



PRYDE

Program for Research
on Youth Development
and Engagement

PROGRESS
REPORT
FALL 2017



ACTIVITIES



OUTPUTS



IMPACTS



College of Human Ecology



PRYDE
Program for Research
on Youth Development
and Engagement

**PROGRESS
REPORT**
FALL 2017

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EXPANDING THE CIRCLE OF COMMUNITY

Urie Bronfenbrenner, a pioneering thinker about child development whose contributions remain foundational to scientific communities, famously wrote:

“In order to develop normally, a child requires progressively more complex joint activity with one or more adults who have an irrational emotional relationship with the child. Somebody’s got to be crazy about that kid. That’s number one. First, last, and always.”

When present, this irrational concern for a young person is unmistakably positive. It is evident in the posture of parents who stand eager to learn about their child’s latest invention. It is evident among teachers who boast proudly about the intellectual gains their students made in just a single year of middle school. It is even evident when observant neighbors intervene in youth scuffles because they see too much promise in young people to let a minor conflict derail their futures. Of course, it is always positive when youth feel loved and deeply invested in by the family and friends they know best, and by the teachers and neighbors who unapologetically demand the best for them.

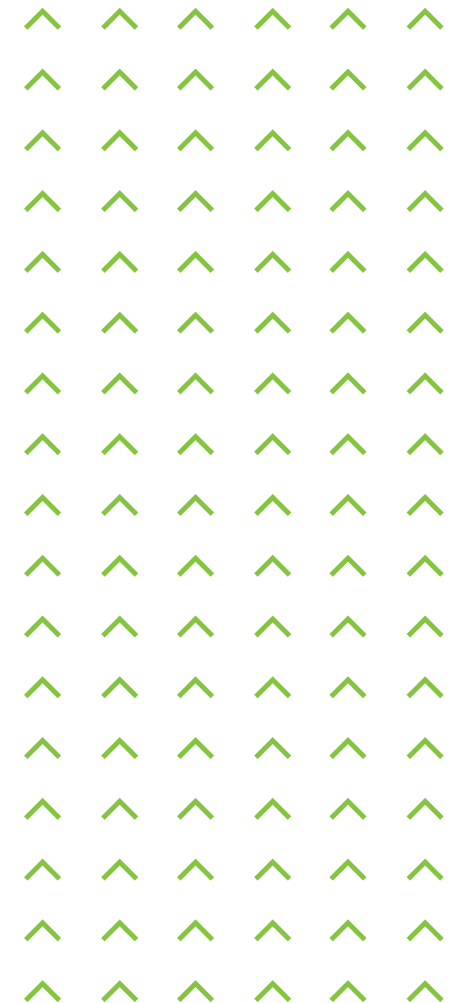
But there is another group of stakeholders who are also irrationally concerned with ensuring the best for youth: developmental scientists. As a researcher who explores how youth construct an identity and purpose in life, I consume the work of developmental scientists. It is a diverse, rich, and compelling body of knowledge. If I could reduce my impression of the crowd who produced such fascinating scholarship to a single idea, it would be: No one is more dedicated to exploring, understanding, and removing the obstacles young people face and discovering promising pathways to their thriving than developmental scientists.

As a founding co-director of PRYDE, I want to create spaces where developmental scientists work side-by-side with other stakeholders invested in positive youth outcomes. That is, I want to expand the circles of community surrounding young people and shape their adjustment for the better. Within these circles, the questions scientists pursue should be infused with the real-world experiences of parents and educators. Likewise, the practices of parents and educators should be informed by scientific evidence and insight. PRYDE is uniquely designed to create and maintain these circles by producing high-quality translational science with clear benefits to youth.

To work with PRYDE is a privilege and an opportunity. It is a privilege to help build capacity for Cornell researchers and 4-H leaders to collaborate and continue building upon the good youth-centered work already taking place across New York State. But it is also an opportunity to further embed developmental science within the framework of youth programming. 4-H has a long and valued tradition of enabling youth to contribute meaningfully to their communities. To do this, they rely on caring adults, parents, and teachers who sense what is important for youth and insist on delivering it. I want to lead PRYDE in a way that adds even more evidence-based science to the already high quality youth programming that exists in 4H. When realized, the inevitable result of PRYDE is that youth will benefit as their circles of community expand and grow even more irrationally positive.



Anthony L. Burrow
Director, PRYDE



THE 4-H POSITIVE YOUTH DEVELOPMENT FRAMEWORK

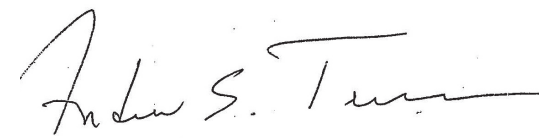
Cooperative Extension exists to create vibrant connections between real-world problems facing families and communities, and the researchers and Extension faculty studying and proposing solutions to these challenges. In my experience, high-impact Extension programs are built on a foundation of highly collaborative partnerships between researchers and practitioners. The partnerships develop from a combination of shared interests and personal relationships. Enduring researcher to practitioner collaborations are harder to establish and sustain in today's climate, largely due to an increasingly competitive and complex funding environment. This trend has the potential to erode the vibrancy of the campus-to-community partnerships at the core of the Extension mission.

Despite the challenges, 4-H remains competitive and vital, reaching over 170,000 youth annually in New York State and over 6 million youth nationally. At the national level, 4-H has worked to establish clear core goals for the program:

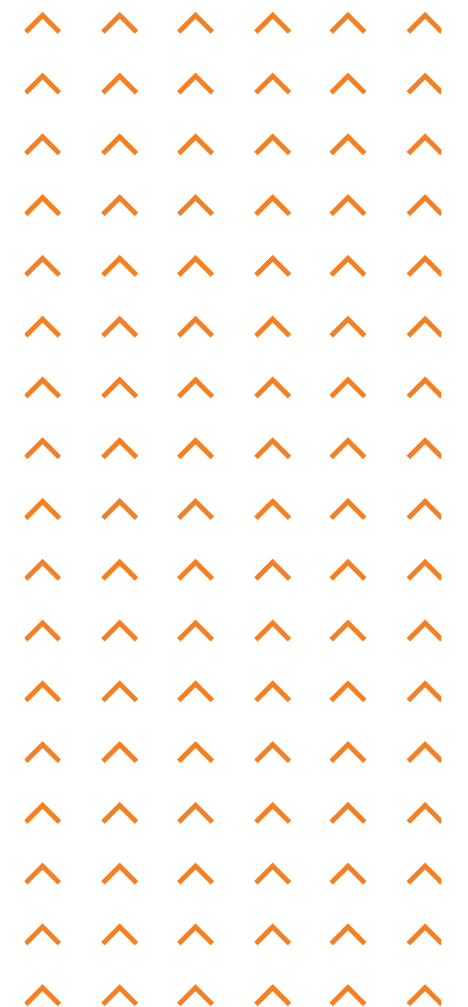
- Creating and supporting stimulating and safe environments that build on curiosity and allow for positive risk taking.
- Embracing an active process of learning where young people gain understanding, skills, dispositions, identities, and new habits of mind through hands-on experiences.
- Constructing programs that encourage reflection and are designed to build on each other over time.
- Ensuring that 4-H experiences are based on positive relationships between youth and adults, built on a foundation of mutual respect and caring.

The next step is to develop and sustain organizational practices supporting these goals, including a national research agenda for 4-H. We know a lot about the basic characteristics and demographics of our 4-H participants, the methods we are using to reach them, and the activities they are engaged in. We know that 4-H is a positive experience for the youth and families we are reaching and that many more youth would benefit from the program. However, we have considerable work to do in assessing how well we are achieving the more aspirational and long-term goals that funding entities are looking for. Extension leaders need empirical evidence behind them as they share the public value of the program and make the case for continued and increasing levels of public and private investment.

The emergence of PRYDE allows Cornell University to play an active and leading role in this process. PRYDE is helping to strengthen and create new connections and collaborations between researchers and youth development practitioners. The renewal of this active process of engagement will allow us to generate new knowledge about youth development that can be translated into improved practices, programs, and outcomes for 4-H participants in New York and beyond.



Andrew S. Turner
NY State 4-H Program Leader



WHERE WE STAND

Located in Cornell University's Bronfenbrenner Center for Translational Research, which also houses New York's 4-H Youth Development program, PRYDE is perfectly situated to bridge youth development research and practice. Our mission, to promote positive youth development through innovative research and evidence-based approaches, is instantiated through working in partnership with organizations that serve young people to better understand and improve the lives of today's youth.

Thus, PRYDE has established relationships between researchers and 4-H Youth Development programs across New York State. These relationships represent the foundation for all of our activities. As a program supporting translational research, we know that respectful, trusting partnerships are central to all of our work and that, just like youth development programs, translational research requires time and care to have its greatest impact.

