a PYD approach, but also seek staff and volunteer development opportunities to strengthen the PYD capacity within their organizations. The results of this study provide direct implications for 4-H professionals. Due to linkages to the Cooperative Extension System and Land Grant Universities,

coupled with 4-H's intricate understanding of PYD theory and practice, 4-H professionals have the ability to be the resource and voice for PYD in communities served.

Perceptions of 4-H Professionals on Proposed Solutions Towards Diversity Inclusive 4-H Youth Programs

LaVergne, Douglas D.
This paper highlights findings from a web-based questionnaire used to explore and analyze [State] 4-H youth professional's perceptions on proposed solutions to increasing diversity inclusion — particularly among youth of color and youth with disabilities — in 4-H youth programs. Descriptive statistics were used to report demographic and personal characteristics along with percentage agreements on proposed solutions. Respondents agreed that: "*County 4-H youth professionals should become familiar with the youth with disabilities represented in their counties in order to promote an atmosphere of acceptance and cooperation;*" "*4-H youth instructional materials should reflect the diverse society that 4-H youth programs have;*" and "*for youth to become interested in joining 4-H, parents, 4-H youth professionals, and policymakers must develop strategies to address the different learning styles of all youth.*" Finally, recommendations were identified for professionals who want to increase diversity inclusion in their respective 4-H youth programs.