



**Hello Educators:**

March in-service is here and, from the session descriptions, it seems there will plenty of good learning opportunities. I look forward to seeing many of you there. I will have a table set up on Wednesday for you all to pick up *Reading Wizards* and *Fathering* posters. Please stop by and get a set to use in your counties.

I want to draw your attention to an additional section to our newsletter entitled *Policy Point*. This section will present the news about policy that is impacting children, youth, and families. For this issue, the policy point presents Pennsylvania Partnership for Children’s electoral priorities five factors for child well-being.

I had the opportunity to spend a Friday evening and all day Saturday with teens from the Southwest Region at their annual Teen Retreat. On Saturday the teens went out into the community and were engaged in several community service projects. I went with the group who went to a nursing home. The interaction between old and young was an awesome experience. The youth came back the retreat center, reflected on their experience, and created billboards that summed up their community service experience. Two billboards really caught my attention: “Time is precious to the young and the old,” and “Dog food for the animal shelter ... \$15.99, Garbage bags for park clean up ... \$2.99, 4-H doing community service...priceless.” The gift of community service is something that all can do. Why not try to engage your clientele in a community service project today.

Sincerely,

Daniel F. Perkins  
Associate Professor  
Family and Youth Resiliency and Policy



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## FAMILY ACTIVITY

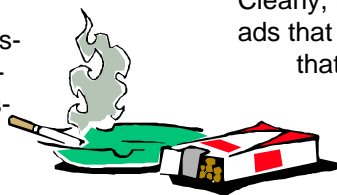
Schedule a family movie night. Don’t just head for the television—spend some time before you sit down working together to make a fun snack. When deciding on a movie, consider some family classics such as *Wizard of Oz*, *Sound of Music*, *Mary Poppins*, or the original *Parent Trap*. After the movie is over, tell your children about the first time you saw the movie or some of your favorite childhood movies. Suggest that your family watch an old favorite at your next family movie night.

# RESEARCH BRIEFS



## Cigarette Ads are Targeted Towards Teens

Since almost all smoking initiation takes place during adolescence, the issue of adolescents' responses to cigarette advertising has been widely discussed and debated as a reason that adolescents begin smoking. Two cigarette advertisement themes that adolescents might find particularly appealing are independence and peer acceptance; these themes have been found in the ads for the brands of cigarettes most popular among adolescents. Past research has shown that cigarette advertisements in magazines frequently contain images with youthful themes such as surfing, and other studies have shown correlations between the release of cigarette advertising campaigns geared specifically towards adolescents and rises in adolescent smoking. However, there is a lack of research about adolescents' responses to and opinions about cigarette ads.



This study investigated adolescents' responses to ads for the five cigarette brands most popular among adolescents: Marlboro, Newport, Camel, Kool, and Winston. For comparison, Merit, an adult brand, was also included in the survey. Data were collected from 400 adolescents ages 12 to 17 years in Arizona and Washington. The young people were asked how often they had seen the ad, how much they liked the ad, and whether the ad made smoking more appealing. The study found that 25% of adolescents in the study had smoked within the last 30 days, and that the percent of smokers increased with age, ranging from 4% of the 12 year olds to 38% of the 17 year olds. The study further showed how pervasive cigarette advertisements are in our culture; over 75% of the youth surveyed had seen the Marlboro ads at least once, and over 40% had seen at least one of the Camel and Winston ads.

Marlboro was by far the most popular brand among the adolescent smokers, favored by 45% of those who smoke, and it is also the most heavily advertised brand. This study found that Marlboro ads were more popular among adolescents. Substantial portions of those surveyed (both smokers and non-smokers) liked the ads and thought they made smoking more appealing. Males were more likely than females to like the

Marlboro ad, perhaps because the figure of the Marlboro cowboy represents a male gender ideal. However, the brand itself is equally popular among both males and females, so the Marlboro man may resonate with both the male and female adolescents' striving for independence and maturity.

Males were more likely, in general, to like the cigarette advertisements and to believe that the ads made smoking more appealing. Significantly, the ad for the adult comparison brand, Merit, was far less popular among the adolescents, both for smokers and non-smokers. Clearly, then, it is possible to produce cigarette ads that do not appeal to adolescents and also that smokers are not necessarily attracted to all cigarette ads. It would appear that the ads for the youth brands are particularly attractive to adolescents, perhaps because they appeal to the adolescent search for independence, sexuality, and peer acceptance. In addition, a substantial portion (30%) of non-smokers liked the cigarette ads for the youth brands and thought they made smoking more appealing.

This study has shown that ads for youth brands of cigarettes exploit the developmental needs of adolescents and lead them to see smoking as rewarding rather than dangerous and potentially deadly. Youth need to have opportunities to be educated about advertising manipulation. Policymakers need to take steps towards preventing cigarette ad campaigns geared towards adolescents.

