



Dear Educators:

Ahhh...fall is here and the leaves are getting ready to change. My Sunday hikes with my children are just beginning. On the last hike we took, Kiera, my oldest, asked her sister, Brigid, for some of her snack. Brigid gave her some and Kiera said with a big smile, "thank you," Brigid responded with a bigger smile, "you're welcome." That interchange got me thinking about how important it is to be polite and say thank you and you're welcome. These words bring joy and happiness to the conversation, albeit in a small way. Politeness needs to begin at home if we hope to have it be a part of our daily lives. So if you have not said it in a while, why don't you thank your spouse, child, and/or friend for something they did for you.

I encourage you to share the Web resources on Internet safety with the parents with whom you work. As always, I welcome your comments and wish you well in your endeavors.

Sincerely,

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



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FAMILY ACTIVITY

CREATING A WILDLIFE HABITAT

Turn your backyard into a wildlife habitat for the winter. An official wildlife habitat provides wildlife with food, water, cover and places to raise their young. Here are some things you can do with your children now to have a winter habitat for the family can learn about wildlife.



- Plant vegetation that produces berries, nuts or seeds, such as native hollies, like possumhaw, Joe Pyle weed, black-eyed Susans (leave seed heads on), and native evergreens that provide cover and food for migratory birds
- Provide bird feeders and birdbaths. Birds need to bath in order to stay warm. Make sure you keep it free from ice, or buy a heated one.
- Leave dead trees if you can for habitat - pileated woodpeckers and flying squirrels, for example.
- Create a brush pile with yard debris as shelter for birds and small mammals and also hibernation places for turtles, salamanders and insects.

For more information check out: <http://zongoo.com/article2570.html>



RESEARCH BRIEFS

Living Wage and Poverty

Being a poor family in 2005 is much worse than being a poor family in the 1960s, because official poverty measures have failed to keep up with changing basic needs, according to a new report. Penn State researchers have just published *An Atlas of Poverty in America: One Nation Pulling Apart, 1960-2003*. Official poverty guidelines still assume that families spend about one-third of their income on food, but food spending has dropped to one-sixth, with a larger share of expenses being taken up by housing, utilities and transportation. If health care and child care expenses are included as necessities, the minimum level of income need by a family of four is much higher.

Indeed, over the last 30 years, the number of jobs that do not pay a living wage has increased dramatically. In the U.S., as many as 25% of all jobs pay less than a poverty-level income, the report says. In some states, as many as 30% do not pay a living wage. A living wage takes into account differences in the cost of living across areas of the U.S. In many communities, the national minimum wage of \$5.15 per hour provides an income insufficient to support individuals or families, the report says.

More than 35 million persons are classified as living in poverty and most of them are children, disabled or elderly. However, 7 million are men and women who are working at jobs that do not pay a wage they can live on. A majority of working poor are over age 24 and in their wage-earning period of life.

Persistent poverty involves communities and individuals who, through no fault of their own, find themselves unable to make ends meet in this globalizing, information-intensive world. According to the researchers, the gap between the haves and the have nots is more severe than it was four decades ago. In many families today, children cannot say they expect to be better off than their parents. This is perhaps the greatest challenge now facing our society.

To get this report go to:

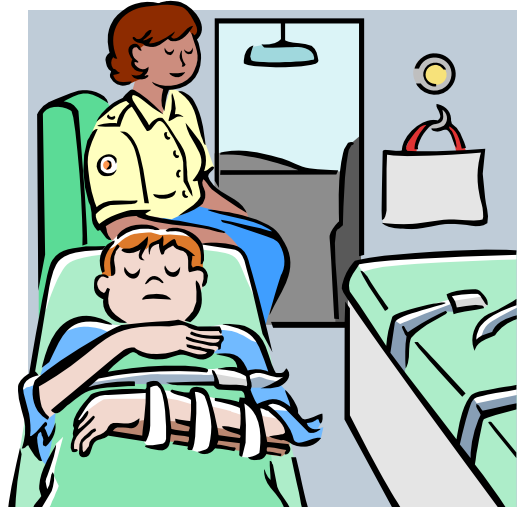
<http://www.povertyinamerica.psu.edu/projects/atlas/>.

