



Default Question Block



PRYDE
Program for Research
on Youth Development
and Engagement

Program Purpose

The PRYDE Scholars program was established to give **undergraduates in the College of Human Ecology** an opportunity to engage with Program for Research on Youth Development and Engagement (PRYDE) faculty members in research on issues that are essential to understanding youth development; to perform independent research using translational research methods; and, by working with 4-H Youth Development programs, to effect positive change in the lives of young people in New York State and beyond. Learn

more at our [website](#).

Program Description

Each student admitted to the program will work with a youth development researcher on translational projects and take accompanying courses on research methods and professional development over the next four semesters. These courses are taught in the department of Human Development. Each PRYDE Scholar will receive a financial award each semester and will be eligible to apply for funding for summer research (the summer after their Junior year). PRYDE Scholars will also receive mentoring from 4-H Educators or Issue Leaders from across New York State.

If you have questions about applying to the program, please contact Dr. Kristen Elmore, Assistant Director of PRYDE, at kce28@cornell.edu.

Before proceeding with the application, please review a PDF copy of the complete application here to view required submission materials. Only complete applications will be considered, which includes the submission of the application form, essay responses, a resume/CV, letter of recommendation, and a transcript. **All applications are due Wednesday, April 10th, 2024.**

Personal Information

Personal Information

First and Last Name:

Cornell ID Number

Cornell Email Address:

Are you an undergraduate in the College of Human Ecology?

- Yes
- No. If no, please stop here. Only undergraduates in CHE are eligible to apply.

Major:

Phone Number:

Local Address:

Home Address:

Please indicate whether and when you intend to study abroad. If you plan to study abroad, please include an explanation (below) describing how your study abroad would fit in with your work on youth development and/or translational research.

- I do not plan to study abroad
- I plan to study abroad. (Enter the year and semester in which you plan to study abroad in the blank space.)

Please describe how your study abroad would fit in with your work on youth development and/or translational research.

How did you hear about the PRYDE Scholars Program?

- Email
- Announcement Made during Class (please list the class)
- On-Campus Flyers
- Social Media
- Experience Cornell Website
- Recommended to Apply by Faculty
- Friends
- Other

Project Preference

Project Preference

Each student in the PRYDE Scholars program will be matched with a research lab mentor from the list below. You will be expected to work on the mentored project described below for 6 hours a week during the semester. Please read each project's description carefully, then indicate and rank order the 3-5 projects that you are interested in working on. If you are selected to be PRYDE Scholar, we will do our best to assign you to one of your top choices.

Advanced Cooking Education (ACE) 4-H After School Club Study

Leader: Dr. [Tashara Leak](#)

[Leak Research Group](#)

ACE is a 12-week 4-H after school club where 7th and 8th students in New York City (NYC) and each week students engage in a wellness and professional development session (after school mindfulness, professional development, and nutrition education) and a culinary session (at home cooking lab preparing a healthy ethnic dish). We are seeking an undergraduate research assistant (URA) to assist with baseline and end-point data collection in NYC (January and May/June). We will collect anthropometrics, 24-h diet recalls (Nutrition Data System for Research software), dermal carotenoid levels (Veggie Meter), and various surveys (Qualtrics). The URA will also be matched with 7th and 8th grade students to provide mentorship during the ACE program (via zoom). Additional tasks include literature searches, maintain Mendeley folders with relevant research articles, weekly grocery delivery orders, code qualitative interviews, and create user friendly infographics of study findings. To learn more about ACE visit <https://www.aceprogramnyc.com/>.

Black Girl Literacies

Leader: Dr. [Misha Inniss-Thompson](#)

Black girls' positive youth development is shaped by spaces that support their ability to critically think about the world around them and engage in identity development. The purpose of this qualitative project is to better understand how

Black adolescent girls (12 – 17 years old) enact Black Girl Literacies (ways of knowing, doing, and creating to affirm themselves) in a monthly book club. We will explore how a book club setting may shape the development of self-definition and critical consciousness among Black girls. This project will offer an opportunity for undergraduates to be involved in the early stages of a community-based action research project with Black adolescent girls. Anticipated responsibilities include conducting literature reviews, attending project meetings, and co-constructing research protocols.

