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NEAFCS

National Extension Association of Family and Consumer Sciences

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Editor: Jan Scholl, Penn State University, 2003-2006

National Meetings

2006	Denver	October 3-6, 2006
2007	St. Paul, MN	September 17-20, 2007
Galaxy III	Indianapolis	September 14-18, 2008

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President's Message

Dear NEAFCS members:

It is an honor to share my thoughts and perspectives with you! You are a part of NEAFCS history in the making as the editorial task force, under the leadership of VP for Member Resources, Ruth Jackson, and editor, Jan Scholl, has recommended to the NEAFCS executive board that it's time for a change in our name. The Reporter will now be named the "Journal of the National Association of Family and Consumer Sciences" or "Journal of NEAFCS" for short.

The goal of the name change is to enhance the research and credibility of NEAFCS members who are involved in research and program evaluation efforts. Our NEAFCS journal has a very high standard. Feature articles are peer reviewed and much additional information is provided: bibliographies, selected award and program summaries, and tenure and promotion reviewers, just to name a few. We desire to communicate this message to university faculty, professional organizations, educators, and the general public, but most of all, to all NEAFCS members as the journal is a benefit of membership.

As professional educators, we are facing increasing challenges to show impact in our educational endeavors. This issue includes articles with a youth-oriented theme. It is hoped that you will read and use this journal and consider writing an article for the 2007 issue.

Sincerely,

Sandy McLain

2005-2006 NEAFCS President

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Thanks to the following for their reviews of our journal submissions:

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Conflict Management for Parents of Teens: Strategies that Improve Relationships

Cynthia Burggraf Torppa, Extension Family and Consumer Science Specialist, Assistant Professor, Ohio State University Extension Center at Lima

Introduction

G. Stanley Hall (1916) declared adolescence to be a period of storm and stress—a notion that was generally accepted by popular and scholarly audiences for most of the twentieth century. Current research indicates that intense rebellion is not the norm for teens. Still conflicts between parents and teens can, at times, make life with an adolescent difficult (Adams & Laursen, 2001; Collins, 1990; Hill, 1987; Offer, Ostrov & Howard, 1989).

Proactive parenting styles have been associated with fewer conflicts and more harmonious relationships (Richardson, 2004). Some studies show that an authoritarian parenting style is harmful to the teens' long term adjustment (Baumrind, 1970; Fuligni & Eccles, 1993; Teti & Candelaria, 2002). Other studies indicate that when parents exercise appropriate control over their child's conduct with warmth and acceptance, they had fewer serious difficulties (Fuhrman & Holmbeck, 1995; Kernis, Brown, & Brody, 2000; Steinberg & Darling, 1994).

Objectives

The purpose of this study was to discover whether teaching a class in conflict management skills for parents of teens would help parents replace their use of coercive behaviors with more effective strategies to guide their teens' behaviors.

Design of the Course

Because previous research indicates that an authoritarian parenting style is more effective than authoritarian/coercive style, the focus of the parenting course centered around helping parents learn how to guide, rather than control, their adolescents' behavior. Parents were helped to: a) develop realistic expectations for their teens based on an empathic understanding of adolescence, b) understand the nature of interpersonal conflict dynamics and conflict cycles in order to understand at what points in the conflict cycle, interventions are likely to be effective or escalate unproductive conflicts.

Parenting skills to influence teens' behavior without escalating anger and acting-out were also taught. These skills included: 1) goal setting and/or getting clear about what the parent wants to accomplish as a result of the conflict episode, 2) thinking about the relationship between the parents' goals and behavioral choices, c) using specific techniques to break old patterns of conflict interaction, such as using planned ignoring and/or picking which battles to flight, using intervention strategies that graduate in intensity, being consistent and following through with rules and consequences, maintaining an awareness of the reciprocal nature of messages and other's reactions to them, attending to behavioral principles, and being more aware of what actions that parent is reinforcing and not reinforcing.

Participants were recruited primarily by running ads in the help wanted section of the newspaper. County agencies, such as Job and Family Services were also encouraged to recommend the class to their clients. Ten participants completed an 8-session course in conflict management for parents of teens (two 2-hour classes each week for four weeks).

Demographics of the Participants

Nine of the participants were female. One was male. Participant's average age was 37.33 years (range 21-52). Two participants were a couple, three were married and the remaining were single parents. Six of the

Continued on next page

participants had been married only once, two were married twice, and one did not answer the question.

All of the participants had children (average number =2.9; range 1 to 4), with ages ranging from 3 to 30 years old. The average age overall was 10 years old; the average age of the teenagers was 14 years. Only two of the group had not completed high school. Four did not work outside the home, the others were employed, and one did not answer this question. The average reported household income was $7,036 with a range of $0 to $18,252.

Demographics of the Study

The course and study were conducted in a rural county in a Midwestern state. The county is located about 50 miles from the nearest large metropolitan area, and the largest town in the county has a population of 3,700. Demographics indicated that only 6% of the county's residents were nonwhite, about one-fourth of the residents had not completed high school. Approximately one-third of the county's resident incomes fell at or below 200 percent of the federal poverty guidelines. The county had substantially more child abuse reported than other counties in the state when matched on relevant demographic factors.

Design of the Study

Questionnaires were completed three times (pre-class, post-class and as a four month follow-up). Because research findings indicated that the primary sources of conflict between parents and teens concern every day activities (Barber, 1994; Smetana, et. al, 1991), the *Relationship with Parents Questionnaire* developed by Card (1993) was used. This scale asked participants if: a) during the last month, parents and teens had gone to the movies, dinner, shopping and similar activities and whether the parents and teens had participated in activities together, b) the children were expected to and whether they complied with expectations to clean their rooms, help with housework, and similar chores, and c) the children had rules and whether they complied with rules about watching television, doing homework and similar things.

Activities, Conflicts about Chores and Conflicts about Rules scores were computed for the pretest, posttest and four month follow up. The following open-ended questions were also asked after the course and at the four-month follow-up:

What was the most important thing you learned in these classes?

Have you tried to do anything differently with your child as a result of taking this class?

Is there anything you've found to be particularly effective? Particularly ineffective?

Participants' responses were examined for evidence that the course content was understood and used by the participants. Responses were classified as: (1) empathic understanding of adolescence as a developmental stage, (2) understanding conflict dynamics and cycles, and (c) using conflict management skills that do not escalate conflict.

Findings

Participant responses to the open ended questions were examined first to discover whether participants had acquired new knowledge and practices from the class.

From Table 1, it is recognized that 100% of the participant's responses at the post-class data collection reflected learning and practice of the course content. Statements indicated that the parents were practicing behavioral skills to prevent escalating conflicts with their teens. The second most commonly listed benefit concerned understanding the nature of conflict and conflict cycles. Finally, participants learned more about the developmental stages of adolescence. Similar findings were noted at the four month follow-up, although fewer responses were provided.

Examination of the means scores for each of the three subscales created from the *Relationship with Parents Questionnaire* indicated that all three measures improved from the start and either held steady or continued to improve by the four-month follow-up. (Table 2). *Activities* scores in Table 2, show a steady increase in reported activities. *Conflicts about Chores and Conflicts about Rules* decreased from the start to the end of the series of classes and continued to decrease through the four-month follow-up.

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Table 1
Frequency of Response Types to the Question "What did you learn?

	Number of Responses	Adolescence as a Developmental Stage	Conflict Dynamics	Improved Behavioral Skills
Post Class	21	3 (14%)	7 (33%)	11 (52%)
Four Month Follow-up	18	2 (11%)	2 (11%)	12 (16%)

Table 2
Mean Scores on Relationship with Parents Subscales

Reported frequency of:	Pre-Class Mean	Post-Class Mean	4-Month Mean
Activities done with teen last month	6.20 (sd = 1.14)	6.30 (sd = 1.70)	7.00 (sd = .94)
Conflicts about Chores	1.80 (sd = 3.55)	.40 (sd = 1.35)	.20 (sd = 1.03)
Conflicts about Household Rules	.22 (sd = .83)	.11 (sd = .85)	.11 (sd = .60)

Summary

The posttest and four month follow-up indicated that most parents and teens enjoyed improved relationships. Parents reported doing more activities with teens and had fewer conflicts about chores and rules. Practicing new knowledge helped parents manage the conflicts that were characteristic of this developmental stage, resulting in positive changes for their families.

Implications for Extension Teaching

According to Norris (2003), dedicated professionals commonly try to include too much content in their programming when teaching adult learners. Norris argues that adult learners benefit from a deeper learning of fewer topics. Thus, teaching less is teaching more.

Findings in this study indicate that by concentrating on a relatively small number of topics, participants learned a good deal about each. More important, parents found that in making relatively simple changes in their conflict behavior with teens, they produced a profound improvement in their relationships. By targeting the fundamentals in this program, learners developed new habits and improved their ability to reach family goals.

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2005 NEAFCS Program Excellence Through Research Award

Take Charge of Your Diabetes

Elaine Courney, Florida

Linda B. Bobroff

Nancy J. Gal

Take Charge of Your Diabetes is a 9-session program. The curriculum was tested in 2003 and 2005. Participant's Hemoglobin A1C, blood lipids, weight and blood pressure were measured. Changes in HA1C and blood pressure were significant and likely related to the lifestyle changes promoted by this program.