To get to the living wage calculator (shows the amount of income needed to support individuals, families of two and four persons) go to:

<http://www.livingwage.geog.psu.edu/>.

Most Childhood Injuries Occur at Home

Home is the place your child is most likely to be injured. Researchers from Cincinnati Children's Hospital Medical Center and the University of Cincinnati College of Medicine in Ohio identified injuries and emergency department visits among children and teens under 20 years of age. According to estimates by researchers, there are 4 million emergency department visits for childhood injuries that occur at home each year. Over half a million children have moderate to severe injuries and more than 70,000 children are hospitalized each year from injuries occurring at home. The most common injury causing accident was falls - accounting for approximately 1.5 million emergency department visits annually. The most common injured body parts were the extremities - including the arms, legs, hands, and feet.



The most likely to be injured was boys and children under age 5 were more likely to be injured than children ages 9 and older. By taking a few precautions, parents can avoid at-home injuries. Simple steps for you to make your home safe: have adult supervision, childproofing your home by for example: using stairway gates, electric outlet covers, doorknob covers, and toilet and stove locks. When you are unsure about something in your home speak to your family physician.

Adapted from: Phelan, K. J., Khoury, J., Kalkwarf, H., & Lanphear, B. (2005). Residential injuries in U. S. children. *Public Health Reports*, 120 (1), 63-70.

Impact of Service Learning on Civic Engagement

Researchers recently examined the impact of service-learning on civic engagement. Although, service-learning does not have one universally accepted definition, in this study it meant sustained community service projects that are closely connected to formal instruction and curriculum. Researchers found that service-learning students scored higher than comparison students on several outcomes, although most of the differences were not statistically significant. Service-learning students were significantly more likely to say they intended to vote and that they enjoyed school. The study suggests that service-learning is effective when it is implemented well, but it is no more effective than conventional social studies classes when the conditions are not optimal. Being implemented well meant that it was of sufficient duration (at least a semester), that it was linked to standards, involved more direct contact with service recipients, and had cognitively challenging reflection activities among other components. The study also showed that service-learning had an effect beyond other active learning techniques. The study compared more than 1,000 high school students who participated in service learning programs with those who did not participate in schools matched for similar demographics and student achievement profiles.

Adapted from: Billig, S., Root, S., & Jesse, D. (2005). *Impact of Participation in Service-Learning on High School Students' Civic Engagement*. College Park, MD: The Center for Information and Research on Civic Learning and Engagement. Retrieved on August 23, 2005 at: http://www.civicyouth.org/research/areas/serv_learn.htm

WEB RESOURCES

WEB RESOURCES FOR PROFESSIONALS

A Guide to Online Resources on Family Involvement

www.gse.harvard.edu/hfrp/projects/fine/resources/guide

There is more information on family involvement online than any one person can keep track of now. This document contains Web links to research, information, programs, and tools from over 100 national organizations. It provides information about parenting practices to support children's learning and development, home-school relationships, parent leadership development, and collective engagement for school improvement and reform.

Parenting 24/7 Web site

<http://parenting247.org>

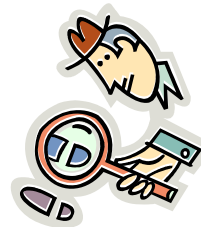
Parenting 24/7 is a one-stop site for parenting news and information from University of Illinois Extension. Users can get access to: breaking news on children and families; research-based articles and special features on raising children and managing family life; links to the best parenting resources on the Web; video clips of real parents and how they manage; monthly electronic newsletter for parents of infants and toddlers; and free optional registration for email updates.



FunWorks - Career Exploration Resource

<http://www.thefunworks.org>

The FunWorks is a free career exploration digital library for middle school youth (ages 11-14 yrs). Designed to capture imaginations and direct youth toward careers in science, technology, engineering and mathematics (STEM), the FunWorks is part of the National Science Foundation's (NSF) National Science Digital Library. The program places particular emphasis on engaging youth from populations currently underrepresented in STEM. The FunWorks promotes promising STEM careers by beginning with topics popular with youth today such as sports, exploration, music and art. These broad areas of interest are used to draw youth into learning more about related careers. For example, choose sports as a favorite topic and quickly discover a host of sports-related careers like industrial engineer, sports doctor, or physical therapist. Choose exploration and learn about the work of cryptographers, civil engineers and marine biologists. The site leads youth from an overview of these varied careers to profiles of real people who hold these jobs. The FunWorks also features exciting interactive pursuits, such as on-line knee surgery and a digital crime-scene investigation.



