

PROGRESS REPORT 2020



PRYDE

Program for Research
on Youth Development
and Engagement



Progress Report 2020

The past year has been a challenging one for youth in NYS and the practitioners who serve them, as well as for the Cornell community. For the team of students, researchers, staff, and practitioners who comprise the [Program for Research on Youth Development and Engagement \(PRYDE\)](#), this year has required us to think in new, flexible ways about the work we do and the ways we connect to each other. For a program focused on building connections, the introduction of physical distancing practices to the pre-existing disciplinary and experiential divides we aim to bridge has added a new layer of difficulty. We have postponed or reimagined many of our traditional events and gatherings into virtual spaces. Our students have transitioned not just their learning but even their welcome and graduation celebrations onto the online Zoom platform. Our practitioner partners are working to create asynchronous programming for youth in their communities that rely on safely distributed program kits. Particularly for 4-H youth and our PRYDE Scholars, some of these events and opportunities to connect in person feel like a real loss that can't be recaptured. But their resilience in making the best of these challenges has been a source of inspiration for PRYDE staff and affiliates (e.g., see "[Keeping PRYDE connected while social distancing](#)" on the PRYDE blog). Despite these challenges, we have continued pursuit of our mission, and lessons learned along the way may lay the groundwork for novel virtual events moving forward.

PRYDE's efforts are targeted at five key areas:

- I. Building connections with Cornell Cooperative Extension (CCE) 4-H educators**
- II. Engaging 4-H Youth in PRYDE projects**
- III. Involving Cornell students in translational youth development research**
- IV. Supporting faculty engagement and youth development research in 4-H**
- V. Creating new knowledge to benefit youth**

The mission of PRYDE is to promote positive youth development through innovative research and evidence-based approaches. Working in partnership with the New York State 4-H Youth Development Program, PRYDE strives to improve the lives of today's youth through research and intervention. Building on the years of experience of the [Bronfenbrenner Center for Translational Research \(BCTR\)](#), we are forming a deep and enduring partnership among researchers, county 4-H program staff, and students that will facilitate the work of PRYDE in the decades to come.

In this report, we highlight key accomplishments in each of the five focus areas for PRYDE undertaken in the past year.

I.

Building connections with Cornell Cooperative Extension (CCE) 4-H educators

PRYDE leadership has been repositioned during the past year in ways that strengthen our partnerships with NYS 4-H leadership and educators. We've reoriented our work with practitioners into virtual formats for the near term. We are looking to realize opportunities that online formats can offer relative to in person meetings, but we look forward to the future when we can return to our standard activities.

New reach of PRYDE team members.

Perhaps the most exciting news related to PRYDE's proximity to our 4-H partners is Tony Burrow being named [Director of the Bronfenbrenner Center for Translational Research](#), along with his appointment to Associate Dean for Extension and Outreach in CHE. PRYDE's Director serving in these new leadership roles raises the visibility of PRYDE. Under Tony's leadership, there is renewed energy in the BCTR around undergraduate education in translational research. BCTR faculty and staff are exploring new ways to think about research and teaching within their projects, and PRYDE is being pointed to as a model for these efforts. PRYDE staff are also taking on a key leadership role in the collegewide community-engaged learning (CEL) initiative with PRYDE's Assistant Director Kristen Elmore serving as the coordinator for CHE's new effort to integrate CEL more deeply into curricular, research, and co-curricular student experiences. With both Tony and Kristen working to guide these conversations about community engagement for the college, our goal is to create opportunities to reach more CHE students through PRYDE or PRYDE-affiliated capstone course experiences. By working in concert with the college

leadership, we think that PRYDE can ensure that NYS 4-H is a key player in any expansion of CHE's community-engaged teaching and research.

CCE 4-H Youth Development community.

Although our networking has been done from a distance, PRYDE has continued efforts to build relationships with 4-H leaders around NYS. PRYDE's Assistant Director Kristen Elmore was invited to join the Risk and Thriving in Adolescence Project Work Team chaired by Jutta Dotterweich. This group creates and supports positive youth development training opportunities for 4-H program leaders and other youth development specialists through the CCE network. PRYDE staff has also participated in CCE conferences to disseminate their work through extension networks. Kristen and Program Assistant Esther Kim led a webinar as part of the CCE Systems conference in April 2020. Their webinar, titled "Can a Website = Collaboration? PRYDE Connect offers one example for doing just that," introduced the PRYDE Connect website to a group of 30 practitioners from across the state. Attendees learned about the goals of the site and offered reactions as to how the site could support their practice. To read more, see the "[PRYDE presents at the CCE system conference](#)" news story on the PRYDE website. At the time of this presentation, which was at the outset of the pandemic response, we had hoped to formally launch PRYDE Connect in the weeks that followed. As the scope of the pandemic became clear, we chose to postpone a launch of the website. We want to capitalize on a coordinated statewide launch when collaborative research projects with youth participants are more feasible.

Engagement with the PRYDE 4-H Work Team.