Even in their early stages these foundational relationships have enabled PRYDE to develop valuable resources to support positive youth development. This report will present our efforts in greater detail, but here is a quick "by the numbers" overview:

The people of PRYDE

- 13 Cornell researchers, including 8 tenured faculty members and 2 postdoctoral associates
- 7 CCE 4-H Educators serving on our Work Team, which advises PRYDE and consults with researchers
- 14 undergraduate PRYDE Scholars participating in our program, across two cohorts
- 30+ graduate and undergraduate research assistants working on PRYDE projects

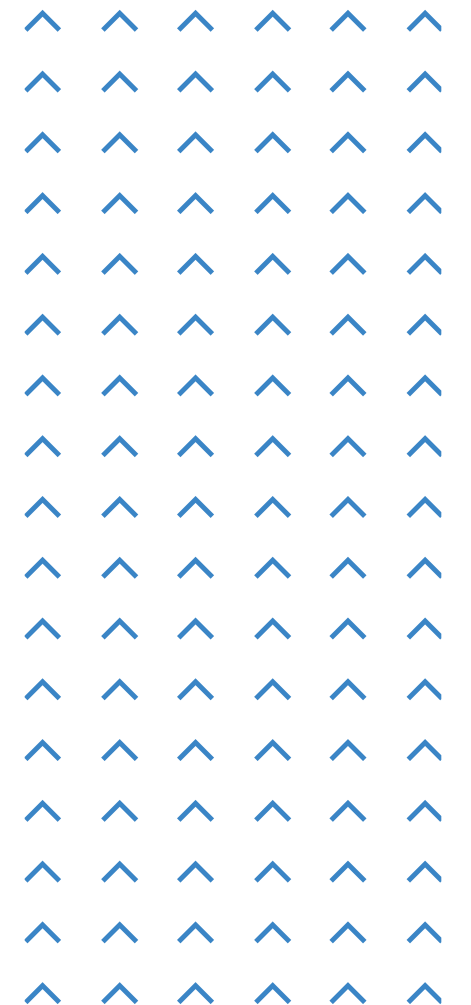
PRYDE activities and outputs

- 20+ presentations at CCE 4-H district or statewide events
- 10 hosted events for 4-H and/or academic audiences
- 25 academic presentations / publications
- 6 presentations / podcasts for the Cornell community, plus a new weekly blog on our website
- 850+ 4-H youth involved in PRYDE activities, interventions, and research projects

These efforts have led to PRYDE's impact being felt throughout New York State and across the country. I invite you to see how in the following pages.



Jennifer Agans
Assistant Director, PRYDE





Megan Tiff, Andrew Turner, and Anthony Burrow in conversation about 4-H



Building Collaborations: Connecting 4-H Educators and Cornell Researchers

OVERVIEW

Research-practice collaborations form the basis of PRYDE's translational youth development work. The partnerships our researchers form with 4-H practitioners enable us to develop projects and programs that both advance science and support positive youth development.

These connections come in many forms. From our 4-H Work Team members advising PRYDE projects and connecting with PRYDE faculty and students around several projects including academic publications, to CCE 4-H Educators and volunteers participating in PRYDE workshops and focus groups, 4-H practitioners are involved in all aspects of PRYDE's work. Our goal, as we continue to develop these campus-county relationships, is to involve more Cornell researchers and 4-H practitioners in mutually-beneficial translational research projects and to support these projects in benefiting

the youth of New York State and beyond.

ACTIVITIES

PRYDE researchers have visited county and district-level 4-H meetings and events to make connections, discuss our projects, and exchange information. For example, Dr. Rachel Sumner has presented workshops across New York State, sharing with 4-H Educators and volunteers research findings about the role of life purpose in youth development and conducting focus groups to find out how 4-H programs might help youth find their purpose.

PRYDE researchers have also participated in many campus and statewide events for 4-H, including leading activities at 4-H in-service trainings and presenting at the New York State Cornell Cooperative Extension 4-H Educators Association

conference, where Dr. Anthony Burrow was the invited keynote speaker in 2016.

Finally, in keeping with our mission to connect campus and county, PRYDE has hosted events and created opportunities for 4-H practitioners and Cornell researchers to meet and find common ground, including networking dinners and the annual Youth Development Research Update conference.

OUTPUTS

The collaborative relationships between 4-H practitioners and Cornell researchers form the basis for everything produced by PRYDE. For example, these partnerships contributed to:

- Professional development opportunities for 4-H staff
- New activities and programs for 4-H youth
- Community engagement for

Cornell students

- Academic publications and presentations
- Resources for knowledge dissemination

The opportunity to connect with 4-H has also drawn new faculty to affiliate with PRYDE (see "Broadening Our Reach," pages 25-27). Similarly, 4-H staff have begun to view PRYDE as a resource for connecting with youth development researchers on campus.

IMPACTS

PRYDE partnerships between 4-H practitioners and Cornell youth

development researchers are already inspiring new questions, projects, and collaborations, and we expect this impact will grow stronger as these collaborations continue to develop. The relationships formed and strengthened through PRYDE serve as a bridge across the "campus-county divide" and enable youth program leaders and youth development researchers to build on what they learn from each other. PRYDE collaborations between researchers and practitioners also directly benefit 4-H youth and Cornell students. They provide opportunities for youth to learn about social science and engage in new activities, and enable Cornell undergraduate and graduate students to gain firsthand

experience in translational research. Thus, PRYDE's collaborations have the potential to influence the next generations of researchers, practitioners, and parents and to inspire them to think deeply about the role of research in everyday life.



PRYDE 4-H Work Team

The PRYDE 4-H Work Team is comprised of seven CCE 4-H Youth Development staff from across New York State. They support PRYDE by ensuring that there are practitioners involved in all our projects from study design, recruitment, and implementation to event planning, developing activities for youth, and writing academic articles. They also help to bring news of PRYDE opportunities to other practitioners in their districts.



Melanie Forstrom, Ulster County
Melanie Forstrom has worked with a varied cross-section of youth and adults ranging from homeless teens in DC to over-age, under-credited youth in NYC. She has been in her current role of 4-H program leader in Ulster County just over 5 years. In this role she has conducted 4-H practitioner inquiry studies about the subjectivity of 4-H Public Presentation Evaluators with the goal of making them more objective; recommended staffing ratios for county 4-H programming; and led initiatives to regionalize programs and work more efficiently across county, regional, and state lines. Melanie feels strongly about the need for academic and practitioner staff to work more closely together to meet community needs and plan and evaluate programs.



June Mead, Broome County
June Mead is the state project director for New York 4-H Youth CAN (Community Action Network), a federally-funded afterschool program serving high-need, at-risk youth in Albany and Buffalo; and state program manager for the 4-H National Mentoring Program. June co-facilitates the Extended Learning Network of Broome and Tioga, a regional chapter of the NYS Network for Youth Success. Her work has been supported by Cornell Cooperative Extension, Ford Foundation, New York State Dept. of Education, National 4-H Council, U. S. Dept. of Agriculture – National Institute for Food and Agriculture, U. S. Dept. of Education, U.S. Dept. of Housing and Urban Development, U.S. Dept. of the Treasury, and the United Way of Broome County.



Heidi Feltz, Niagara County
Heidi is the lead 4-H program educator in Niagara County. She holds a Master’s of Professional Studies from Cornell University and is a permanently certified NYS agriculture teacher. She comes from a multi-generational 4-H family, as her grandparents, parents, siblings and herself have been actively involved in 4-H for decades. Being part of PRYDE is an important campus connection for Niagara County. Heidi believes 4-H educators and researchers need to be connected to keep today’s youth development programs relevant and connected with the latest best practices.



Melissa Schroeder, Schuyler County
Melissa C. Schroeder is the Youth and Family Development Program director at Cornell Cooperative Extension in Schuyler County. She is interested in fostering positive youth development and engaging in the practitioner side of research. In the past Melissa has participated in the Research Navigator Program, helped pilot the New York State PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience) project, and hosted a College of Human Ecology student intern as part of PROSPER. She serves as co-chair, with Jutta Dotterweich (Act for Youth), of the Risk and Thriving in Adolescence Program Work Team (PWT) and is a member of the New York State Cornell Cooperative Extension 4-H Educators Association (NYSACCE4-HE).



Jessica Spence, Wayne County
Jessica Spence is the 4-H Team Coordinator at Wayne County Cornell Cooperative Extension. She is responsible for providing leadership for the coordination, development, and implementation of the 4-H Youth Development program, including training and supervision of educators and volunteers. Jessica is a member of the state-wide 4-H Diversity and Inclusivity Cohort, the State-Wide 4-H Action Group, the Risk and Thriving in Adolescence Program Work Team, and the Healthy Eating, Active Living Program Work Team.



Barbara Stevens, Albany County
Barb Stevens is the 4-H Issue Leader for Cornell Cooperative Extension Albany County. She has been a part of the staff there for more than 30 years and is currently working with the Master Gardener Program as well. Barb enjoys watching youth grow into productive young adults and helping people understand just how important youth are in our world today.