Children's Literature on Floods and Natural Disasters

<http://web.extension.uiuc.edu/disaster/teacher/floodbib.html>

Help children who have experienced a flood to communicate their feelings and fears by reading about floods, understanding what causes floods, and talking about natural disasters in general with them. Through thoughtful questioning, children can be guided to relate their own experiences to those of the characters in the books. This site provides suggestions of books for young children up through the teenage years.



Framework for After-school Programs

<http://www.publicengagement.com/Framework>

The Framework is a C.S. Mott Foundation document developed by a committee of preeminent researchers, evaluators and program experts. The framework guides the thinking and implementation of after-school programs. It describes a theory of change approach to assist in the implementation of program goals and elements, outlines a broad range of desired participant outcomes to consider, and discusses conditions most suitable for achieving positive results that meet the needs of the after-school participants.



Improving the lives of Children and Families

<http://www.PathwaysToOutcomes.org>

This Web site, supported by the Harvard Medical School and the Annie E. Casey Foundation and directed by Lisbeth B. Schorr, holds a wealth of findings about what it takes to improve the lives of children and families living in America's tough neighborhoods. There is a broad collection of information about what works in social programs and policies to achieve desired results, including increased rates of children ready for school and higher numbers of economically successful families.



Country Boys: A TV Show about Teens

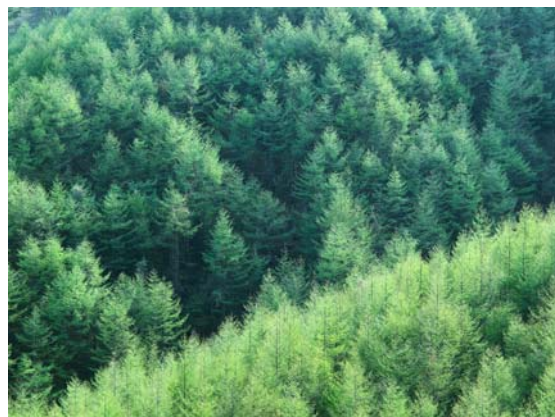
<http://www.itvs.org/outreach/countryboys>

This is an inspirational and gripping coming-of-age television story about two boys from Eastern Kentucky's Appalachian region. The individual stories of Cody Perkins and Chris Johnson reveal two classmates at The David School--a private alternative high school who, while they inhabit the same world, are light years apart. The distinct narratives of two at-risk adolescents grappling with and overcoming daunting emotional and physical obstacles related to their unique family lives and the economic circumstances of this region. At the same time, their individual stories offer valuable insights into the universally complex problems faced by all teenagers and those who love and support them. COUNTRY BOYS will premiere on the PBS series FRONTLINE on January 9-11, 2006, 9-11 p.m. ET/PT. I encourage Extension educators who work with youth to review the Country Boys Web site and to identify strategies for bringing together 4-H, FCS, and other community collaborators around critical issues of adolescents. As the campaign develops, more information about resources will be made available on the website.

4-H Virtual Forest

<http://www.ext.vt.edu/resources/4h/virtualforest>

Developed by Virginia Cooperative Extension, 4-H Virtual Forest is an interactive, Web-based learning experience that introduces forest management concepts to youth aged 9 through 13. Seven learning modules cover the following subjects: Human impact on the ecosystem (sprawl), renewable resources, photosynthesis, tree identification, succession, tree measurements, and timber harvesting. 4-H Virtual Forest also includes user guides, student activity sheets, teacher answer sheets, additional resources, and SOL links for each module.