2005 NEAFCS Program Excellence Through Research Award

Germ City: Clean Hands, Health People Program

B. Susie Craig, Washington State

Allison Nichols

Donnie L. Cook

Lynn Nakamura-Tengan

Guendoline Brown

Sandra Mc Curdy

Germ Gity is a USDA funded Extension, education and research program that reached 400,000 children and adults in Washington, Idaho, West Virginia, Florida, Hawaii, and Alabama. The Germ City walk-through interactive exhibit and education program has facilitated positive changes in hand washing behavior at fairs, community events, and in schools.

Connecting History and Modern Methods: The 4-H Quilt Block

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Introduction

"The study, collection and conservation of quilts have enormous potential to advance the understanding of our culture and history" (Quilt Quest, 2005). Though not widely known within Cooperative Extension, a quilt block with four Hs (Foland, 1932) was created in the twentieth century and advertised as a '4-H' Club Quilt.

Objectives

Testing the hypothesis that this quilt block was original to the 4-H program itself, an effort was made to locate the original quilt pattern, study its history, and to recreate the quilt block using modern methods. Unknown to each other, part of this work was accomplished in Nebraska and part in Pennsylvania.

Methods

To study the history and to discover the origin of the block, library and other sources were reviewed. Several quilts and quilt tops, with the Four-H pattern in their design, were purchased. In Nebraska, two Extension agents attempted to piece together old quilt templates and, through various trials, created rotary cutting directions for use by 4-H members.

Historical Findings

Five slightly different Four-H quilt blocks were located in: 1) a news clipping and a quilt top, 2) a quilt in the International Quilt Study Center in Lincoln, NB, 3) a quilt purchased on Ebay ™ 4) in county 4-H project materials located in south central Pennsylvania, and 5) a quilt hanging on the wall in an extension specialist's office.

A scrap of newspaper with a Four-H quilt block (Foland, 1932) was located first. Newspapers, especially during the depression, were noted to print quilt patterns to encourage subscribers. Through a review of newspaper titles, "The Star" was identified as the Kansas City Star. This clipping indicated that the block was to be used to create a *'4-H' Club Quilt* and templates were included. In this block, the Hs were set diagonally, the open area at the top of each H in every corner of the block, creating a diamond shape of background fabric in the center (see Figure). Later, a quilt top was found that used this design.

A similar block was found in a red and white quilt, circa 1915 (International Quilt Study Center, 2006). The four Hs in this quilt were set in a cross pattern. A center rectangle of contrast forming between the top and the bottom H; the crossbar Hs tipped on their sides. No additional history was provided about this quilt, except that it had likely been made in Ohio.

One of the purchased quilts was an album quilt, designed in orange (perhaps originally red) and ivory cotton. Created "during the winter school term of 1896 and 1897" and "contributed by Webster Hall" were embroidered in white on the red "legs" of two Hs in the quilt's center block. It is interesting to note that in the hand piecing of this quilt, two diagonal Hs form one pattern and the opposite diagonal Hs, another pattern, giving the impression that two of the Hs are laying down. The open sections at the top of each H were attached to one of the four edges of the quilt block. The Four-H blocks in this

Continued on next page

quilt alternate with a plain block. In the 1915 quilt, the four Hs were incorporated in every single block.

A fourth Four-H quilt block, with an H pattern similar to the album quilt, was discovered in 4-H project materials (Tunison, no date) circulated in Adams County, Pennsylvania. The block created by this pattern incorporates some of the elements of the other quilt blocks, but the effect is not obviously four Hs.

Finally, the fifth block of four Hs, two on top and two on the bottom, was found in a wall quilt hanging in an Ohio 4-H specialist's office in 2006.

Block Directions Adapted to the New Century

Since it was difficult for youth to recreate the old quilt block using the Kansas City Star (Foland, 1932) pattern, directions and drawings were first created, and efforts were made to recreate the block. The old template method, in this case, did not seem to yield a block of the correct size. The directions and amount of fabric required were adjusted and the blocks were cut using a rotary tool (found in most fabric stores). The rotary cutting tool was also used to trim or "true up" the blocks after stitching. Even if a youth did not sew an exact 1/4" seam, for example, the block could still be 14-inches square when completed. In one trial, a 4-H member made four blocks and, though a great deal of improvement was evidenced in the final blocks, all of the blocks were squared up to match the first smaller block in order to complete a table topper project.

Conclusion

Dated before the turn of the twentieth century, it is unlikely that the Four-H quilt was originally created for the 4-H program. Most agree, that the 4-H program started with the work of A. B. Graham in 1902 (McCormick, 1984) which at that time was known as 3-H or boys and girls clubs. The H's in the 1896-97 quilt likely represent a school name, a tribute to Mr. Hall, or was based on a similar civil war era block, *Grammar Class* (Youngs, 2005). This was probably the case, as most of the early quilts were red and white and not green and white as one might expect.

It is quite possible, Foland (1932) and Tunison (no date), adapted the block for the 4-H program. Hs were used as much as clovers to designate the program in the early days. Labels, created by USDA to advertise 4-H canning products, for example, had Hs, not clovers.

The directions, illustrations and photographs for the rotary cut quilt block based on the Foland (1932) pattern may be found at: www.quiltquest.unl.edu (click on "feature block") or in the 4-H Quilt Quest curricula published in notebook format by the University of Nebraska (DuBois, et al., 2005).

Through the study of this quilt block design and the use of twenty-first century techniques, the Four-H quilt block has resurged in popularity among young people. Youth are better able to create this patchwork and attach other blocks to complete larger projects. Continued efforts, to locate additional examples of the Four-H quilt block (in its many variations) are on-going.

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Encouraging Sexual Abstinence in Unmarried Adolescents: Identifying Risk and Protective Factors

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Introduction

Few researchers have directly studied sexually abstinent adolescents with the purpose of discovering why they choose abstinence (Blinn-Pike, et al., 2004). Social scientists know more about why teens have sex or get pregnant outside of marriage than they do about why some teens choose abstinence. Redesigning research efforts, sex education and Extension programs may be valuable in order to understand and support teens that are (or want to be) abstinent.

Objectives

The purpose of this paper is to identify the major risk and protective factors related to premarital sex and how this information could be used by parents, educators, and extension specialists to promote abstinence.

Method

The risk and protective factors in this paper are organized using a systems perspective, through the lens of Family Systems Theory and Ecological theory. Teen sexual behavior is influenced by biology, the immediate family environment, and the wider social milieu of peers, school, religion, neighborhood, and the media (Mandara, Murray, & Bangi, 2003).

One hundred and eighty-six journal articles and professional book chapters related to teen sexual activity were studied. The complete reference list may be obtained from the author as only the references used in this paper are cited. Most the articles were located by searching the following databases: PsycINFO, Family and Social Studies Worldwide, ERIC, Social Science Citation Index, and Sociological Abstracts. Table 1 reveals the number of articles that supported each risk or protective factor. Note that that the number of studies does not represent the relative importance of one factor over another factor. The number just reveals how many times that factor was studied and reported by a researcher. Most of the studies reported on more than one risk and/or protective factors.

Findings

Based on the review evidence for the existence of six major risk factors and nine protective factors were found. Examples are given in parentheses. Some factors may have more direct influence on adolescent abstinence (parental monitoring, or abstinent peers) than others and some may have a more indirect affect (a two-parent family). Also, some factors are more influential on girls (parent communication about sex) than boys, and some factors influence white teens (religiosity) more than minority children. Though not all risk and protective factors influence adolescents in the same way (a limitation of the study, evidence was found that the factors identified influence abstinent behavior.

Risk Factors

Risk factors are those personal, familial, or social influences that increase the likelihood that an adolescent will be involved in premarital sex.

1 Early, steady, dating. A principal risk factor for teen sex is participation in a steady, long term premarital relationship (Miller, 2002). Over time there is a natural progression in a dating relationship to engage in more intimate sexual behaviors. To reduce this risk parents, educators, and counselors may discourage early dating, steady dating, and promote group dating and chaperoned activities.

2 Engaging in non-coital sexual behaviors. Though many teens do not consider heavy petting, mutual masturbation, oral or anal sex as "sex," these intimate

Continued on next page

sexual behaviors can transmit STDs and may lead to sexual intercourse (Woody, et al., 2000). Some child and family professionals promote these behaviors as safe and satisfying alternatives to intercourse, but there is no empirical support for this conclusion. Adolescents can be taught that non-coital behavior have risks and can lead to sexual intercourse.

3 Alcohol and drug use. Many studies have found that alcohol and/or drug use increase the risk for premarital sex (Bachanas, et al., 2002). About half of high school seniors reported using alcohol during a previous month, half used marijuana, and nearly 20% tried cocaine, ecstasy, speed, or inhalants. Drug use reduces inhibitions and confuses judgment so that teens are more susceptible to sexual experimentation and sexual assault.

4. Sexual abuse including incest. A teen that has been sexually molested is more likely to be a promiscuous teenager (Polit, White, & Morton, 1990). The trauma of molestation often makes youth more vulnerable to casual sex and sexual experimentation. Youth who have experienced sexual abuse need educational and therapeutic interventions, otherwise they remain at higher risk for premarital sex.