Megan Tifft, Tompkins County
Megan’s career in the Cooperative Extension 4-H Program began shortly after she graduated from the University of Vermont. At age 21 she began her 4-H career in two Counties in Southern Vermont. After four years with UVM and receiving her Graduate Degree, she moved across the country to accept a position as a 4-H Agent in Colorado. She later moved back East to be closer to family. She has been the 4-H Youth, Family, and Community Development Issue Leader for Cornell Cooperative Extension in Tompkins County for 13 years. In 2017 she received her Doctorate in Education at St. John Fisher College.

“It’s an awesome give and take, because everybody’s learning something from each other. And I think that makes for a great collaboration.”

- Barbara Stevens,
4-H Work Team member



Creating Connections

Researching Collaborative Partnerships in PRYDE's Smith Lever Project



Karene Booker, Jennifer Tiffany, Anthony Burrow, and Anthony Ong

OVERVIEW

In 2016 PRYDE was awarded a Federal Capacity Fund Smith-Lever grant from the National Institute of Food and Agriculture (PI: Burrow) to investigate how to improve campus-community collaboration in youth development research. This three-year project consists of a needs assessment to evaluate the current status of collaborative research projects and existing supports and barriers for collaboration, as well as the design and implementation of new tools and resources to overcome these barriers and develop strong research-practice partnerships. We have just finished the first year of this project.

ACTIVITIES

This project involves six CCE 4-H collaborators: Barbara Stevens (Albany), Jerome Christie (Orange), June Mead (Broome), Melissa

“Working with PRYDE has been a wonderful opportunity. I get to collaborate with people from such diverse fields, going beyond just research and actually trying to improve how people connect with each other and share knowledge, which to me is what education is all about.”

Yabework Abebe Kifetew, undergraduate RA working on PRYDE Smith Lever project

Schroeder (Schuyler), Stephanie Graf (Jefferson), and Tim Davis (Ontario). These collaborators helped to design study materials and meet with the campus-based research team regularly to consult on study progress. They came to Ithaca in September for an in-person meeting to collaboratively interpret preliminary findings, providing insights to better understand our quantitative and qualitative data.

This project also involves a diverse group of Cornell undergraduate and graduate student research assistants (current RAs: Yixin Zhang, Cornell Institute for Public Affairs, Yabework Abebe Kifetew, City and Regional Planning, Caitlin Garbo, Human Development, and Jacob Kolenda, Biological Sciences and Economics). These students conducted a literature review, designed a survey and interview / focus group protocols, and are currently engaged

in transcribing and coding qualitative data.

Other activities for this project so far include conducting focus groups with 4-H practitioners across New York State, interviewing all researcher and practitioner members of PRYDE, and surveying 4-H practitioners and Cornell youth development researchers about their experiences with collaborative projects.

OUTPUTS

- Students presented about the project at the Bronfenbrenner Center for Translational Research Student Presentation Day, May 2017.
- PRYDE's work on connecting campus and county, including this project, was presented at the Society for Community Research and Action conference in Ottawa ON, Canada, June 2017.

IMPACTS

This project has brought together an interdisciplinary team of CCE 4-H staff and Cornell students and researchers to uncover the best ways to support campus-community collaboration. Using this evidence to build tools and resources, PRYDE aims to develop capacity for effective research-practice partnerships.

In doing so, not only will this project

have a lasting impact on Cornell youth development research and youth development practice across New York State, it is also benefiting the students and collaborators involved in the project. For example, Cornell student research assistants are gaining experience with translational research and building an understanding of how their unique perspectives can contribute to group understanding. In addition, 4-H collaborators are contributing their own perspectives, which are highly valued by the research team, and providing practice-based solutions to the barriers to collaboration uncovered by the research.

Project PIs: Anthony Burrow, Ph.D., Jenifer Agans, Ph.D. Project Team: Yixin Zhang, Yabework Abebe Kifetew, Caitlin Garbo, Jacob Kolenda, Barbara Stevens, Jerome Christie, June Mead, Melissa Schroeder, Stephanie Graf, and Tim Davis

Profile: Rachel Sumner



Rachel Sumner at the first PRYDE Scholars reception

ROLE WITH PRYDE:

Postdoctoral associate

AREA OF INTEREST:

Purpose in life and diversity

Project you're really excited about:

I think 4-H's statewide events that bring together youth from across all of New York are so fascinating because youth have a chance to meet peers who share their identity as a 4-H'er, but also have really different experiences stemming from who they are and where they live. I have a project looking at whether participating in one of these statewide events changes young people's ideas about diversity and people from other backgrounds. This project is exciting to me because it was developed as a result of conversations with 4-H staff, so I feel like it's not only a solid research project on a topic that's interesting to me, but it's also relevant for practitioners.

Best part of being involved with PRYDE:

Having opportunities to involve youth and practitioners throughout the research process! I think that having these multiple perspectives represented leads to better research questions, and I'm so grateful to be part of a team that cares about doing research that is both rigorous and relevant. Also, it's just really fun to engage with young people who are curious about the world and interested in using research as a tool for pursuing some of that curiosity.

Profile: Barb Stevens



Barb Stevens in small group discussion at the Youth Development Research Update

Project you're really excited about:

I have worked in the youth development field for more than thirty years and have more recently begun working with youth in the prevention system. I help facilitate the Strengthening Families Program which targets youth who may be on probation, may have a PINS designation, or are having difficulty within their family unit. The youth have taught me so much about how important it is to provide young people with the support and encouragement they need to make it through the day.

Because of this experience, the project I'm very excited about is Dr. Burrow's research on youth purpose. Our district took part in two focus groups to capture thoughts about how the 4-H program may help guide 4-H members in finding a sense of purpose and direction in life. I am hoping to take this one step further; to foster within every youth we work with a feeling of pride, a sense of purpose, and a reason to survive and thrive in his or her current environment.

Best part of being involved in PRYDE:

I love being a part of the PRYDE 4-H Work Team because I've learned so much about the many research projects that are going on, especially as they relate to youth. The best part of being involved with PRYDE is that I've been able to share the great work going on with my colleagues in the Capital District. Many of the 4-H educators here in the region have participated in focus groups and trainings being conducted by faculty as a result. For years, Cornell Cooperative Extension (CCE) educators have complained that they are not connected to Cornell – the PRYDE 4-H Work Team more than bridges that gap and has been a tremendous addition to the CCE system.

ROLE WITH PRYDE:

PRYDE 4-H Work Team Member

AREAS OF INTEREST:

Positive youth development, youth purpose, working with youth in the prevention system



Youth with a Purpose



Anthony Burrow (right, back row) with Purpose and Identity Processes Laboratory members

OVERVIEW

Among the exciting advances in social science research has been recognizing the vital role that having a sense of purpose plays in lives of young people. Studies find that purposeful youth – those intending to contribute meaningfully to the world around them – enjoy greater health and wellbeing than their peers without such intentions. Research also shows that having a sense of purpose deepens youths’ engagement with, motivation for, and learning of new information. Working with 4-H programs across New York State, we aim to create opportunities for youth to cultivate and capitalize on their purpose so to make the most of the 4-H experience and beyond.

ACTIVITIES

To date, we have involved hundreds of youth and practitioners across

New York State in several projects. Completed and ongoing studies have been designed to better understand the extent to which youth explore and engage with their purpose, and examine how this sense can enrich their capacity to utilize the experiential learning opportunities afforded by 4-H. All of our studies focus on how purpose shapes adjustment in various ways, including daily emotional adjustment, engagement in risk behavior, and motivations for 4-H learning.

We also sponsor conferences, workshops, and focus groups with academic researchers and 4-H educators to learn from one another about how purpose can be leveraged to promote positive youth development.

Our most recent activity entails translating findings from our field studies to develop youth-centered materials capable of eliciting greater purpose identification. A centerpiece of this translational effort is the

development of a personalized, web-based application that educators can use to capture and archive the content of a youth’s purpose, called *Pioneer*.

OUTPUTS

Thus far, we have:

- Founded an annual conference dedicated to sharing cutting-edge scientific results related to the study of purpose in life.
- 2016 conference theme: Purpose and Health across the Life Span (Half Moon Bay, CA)
- 2017 conference theme: Purpose in a Diverse Society (St. Louis, MO)
- Created a personalized and web-based tool for capturing and archiving the content of youths’ purpose, called *Pioneer*.
- Published research articles and presented findings at state-wide and national conferences.
- Generated county-specific

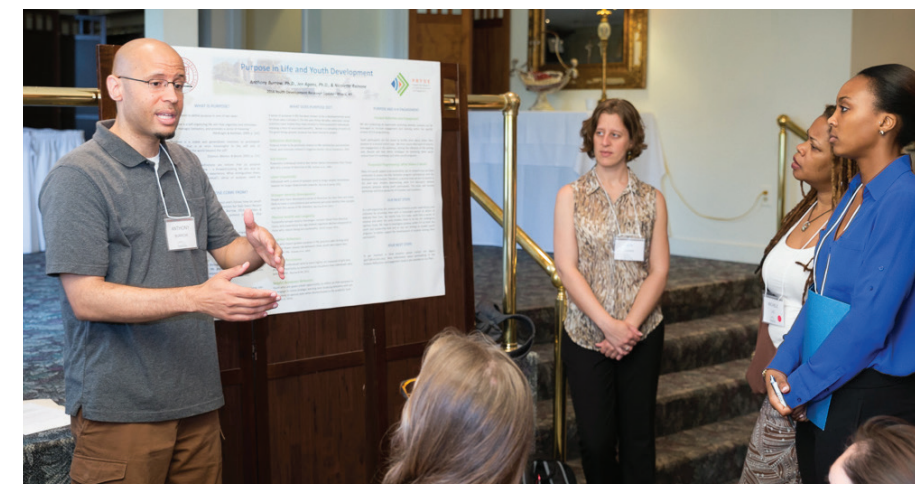
“As researchers, a project finally comes full circle when we can disseminate findings to practitioners who may use them to best benefit the youth they’re working with.”