Climate Change

Leader: Dr. [Gary Evans](#)

What is the relationship between experiences in nature and constructive coping with climate change among adolescents? What features of the natural environment and experience support constructive coping and related outcomes? Dr. Evan's lab is conducting a mixed methods, quasi-experimental study and will have both quantitative (Pre/Post surveys) and qualitative (journals, photos, letters, and focus group interviews) data to manage and analyze.

Connecting Positive Youth Development Research to Practice

Leaders: Dr. [Amanda Purington Drake](#)

[Act for Youth](#)

ACT for Youth connects research to practice, supporting and

guiding the use of the positive youth development (PYD) approach by adults who care about the well-being of young people. We have several ongoing research-practice projects, many of which are supported by PRYDE Scholars:

- *Informing Policies That Promote Adolescent Health:*
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 for Community Action works closely with the NYS Department of Health and their grantees, helping them implement evidence-based programs and evaluate their impact. PRYDE scholars working with our program will participate in both original and translational research to promote adolescent health and well-being. Activities include collecting, processing, and analyzing quantitative and qualitative data that are used by the Department of Health to develop policies and programs that support youth in New York State.
- *Building Capacity for Meaningful Youth Engagement:* This project will build the capacity of youth-serving organizations to engage young people in meaningful roles and opportunities. Many organizations and educators find youth recruitment and engagement challenging. We will develop a training curriculum to guide adults in their

approach to youth engagement. An online training course will also be developed to extend the project's reach.

- *Promoting Social Media Literacy in Youth*: Social media use presents opportunities and risks for youth, who are more vulnerable due to developmental stage and inexperience. Social Media TestDrive (SMTD) was developed in response to this real-world issue that arose in conversation with NYS 4-H educators. Transforming a social media simulation into an online experiential education program, SMTD teaches youth how to engage with social media in ways that are safe, positive, and prosocial. SMTD is being used in schools but there are many opportunities to expand its reach, e.g., 4-H educators could facilitate SMTD during youth activities or CE Parent Educators could inform parents how to use it with children at home. Materials developed as part of this project will ensure resources speak to a variety of adult stakeholders, informing them about the need for youth social media literacy education and how SMTD can help.
- *Research Synthesis*: Other projects include working in teams to identify and describe evidence from recent research literature and resources from practice, supporting the work of adolescent-serving programs across the state of NY that are funded by the NYS Department of Health to provide pregnancy prevention programs.

Dampened Arousal to Outgroup Harm and Intergroup Bias

Leader: Dr. [Amy Krosch](#)

[Krosch Lab](#)

Individuals tend to enact greater harm upon outgroup than ingroup members. Here, we examine how a basic failure to experience physiological arousal to outgroup member harm can induce riskier and more harmful choices for the outgroup vs. ingroup members, and how this leads to wider intergroup disparities. We use computational, neuroscientific, and traditional behavioral decision making methods to explore this topic.

Power Play: Using Play to Understand Development and Promote Learning

Leader: Dr. [Marianella Casasola](#)

[The Play and Learning Lab](#)

All infants and children engage in play, an activity that allows exploration, develops curiosity, and creates opportunities to hone social and emotional skills. Play permeates infants' and young children's daily activities and is one of the central contexts in which they develop their cognitive and socio-emotional skills. Despite a rich empirical literature on the benefits of play for learning and wellbeing, how infants' and children's engagement in play promotes learning and influences motivation remains poorly understood. Integrating naturalistic and experimental studies, this project seeks to

document how individual differences in children's play and skills (e.g., fine motor skills, social and language skills) may interact with distinct play contexts (e.g., play materials or activities, solitary vs. play with peers or caregivers) to enhance learning and motivation. Results will be to inform 4-H programs on activities to foster curiosity and optimize learning as a natural byproduct of the enjoyment created by play.