5 Exposure to erotic or pornographic media. Teenagers watch an average of 3 hours of TV per day, and spend another 2.5 hours on movies, music, magazines, and the Internet. The media is saturated with images of non-marital sex (Lowry & Shidler, 1993). Research has not demonstrated unequivocally that viewing erotic and pornographic media causes teens to become sexually active, but media modeling of premarital sex makes it more likely that a teen will think favorably about premarital sex, increase interest in sex, and accelerate the onset of sexual activity (Werner-Wilson, Fitzharris, & Morrissey, 2004). Tighter control and supervision of media may increase the likelihood of sexual abstinence.

6 Maturity and physical attractiveness. Teens that are physically mature and attractive are at higher risk for sexual activity. If a teen is perceived by peers as beautiful/handsome (or has a "nice body"), the adolescent may get more dates and has a greater opportunity for physical intimacy (Zimmer-Gembeck, Siebenbruner, & Collins, 2004). Provocative dress (hair, clothes, make-up, jewelry, perfume) sends sensual messages that may increase interest and sexual arousal (Cassidy & Hurrel, 1995). Teens that are mature and physically attractive may require more dating restrictions and parental monitoring to reduce the teen's exposure to premature sexual involvement.

Table 1
Summary of Risk and Protective Factors

Risk and Protective Factors N=186 reports	Number of Studies
Risks 1.Participation in non-coital behaviors	5
2. Steady dating at early age	8
3. Physical maturity and attractiveness	8
4. Alcohol and drug use	14
5. Sexual abuse and incest	14
6. Erotic and pornographic media	17
Protective Influences 1. Teen's goals and future aspirations	6
2. Teen's competence using refusal skills	9
3. Teen's fear of negative consequences	12
4. Teen's religious belief and activity	16
5. Safe and prosperous neighborhood/SES	21
6. Parent-Teen communication about sex	23
7. A two-parent family	23
8. Abstinent sibling and peers	24
9. Authoritative parenting/warmth, support	24

Protective Factors

Protective factors are influences in the teen's life that support and encourage sexual abstinence.

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Abstinence, *Continued from previous page*

1 Authoritative parenting and parental warmth and support. Teens are more likely to be abstinent if parents use authoritative discipline and have a warm, supportive relationship with teens (Purdie, Carroll, & Roche, 2004). Authoritative parents are firm but not overbearing, use reasoning, discuss consequences, and allow choices when appropriate (Meschke, Bartholome, & Zentall, 2000). Authoritative parents monitor their teens--they know where the teens are, who they are with, what they are doing (Borawski, et al., 2003).

2 Parent-teen communications about premarital sex. Frank, open communication about sex--with accurate information and the parent's expectations for abstinence--is a deterrent to premarital sex (Dilorio, Pluhar, & Belcher, 2003). Parent-teen communication is more likely to be effective when parents use authoritative discipline and have a warm, supportive relationship with their teens (Karofsky, Zeng, & Kosorok, 2001).

3 Peer and sibling influence. Peers and siblings (especially if they are close in age and interact positively with the teen) model sexual values and behaviors. A teen is more likely to be abstinent if his or her peers and siblings are abstinent or appear to be abstinent (Maxwell, 2002). Jaccard, Blanton, and Dodge (2005) suggest that peers' influence can be moderated by parental influence. Teens are less susceptible to if they have a close, trusting relationship with parents, but peers have a reliable affect on teen sexual behavior. Maximize the teen's time spent with abstinent peers.

4 Teen's future aspirations. If teens have hopes for the future they are less likely to jeopardize those dreams with risky behaviors such as premarital sex (Vesely, et al., 2004). In various research studies, teens report a common reason for abstinence: "It (premarital sex) could mess up my future" (Kowal & Blinn-Pike, 2004). Adolescents who have little hope for education, good employment, and stable marriages are less worried about the consequences of non-marital sex and pregnancy (Lock & Vincent, 1995).

5 Teen Religious belief and activity. Rostosky, Wilcox, Wright and Randall (2004) reviewed the role of religiosity on adolescent sexual behavior from 10 longitudinal studies conducted over the past 20 years. The impact of religiosity on teen sex varied by the age, race, and sex of the teen, but in general, teens who engaged regularly in religious devotions (prayer, meditation, communion, or reading scriptures) and attended religious services or youth groups were more likely to be abstinent than those who were not religious.

6 Teen's fear of negative consequences. Fear of negative consequences appears to deter some adolescents from engaging in premarital sex (Blinn-Pike, 1999). Those fears include STDs, pregnancy, parent's disappointment, and guilt and anxiety. As Keller, Duerst, & Zimmerman (1996) acknowledged that "[An] aspect of any intervention program may involve the careful use of fear-inducing strategies…Fear about pregnancy and STDs can produce both abstinence and condom use" (p.129). To encourage abstinence, parents and educators may want to increase teens' awareness of the costs and risks of premarital sex and decrease teens' expectations of the rewards of premarital sex.

7. Refusal skills. Refusal skills, also known as assertiveness training, is an additional protective factor for adolescents who want to be abstinent. Refusal skills include spoken words, body posture, and other nonverbal behaviors (voice tone or facial expressions) intended to indicate an unwillingness to participate in sexual activity, or any other risky behavior (Warzak, Grow, Poler, & Walburn, 1995). Effective refusal skills allow the teen to escape the unwanted activity when they fail to elicit ridicule or mockery from peers.

8. Safe and prosperous neighborhoods. Adolescents who live in poor, unsafe neighborhoods are at greater risk for premarital sex and non-marital pregnancy (Brewster, 1994). Thus, teens with parents who have a higher SES status and live in safe and prosperous neighborhoods are more likely to be abstinent (Roche, Mekos, & Alexander, 2005). As Harris (1998) explained, "By living in one neighborhood rather than another, parents can raise or lower the chances that their children will commit crimes, drop out of school, use drugs, or get pregnant" (p. 212).

9. A two parent family. Teens with two parents (in a reasonably happy and stable marriage) are more likely to be abstinent than teens in other living arrangements (Demo & Acock, 1996; Miller, 2002). Though

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the mechanism for the "two-parent" effect on teen sexual behavior is not clear, a two-parent family may provide extra emotional and financial resources, increased supervision, and modeling of marital fidelity all of which may promote adolescent abstinence.

Conclusions and Implications

Many factors influence adolescent sexual abstinence: personal choices, family processes, peer relationships, religious involvement, and the media. Protective factors co-exist with the risk factors and both have a cumulative affect on teen sexual behavior. The fewer risk factors and the more protective factors that exist within a teen's environment the more likely the teen will be abstinent (Oman, et al., 2004). However, there is no magic shield that will protect all teens from engaging in premarital sex. Factors that support abstinence may be more or less effective depending upon the teen's age, sex, personality type, family background, ethnic group, and neighborhood.

Strategies to promote abstinence may be more effective if delivered over a span of many years (Small & Luster, 1994) by those important to the youth. For example, 4-H educators could present abstinence as a viable solution to teen audiences. Parents could promote abstinence by frank and open discussions and by consistent monitoring of teen dating behavior. Religious leaders could advocate abstinence in religious settings and the media could depict more positive images of abstinent teens. Extension specialists may have special opportunities to discuss the value and rewards of abstinence with teens, parents, and youth professionals in a variety of settings (Hill & Parker, 2005).

Many social scientists, medical professionals, educators, and mental health workers still believe that efforts to promote abstinence are generally ineffective. However, the benefits of adolescent abstinence (to individual teens and to society) are so great that child and family professionals should not give up. This study of the recent literature, regarding risk and protective factors, demonstrates that some techniques may be effective in increasing sexual abstinence. Further study and use of these techniques among parents and the community will add to our understanding and prevention of the health problems and other personal, family and community consequences associated with early sexual experience.

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Increasing Effectiveness of EFNEP Paraprofessionals through Training, Coaching and Accountability

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Introduction: Purpose of EFNEP

The Expanded Food and Nutrition Education Program (EFNEP) was designed to help limited-resource audiences acquire new knowledge, skills and attitudes in order to create nutritionally sound diets, improve nutritional well-being, and the overall family diet (CSREES, 2005). The family focus of EFNEP targets youth (Youth EFNEP) and adults (Adult EFNEP). Members of limited resource families (children, youth, and parents) receive education that can improve their overall health and quality of life.

Implementation of EFNEP

County Extension agents provide training and supervision to paraprofessionals and volunteers who teach EFNEP. EFNEP is delivered as a series of typically 10 to 12 lessons, often over several months, by paraprofessionals and volunteers, many of whom are indigenous to the communities they serve (CSREES, 2005).

Methods for program delivery include individual and group lessons. Teaching takes place in homes or at community locations that are easily accessible to the targeted EFNEP clientele. Establishing linkages and partnerships with pre-formed youth groups is also a prime strategy for delivering Youth EFNEP education. The individuals and families that are recruited receive instruction in nutrition, food purchasing, food preparation, food safety and related topics. A hands-on, learn-by-doing approach allows the participants to gain the practical skills needed to make behavior changes.