Found in: Arnett, Jeffrey Jenson (2001). Adolescents' Responses to Cigarette Advertisements for Five "Youth Brands" and One "Adult Brand." *Journal of Research on Adolescence*, 11, 425-443.



## Preschool Makes a Difference

This study attempts to determine whether an early childhood treatment program can have a long-term effect that carries over into young adulthood. At the beginning of the Abecedarian project, 111 infants were selected to participate in the program. All their families met poverty guidelines. Typically, the infants' mothers were young, had less than a high school education, were unmarried, lived in a multigenerational household, and reported no earned income. One third of participating families were on public assistance. Although ethnicity was not a factor used in selection, 98% of participants were African-American.

The children were randomly assigned to groups, with one group receiving 8 years of treatment (5 years of preschool and 3 years of elementary school), one group receiving 5 years (preschool only), one group receiving 3 years (school-age only), and another group receiving no intervention. During preschool years, children receiving treatment were enrolled in full-day childcare program that sought to create an intellectually stimulating environment through educational games that emphasized language skills. There was a high degree of individualized interaction with caregivers, and as the children grew, the educational content of the activities became more complex, although children always had freedom to choose activities. Children who received treatment during the school-age phase of the program were assigned a home-school resource teacher, who served as a liaison between the school and the home, with the goal of increasing parents' involvement in their children's education. The resource teachers developed individualized curriculum packets based on each child's needs for parents to work on at home with their children, and parents were encouraged to use the packets at least 15 minutes each day.

Through periodic assessments, the children who received treatment were found to have higher scores on intellectual measures and had better academic skills. This study, then, sought to answer whether, given that an enriched early childcare environment had enhanced cognitive skills in early childhood, those intellectual and academic gains were linked to positive changes in young adult circumstances. The study interviewed and assessed 105 of the original 111 participants when they reached age 21. Those in the preschool treatment groups had significantly higher



cognitive scores, as well as significantly higher scores in reading and mathematics. School-age treatment helped to maintain preschool benefits in terms of reading skills only. Individuals in the preschool program completed significantly more years of schooling than did preschool controls, and were also more likely to be in school at age 21. In addition, almost 3 times as many in the treated group as the control group had attended or were attending a four-year college. Young adults with preschool treatment were also more likely to be engaged in skilled jobs. The degree of self-sufficiency (indexed by independent living, maintaining a home of their own, having their own means of transportation, and medical coverage) of control and treated groups was roughly the same; however, a high degree of economic independence would not be expected among young adults still attending school. The women in the treatment group were found to be less likely to have become teen mothers, and, if they did have a child, were less likely to have had second or third children born to them. In addition, among those who did have children by age 21, preschool treatment was associated with an older age in the mother at the child's birth. In terms of social adjustment, marijuana use was significantly less among the treated individuals. Early childhood treatment did not appear to affect use of other illegal drugs; most of those interviewed denied using any. Alcohol use was also comparable between treatment and control groups, although there was a tendency towards a reduction in smoking for those who received treatment. The percentages of treated and control participants who reported carrying a weapon or engaging in violent behavior were also similar.

This study provides significant evidence of the possible positive effects of an early childhood enrichment program. A high quality childcare program can have a lasting impact on the academic performance of children from backgrounds of poverty. It is clear that we must view the first few years of life as opportunities for education and enrichment in order to allow all children to reach their full potential.

Found in: Campbell, Frances A., Ramey, Craig T., Sparling, Joseph, Pungellow, Elizabeth, and Miller-Johnson, Shari. (2002). Early Childhood Education: Young Adult Outcomes from the Abecedarian Project. *Applied Developmental Science*, 6, 42-57.

# POLICY POINT



## PPC, Others Set Electoral Priorities for Children: Five Factors for Child Well-Being

Pennsylvania Partnership for Children and other Pennsylvania organizations devoted to children's well-being have developed an agenda to raise the profile of children's issues in the 2002 gubernatorial and legislative races. Partners in the effort to coordinate electoral strategies and messages are: Safe & Sound; Philadelphia Citizens for Children and Youth; United Way of Southeastern Pennsylvania; United Way of Pennsylvania; the Education Policy Leadership Center; EPI-Center; a research consortium comprising Temple University, The University of Pittsburgh, and Penn State; and members of the Pennsylvania Children's Advocacy Network (PA-CAN).

The agenda features five basic tenets of child well-being:

- All Pennsylvania children should enter kindergarten ready to learn. The state should invest in high-quality preschool and childcare programs to ensure school readiness.
- All Pennsylvania children should have access to health insurance with coverage that meets their needs. The state should maximize CHIP and Medicaid enrollment to take kids off the uninsured rolls, develop coverage for uninsured kids whose families exceed CHIP and Medicaid income limits, and provide child-friendly benefits under such programs.
- All Pennsylvania school-age children should have access to effective after-school and youth development programs during non-school hours to support safe supervision, educational achievement, and facilitate their successful transition to adulthood.
- All Pennsylvania children should be raised in families with loving and knowledgeable parents. The state should promote parenting success by investing in family support programs, such as home visiting and family centers, and advancing tax strategies that support working families.