- Rosario Majano, PRYDE Scholar, Cornell Class of 2019

IMPACTS

Because scientific attention to purpose has heavily focused on adult populations, an important implication of our work is to extend awareness of its presence and value for youth as well. By working with 4-H, we can translate our scientific understanding of purpose into real experiences and programs for those who work closely with

youth. Likewise, evaluating how 4-H educators employ purpose-related themes in their existing work with youth helps to more clearly define the practical parameters scientists rely on to generate new theories about purpose. Ultimately, we strive to unpack the concept of purpose so to make it more actionable and beneficial for the youth who stand the most to gain from it.



Anthony Burrow and Jennifer Agans presenting at the Youth Development Research Update

Project PI: Anthony Burrow Ph.D. Project Team: Jennifer Agans Ph.D., Rachel Sumner Ph.D., Kristen Elmore Ph.D., Kayla Burd, Anna Huang, Kaylin Ratner, Rosario Majano, Greta Sloan, Carumey Stevens, Elena Gupta, Tara Tardino

LEARN MORE: <http://blogs.cornell.edu/burrowlab>



Healthy Transitions

“PRYDE was quite honestly the most ideal learning experience I could think of for developing the well-rounded student, intent on learning for impact.”

Julia Lesnick, PRYDE Scholar
Cornell Class of 2019



Jane Mendle presenting at the Youth Development Research Update

OVERVIEW

Our lab investigates why some children grow up to be well-adjusted adolescents and others do not. In particular, we are interested in how different aspects of the pubertal transition can lay the groundwork for psychological adjustment, health, and well-being. For instance, research suggests that girls whose puberty is earlier than their peers are more vulnerable to depression, anxiety, and disordered eating. Our on-going research with 4-H programs aims to identify how kids cope and think about the many changes that come with transitioning from childhood into adolescence. In turn, this knowledge can inform intervention strategies to help youth effectively cope with the pubertal transition.

ACTIVITIES

Our Expressive Writing project started in 2013 in partnership with

4-H camps in New York State. Thus far we have collected multiple rounds of data from more than 250 girls. This project examines factors such as rumination, relationships with parents and peers, and depression across the pubertal transition. Participants in the first waves of the project also participated in an expressive writing activity designed to help with the transition to adolescence.

This summer, we launched an updated version of this study that included an autobiographical memory activity and an educational segment on how to think like a psychologist. The autobiographical memory task considers how puberty may influence the sorts of stories kids tell themselves about their own lives. The hands-on psychology activity puts youth in the role of scientists as they form their own hypotheses and investigate classic experiments in psychology for themselves. Special thanks to Schuyler and Jefferson Counties for participating in our data collection

this summer. We started collecting follow-up data with participants in November.

We are also engaged in research dissemination, both at scientific meetings and for practitioner audiences. Julia Lesnick and Emily Rosenthal, two undergraduate PRYDE scholars in our theme area, will complete senior theses this year. This summer, Emily won the Marjorie A. Corwin Undergraduate Summer Research Fellowship and began her thesis research, which examines how identity salience can affect ADHD. Julia worked with CCE Broome County through an internship co-mentored by Jane Mendle and Broome County 4-H practitioners. Julia applied her knowledge of adolescent mental health to design a trauma-informed practice training for youth development practitioners in Broome County. Julia presented about this training to about 40 Broome County 4-H practitioners in September and also created a webinar for CCE.

OUTPUTS

Presented findings and connected with practitioners and youth, for example:

- Lesnick, J., McKone, K., & Mendle, J. (2017, April). Rejection Sensitivity Mediates the Association Between Negative Urgency and Peer Relationships. Poster presented at the conference of the Society for Research in Child Development, Austin TX.
- Koch, M. K. (2017, April). Presentation for practitioners attending the Campus Connections Crawl hosted by the Cornell STEM 4-H Project Work Team.
- Koch, M. K. (2017, June). Presentation for 4-H youth attending the 4-H Career Explorations summer session hosted at Cornell.
- Lesnick, J., McKone, K., & Mendle, J. (2017, September). Rejection Sensitivity Mediates the Association Between

Negative Urgency and Peer Relationships. Poster presented at the Festival of Scholarship for the inauguration of President Pollack at Cornell University.

- Lesnick, J. (2017, September). Trauma-informed care training presented to Broome County CCE youth workers.

PRYDE Scholar Julia Lesnick won an award for her poster at the 32nd annual Spring Research Forum hosted by the Cornell Undergraduate Research Board. PRYDE Scholar Emily Rosenthal won the Marjorie A. Corwin Undergraduate Summer Research Fellowship from the College of Human Ecology at Cornell University. Jane Mendle published op-eds in Teen Vogue, L.A. Review of Books, and Time, and spoke at Cornell’s Healthy and Disordered Eating lecture series on the role of puberty in disordered eating.

IMPACTS

Puberty can lay the groundwork for future adjustment or maladjustment. Therefore, our research has the potential to better understand how and why normal development goes awry. This knowledge can then be applied to finding effective ways to help youth navigate the pubertal transition on a healthy path. By working with 4-H, we have a direct link between research and practice that enables us to ensure that our work is both relevant and that our results can be used to improve the lives of youth.

Project PI: Jane Mendle Ph.D. Project Team: Mary Kate Koch, Kaylin Ratner, Julia Lesnick, Emily Rosenthal, Marie Cope, Esther Kim, Rhoda Meador

LEARN MORE:
<http://blogs.cornell.edu/mendlelab>



Youth interviewing an elder during a BCLT activity at 4-H Career Explorations

“I got some really good advice from the person I interviewed. Before this, I would always go to my friends for advice. Now, I am also going to ask the older people in my life for advice when I need it.”

- BCLT youth participant

Connecting Generations

OVERVIEW

In 2017, the Intergenerational Programs thematic area made excellent progress on both developing its signature intergenerational program and disseminating it nationally and internationally. The innovative program, Building a Community Legacy Together (BCLT) works with the New York State 4-H program to provide an opportunity for high school-aged youth to interview elders about their advice for living. During the process of learning to interview and then interviewing elders, youth develop respect for older adults and the wisdom that age can bring. Youth also develop specific skill sets that will be useful to them in the future (e.g., interviewing and research skills). By pairing an elder with a high school youth, the BCLT seeks to combat ageism, including youths’ attitudes towards elders and elders’ attitudes towards youth. The program also allows elders to make meaningful

connections and pass on their knowledge to younger generations, which may decrease their sense of social isolation and increase their self-esteem and sense of purpose.

ACTIVITIES

Thus far this year, we have completed a second wave of evaluation, using a randomized, controlled design. This represents one of the few times such a rigorous evaluation design has been used in the 4-H program on any topic. In three New York State counties, youth and elders were randomly assigned to treatment and control groups, and pretest and posttest surveys were conducted. Here are a few highlights of the research with youth:

- Ninety four percent (94%) of the youth found the experience quite enjoyable, mostly citing that they enjoyed the interaction with elders and received good

advice and wisdom.

- Ninety two percent (92%) of the youth would recommend this program to other young people noting that it was a positive experience, and a great opportunity to interact with elders.
- Eighty seven percent (87%) of the youth also reported that their experience in the BCLT was useful, both by learning new skills and by receiving helpful advice that will help them in the future.

OUTPUTS

We are currently working intensively on BCLT dissemination strategies. Successes so far this year include:

- We have successfully recruited 4-H educators in 8 additional New York State counties. Each county will be recruiting 4-H high school age youth to participate

in a BCLT program in their county to be completed in 2017.

- We have submitted the BCLT project to the national 4-H office for approval as an official 4-H curriculum. This is a rigorous review process that will result in national reach for the program.
- In an exciting development, researchers at the University Ca’Foscari in Venice, Italy, have translated and adapted BCLT, and implemented it in Venice and Padova, Italy. The program has been completed and was extremely successful. All materials have been translated into Italian, and the program will be disseminated in Italy.
- A master’s degree student (Harry Yau) and an undergraduate PRYDE Scholar (Monica Wassel) have worked as part of the project team. The data from BCLT will be used for the master’s student’s thesis.
- A presentation on BCLT has been accepted for presentation this July at the annual meeting

of Generations United, the premier organization promoting intergenerational connections in the United States.