Maricopa County's EFNEP Program

Maricopa County uses a family-focused approach in order to, "strengthen families through nutrition education." Well-informed and well-educated EFNEP staff ensure that over 2,000 families, each year, receive research-based, and relevant nutrition information. With multi-faceted, hands-on nutrition training and coaching from the Extension agent, these paraprofessionals are better equipped to answer nutrition questions and teach nutrition concepts.

Training

Training has been identified as a critical component to any program that employs paraprofessionals (Warrix, 1998). Often, newly hired EFNEP educators have limited nutrition knowledge, but a wealth of knowledge about the target audience in low-income communities. On-site, interactive, and procedural trainings have been recognized as among the most effective methods used to train paraprofessionals (Warrix, 1998; Price, 1995). In Maricopa County, the County Extension Agent provides each new EFNEP educator with one-on-one training and an orientation on EFNEP procedures. A county extension agent or a seasoned EFNEP educator will accompany the new hire at his/her first class and, immediately after the class, will provide constructive feedback about the instruction.

On-going training is provided bi-monthly to all EFNEP educators in the county in order to enhance their ability to teach nutrition and related topics. The bi-monthly trainings may also strengthen knowledge and skills in other areas, such as outreach and recruitment strategies, as well.

Every EFNEP educator is required to prepare and deliver a pre-assigned lesson to their supervisor and peers during the program year. A constructive evaluation of the lesson is completed by all observers and feedback is given to the educator. This process helps ensure that all staff can effectively teach EFNEP lessons to low income families. EFNEP educators also

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Effectiveness, *Continued from previous page*

learn strategies and techniques from each other in this structured and supportive environment. Increased confidence and teaching skills are among the many benefits to these EFNEP educators.

EFNEP educators need training to help families become aware of current problems and determine strategies to deal with those issues. For instance, EFNEP educators are taught about the increase in obesity and overweight in youth so they can relate this information to families.

Coaching and Accountability

Coaching, as implemented by the Maricopa Extension Agent, is a deliberate process of focused conversations and interactions to create an environment for individual growth and sustained improvement among the EFNEP educators. The educators are treated as professionals and their "neighborhood knowledge" (Warrix, 1998, 4) is valued. Informal coaching sessions (conversations) are conducted to increase the educators' knowledge about relevant topics and allow them to share ideas, strategies and experiences.

The agent is involved in all phases of EFNEP program development, delivery and evaluation which helps her understand how new delivery methods may serve clientele better. She develops 1) new teaching approaches to utilize the best assets and teaching skills of each educator and 2) establishes better time utilization strategies in order to extend important nutrition and self-sufficiency messages to wider audiences.

EFNEP educators are accountable for the identification, recruitment and enrollment of new Maricopa County clientele in the EFNEP program. During coaching sessions, the agent and the educators develop realistic yet productive monthly targets for the number of contacts to be made, individuals reached and enrollment growth. Strategies are discussed and employed to increase the likelihood of achieving those targets. The targets present a standard to which the EFNEP educator is held. There is "buy-in" as the educators are integral to the planning process.

Competition is also a factor in creating high productivity among educators. In a collegial, supportive environment, encouragement motivates EFNEP educators to succeed.

Conclusion

EFNEP program effectiveness can be greatly enhanced by employing multi-faceted training, coaching and accountability. This study includes program information and data from the Maricopa County, Arizona EFNEP program. Data show improvements in program outreach, enrollment, and educator productivity as well as behavioral outcomes for EFNEP participants.

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Your supervisor has asked you to provide a list of out-of state reviewers for your tenure or promotion packet. Susan Morris (skmorris@umd.edu) has updated a resource list for this purpose. Detailed information about the expertise of each reviewer and the tenure and promotion policies of their particular universities and/or Extension systems may be found on the NEAFCS website. Several have indicated that they are also willing to review Extension publications. There are currently fifty-one reviewers. If you would like to review for tenure, promotion or publication purposes, contact Susan and complete the information she requests.

Participation in a 4-H Food Camp to Promote Nutrition Knowledge and Culinary Skills

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Introduction

To foster learning and development, the early childhood years are the most impressionable (Fox, 2002). Extension Service 4-H programs take advantage of this time by involving youth in activities that promote learning by doing.

Adolescent health and eating behaviors are influenced by perceived barriers such as a decreased sense of urgency about personal health; undesirable taste, appearance and smell of healthy foods; and a lack of time and skill in preparing foods (O'Dea, 2003).

Extension services can provide programs to help youth address these barriers to health. As Fox (2002) discovered through personal exploration of childhood learning, "Children are active participants in their own development, reflecting the intrinsic human drive to explore and master one's environment" (p. 29).

Children also learn through a variety of contexts. Some prefer group involvement over individualized work, or vise versa; others learn better visually or audibly. Many learn best through hands-on activities. Good and Ley (2002) found a positive correlation between the interactions of university students and elementary students in learning. When interacting with older youth, younger students gained increased awareness and were motivated to learn. The social interaction cultivated the stretching of personal learning capacities. Small class size has been an important component of achieving optimal learning among children. Hedges and Konstantopoulos (1999) concluded that smaller class sizes (13-17 children) significantly contributed to immediate academic improvement among elementary students. Long-term effects were also seen and, after five years, these improvements were just as evident and expected to continue. Studies also support Junge, Manglallan and Raskauskas (2003) findings that children who participate in out-of-school programs, such as 4-H, with small student to teacher ratios, obtain more skills and were better at applying knowledge in real situations.

Objectives

The objectives of this effort was to develop and implement a 4-H food camp in order to: 1) foster healthy lifestyles, 2) increase knowledge and skills in food evaluation, nutrition, and culinary skills, and 3) encourage youth to think, actively participate, and obtain knowledge to support life skills.

Methodology

A 4-H food camp was developed to teach a variety of food and nutrition skills and information. Different learning techniques, such as class participation, discussions, and hands-on involvement were used in a comfortable and fun setting. The food camp was designed and taught by university senior dietetic stu-

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dents, fostering a relationship between extension and on-campus departments. The learning environment was enhanced by university/adolescent student interaction, small class sizes, and an out-of-school learning environment.

The 4-H foods camp was held on a Saturday in the county Extension training room. The event lasted six hours, to meet the requirement for a special interest 4-H activity. The time-span included registration, classes, lunch, and sufficient breaks to use the restroom, wash hands, get a drink, and rotate to different classrooms. The event was advertised in two area newspapers, the county Extension newsletter and website, and flyers were posted at public libraries throughout the county. Event information was posted four to six weeks prior to the event.

Thirty-one youth, ages seven to 18, participated in the 4-H food camp. Table 1 shows demographic information for participants. As the event commenced, participants were briefly welcomed and introduced before collectively taking an AB formatted pre-test on the information they would be learning in the classes. The pre-test was written on a fifth-grade reading level and consisted of 18 questions, six each from the three education domains: *You Be the Judge, You Be the Nutritionist* and *You Be the Chef*. The pre- and post-test questions were written to meet specific objectives assigned for each class topic.

The scoring activity for these three sections was formatted similarly to the "You Be the Judge" activity in the "Six Easy Bites" 4-H Cooperative Curriculum System (Lah & Barkman, 1993). Other pre-and post-test questions were written to meet specific objectives assigned for each class topic.

Upon pre-test completion, participants were separated into three groups of 10-11 participants, with mixed ages within a two-three year age range. Participants attended six 45-minute classes, two from each learning domain. Learning domains, classroom activities, and educational materials were based on the National 4-H foods curriculum (Lah & Barkman, 1993).

Each class was taught by volunteer senior dietetics students from Utah State University. Classes consisted of interaction between two to three volunteers and group members. Participant involvement was encouraged with fun activities, such as puzzles, games, and skits. Hands-on experiences were used to promote competence in the kitchen. Children prepared a variety of foods, learned and used safe preparation techniques, followed recipes, measured ingredients, and participated in taste-test panels. Children were encouraged to describe the functions of ingredients and dictate recipe methods sequentially. In addition to culinary skills, participants were encouraged to answer questions, teach one another, share food likes and dislikes, and discuss experiences with food preparation. At the conclusion of the classes, volunteers reviewed information and encouraged participants to "teach" the material they had learned. Teaching is often one of the best ways to learn information (Good & Ley, 2002).

At the completion of all six classes, participants collectively took an AB formatted post-test. Each question on the post-test was matched to an equivalent question on the pre-test for content and difficulty. The post-test was written on a sixth grade reading level and comprehensively covered the information taught.

Findings and Discussion

Knowledge testing. Participants showed significant improvement in knowledge related to: food quality evaluation, nutrition concepts, and culinary skills. A paired t-test was performed to compare answers of equivalent questions on the pre- and post-test. Means and standard deviations were also calculated to compare pre-test and post-test scores. Table 2 and Figure 1 show the detailed test results.

A Flesch-Kincaid (1999) grade level analysis was conducted on pre- and post-test questions to assure that the reading level of the test was appropriate for youth. The reading level was also used to ensure that the participants' increased scores were not a function of a decrease in test difficulty. The overall pre- and post-test Flesch-Kincaid level scores were 5.2 and 6.1 respectively, suggesting that the increase in the overall test scores was a result of an increase in knowledge taught by the curriculum.

