Contents

of this growth, little to no research has been conducted regarding indoor competition climbing as a developmental experience for youth. This study examined the contributions of indoor competition climbing to youth development outcomes based on qualitative responses collected from 623 parents and climbers (youth and adults) in late Fall 2014. Themes were constructed related to climbing as a youth development experience, including: holistic development; supportive relationships; confidence and self-efficacy; and sportsmanship and character development. Holistic development, which included growth in the areas of strength and health, cognition and mental conditioning, and social skills, appears to be a hallmark of the sport of indoor competition climbing. The identified themes mapped well to the 5Cs model of positive youth development (PYD), providing evidence for the existence of the 5Cs among youth who play sports. In response to calls for intentionality in youth programming, future research examining underlying programming, coaching, and parenting mechanisms that contribute to PYD is recommended.

Program Articles
Global Explorers Journaling and Reflection Initiative
Bennion, John; Duerden, Mat; Whitehouse, Anne
Research suggests that journaling will increase reflection and improve program outcomes (Bain, et al, 1999; Duerden, et al, 2012) This study involved a partnership with a non-profit, Global Explorers (GEx), which provides international immersion experiences for youth. Their programs are designed to teach youth participants principles of leadership, environmental awareness, service, and science. This study, which tested whether teaching journaling techniques to youth program facilitators would have a positive impact on participant outcomes, addressed the following hypotheses: 1) Greater training in reflective thinking among participants would be associated with higher outcome scores, and 2) Participants in the intervention group (facilitators trained in journaling pedagogy) would show greater increases in reflective thinking than comparison group members. Results based on participant self-assessment were significant in testing the first hypothesis; reflective thinking is positively associated with outcome measures, but the intervention group did not show increases in reflective thinking.

"Yet" ~ A Brief School-Based Program for Fourth Graders
Rogelberg, Sandra L.; Uhrich, Benjamin; Caudill, Leann E.; Gur, Shahar; Moffit, Miles; Williams, Eleanor B.; Rogelberg, Steven G.
"Yet" is a school-based youth development program intended to introduce elementary grade students to concepts of growth mindset, self-leadership, resilience and self-talk to promote healthy coping strategies to persist in tasks toward more positive educational outcomes. Drawing from psychology, education, and management literature focusing on self-leadership, the "Yet" program encourages interaction and internalization of concepts such as "growing the brain," and "stinkin' thinking," while modeling how to reframe set-backs to things students have not mastered…"yet," and practicing adaptive self-talk to promote coping and persistence. This unique program holds promise because it is approximately 30 minutes long, occurs within the context of a regular school day, and can be implemented with a high measure of fidelity because it is script-based. The success of the program may be augmented by principal and teacher support along with online videos.

Youth and Adult Perceptions of a New Technology in California 4-H: The Online Record Book

Lewis, Kendra M.; Worker, Steven M.

Youth development research suggests that adult volunteers have the potential to influence the how and when youth engage with technology as a legitimate form of program participation. The adults' comfort levels with technology, coupled with the historical structure of the youth development organization itself, shapes which technologies are made available to, adopted by, or perceived as relevant or useful to youth. This study explores how adults and youth members of California 4-H perceived the 4-H Online Record Book (ORB), an electronic version of the traditional 4-H record book. Survey data from 236 self-identified users and non-users of ORB provided feedback about their use of and feelings towards ORB, with youth expressing more positive feelings towards ORB and adults feeling more negative about the system. Youth however, felt supported by adults to use ORB.

Adding Focused Life Skills Training to a Civic Engagement Program to Boost Life Skills Competencies in Youth

Brandt, Brian; Klein, Jan

This paper highlights the impacts of a revised curriculum which incorporated a strong life skills focus into an existing civic education curriculum (for 4-H youth). The revised curriculum resulted in actual youth gains in life skills competencies. The study also explored the effect of volunteer facilitators in the implementation of an added life skills training component. Despite some significant limitations to the internal and external validity of the study, preliminary indications were that adding explicit life skills training content does in fact lead to an increase in life skills competencies. This was clearer in cases where volunteer facilitators fully implemented the additional content versus implementing none or only part of the life skills training. The limitations of the study and suggestions for future research are outlined in the conclusion.

Service Learning in Afterschool

Bradshaw, L. Daniele

The afterschool setting can serve as an important arena for service learning activities. Service learning projects can help afterschool students with learning, social responsibility, and character development. This article provides an overview of planning considerations for service learning in afterschool. The article also provides guidance for afterschool teachers and administrators in seeking service learning resources.

Research and Evaluation Strategies
Where PYD Meets CBPR: A Photovoice Program for Latino Immigrant Youth

Andrade, Elizabeth; Cubilla I.C.; Sojo-Lara, G.; Cleary, S.D.; Edberg, M.C.; Simmons, L.K.

Community engagement in identifying issues of collective concern to address health disparities is an approach that is central to conducting community-based participatory research. It is particularly important for youth to be engaged in dialogue around issues that affect their lives. Participation of this nature is understood, within a Positive Youth Development (PYD) approach, to be an element of primary prevention vis a vis health risks. Photovoice has been an increasingly used methodology to enable youth to identify and address issues relevant to

their daily experiences. We implemented a six-week Photovoice project guided by a PYD approach with Latino immigrant youth (n=12) from Langley Park, MD. This article describes the experiences of facilitators in implementing the program, testing a new curriculum, and also presents results related to changes in PYD assets among participants. We also offer recommendations for future Photovoice programs with similar populations and aims.