Promoting Nutrition Security through Community-Centered Action

Leader: Dr. [Roger Figueroa](#)

[FIG Lab](#)

In the FIG Lab, the research team designs testable conceptual frameworks, measures, and multi-faceted research studies to understand how policy, systems, and environmental factors influence diet- and health-related outcomes. The FIG Lab seeks out projects that have at least one community partner and focuses on the following areas: (1) sustainable food systems that increase nutrition security (2) food is medicine initiatives (3) evaluations of food and health services and policies (including federal, state, and local programs).

Promoting Resilience & Identities DEvelopment (PRIDE)

Leader: Dr. [Adam Hoffman](#)

[PRIDE Lab](#)

In Dr. Hoffman's PRIDE Lab, we are launching the PRISM Study that investigates the psychological experiences of LGBTQ

youth in both NYC and upstate NY. Specifically, we will be looking at the role of LGBTQ identity, LGBTQ discrimination, microaffirmations, and chosen family on the development of mental health and well-being among LGBTQ teens. We use community-based participatory research methods for this study, meaning we have and are working with community organizations to help develop a research study that not only advances our sciences but also is beneficial to the community organizations whom we are working with. As a PRYDE Scholar, you will play an active role in helping collect data from participants and cleaning and organizing data.

Residential Child Care Project

Leader: Dr. [Charles Izzo](#)

[Residential Child Care Project](#)

The Residential Child Care Project works with organizations that provide group care and foster care to children, as well as with schools to help them more effectively serve children who have difficulty with emotional and behavioral regulation. We develop curricula that translate social science research into practical learning activities for practitioners and administrators. We offer training and consultation to help organizations learn and adopt trauma-informed approaches that prioritize relationship-building, de-escalation, skill-building, and enriched social environments.

Our research incorporates both quantitative and qualitative methods to examine the impact of our work at various ecological levels. These may focus on learning how

organizations implement new skills and approaches after training, how training influences staff beliefs and practices, how program impacts are reflected in survey and administrative data, and translation of data into meaningful reports that guide agencies' improvement efforts. Some upcoming projects will involve qualitative analysis of program reports to learn lessons about site-level implementation, reviewing and translating scientific literature to inform our program development and research activities, and translating our own research findings into simple, engaging summaries for practitioners and other non-scientific audiences. Depending on students' schedules and the availability of slots in the training, they may have the opportunity to participate in a local 5-day training in Therapeutic Crisis Intervention.

Translating the Science of Purpose

Leader: Dr. [Anthony Burrow](#)

[The Purpose and Identity Processes Lab](#)

- *Project 1 – Purpose Grows Here: A Workshop for Youth-Facing Practitioners*: Research suggests that having a sense of purpose – or a broad intention to contribute to the world – corresponds with a wide array of health benefits across the lifespan. For youth in particular, purpose is routinely linked with more successful identity formation, greater agency, and engagement in learning. Despite these insights, there is a scarcity of resources

focused on helping educators understand and leverage the science of purpose in order to build or enhance youth programs. To address this, the Purpose Grows Here project will develop a workshop series aimed at empowering 4-H educators to engage directly with youth purpose.

- *Project 2 - Identifying Vulnerabilities and Protective Factors for Mental Health: Translating Theory to Practice* Scholarship exploring individual differences and their consequences to mental health span across most domains of psychology. Amongst this pool of inquiry lies researchers who focus on putting forth knowledge into what aspects of an individual's personality may serve as vulnerabilities or protective factors for their wellbeing. However, the translational component (e.g., applying these findings from the lab into clinical practice) has historically lagged behind its theoretical offerings, leading to less innovative and efficacious approaches to practice. Therefore, the aim of this project is to bridge this gap by testing theories under field conditions and creating novel, usable frameworks for practitioners in both clinical and subclinical spaces.