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Table 1
Demographic Information

Male	19.4%
Female	80.6%
Age 7-9 years	41.9%
Age 10-12 years	41.9%
Age 13 years and over	16.2%
1-2 years in 4-H	58.1%
3-4 years in 4-H	19.4%
Non 4-H members	22.6%

Table 2
Pre/Post Test Evaluation

Question type	Pre Mean Score	Standard Deviation	Post Mean Score	Standard Deviation	p value
Food Quality Evaluation (max score 6)	3.58	+/- 1.259	5.03	+/- 1.251	p=0.000
Nutrition Concepts (max score 6)	2.45	+/- 1.179	3.55	+/- 1.710	p=0.002
Culinary Skills (max score 6)	3.03	+/-1.140	5.39		p=0.000
Overall (max score 18)	9.03	+/-2.243	14.06	+/-3.296	p=0.000

Figure 1
Comparison of Pre- and Post-Test Scores

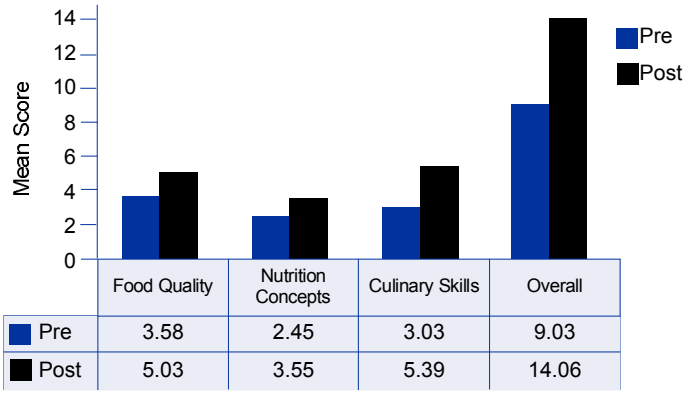
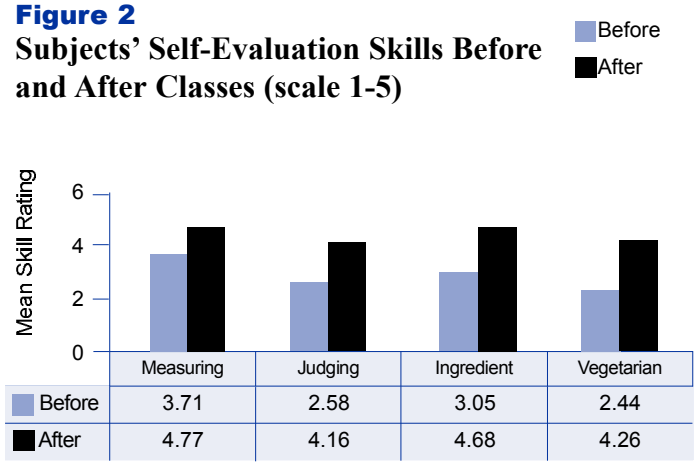


Figure 2
Subjects' Self-Evaluation Skills Before and After Classes (scale 1-5)



For five of the 18 questions on the post-test, there was a significant decrease in the scores. Inadequate teaching of concepts or the difficulty of the pre-test compared to the post-test may have affected results. To determine if the post-test questions were significantly harder for these five questions, the Flesch-Kincaid (1999) was applied for each question. The post-test questions for these five questions were not significantly harder than their corresponding pre-test question, indicating decreases were not due to test difficulty, but may be due to the education process or another factor. It is important to note that scores from each content area and the total score improved significantly, so the class design was appropriate, though some curriculum and teaching revision may be needed.

Self-Evaluation. Participants also showed improvement in four self-evaluated skill domains: measuring ingredients, judging baked products, ingredient function, and vegetarian diets. Figure 2 gives the details. A retrospective Likert scale (1-5) was used for self evaluation. Perceived knowledge and skills improved significantly (p=0.000) across all four domains. An ANOVA analysis was performed to determine possible effects on scores based on age and years in 4-H, but the results were not useful due to insufficient cell size.

Summary and Implications for Extension

Findings of this study support the recommendation that 4-H and other Extension programs contain the following components: 1) group interaction, 2) a mixture of age groups, 3) small group size, 4) monitoring behavior over time, and 5) knowledge and behavior development exercises.

Group Interaction. During food camp, instructors promoted group interaction as often as possible with games and problem-solving activities. Research supports the effectiveness of cooperative learning.

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4-H Food Camp, *Continued from previous page*

Battistich, Solomon and Delucchi (1993), for example, found that teachers must allow students to work and learn together for positive outcomes to be reached; yet simply grouping children together did not lead to more positive outcomes.

Age Mixing. For this food camp, participants were placed in groups that had at least a two year age range. Age mixing encouraged participant cooperation and facilitated learning. Research conducted by Katz (1992) concluded that mixed age groups can create social benefits and improve intellectual stimulation. In addition, the findings of Good and Ley (2002) support the interaction of university and elementary students in a learning environment.

Group size was considered in the class design. Smaller classes (13-17 children) contributed to immediate academic improvement in students and a five-year follow-up study showed long-term benefits of smaller class sizes (Hedges, 1999). Another study by Junge, Manglallan, and Raskauskas (2003) found that children, who attend after-school programs (such as 4-H) with smaller student-to-teacher ratios, report more life skills developed than children not attending. The group size in this 4-H food camp was 10 children, corresponding with these recommendations.

Monitoring behavior change over time is critical to evaluating a program, but was a limitation in this program design. Although, long-term dietary habits cannot be assessed after a six-hour 4-H food camp, the anticipated improvement in eating behaviors was encouraging. A study conducted by Derri, Aggelousis and Petraki (2004), with similar objectives, included a strong emphasis on physical fitness and nutrition. After eight weeks, children who participated in nutrition education classes showed improved nutrition knowledge and dietary habits. Devine, Olson, and Frongillo (1992), also had similar results but were unable to improve dietary habits.

Knowledge and behavior. The link between knowledge and behavior has been strong. An increase in nutrition knowledge has improved behavior patterns (Worsley, 2002; Kandiah & Jones, 2002). In a systematic review of children's healthy eating literature, conducted by Worsley (2002), nutrition education brought about a change in dietary behavior, sometimes lasting up to two years. Kandiah and Jones (2002) found that nutrition knowledge led to healthier food choices. However, further investigation on the extent to which knowledge correlates with improved behavior is warranted.

Classes and curriculum taught at the 4-H food camp were effective in improving overall nutrition knowledge, as well as self-perceived culinary skills. The positive results of 4-H food camp may be attributed to five areas of program design: group interaction, age mixing, group size, behavior monitoring, and knowledge and skill development.

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Strengthening Families Through 4-H Involvement

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Introduction

Family and Consumer Sciences and 4-H youth development build on the strengths of individuals and families. Yet, Cooperative Extension professionals have traditionally taught parenting and life skills (self-esteem, positive communication, problem solving) to parents and youth in separate settings (Thomason, 2002). The concept of empowering individual youth by strengthening their family as a unit, through their shared involvement in 4-H, is a unique approach.

Since youth delinquency does not occur in isolation from the family, it is vital to consider the strengths and abilities of the entire family system. Iowa State University's "Strengthening Families Program" builds skills and brings parents and youth together for shared activities and training (Molgaard, Spoth, & Redmond, 2000). This program takes a holistic approach, implementing experiential learning activities for the entire family.

Prevention through empowerment is the key to strengthening families (Thomason, 2002). This is especially important for at-risk youth, who are often surrounded by many anti-social examples and are more likely to experiment with them during late elementary/early adolescent years (Goldberg, et al., 2001). Bandura (1986) describes how children learn by observing and that they can combat the risks they face through positive examples at home.

4-H youth development programs provide experiential, research-based learning. Opportunities, relationships, and support, help youth acquire life skills and meet the challenges of adolescence and adulthood. National 4-H Headquarters (2002) promotes the six C's: competence, character, caring, confidence, connections, and contributions.

Studies of fifth, seventh and ninth grade students by Montana State University Extension (2003) and replicated by the University of Idaho Extension (Idaho Impact Study, 2003), indicate that 4-H members improve academically, become less involved in delinquent behaviors, feel more confident and competent, more connected to their families and community, and have a deeper sense of compassion and caring for others than youth not enrolled in 4-H. These findings also indicated that 4-H brings families closer together. 4-H youth felt useful and an important part of their family and were also more likely to talk to their parents or guardian about issues important to them.

The National Educational Logitudinal Study (NELS) research reported that 4-H reaches more than just those youth who would excel anyway (Steele, et al., 1993). Five or more indicators of being "at risk" were cited by one-fourth of all 4-H members in the Montana and Idaho studies.

At the University of Nebraska, (DeFrain, 2000), 1700 participant responses reflected similarities from culture-to-culture. Six general qualities were determined for strong families: appreciation and affection, commitment, positive communication, enjoyable time together, spiritual well-being, and successful management of stress and crisis.