- We have been invited to prepare a background paper for the World Health Organization on intergenerational programs as a possible solution for ageism.
- The BCLT materials have been placed on a web page devoted to promoting the program, where they can be downloaded by organizations interested in running the program. <http://citra-bclt.human.cornell.edu/>

IMPACTS

The BCLT program had positive influences on youth. Youth participants reported higher, statistically significant, competency on interview and interactive skills after the program and the trainings. The youth’s attitudes toward older people and their attitudes toward

working with older people positively changed after the program, again statistically significant. The self-esteem of the youth positively changed after the program as well.

Project PI: Karl Pillemer, Ph.D. Project Team: Leslie Schultz, Marie Cope, Harry Yau, Monica Wassel

LEARN MORE:
<http://citra-bclt.human.cornell.edu>



Growing Up Online



Natalie Bazarova (left) and Elaine Wethington in the Social Media Lab

OVERVIEW

While popular coverage of social media use among young people focuses on the dangers of violent content or of “too much screen time”, researchers have found that social media use is a major source of social interaction for youth and can contribute to positive, healthy adolescent development. While the research on this topic has evolved to reflect the prevalent use of social media by young people, much of this work has not been translated into youth programming. We work towards creating a better marriage between science and service by facilitating the partnerships between researchers who study the ways in which young people use social media and the caregivers and institutions that youth engage with on a daily basis.

extensive literature review of this emerging field of research by exploring ways in which 4-H is currently using social media to improve programming and by synthesizing prior research on the use of social media and technology to improve youth programs, support mental and physical health, and promote civic engagement.

With help from New York State 4-H practitioners, including PRYDE’s 4-H Work Team, we designed a program that engages 4-H youth in social media education modules and evaluates knowledge gained as a result of this intervention. The modules teach privacy practices, upstanding behavior, media literacy, and other important skills in an environment that’s realistic and fun for young people. We are currently enrolling county 4-H groups in this program.

A key partner in this project is Dr. Natalie Bazarova in Cornell’s Department of Communication,

who directs the Social Media Lab and whose research focuses on social media and well-being. Bringing together the expertise of two fields, youth development and communications, our work is based in an interdisciplinary perspective.

OUTPUTS

- Spearheaded the Seventh Annual Youth Development Research Update: Productive Social Media Use and Youth Development on May 31st and June 1st, 2017 in Ithaca, NY. This conference focused on the productive use of social media by youth and engaged about 60 attendees, including researchers from Cornell University, Columbia University, Fordham University, Ithaca College, and SUNY Albany, as well as practitioners and youth involved in programs that are productively using social media.

- Planned the Second Annual PRYDE-Themed Conference: Media Literacy and Citizen Development among Youth and Emerging Adults on November 9th, 10th, and 11th in Ann Arbor, MI.
- Designed an educational intervention that promotes productive social media use in 4-H youth programs across New York State.

IMPACTS

We aim to incorporate the current work on productive social media use into the contexts in which youth live by providing spaces for practitioners and researchers to discuss the productive use of social media by youth and designing programs in partnership with youth development practitioners that engage youth in productive

social media use. By engaging with researchers, practitioners, and the youth themselves, we have made significant progress towards uncovering how social media can be leveraged to promote positive youth development in 4-H programs across the state.

“I plan to use programs that Elaine suggested with my teen group and perhaps for after school and a conference we are presenting at.”

- Youth Development Research Update practitioner attendee

Project PIs: Elaine Wethington, Ph.D. Natalie Bazarova, Ph.D. Project Team: Dominic DiFranzo, Ph.D., Saige Connor, Vanessa Chicas, Jessie Taft

LEARN MORE:
<http://sml.comm.cornell.edu>

Broadening Our Reach

In addition to the projects led by PRYDE faculty, we are engaging other researchers from the College of Human Ecology to work with 4-H programs and PRYDE Scholars on translational youth development research.



DR. JENNIFER AGANS, research associate, Bronfenbrenner Center for Translational Research and PRYDE assistant director

Novel Physical Activities at Summer Camp

Physical activity is important for health, but many youth are not active. Summer camps offer youth the opportunity to try new things and learn about themselves, including trying new physical activities. We are collaborating with 4-H Camp Bristol Hills, Camp Tuscarora, and Circus Culture to assess whether trying new physical activities at camp can help build the confidence and enthusiasm youth need to be physically active after they leave camp as well.

Program Evaluation

Finding out whether youth programs are having their intended impact is extremely important. I am involved in several evaluation projects, including supervising an undergraduate CCE Intern at Franklin County summer camps, and partnering with CCE Tompkins County's Primitive Pursuits program and the YMCA of Ithaca and Tompkins County's Nurture by Nature program. I am also working with the senior cohort of PRYDE Scholars to design and conduct a multi-county evaluation project.



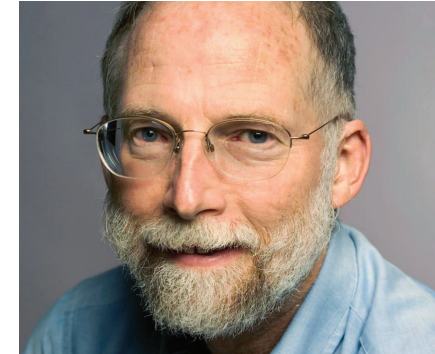
DR. KRISTEN ELMORE, postdoctoral associate, PRYDE

Youth Motivation and Productive Challenges

4-H programming allows youth to try out new activities and imagine a range of possible career paths. How do youth decide that a path is the right one for them? Should activities on that path feel easy or challenging? In a series of focus groups with 4-H youth, we will learn how youth think about effort and examine ways to keep them from being discouraged when new activities feel difficult.

Big Ideas in Science, Technology, Engineering, and Math

The way that we talk about ideas—as requiring effort or inspiration—may affect how boys and girls think about their own ideas and abilities, particularly in innovative domains like science, technology, engineering, and math (STEM). We will examine how 4-H youth respond to messages about the origins of good ideas and learn which messages inspire youth to imagine themselves in STEM domains.



DR. GARY EVANS, Elizabeth Lee Vincent Professor, Department of Human Development and Department of Design and Environmental Analysis

Strengthening Planning Skills

Children from low-income families tend to do worse at school than their financially better-off peers, a phenomenon called the “income-achievement gap.” One reason for this gap appears to be a difference in the development of planning skills and decision making skills. These processes begin as early as kindergarten and continue through high school. Working with 4-H youth, we are studying how low- and middle-income children in primary school make decisions about money and the future. As we understand these processes, we will then develop in consultation with 4-H educators interventions to strengthen these skills.



DR. TAMAR KUSHNIR, associate professor, Department of Human Development

Beliefs about Choices and Goal-Pursuit

As adults, we not only make choices that determine the course of our lives, but we also form beliefs about choice, including evaluations of the causes of our past choices, the possibility of future choices, and whether we can make the choices we want to make. Our prior work has shown children are able to reason about choice and possibility as early as 4 years of age, and that their beliefs show individual and cultural variation. Working with 4-H, we will look at whether these nascent beliefs impact children's ability to exercise self-control in pursuit of their goals.



DR. ANTHONY ONG, professor, Department of Human Development

Enduring and Fragile Forms of Positive Ethnic-Racial Affect: A Proof of Concept Study

Considerable developmental theory and research suggest that how positively youth feel about their ethnicity and race, or positive ethnic-racial affect, may confer benefits across a many areas (e.g., mental health, academic achievement, health risk behaviors). Current conceptualizations of positive ethnic-racial affect have focused on the implications of having high versus low positive group feelings (e.g., racial pride, private regard, affirmation). However, people fluctuate in the extent to which they feel positively about their ethnicity or race. In this proof of concept investigation, we examine the extent to which enduring versus fragile forms of positive ethnic-racial affect prospectively predict adjustment outcomes among diverse minority youth. Whereas enduring positive ethnic-racial affect reflects relatively stable positive group feeling states, positive ethnic-racial affect that is fragile refers to short-term fluctuations in individual's feelings of group esteem and pride that are variable and subject to external influence.

Broadening Our Reach - continued



DR. JANE POWERS, senior extension associate, Bronfenbrenner Center for Translational Research

Evaluating the Implementation of Evidence Based Teen Pregnancy Prevention Programs

Decades of research have demonstrated that interventions designed to promote adolescent sexual health can prevent risky sexual behavior. However, we lack knowledge as to what happens when these programs are implemented in “real world” community settings. The ACT for Youth Center of Excellence (COE) works closely with the New York State Department of Health and their grantees, helping them implement evidence based programs and evaluate their impact. Through translating research into practice our findings inform statewide policy on adolescent health and strengthen programming to improve the health and well-being of youth in the state.