The state should ensure that all Pennsylvania children have the chance to succeed in school by investing more in public education statewide and ending reliance on local property taxes. Pennsylvania should provide children with the option of full-day kindergarten, as well as smaller class sizes, better teacher preparation and support, sufficient learning materials, and good learning environments in all schools.



# WEB RESOURCES



## Youth and Family Development Resources

[www.aces.edu/teen](http://www.aces.edu/teen)

This informative Web page, created by Dr. Jennifer Kerpelman, Associate Professor and Extension Specialist at Auburn University, contains links to four important topics areas:



- The *Principles of Parenting* link contains information on parent-teen communication, including articles that discuss the importance of communication, tips for improving communication, and identifying and overcoming obstacles to communication.
- The *Parent-Teen Relationship* link further highlights parent/teen relationships and discusses problem solving and decision-making, coping with relational changes between parents and children, and the importance of spending time together as a family. This page includes activity suggestions that appeal to both teens and parents, links to other related sites, and resources and information for military families.
- The third link, *Alabama Youth Development*, contains the curriculum of the “Promoting Alabama Youth Development.” The PAYD program was created to improve teens’ social and personal competencies, and to learn problem-solving and decision-making skills that will assist them into the future. The eight modules comprising this program include: communication, conflict management, self-knowledge, goal setting, responsibility, problem anticipation, making good choices, and creating alternatives. Each module contains fun and innovative activities for teaching adolescents.
- The fourth link, *4-H: Train the Trainer*, provides information about a training program to benefit 4-H educators who work with youth and/or train volunteers and for extension educators who work with youth and families. This training highlights the importance of 4-H leaders and how to make the most of different leadership

styles. It contains information on the developmental stages of children from 6 to 18 years of age as well as understanding youth from an ecological perspective. Other topics included in this training are: diversity issues, peer groups, youth risk behaviors, communication and conflict resolution skills, and important elements of effective youth involvement programs.



## The Tufts University’s Child & Family Web Guide

<http://www.cfw.tufts.edu>



This tool will help you include research-based web resources in your courses. The Web guide, containing over 150 sites on various topics of interest to students, is unique in that it evaluates the credibility of sites using criteria suggested by leading child development researchers. The sites listed on the Web guide cover a range of topics involving family, health/mental health, education, childcare and typical development.



## History and the Environment

<http://www.nps.gov/>

The National Parks Service’s website contains a wide variety of education resources and environmental information. “Links to the Past: Histories, Cultures, and Places” currently features “Our Shared History: African American Heritage” along with many other interesting American history sections. “Nature Net” explores the many natural resources of National Parks. “Park Smart” features the Learning Place for youth, parents and educators. Use this site to explore environmental history of your area and find a National Park near you.



# POSSIBLE FUNDING SOURCES

**\$ Handspring Foundation: Funding for Programs that Serve At-Risk Children and Youth**  
For complete application information and forms email the Handspring Foundation Manager, at: [foundation@handspring.com](mailto:foundation@handspring.com). You may also visit: [www.handspring.com/company/foundation](http://www.handspring.com/company/foundation).

The Handspring Foundation currently focuses on supporting nonprofit organizations or international equivalents that help at-risk children and youth. The foundation offers cash grants to qualifying organizations. Preference is given to organizations with a strong underserved outreach component. The foundation is particularly interested in organizations and programs directed toward the following: targeting high-risk youth that specifically utilize the arts, technology, and sports; direct services related to children's health (e.g. immunization campaigns, food programs); direct services for children who are victims of abuse or neglect, including services to children in foster care; homeless assistance programs for families with children (food, clothing, education, job training). Funding is also available for technical assistance/organizational effectiveness grants for organizations that focus on issues directly related to children/youth at risk. Funds may be specifically requested for board or staff retreats, hiring staff or consultants, staff training, or strategic planning. Foundation grants range from \$1,000 to \$25,000 per grant, with most averaging between \$5,000 to \$10,000.

**\$ Grant for Youth to Do Something**  
[www.dosomething.org](http://www.dosomething.org).

*Do Something* is a New York-based group that promotes civic engagement. With funds from the Levi Strauss Foundation, *Do Something* will provide selected youth with \$2,500 grants to help create community service projects. Other contact information: Phone: 212-523-1175; E-mail: [mail@dosomething.org](mailto:mail@dosomething.org).



Please check out new links for strengths-based programs  
on the FYRP Website:  
<http://AgExtEd.cas.psu.edu/fcs/dp/fyfp.html>

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