Objective/Purpose or Hypothesis

Raising a stable and loving family is not an easy task. Most feel it is one of the most important things we can do. Few feel prepared. While the before-mentioned studies have demonstrated the value of 4-H in other settings, this goal of this study was to identify whether

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4-H Food Camp, *Continued from page 20*

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4-H Involvement, *Continued from previous page*

family participation in "4-H family night out" and "4-H family camp" were effective ways to strengthen families and empower the lives of at-risk youth. It was hypothesized that with increased family interaction and time spent together in non-threatening and fun experiential learning activities, such as those provided in 4-H, youth would experience positive behavioral change and both youth and family bonding would result.

Method

Monthly "4-H family night out" activities were provided so the entire family could participate together and reflect on their experiences in a short "debriefing." DeFrain's (2000) six qualities of strong families were used as themes for each family night out activity. Resources and activities to address these themes came from family strengths programs from Washington State University, Iowa State University and Utah State University.

In addition, to the monthly 4-H family night out, a 4-H family camp was developed. The goal of the family camp was to provide hands-on activities to enhance family bonds and lessen the negative outcomes experienced by youth (Torretta, 2004). Participating in family camps with challenging outdoor recreation (Huff, et. al., 2003) increased positive family communication and cohesiveness.

During the 2003-2004 academic year, 686 youth and their families participated in the programs. Questionnaire data were collected from the targeted at-risk youth and parents at the end of the school year using a posttest and a retrospective pretest evaluation that asked participants to think back before they began the program (Rockwell & Kohn, 1989).

Each person filled out a survey which was sealed in a pre-addressed, postage-paid envelope and returned to the university for data analysis. The youth and parent questionnaires were coded and analyzed separately using the youth's assigned number. Three hundred and eleven youth and 274 parents completed surveys. Data included items on the Search Institute's Developmental Asset Model (Benson, 1997) for social competence. The family bonding items were taken from the Family Profile II (Lee, et. al, 1997). Parental efficacy items were developed specifically for this survey by the authors. Items were also added to evaluate academic and social behavior changes in the youth.

The items were coded to form scales and internal consistency and reliability coefficients for each scale were calculated. Cronbach Alpha's were as follows: family bonding (alpha = .93) and parental efficacy (alpha=.89). Retrospective pretest scores were subtracted from posttest scores and paired sample t-tests were computed for each scale.

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Table 1

Paired samples t-test results of family bonds, parental efficacy and social competency for the "4-H family night out" program during the 2003-2004 academic year

Variables of interest	Retrospective mean score (SD)	Current mean score (SD)	Mean change (SD)	*t*	*p*
Family Bonds					
Youth report N=302**	41.43 (8.52)	43.77 (8.28)	2.34 (4.74)	8.59	.001*
Parent report N=274	41.52 (7.59)	45.20 (6.28)	3.68 (5.50)	11.08	.001*
Parental Efficacy					
Parent report N=268**	20.03 (3.42)	21.38 (2.82)	1.35 (2.64)	8.39	.001*
Social Competency					
Youth report N=299**	28.93 (6.24)	31.63 (5.99)	2.70 (4.27)	10.92	.001*
Parent report N=274	25.53 (6.26)	29.27 (6.05)	3.74 (4.43)	13.97	.001*

Note: Only parents reported parental efficacy. The t score represents a number that cuts off the deviant 5% of the score distribution, or occurs with a probability of .05 or less.

*Statistically significant results ($p < .001$, two-tailed) indicate 95% confidence that these changes/improvements did not occur by chance, but were related to youth and parent's participation in the program.

**Where either a youth or a parent did not answer every question, the N for a particular scale will be less than 311 for youth and 274 for parents.

Findings

The results were based on the reports of both the youth and their parents. A significant improvement at the .001 level (Table 1) was identified for youth related to positive family bonding. Adults perceived themselves as more effective parents.

Specifically, 54 percent of the youth indicated they were getting along with their parent/ guardian better, 40 percent reported greater respect for their parents, and 46 percent reported feeling closer to their family. Seventy percent of the youth felt more confident, 60 percent solved problems without fighting and were better at making friends, and 56 percent got along better with friends (Figure 1).

In addition, testimonials from families provided evidence of the program's success. One parent reported: "The 4-H family nights out have helped our family grow stronger. The program has been the best thing for my efforts as a single parent father" (Utah 4-H Volunteer Association, 2004). Similar comments were made by families who had participated in 4-H family camp. Of the 51 survey respondents, everyone indicated that they agreed or strongly agreed that family camp helped bring their family closer together. Eighty-six percent felt they had earned new skills that would strengthen their family.

Summary

As hypothesized, increased family interaction and time together were shown to increase family bonding among both youth and parents. The youth also exhibited positive behavioral change. Adults reported an increase in their competency as parents. Families learned how to have fun together, communicate and one respect each other; and the experiences reinforced positive behaviors and change.

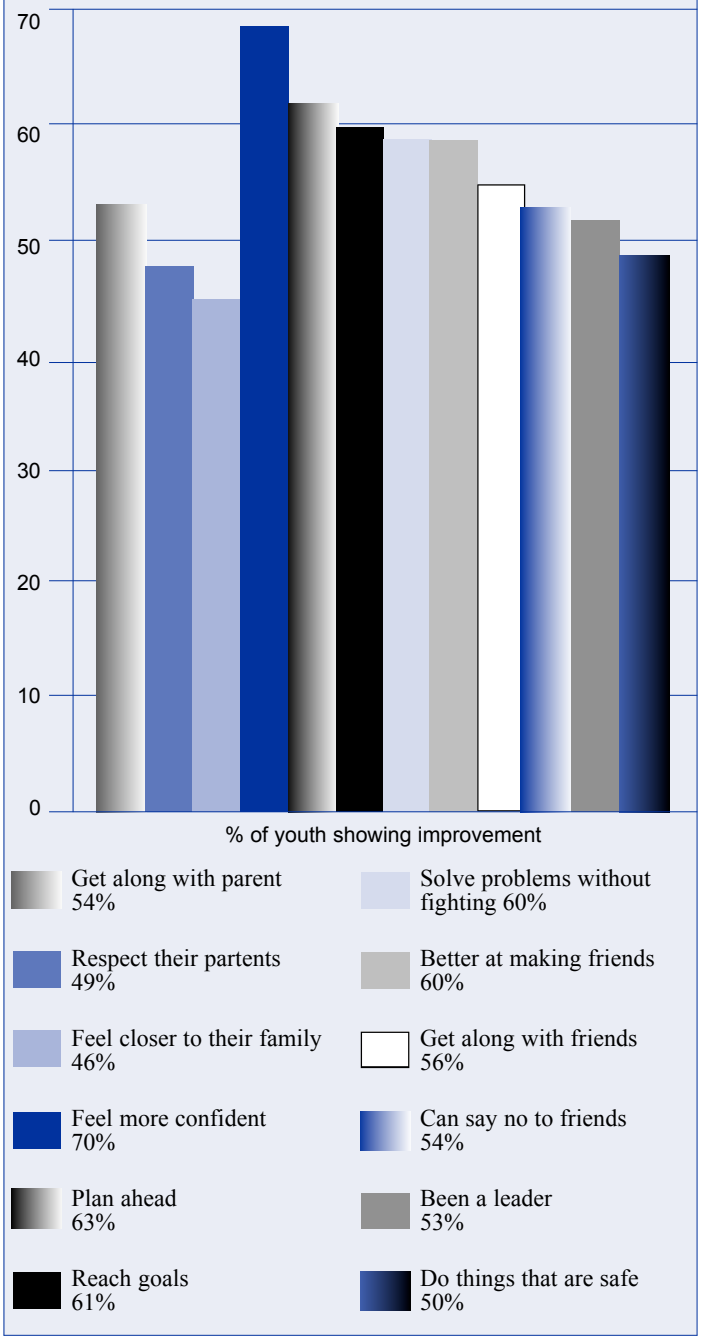
Implications to Extension

Extension professionals can provide programs to strengthen families and deter negative outcomes in youth. Adding a family strengthening component that provides experiential activities, can help Extension professionals serve at-risk/underserved youth and families better.

Continued on next page

4-H Involvement, *Continued from previous page*

Figure 1
Percent of youth showing improvement in family bonds and social competency that participated in the "4-H family night out" program during the 2003-2004 academic year.and After Classes (scale 1-5)



Many factors impact a youth's development and growth. Research findings seem to indicate the necessity of strengthening the entire family in order to affect positive change in youth behavior. The youth and families who participated in 4-H family nights out and 4-H family camp programs created positive change in their lives.

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Youth Entrepreneurship: A Proactive Approach to Helping Rural Economies

Ellen Serfustini, Extension Agent and Assistant Professor, Utah State University

Christine, E. Jensen, Extension Agent and Assistant Professor, Utah State University

Introduction

Youth entrepreneurship education helps prepare young people to be responsible entrepreneurs who contribute to a community's economic development (Criteria for youth, no date). "In rural areas, there are huge opportunities to use entrepreneurship and small business as a way to help the community," said Steve Mariotti, president and founder of the National Foundation for Teaching Entrepreneurship.

Entrepreneur education also helps build strong, resilient young people, who are willing to risk in order to develop a new business in a time of failing economies. Baldwin (2002) indicated that "entrepreneurs provide goods and services that other people need. Aside from creating wealth, every transaction raises the quality of living, self-esteem, and sense of purpose" (p. 15).