DR. RACHEL SUMNER, postdoctoral associate, PRYDE

Gender and the Development of Purpose in Life

In adolescence, many individuals explore options for their purpose in life. Norms and stereotypes about gender might affect people’s ideas about what kind of purpose they should pursue (e.g., prosocial, financial, creative, or personal recognition). Working with 4-H educators in 20 counties, I have recruited youth for a survey measuring their ideas about gender and purpose, research that can help us understand how young people develop ideas about purposes and 4-H programs that are “right” for them.

4-H Participants’ Experiences with Diversity

4-H provides different kinds of opportunities to connect with peers – county-level programming links youth to young people who live nearby, but other events provide a chance to interact with youth from across New York. Focusing on youths’ experience in a 4-H statewide event (Career Ex), I measured whether opportunities to think about goals and interact with diverse youth might promote the development of purpose in life and more positive attitudes towards people from other backgrounds. Data analysis for this project is currently underway.



DR. JANIS WHITLOCK, research scientist, Bronfenbrenner Center for Translational Research

Youth Risk and Opportunity

As children move out of their homes and into the world, they encounter experiences, opportunities, and exposures that interact with and shape perceptions of themselves, others, and future opportunities. The Youth Risk and Opportunity Lab includes several projects focused on the way context influences development and life trajectories, with a focus on non-suicidal self-injury and suicide, the effects of a sexual violence prevention program that will be implemented with middle school boys, and use of social media in addressing mental health challenges.

“PRYDE has been instrumental in helping my research team make contacts through 4-H as well as Cooperative Extension to help us find a range of children across the socioeconomic spectrum. Through PRYDE’s support of one of our undergraduate RAs, we have also benefitted from her training to conduct our outreach.”

- Gary Evans, affiliated researcher





PRYDE Events

Creating opportunities to connect

PRYDE INAUGURAL EVENT



Anthony Burrow, Robert Sellers, Lawrence Aber, and Lisa Lauxman

In May 2016 PRYDE brought three prominent researchers and policy makers (Dr. Lawrence Aber, New York University; Dr. Robert Sellers, University of Michigan; and Dr. Lisa Lauxman, 4-H National Headquarters) to campus for an inaugural event. These youth specialists provided valuable consultation on the development of PRYDE, and spoke with campus researchers and CCE 4-H practitioners in a life-streamed roundtable on translational youth development research and action. Video of this event can be found on the PRYDE YouTube channel.

PURPOSE AND HEALTH ACROSS THE LIFE SPAN CONFERENCE



Anthony Burrow, Anne Colby, Lisa Kiang, and Steven Cole

In October 2016 PRYDE hosted a conference for researchers studying purpose in life and its relation to health across the life span. This conference brought together leading scholars for three days, and included activities designed to help researchers think about the application of their findings into practice. In addition, conference speakers recorded brief videos in which they explain the importance of their work for everyday life, to benefit practitioners and the general public. These videos, as well as footage of the conference presentations be found on the PRYDE YouTube channel.

INTERGENERATIONAL PROGRAMS IN-SERVICE



Matthew Kaplan speaking

In October 2016 PRYDE also hosted an in-service training event on intergenerational programs with Dr. Matthew Kaplan of Penn State University. Attendees learned about how to implement successful programs that bring together youth and older adults. Dr. Kaplan also recorded a podcast with the Bronfenbrenner Center for Translational Research's series Doing Translational Research.

YOUTH DEVELOPMENT RESEARCH UPDATE



Stephanie Graf of CCE Jefferson County

PRYDE has taken on the role of host of the annual Bronfenbrenner Center Youth Development Research Update. This event brings practitioners from across the state to learn about research relevant to their work. The 2017 Youth Development Research Update, with the theme of Productive Social Media Use, was attended by more than 40 CCE 4-H practitioners and researchers from three universities. PRYDE researchers also presented their work at the 2016 Youth Development Research Update in an interactive poster session. The feedback received from practitioners at this event each year greatly contributes to our ongoing research projects.

PURPOSE IN A DIVERSE SOCIETY CONFERENCE



Dr. Leoandra Onnie Rogers presenting

In October 2017 PRYDE co-sponsored a second conference on purpose in life at Washington University in St. Louis, with the theme of *Purpose in a Diverse Society*. Scholars from across the country addressed topics such as the role of purpose in promoting comfort with diversity and how diversity experiences may help individuals find a direction for life. With speakers from a variety of different fields, this conference connected scholars who approach questions around purpose and diversity from very different perspectives.

MEDIA LITERACY AND CITIZEN DEVELOPMENT AMONG YOUTH AND EMERGING ADULTS CONFERENCE



Monica Bulger (left) in conversation at the conference

In November 2017 PRYDE hosted a conference on *Media Literacy and Citizen Development among Youth and Emerging Adults* in Ann Arbor, Michigan. The conference included multidisciplinary researchers and media developers from across the nation, and focused on youth, communications, misinformation, and media use. In addition to invited talks from leading media, communication, and social and developmental psychological researchers, the conference included discussions and group activities about how to teach youth to become positive stewards of social media and the information exchanged on the web.



Youth Connections

Engaging with 4-H participants



4-H youth conducting an interview during Career Explorations

OVERVIEW

The 4-H Youth Development program emphasizes hands-on learning and, increasingly, a focus on enhancing knowledge of science, technology, engineering, and mathematics (STEM). With our 4-H colleagues, PRYDE is helping to expand this programming to include more social science learning opportunities, drawing on the expertise of Cornell researchers. In addition, PRYDE recognizes the continuing need for evidence-based youth programs and evaluation of existing programs to ensure that they are high quality.

Thus, we are working to ensure that our collaborative research efforts lead to both direct and indirect connections with youth as well as clear impacts on youth programs.

ACTIVITIES

Thus far, PRYDE's engagement with 4-H youth has included a mix of direct learning through events and programs, opportunities to participate in social science research, and professional development for 4-H staff and volunteers that can directly translate to implementation in youth programs.

Activities for youth:

- PRYDE hosted a workshop at the annual 4-H Career Explorations event, engaging 17 adolescents for three days in social science methods and exploration of human development across the life span.
- Youth across the state are participating in activities developed by PRYDE, such as Dr. Pillemer's BCLT project and Dr. Mendle's programs at 4-H camps, and more research-based activities and curricula are currently in development.

Youth research participation:

- 4-H youth shared their input for a study conducted by Dr. Rachel Sumner, providing feedback on some survey items and helping to shape research questions.
- 4-H youth have also participated in social science research projects across our theme areas, as well as in projects conducted by affiliated researchers.

Professional development for 4-H leaders:

- PRYDE has hosted and presented at numerous events for 4-H practitioners with discussion of resources and research findings, and we publish weekly Research News updates in the 4-H newsletter.

OUTPUTS

The major output of our direct work with youth and practitioners is their experiences of the programs and

the professional development we provide. However, we are also developing some more tangible products, for example:

- PRYDE is producing an activity book for youth, featuring 20+ activities based in youth development and social psychology research. These activities were selected for their potential to positively impact youth, and will be accompanied by an educator's guide.
- Dr. Pillemer's BCLT project is working to have their curriculum approved for inclusion in the 4-H Mall—a resource used by 4-H educators across the country to find youth programs.
- Dr. Bazarova and her team are working with Dr. Wethington to develop a curriculum and web-based platform, Social Media TestDrive, to teach 4-H youth specific media- and technology-related skills.

IMPACTS

PRYDE's ultimate aim is to understand and improve the lives of today's youth. Our work to provide programs and professional development opportunities to 4-H are key in that mission. In addition, by participating in PRYDE research projects, 4-H youth are also shaping what is known about youth development and contributing to the advancement of social science.

Moving forward, we hope to engage more 4-H youth and practitioners in helping to translate the findings of PRYDE research into programs and best practices for youth development, and to engage more faculty in producing materials, activities, and events to engage youth in the social sciences and support 4-H programs. As partnerships between researchers and practitioners continue to develop, we expect that many more products for youth will result from these collaborations.

"I learned about the different stages in life and how they are similar and different from one another. I also learned some very helpful and meaningful advice from the elders and the students here at Cornell."

PRYDE Career Explorations participant



Engaging Cornell Students: Incorporating translational research into undergraduate and graduate experiences



PRYDE staff, Scholars, and postdocs viewing a presentation at the NY State Fair



Lucie Fan and Michelle Onder chatting at the PRYDE 4-H Work Team meeting

OVERVIEW

Many undergraduate and graduate students have been involved in PRYDE research involving 4-H youth and 4-H programs. In total, PRYDE has engaged over 30 Cornell undergraduate and graduate students in translational research. However, the focus of PRYDE's efforts to engage Cornell students in translational research is the PRYDE Scholars program.

Our first cohort of seven PRYDE Scholars (Vanessa Chicas, Saige Connor, Julia Lesnick, Rosario Majano, Emily Rosenthal, Greta Sloan, and Monica Wassel) have completed their first year in the program, and we recently welcomed the second cohort of seven rising juniors (Delaney Ding, Lucie Fan, Elena Gupta, Rebecca Li, Lily McGovern, Michelle Onder, and Carumey Stevens).