WEB RESOURCES FOR PARENTS ABOUT INTERNET SAFETY

GetNetWise

www.getnetwise.org

Helps parents and youth workers stay up to date on the methods used by those who would misuse a child's sensitive information. The site posts breaking news and information on online safety and security, spam, hackers, viruses and spyware. GetNetWise is produced by a coalition of Internet industry corporations and public interest organizations



i-SAFE America

www.isafe.org

Helps youth and their communities recognize, avoid and respond to dangerous, destructive and unlawful Internet behaviors. Included are toolkits that help parents and communities organize safety outreach groups; materials to help students launch peer mentoring and education programs; information for law enforcement officials; and school resources. All i-SAFE materials and training are provided at no charge to schools, school districts and law enforcement agencies.

Digital Living Project

www.DigitalLivingProject.com

The National PTA, Boys & Girls Clubs of America, and Girl Scouts of the USA have teamed up to launch this technology education program and Web site. The site provides links to resources that cover a variety of Internet safety and ethical issues and includes a downloadable handbook to help users create a plan to protect youth from inappropriate online material.



NetSafeKids

www.nap.edu/netsafekids

This resource for adults is based on the findings from a 2002 National Research Council report, *Youth Pornography and the Internet*. The site discusses types and sources of sexually explicit content, how inappropriate material reaches youth, cyber-stalking, the pros and cons of filtering and monitoring tools, reporting Internet crime, and other Internet safety issues. Produced by the National Academies of Science.

WEB RESOURCES FOR YOUTH

Youthhood.org

<http://www.youthhood.org/youthhood/index.asp>

The Youthhood is a free, dynamic Web-based curriculum and tool to help youth set goals and plan for the future. Although the site addresses youth directly, it is intended to be used in classrooms, community programs, or any other settings where adults work with youth. The Youthhood includes information, interactive activities, and a wealth of other tools to help youth connect their future goals to their academic learning.



Teen Ink

<http://teenink.com>

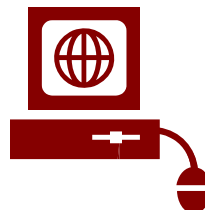
Teen Ink is a monthly print magazine, Web site, and a book series all written by teens for teens. There are over 16,000 pages of student writing on the site. Some of the information includes: book, music, and movie reviews, college reviews, art galleries, and sports information.



NetSmartz

www.NetSmartz.org

NetSmartz was created by the National Center for Missing & Exploited Children and by Boys & Girls Clubs of America. This Interactive online resource uses 3-D animation and age-appropriate games, movies and activities to teach Internet safety to youth. It had specialized areas for children as young as 5, teens, parents, educators and law enforcement officials, as well as resources such as safety pledges, true stories about teens who encountered online danger, and printable activity cards for teachers and youth workers.

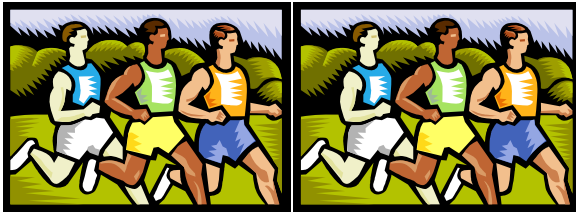


POSSIBLE FUNDING SOURCES

THE FINISH LINE YOUTH FOUNDATION

http://www.finishline.com/store/corporate_info/youthfoundation.jsp

The Finish Line Youth Foundation provides grants of \$1,000 to \$5,000 for education, sports, and exercise programs in areas served by Finish Line stores. Funds and assistance are focus on athletic and wellness programs place importance on living a healthy lifestyle, bolstering their confidence and leadership skills, and teaching them the importance of teamwork. Finish Line Youth Foundation funds community in which it operates. Applications received between November and the October 1 to December 31 review will occur in February.



CHARLES FRUEAUFF FOUNDATION 2005 GRANTS

<http://www.frueauffoundation.com/>

The Charles Frueauff Foundation focuses on at-risk youths in all its funding categories: education, health, and social services. Tutoring, sexual-health and job-training initiatives receive preference. Other funding priorities include welfare-to-work programs, inadequate day-care systems, and economic-development initiatives. Estimated First-Time Grant Award: \$15,000. First time grant seekers are encouraged to call the office prior to submitting a full proposal. All questions, correspondence, and proposals should be directed to: Sue Frueauff by phone: 501-219-1410 or fax: 501-219-1416. Deadline: September 15.

Please check out the FYRP website:
<http://resiliency.cas.psu.edu>



This publication is available in alternative media on request.

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