The National Commission on Entrepreneurship in Washington, D.C. (Malchow, 2001) reported (through a series of Gallup polls) that seven out of 10 teens say they want to be entrepreneurs, yet 85 percent of these teens received little or no formal education in business or economics.

Objective

With these factors in mind, Utah State University Extension agents in two rural counties in southeastern Utah adopted a program to increase youth entrepreneurship.

Program Development

Funding was received from the Ewing Marion Kauffman Foundation to implement a Mini-Society ™ curriculum. Programs were implemented in six rural towns. Workshops were held for ten days, three hours per day. Fourth through sixth graders were targeted and received instruction in basic business concepts (scarcity, marketing opportunities, supply and demand, compliments and substitutes, and cost analysis) using the experiential learning process. Market surveys, job interviewing, record keeping, and advertising skills were also taught.

Participants were encouraged to make a product to sell or provide a service. As the workshop progressed, the youth identified opportunities to provide goods and services to the other participants. An internal method of exchange was established so that goods and services could be bought and sold.

Youth were also able to interact with caring adults in actual work settings and incorporate what they learned in on-the-job experiences. As youth worked to create and maintain their own business, they saw a need to acquire additional information about advertising, law enforcement and banking. Some expanded their business while others explored new opportunities.

Situations arose for reflection and teacher-led discussion. Reflection was an integral part of entrepreneurial training because it allowed the youth to connect their experience with real-life entrepreneurial concepts. Youth participating in entrepreneurial and economic experiences need reflection as much as the interactive learning experiences.

Conflict resolution skills were learned as these young business people came together each day to discuss problems and issues affecting the business climate. Youth decided how they would resolve problems in the "real world."

Evaluation

One hundred twenty-eight youth participated in entrepreneurship workshops. Evaluations were completed at the end of each two-week program. From the 115 evaluations received, the following results were noted: 100 percent developed a business plan within the pro-

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Entrepreneurship, *Continued from previous page*

gram guidelines, 2) 81 percent indicated they would like to open their own business during high school, 3) 83 percent indicated they would like to own their own business as an adult, 4) 93 percent learned conflict resolution skills in a group setting, 5) 96 percent learned decision making skills, 6) 91 percent felt keeping accurate records was important, 7) 88 percent indicated that they understood the initial business concepts of scarcity, complements and substitutes, and supply and demand.

The Extension agents observed that young entrepreneurs gained knowledge and skills in other areas: government, law, ethics, reading and language arts, and math. Teamwork and leadership skills were also strengthened.

Summary

An experience-based entrepreneurship program gave young people opportunities to interact in actual work settings while they cultivated interest in long-term career and life goals. As youth learned more about economics and entrepreneurial thinking, they were less intimidated and more willing to take risks.

In previous studies, students who received entrepreneurial training had higher achievement motivation, more innovation and creativity, higher personal control, and higher self-esteem (Rasheed, 2000). Gite and Baskerville (1990) also found that young entrepreneurs learn to manage time, people and resources; develop a strong work ethic; and understand economic realities, including the value of a dollar. "They learn to take chances, to be creative, and to take responsibility for their own actions" (Branch, 1997, p. 113). The program evaluation in this study confirmed the findings of the past.

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Recipient of the 2004-5 Grace Frysinger Travel Fellowship

Historic FCS Films and the Early Letters of Martha Van Rensselaer

Jan Scholl, State Extension 4-H Curriculum Specialist, Penn State University

Background

In 2003, I visited the Montana State University Library archives to study the reports of Mignon Quaw, who directed silent, black and white films as part of her Extension work (1917-1921). This inspired me to submit a NEAFCS Grace Frysinger proposal in 2004 to undertake additional film study at the National Archives (Archives II) in Maryland.

The Grace Frysinger grant also allowed me to study the early letters of Martha Van Rensselaer. Miss Van Rensselaer, who later became Dean of the College of Human Ecology at Cornell, started her Extension work in 1900, fourteen years before the Smith-Lever Act. She was hired to develop correspondence courses for farm women. Her letters survive as faint carbons on delicate parchment and may only be seen in the Kroch Library at Cornell during daytime hours.

Receiving funds, I found three separate weeks of annual leave, and traveled to Ithaca, New York and College Park, Maryland. Later, I honored five requests to show the films in Kentucky, Maryland, New York and Pennsylvania.

Since the Cornell experience was the largest part of my professional development, a brief discussion about Martha Van Rensselaer is outlined here:

Martha Van Rensselaer was hired in 1900 by Liberty Hyde Bailey, an early plant science specialist and Director of Extension in New York state. Before the turn of the 20th century, Martha had been a teacher and a traveling superintendent of rural schools, elected to this post for several terms.

Arriving at Cornell, she had only a hanging light bulb and a kitchen table in her basement office of Morrill Hall, but she wrote quantities of letters to farm women and sent out correspondence courses, with such titles as: "Saving Steps" and "Home Sanitation." She asked

Martha Van Rensselaer
1864-1932

Jan Scholl
1952-

women to complete evaluations and answer questions which were mailed back to her.

The terms "home economics" and "domestic economy" were defined, but may have seemed more like buzz words until the American Home Economics Association was established. Few home economics-related reference bulletins existed at that time. Some of the early USDA pamphlets were written by an instructor of the Boston Cooking School.

Martha had no formal training in domestic economy and no advanced degree in any subject. What she accomplished was by perseverance and the conviction that she could help rural women realize some value and enjoyment in their lives. Every letter she wrote marketed what she was doing, solicited additional names and addresses, and established connections with women's clubs. Her letters were chatty, respectful of people's time and appreciative of new ideas. Perhaps surprising to some, her advice was not contradictory to the research findings of today. She relied heavily on her own practical experience and the early

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research of such greats as Ellen Richards, whom she consulted and invited to conferences.

She established reading clubs for farm women. The books were secured from the state library at Albany collaborating with Melvil Dewey (developer of the Dewey Decimal System and an attendee of the first Lake Placid conference) and his wife. Martha visited parts of New York by train and livery, once losing a receipt needed in order to claim reimbursement from the university. She also received dozens of out-of-state requests for her materials.

Martha encouraged people and tried to change the opinions of any detractors. She even challenged a few people to recognize--by letter--whether she was married or not. She had many obstacles in promoting home economics, and sadly turned away potential students as there was no formal class work in the subject at the time. She taught summer short courses and, later created classes (greatly reducing her Extension travel). Her home became a boarding house for students and visiting professional women.

Martha had to deal with severe exhaustion and family members who were dying. When the budget wouldn't allow the printing of new publications, she still paid photographers and illustrators to work on upcoming projects. She tried several times to establish a children's magazine, *Boys and Girls*, which she continued to publish with her own money, subscriptions, and what she received by writing women's magazine articles on her own time.

In brief, her experience was much like many of us today—doing what's necessary to continue Extension programs and address needs. It is interesting that many of the correspondence course topics were recreated years later in the films produced by USDA.

In addition to the Grace Frysinger fellowship, the National and Pennsylvania Associations of Epsilon Sigma Phi, Maryland Cooperative Extension, Pennsylvania Association of Family and Consumer Sciences, College of Human Ecology and the Kroch and Mann Libraries at Cornell provided funds and/or support. The following individuals also contributed to this project: Charlotte Coffman, Fran Fleener, Kate Hayes, Peg Howe and Rita Wood.

Conclusion

The data, collected in this travel experience, are being studied and used. A film documentary script and a book, that incorporates Martha Van Rensselaer's letters, will be completed in time for the centennial celebration of home economics.

I was also able to find Martha Van Rensselaer's home in Ithaca, NY, debunk a prevalent theory about Martha's personal life, and locate a turn-of-the-century USDA canning bulletin for a National Agricultural Library patron. (Martha had mentioned the bulletin in one of her letters.) I lent some expertise to the creation of the Elsie Carper Special Collection of historic Extension, Home Economics and 4-H materials at http://www.nal.usda.gov/speccoll/findaids/index.html and donated several historical films to the Cornell film archives. A segment of commercial film was obtained, with side-by-side comparisons, that will interest audiences and students involved in family and consumer science media projects.

I have personally established a little of Martha's style and enthusiasm in my own Extension correspondence which has made all the difference in my work. I am grateful for the fellowship and encourage others to apply.

Elsie Carper Special Collection of Extension, Home Economics and 4-H

A newly-established special collection of Extension, FCS and 4-H memorabilia, dedicated to Elsie Carper, USDA and National 4-H Council clerk (now deceased), was completed in 2005. A list of the materials and a historical review may be viewed on the following web site: http://www.nal.usda.gov/speccoll/findaids/index.html. The actual materials are housed in fourteen beautifully archived boxes in the National Agricultural Library, just off the Washington beltway in Beltsville, MD. The collection was completed over a two year period by Jan Scholl, Kate Hayes and Barbara Stommel. The authors wish to encourage those with historical materials to submit them to a local, university or national archives.