Youth-Engaged Research to Inform the Design of Enabling Environments which Support Positive Youth Development and Well-being

Leader: Dr. [Janet Loebach](#)

While community environments and the opportunities for

healthy activity and interaction can significantly impact positive youth development, children and youth themselves rarely have the opportunity to share their experiences, needs and desires for public and green spaces in their communities. This project involves multiple components designed to engage youth directly in research, assessment and ideally design and planning of their communities, and the degree to which these environments are supporting the needs and interests of youth. Students working on this project may be involved in:

- Youth-led neighborhood and/or greenspace tours
- Visual and arts-based engagements to understand youth experience, such as photovoice, participatory videography, community mapping, and muraling
- Development and testing of youth-engaged play/recreational space assessment tools
- Testing of wearable devices such as smart watches to help capture youth experience and movement
- Evaluation of outdoor and natural play and learning environments, including observations of children's play
- Analyzing the impacts of nature and natural features on children's play and learning behaviors

Instructions: Please indicate the 3 to 5 projects that you would be most interested in working on if you were selected as a PRYDE Scholar by writing in the number that correlates to

your interest level in the blank next to the project titles below. For example, writing in "1" next to a project would indicate that it is your top choice, "2" next to your second choice, etc. Leave blanks for projects you are not interested in.

Advanced Cooking Education (ACE) 4-H
After School Club Study with Dr. Tashara
Leak

Black Girl Literacies with Dr. Misha Inniss-
Thompson

Climate Change with Dr. Gary Evans

Connecting Positive Youth Development
Research to Practice with Dr. Amanda
Purington

Dampened Arousal to Outgroup Harm
and Intergroup Bias with Dr. Amy Krosch

Power Play: Using Play to Understand
Development and Promote Learning with
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Promoting Nutrition Security through
Community-Centered Action with Dr.
Roger Figueroa

Promoting Resilience & Identities
DEvelopment (PRIDE) with Dr. Adam
Hoffman

Residential Child Care Project with Dr.
Charles Izzo

Translating the Science of Purpose with
Dr. Anthony Burrow

Youth-Engaged Research to Inform the
Design of Enabling Environments which
Support Positive Youth Development and
Well-being with Dr. Janet Loebach

Essay Questions

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The following questions ask that you think deeply about the PRYDE Scholar experience and your background, goals, and intellectual interests. Investigate the methods and research of PRYDE faculty members, then write **TWO** clear, thoughtful, and thorough essays of 1 to 2 pages, double-spaced, in response to each essay question. We are looking for students who are a good fit for both the Scholars Program and their ranked research projects.

Essay Question 1: **Why are you interested in PRYDE?** You should discuss what is intriguing about translational research on the topic of youth development and [the work that the](#)

program does. How have your experiences, which may include your social identities and personal history, led to your interest in PRYDE? And how would your background, identities, and life experiences shape your contributions to PRYDE? Finally, how would being a PRYDE Scholar inform your educational or career trajectory? Upload your essay response below using a Word document. In the header of your essay, please include your full name. The Word document file submission should be titled "Essay1_Your First Name_Your Last Name".

Essay Question 2: **Why did you rank the research projects as you did?** Please elaborate on your ranking decisions (note that you should focus on the projects you're most interested in). Explain your research interests and why you feel the projects are important or significant; how your academic work or previous experiences would be an asset to the projects; and how working on the project may relate to your career goals. Upload your essay response below using a Word document. In the header of your essay, please include your full name. The Word document file submission should be titled "Essay2_Your First Name_Your Last Name".

Resume/CV

Please upload a copy of your up-to-date resume or CV as a PDF file. The PDF file name should be titled "Resume_Your First Name_Your Last Name".

Recommendations

Recommendations

Please ask one (or more) faculty member(s) to write recommendations for you. If you have experience working for a youth related program, your supervisor could also provide a recommendation.

Recommendation letters should be submitted electronically to Lynandrea Mejia at lm884@cornell.edu. Please ask your recommender to include the letter as a PDF or Word document attachment in an email. The file of the recommendation letter should be titled as "LOR_Your First

Name_ Your Last Name” with the email subject line reading:
“Letter of Recommendation for Your First and Last Name”.

Please list the name(s) of your recommender(s) here:

Name of Recommender 1
(Required)

Department/Organization of
Recommender 1 (Required)

Name of Recommender 2
(Optional)

Department/Organization of
Recommender 2 (Optional)

Transcript

Transcript

Please submit an official Cornell transcript electronically. You can find instructions for sending electronic transcripts [here](#). All orders should be placed free of charge through Student Center or Student Essentials using your NetID and password.

Transcripts should be submitted electronically to Lynandrea Meja at lm884@cornell.edu.

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