ACTIVITIES

All PRYDE Scholars participate in the following activities:

- Four semesters of mentored involvement in a translational youth development research lab with PRYDE-affiliated researchers.
- Four semesters of enrollment in a 2-credit course on translational research, a sequential program which teaches students to make academic research accessible to non-academic audiences and to collaborate with practitioner colleagues to design and implement youth development research.
- Opportunities for summer research or practice-based youth development internships.
- Opportunities to work with CCE 4-H practitioners and youth across New York State.

Through their participation in these activities, PRYDE Scholars are developing skills that will support

them as the next generation of translational youth development researchers and practitioners.

OUTPUTS

PRYDE Scholars have presented at the following events:

- Society for Research in Child Development (SRCD)
- Bronfenbrenner Center for Translational Research Student Showcase
- Cornell Undergraduate Research Board conference
- Festival of Scholarship for the inauguration of President Pollack at Cornell University

Two PRYDE Scholars also received 2017 CCE Internships to work with 4-H programs: Julia Lesnick (CCE Broome County) and Monica Wassel (CUCE NYC). These Scholars produced blog posts about their experiences throughout the summer, and presented at the CCE Internship

poster session in October 2017. As part of this internship, Julia Lesnick also presented a workshop for Broome County practitioners on trauma-informed care in September 2017.

IMPACTS

At the end of its first year, the PRYDE Scholars program is already impacting not only the students but also the researchers and practitioners with whom they are working. Through this program, PRYDE is engaging some of the brightest minds in the College of Human Ecology and exposing them to the importance of translational research. This program also provides PRYDE-affiliated researchers with undergraduate research assistants who are passionate about connecting research and practice, and creates pathways to connect students with CCE 4-H programs across the state.

After their two years with PRYDE, our Scholars will leave Cornell prepared to embody the mission of the College of Human Ecology; to improve lives by exploring and shaping human connections to natural, social, and built environments. They will use their training in translational research in a wide variety of careers and draw on their experiences of research-practice partnerships to improve the lives of youth and communities.

“[PRYDE] has easily been one of the greatest opportunities I’ve had in my college career. I’m so grateful for this class and all the opportunities we’ve been afforded.”

– Saige Connor, PRYDE Scholar

PRYDE Scholars

The first cohort of PRYDE Scholars, shown below, will be launching a year-long collaborative project with CCE 4-H programs in several counties across the 2017-2018 year to culminate their experience with PRYDE.



Vanessa Chicas

Home State: New York
Major: Human Development
Faculty Mentor: Elaine Wethington



Saige Connor

Home State: New York
Major: Human Development
Faculty Mentor: Elaine Wethington



Julia Lesnick

Home State: Massachusetts
Major: Human Development
Faculty Mentor: Jane Mendle



Rosario Majano

Home State: California
Major: Global & Public Health Sciences
Faculty Mentor: Tony Burrow



Emily Rosenthal

Home State: Maryland
Major: Human Development
Faculty Mentor: Jane Mendle



Greta Sloan

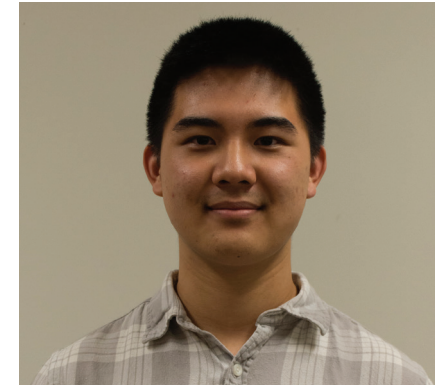
Home State: Colorado
Major: Human Development
Faculty Mentor: Tony Burrow



Monica Wassel

Home State: New York
Major: Nutritional Science
Faculty Mentor: Karl Pillemer

Our incoming cohort of PRYDE Scholars, shown below, will begin their experience with PRYDE by learning about translational research in the classroom and in the lab under the supervision of their faculty mentors.



Delaney Ding

Home State: Florida
Major: Policy Analysis and Management
Faculty Mentor: Janis Whitlock



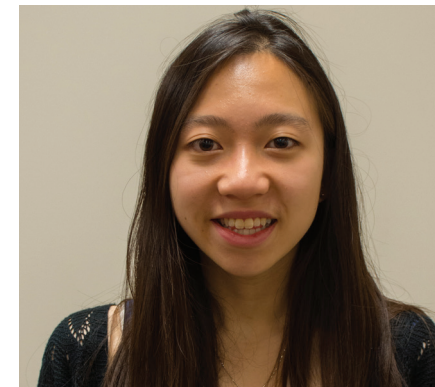
Lucie Fan

Home City: Hong Kong
Major: Human Biology, Health and Society
Faculty Mentor: Gary Evans



Elena Gupta

Home State: New York
Major: Human Biology, Health and Society
Faculty Mentor: Tony Burrow



Rebecca Li

Home State: New York
Major: Human Development
Faculty Mentor: Tamar Kushnir



Lily McGovern

Home State: New York
Major: Human Biology, Health and Society
Faculty Mentor: Jane Powers



Michelle Onder

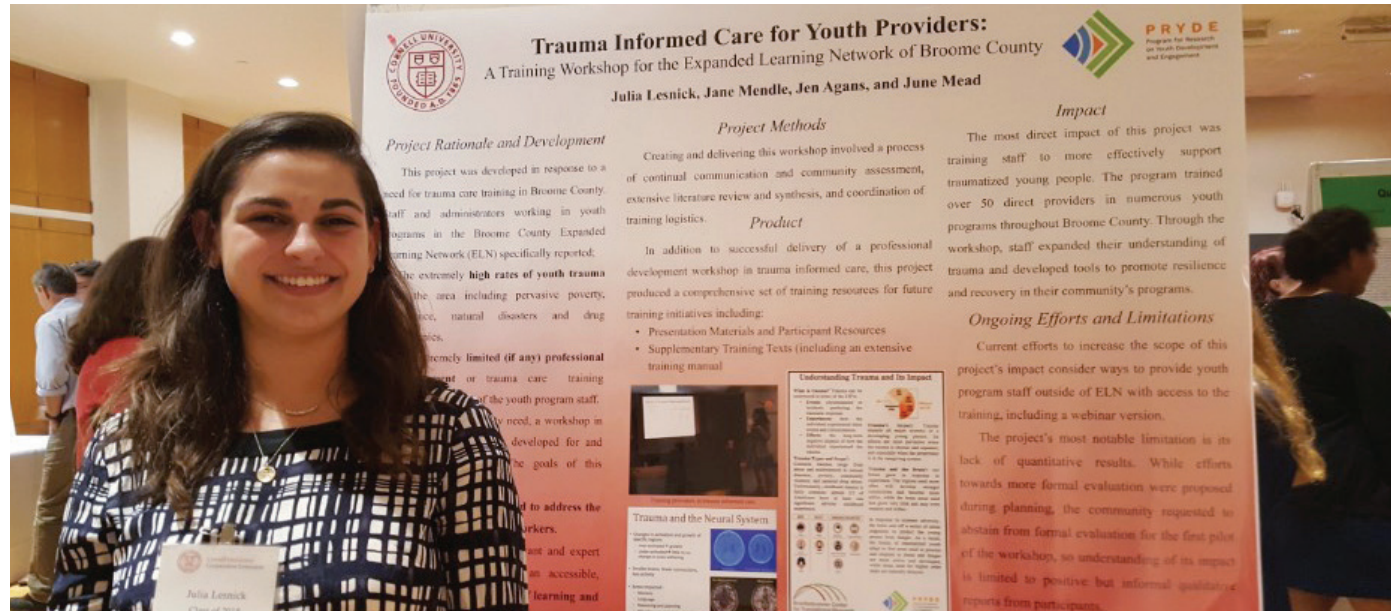
Home State: Missouri
Major: Undeclared
Faculty Mentor: Janis Whitlock



Carumey Stevens

Home State: New York
Major: Human Development
Faculty Mentor: Tony Burrow

Profile: Julia Lesnick



Julia Lesnick presenting her work at the 2017 CCE Internship reception

ROLE WITH PRYDE:

PRYDE Berns Scholar

AREAS OF INTEREST:

Child and adolescent psychopathology, therapeutic program design and evaluation

Project you're really excited about:

A project that I'm really excited about is training practitioners to implement trauma informed care in after-school programs. As providers in education, parenting, juvenile justice, and clinical treatment increasingly adopt a trauma informed philosophy, tons of resources have been dedicated to promoting positive development in those programs. But what about after school programs? These kids don't become un-traumatized when they walk into an after-school program, and after school programs have strengths, challenges, and goals that are different from other youth services, yet there are almost no materials specifically created to implement trauma informed care in that setting. I'm so excited to work with Cornell Cooperative Extension to create and deliver training materials geared towards the unique after-school program environment and help their staff better support the youth they work with.