4-H Excellence in After School Programming Awards

Project SOAR: 4-H Mentoring Program (Arizona)

Juanita O. Waits Dan McDonald Jolie Ogg Graybill
Ruth Jackson Jan Gibby Patty Merk
Sherry Betts

Project SOAR: 4-H Mentoring Program is an intensive mentoring program which targets at-risk youth and families by matching mentees with college students. Project SOAR's goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring, academic support, and positive community involvement.

Babysitting Curriculum Teacher Training Program (Florida)

Maisielin Ross Kim Coldicott Diane Coon

In response to middle school requests, 4-H and FCS agents began teaching Babysitting Basics to students in their after school programs and FCS classes. So as to have a greater impact, the agents developed a Babysitter's Manual which is used to train after school teachers who work with the Safe Schools program.

Summer Science and Kids (Pennsylvania)

Mary Ann Oyler Karen Hack Roxanne Price
Stacey Goetz

Family and Consumer Sciences and 4-H educators collaborated to plan and implement 4-H after school trainings for providers of school age children. Ninety-eight agency and child care staff attended Train the Trainer sessions introducing 4-H project materials. More than 1,200 youth across the Capital Region benefited from these partnerships.

YMCA After-Care and 4-H Partners for Youth Programs (Texas)

Sheryl Nolen Lilly Dorney MichelleWarren
Linda Mock Mike Heimer Tom LeRoy

Conroe YMCA partnered with a team of Texas Cooperative Extension staff to improve the quality of after school programs and increase opportunities for youth to experience 4-H. 4-H Project Day reached 300 youth weekly, improved the quality of YMCA After-Care programs, and became a model for the Greater Houston Area YMCA.

New Journal of Youth Development: Bridging Research and Practice

This new journal, supported by NAE4-HA and other 4-H groups, is currently accepting submissions of papers for publication consideration in the following categories:

Feature Articles — 2,000-5,000 word original research articles.

Program Articles—1,500 word articles that highlight unique, successful, or promising youth programs or initiatives.

Research and Evaluation Strategy Articles—1,000 word articles that describe innovative methodologies and strategies in the collection and analysis of quantitative or qualitative research and evaluation data.

Resource Reviews—300 word critical reviews of resources and tools that would be helpful to youth development professionals.

Manuscripts are accepted at anytime. Deadlines for consideration in the Fall issue is March 15th and Spring issue is September 15th. Submission information may be found at a link in the January 2006 NEAFCS newsletter. The editor, Patricia Dawson, may be located at: Patricia.dawson@oregonstate.edu.

Abstinence, *Continued from page 14*

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Selected 2005 NEAFCS Conference Presentations

Compiled by Marsha Lockard, FCS Extension Educator, University of Idaho

These are just some of the many presentations given by Extension FCS educators at the 2005 Annual Conference in Philadelphia, Pennsylvania. As many titles as possible are listed within this limited space. Titles are also shortened somewhat. In the case of a team, only the contact's name and e-mail are identified. The complete list of presentations was provided to each participant on a CD in their registration packets.

Nutrition

The Art of Smart Snacking	Roxane Whittaker (DE), roxane@udel.edu
Diet Busters	Rachel West (GA), rubynell@uga.edu
Do Well, Be Well With Diabetes	Sandra Fry (TX), sk-fry@tamu.edu

Food Safety/Preparation

Preserve @ Home: Web-Based Course	Carol Hampton (ID), champton@uidaho.edu
Is it Done Yet?	Susan Conley (MD), susan.conley@fsis.usda.gov
Kitchen Boot Camp for Boys	Jeanne Brandt (OR), jeanne.brandt@oregonstate.edu

Financial Management

Legally Secure Your Financial Future	Jacque Miller (CO), Jacque.Miller@Colostate.edu
Personal Finance Seminar for Professionals	Susan Morris (MD), skmorris@umd.edu
Investing For Your Future	Barbara O'Neill (NJ), oneill@aesop.rutgers.edu

Parenting Education/Child Development

The Parenting Journey	Tanya Yates (AR), tyates@uaex.edu
Bully Prevention	Lori Zierl (WI), lori.zierl@ces.uwex.edu
Nurturing Creativity in Children	Sherry Rocha (IL), srocha@uiuc.edu

4-H/Youth Development

Teaching Youth Financial Literacy	Beverly Samuel (VA), bsamuel@vt.edu
Babysitting Train-the-Trainer	Maisielin Ross (FL), maisieross@ifas.ufl.edu
Project SOAR: Mentoring At-Risk Youth	Juanita Waits (AZ), jwaits@ag.arizona.edu

Community Development or Research/Evaluation

Germ City: Clean Hands, Healthy People	B. Susie Craig (WA), scraig@wsu.edu
Take Charge of Your Diabetes	Elaine Courtney (FL), ecourtney@co.okaloosa.fl.us
Parenting Education Partnership	Nadine Reimer (ME), nreimer@umext.maine.edu

Diverse Populations/Diversity

Reaching Bilingual Audiences	Karen Ensle (NJ), ensle@aesop.rutgers.edu
Financial Education for Latinos	Adrie Roberts (UT), adrier@ext.usu.edu

Health, Safety, Aging, Family or Human Development

Medical Health History	Mary Ann Lienhart-Cross (IN), lienhart@purdue.edu
Connecting Families	Natalie Ferry (PA), nmf3@psu.edu

Selected 2005 Extension FCS Research Articles in Other Refereed Journals

Compiled by Jennifer Abel, Virginia and Jan Scholl, Pennsylvania

Journal of Extension (www.joe.org)

Boleman, C., & Cummings, S. (2005). Listening to the people--a strategic planning model for Cooperative Extension, 43(3).

Camino, L. (2005). Youth-led community building: promising practices from two communities using community-based service-learning, 43(1).

Cason, K., & et al. (2005). Nutrition Mission—a multimedia educational tool for youth grades 4-6, 43(3).

Crossgrove, J., & et al. (2005). Organizational values perceived as evident among Ohio State University extension personnel, 43(5).

DeBord, K. (2005). Communicating program value of family life and parenting education programs to decision makers, 43(2).

Donnellan, L., (2005). Rethinking extension communications: Is issues programming the key? 43(2).

Ensle, K. (2005). Burnout: how does extension balance job and family? 43(3).

Estrada, J. (2005). Assessing community resources and economic development programming efforts using a modified human development index, 43(2).

Farner, S. (2005). Assessing the educational needs and interests of the Hispanic population: The role of Extension, 43(4).

Fitzpatrick, C., & et al. (2005). Life skills development in youth: Impact research in action, 43(3).

Fritz, S. (2005). Diamonds in the rough: A case study of team development across disciplines, distances and institutions, 43(5).

Fox, G. (2005). Incorporating parental goals in parenting programs through collaborative relationships with parents, 43(1).

Futris, T. & et. al. (2005). Strengthening marriages: an evaluation and assessment of a couple's and marital enrichment newsletter, 43(5).

Haddock, S. & et. al. (2005). Families at five: Extending land-grant research findings to families, 43(2).

Hermann, J., & et al. (2005). Using a nutrition web site as a resource for county educators: Evaluating Oklahoma Cooperative Extension Service's experience, 43(4).

Higginbotham, B., & Adler-Baeder, F. (2005). Development of the remarriage belief inventory for researchers and educators, 43(3).

Hill, L., & Parket, L. (2005). Extension as a delivery system for prevention programming: Capacity, barriers, and opportunities, 43(1).

Hine, S., & et. al. (2005). Cooperative director training: Changing the way extension programs are presented, 43(3).

Howe, S., & et. al. (2005). Teaching entrepreneurial and management skills to extension audiences, 43(2).

Ingram, P. (2005). A snapshot of the change agent states for diversity project, 43(1).

Ingram, P., & Syvertsen, A. (2005). Hearing their needs: Voices of underrepresented populations, 43(5).

Jones, K., & Perkins, D. (2005). Determining the quality of youth-adult relationships within community-based youth programs, 43(5).

Jones, P., & Field, W. (2005). Caregiving in the heartland: outreach through adaptation and collaboration, 43(3).

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Kelsey, K., & et al. (2005).Increasing educational impacts: A multi-method model for evaluating Extension workshops, 43(3).

Kirby, Sarah D. (2005). Extension's role in mold and moisture education, 43(2).

Khan, M., & Berglund, D. (2005). Staying connected and proactive statewide, 43(2).

Klemme, D. (2005). Extension staff response to increased programming for at-risk audiences, 43(1).

Litchfield, R., & et al. (2005). Lighten up Iowa: an interdisciplinary, collaborative health promotion campaign, 43(2).

Maiorano, J., & Futris, T. (2005). Fit 2-B FATHERS: The effectiveness of extension programming with incarcerated fathers, 43(5).

Marshall, M., & et al. (2005). Extension programming for food entrepreneurs: An Indiana needs assessment, 43(5).

Ohnoutka, L. (2005). Leadership, teaching, self efficacy, and networking: untapped benefits of membership in Extension volunteer networks, 43(3).

Raab, C., & Grobe, D. (2005). Consumer knowledge and perceptions about organic food, 43(4).

Salmon, T., & Stahl, J. (2005). Wireless audience response system: does it make a difference?, 43(3).

Seinbarger, D. (2005). The view from county partners: Extension in southwest Washington, 43(2).

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