Best part of being involved with PRYDE:

It's tough to pick one best thing about being involved with PRYDE, but if anything I would say the way it's shifted my mindset about learning, research, and knowledge. Coming into Cornell, I was pretty set on going into a career researching child and adolescent psychopathology- I'm still hoping to research this topic, but with a slight change; I now want to research programs and therapies for treating child and adolescent psychopathology. PRYDE completely re-framed how I think about the purpose of studying human development; instead of the goal being to understand human experience, I'm now oriented to think of the goal as impacting and shaping human experience. Because of PRYDE, I have redirected my learning, research and career goals towards outcomes that go beyond generating knowledge and instead aim to directly translate into meaningful impact that for the kids I'm so interested in studying.

Hello/Goodbye: Staffing Changes at PRYDE

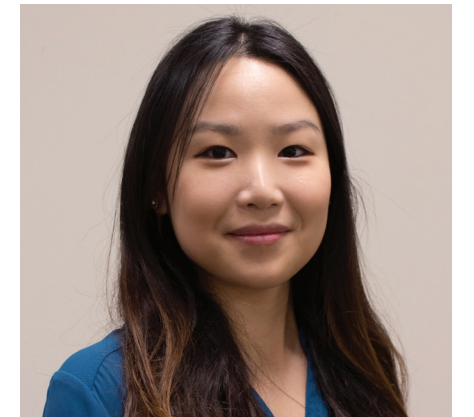


Goodbye from Nicolette Rainone

When I first heard about PRYDE from Dr. Anthony Burrow, my undergraduate research advisor, the program automatically appealed to my interests in applied psychology. I consider myself incredibly lucky to have worked alongside the amazing people involved with the program. PRYDE's culture is truly unique; everyone is supportive and understanding, even while constantly contributing to multiple amazing projects within and outside of the program. I believe that PRYDE's connection to so many awesome people is a true testimony to the importance of the work that is being done. Bridging the gap between researchers and practitioners is essential when conducting translational research, and it is a skill that I hope to use frequently throughout my career. I am now pursuing my doctorate in industrial and organizational psychology, a discipline that combines both scientist and practitioner viewpoints towards the scientific study of the workplace, at the City University of New York (CUNY)'s Graduate Center. My interest in this field was solidified during my time with PRYDE due to the value that that the program's mission places on the perspectives of both researchers and practitioners. To be able to say that I loved my first job, and I felt that every day I worked towards an important and impactful mission is a true gift. I can't wait to hear all about what PRYDE does next!

Hello from Esther Kim

In some ways, being the program assistant is similar to holding a regular office job. I've stapled hundreds of papers, taken notes for meetings, and figured out how the fax machine works. No big deal. But in other ways, my job is like going through character building training. For instance, one of the responsibilities of the program assistant is to help "establish stronger partnerships between Cornell faculty and NYS youth development programs". Many times, this means that I'll spend an entire day exchanging emails with other administrative assistants working in the Cornell Cooperative Extension network to figure out how to obtain a single signature on a form. Each county has a different system of doing things, and I've learned that being patient is key. As an undergraduate, professors always told me that much of research is waiting- waiting for IRB approval, waiting for resources, waiting for data...- but it wasn't so easy to develop a tolerance for slow process, at least not as a student. However, after just four months of being with PRYDE, I've learned that quality research takes time, time to make sure that the small details, like compensating study participants and reaching out to county practitioners, are being taken care of, and although the going is slow, I'm genuinely satisfied knowing that I've spent another day supporting PRYDE to keep up the good work.



PRYDE Directory

Name	Title	Dept./County	Email	Project(s)
Jennifer Agans	PRYDE assistant director	Bronfenbrenner Center	jpa75@cornell.edu	O, S, Y, D
Natalie Bazarova	Faculty	Communication	nmb8@cornell.edu	M
Kayla Burd	Graduate student	Human Development	kab434@cornell.edu	P
Anthony Burrow	Faculty, PRYDE co-director	Human Development	alb325@cornell.edu	P, S, Y
Carrie Chalmers	Communications director	Bronfenbrenner Center	cc284@cornell.edu	D
Vanessa Chicas	PRYDE Scholar	Human Development	vec28@cornell.edu	M, S
Jerome Christie	4-H Youth Development issue leader	Orange County	jgc9@cornell.edu	O
Saige Connor	PRYDE Scholar	Human Development	sc2633@cornell.edu	M, S
Marie Cope	Research support specialist	Bronfenbrenner Center	mtc223@cornell.edu	I, Y
Tim Davis	Executive director & 4-H Camp Bristol Hills administrator	Ontario County	tsd2@cornell.edu	O
Dominic DiFranzo	Postdoctoral associate	Communication	djd274@cornell.edu	M
Delaney Ding	PRYDE Scholar	Policy Analysis and Management	ddd68@cornell.edu	O, S
Kristen Elmore	Postdoctoral associate	Bronfenbrenner Center	kce28@cornell.edu	O, Y, P
Gary Evans	Faculty	Design and Environmental Analysis /Human Development	gwe1@cornell.edu	O
Lucie Fan	PRYDE Scholar	Human Biology, Health, and Society	lf347@cornell.edu	O, S
Heidi Feltz	4-H youth educator	Niagara County	hmk3@cornell.edu	O, Y
Melanie Forstrom	4-H issue leader	Ulster County	maf357@cornell.edu	O, Y
Stephanie Graf	Youth & Family Program leader	Jefferson County	sag58@cornell.edu	O
Elena Gupta	PRYDE Scholar	Human Biology, Health, and Society	eig25@cornell.edu	P, S
Anna Huang	Undergraduate student	Human Development	ah665@cornell.edu	P
Mary Kate Koch	Graduate student	Human Development	mck85@cornell.edu	H
Esther Kim	Program assistant	Bronfenbrenner Center	sk2274@cornell.edu	Y, D
Tamar Kushnir	Faculty	Human Development	tk397@cornell.edu	O
Julia Lesnick	PRYDE & Berns Scholar	Human Development	jml522@cornell.edu	H, S
Rebecca Li	PRYDE Scholar	Human Development	rl536@cornell.edu	O, S
Rosario Majano	PRYDE Scholar	Global & Public Health Sciences	rim35@cornell.edu	P, S
Lily McGovern	PRYDE & Berns Scholar	Human Biology, Health and Society	lam374@cornell.edu	O, S
June Mead	Program lead	Broome County	jm62@cornell.edu	O, S
Rhoda Meador	Dissemination expert	Bronfenbrenner Center	Rhoda.Meador@cornell.edu	D
Jane Mendle	Faculty	Human Development	jem482@cornell.edu	H, Y
Leah Moore	Undergraduate student	Human Development	ljm267@cornell.edu	O
Michelle Onder	PRYDE Scholar	Industrial and Labor Relations	mno23@cornell.edu	O, S
Anthony Ong	Faculty	Human Development	ado4@cornell.edu	I, Y
Karl Pillemer	Faculty, PRYDE co-director	Human Development	kap6@cornell.edu	O
Jane Powers	Senior extension associate	ACT for Youth	jlp5@cornell.edu	P
Kaylin Ratner	Graduate student	Human Development	kar294@cornell.edu	H, S
Emily Rosenthal	PRYDE Scholar	Human Development	ear255@cornell.edu	O, S
Melissa Schroeder	Youth & Family Development program leader	Schuyler County	mcs35@cornell.edu	
Leslie Schultz	Research support specialist	Bronfenbrenner Center	ls30@cornell.edu	I
Margaret Sloan	PRYDE Scholar	Human Development	mis63@cornell.edu	P, H, S
Jessica Spence	4-H team coordinator	Wayne County	jls233@cornell.edu	O, Y

Name	Title	Dept./County	Email	Project(s)
Barbara Stevens	4-H issue leader	Albany County	bes13@cornell.edu	P, O
Carumey Stevens	PRYDE Scholar	Human Development	cs858@cornell.edu	P, S
Rachel Sumner	Postdoctoral associate	Bronfenbrenner Center	ras525@cornell.edu	P, O, Y
Jessie Taft	Social Media Lab manager	Communication	jgt43@cornell.edu	M
Tara Tardino	Undergraduate student	Human Development	tjt48@cornell.edu	P
Megan Tiftt	4-H team leader	Tompkins County	met38@cornell.edu	P, O, S
Andrew Turner	NYS 4-H program leader	NYS 4-H	ast4@cornell.edu	Y
Monica Wassel	PRYDE Scholar	Nutritional Sciences	mew272@cornell.edu	I, S
Elaine Wethington	Faculty	Human Development/ Sociology	ew20@cornell.edu	M, Y
Janis Whitlock	Research scientist	Bronfenbrenner Center	jlw43@cornell.edu	O
Harry Yau	Graduate student	Human Development	wy263@cornell.edu	I

Projects Key:
 D = outreach and public dissemination
 H = healthy transitions
 I = intergenerational programs
 M = social media
 O = other research projects
 P = youth purpose
 S = PRYDE Scholars
 Y = activities for youth





PRYDE

Cornell University
Beebe Hall
110 Plantations Rd.
Ithaca, NY14853
607-254-5125
pryde@cornell.edu
www.pryde.bctr.cornell.edu



Bronfenbrenner Center
for Translational Research