This year, PRYDE has continued to consult with our advisory board of CCE 4-H educators and program leaders to inform the development of our working projects. For example, PRYDE Scholars held a Zoom meeting with our seven-member Work Team in October to share students' progress on *Youth Investigators*, a curriculum that aims to teach youth how to conduct research. During the meeting, Work Team members provided advice for the student teams on how to develop engaging and fun lessons for children. Afterwards, students incorporated practitioner feedback for curriculum development, and the PRYDE Work Team successfully assisted our team of undergraduate students in completing module development.

Engagement with the PRYDE 4-H Work Team Continued.

Apart from providing guidance to PRYDE Scholars, the Work Team also met with PRYDE regularly through Zoom meetings to provide their expert advice on several projects, including PRYDE Connect and Pioneer. In September, PRYDE staff and the Work Team discussed new communication methods and revisited ways to maximize effectiveness in doing collaborative work within the pandemic environment. Work Team members expressed that they would enjoy more opportunities to get involved in planning the Youth Development Research Update and mentoring undergraduate students, and we have made adjustments within our program to prioritize these requests.

2020 Youth Development Research Update.

Due to the cancelations of university events during the pandemic, the annual conference for NYS youth practitioners organized by PRYDE was postponed to May 2021. This was unfortunate timing because the planning for a conference focused on “Youth Climate Action” was nearly completed with a number of exciting researcher, practitioner, and youth speakers lined up. Although we had to set aside plans for May 2020, we hope to reconnect with speakers we had contacted based on their work on climate change and youth environmental action. We have already begun planning for May 2021. In December, PRYDE staff began meeting with our 4-H practitioner Work Team to brainstorm ideas for a virtual format Youth Development Research Update. Our practitioner partners suggested several conference themes during the meeting, including the timely subject of youth resilience and development during times of crisis. Additionally, the Work Team suggested we poll NYS 4-H practitioners about the kinds of topics they would be most interested in for the next YDRU conference. PRYDE is currently collecting responses through an online survey in order to design a conference program tailored to the interests of the NYS practitioner community. For next year, we envision a series of webinar-format talks spread throughout May that will engage practitioner audiences with the latest on youth development research. By embracing the virtual format, we hope to expand the reach of the YDRU, as we can bring in new speakers from any distance and include practitioners who may not typically travel to Ithaca.

II.

Engaging 4-H Youth in PRYDE Projects


The COVID-19 pandemic caused an abrupt change in our plans to engage with 4-H youth in 2020. We have not engaged directly with youth, but we are coordinating a shift to online spaces for our youth outreach in 2021. Creating new avenues for virtual programming with youth is an opportunity to build new skills and infrastructure for future youth programs that can occur across geographic space. Yet, at the same time, we see great value in our students and staff working in person with youth. Continuing to build materials that can serve this goal in a safer health environment has been a bright spot for the PRYDE team this past year.

Career Explorations.

In a normal year, we lead a Career Explorations workshop that welcomes youth to our workspaces and introduces social scientific thinking and concepts. This past summer, that event was cancelled due to travel restrictions restricting access to Cornell's Ithaca campus and to protect the safety of 4-H youth. However, Career Explorations is being reimagined for summer 2021 as a virtual event. Our staff has been in communication with the 4-H leadership, Alexa Maille, to reshape our workshop into a set of activities that can occur asynchronously but still build connection to PRYDE and other participating youth. These changes will challenge us to build new approaches that draw upon technology to engage with youth, and we look forward to working closely with 4-H leaders to ensure the success of this effort in June 2021.

The cover features a large green arrow pointing right, with a white arrow pointing left inside it. The text is positioned to the left of the arrows.

**PRYDE
YOUTH
INVESTIGATORS**
STUDENT WORKBOOK

The page has a large green diamond shape in the center. The text is centered within the diamond.

1
**SOCIAL
SCIENCE
LITERACY**
Getting A's, Catching Z's,
& Thinking Scientifically

Youth Investigators.

*Sample pages from Youth Investigators materials
created by PRYDE Scholars.*

Youth Investigators.

PRYDE has completed the full set of modules for *Youth Investigators*, which utilizes the strengths of PRYDE's existing infrastructure to build a new youth-focused research program. To see our Scholars describe this program in their own words, please follow this link to a student-produced video introducing *Youth Investigators*: <https://youtu.be/8qix9a5SAco>. We received funding in 2019 from the National Institute of Food and Agriculture's federal capacity funds, specifically the Smith-Lever extension-focused and Hatch research-focused awards. These funds support research and development of a participatory research toolkit teach youth about the research process and include them in PRYDE-led research efforts. Over the past year, we've involved our team of undergraduate PRYDE Scholars in the design of six modules that teach 4-H youth about social science research from the inception to the completion of a research project. As the program currently stands, we have lessons that cover the following topics: social science literacy, devising research questions, choosing research methods, analyzing data, disseminating results, and research ethical practices. At multiple points during the design of these modules, our 4-H Work Team has advised us on the design, content, and implementation of these *Youth Investigators* lessons.



MEDIA LITERACY ACTIVITY

How to Read Articles about Science

Introduction

Doing a quick google search is a common way to gain a lot of information quickly. There are a ton of sources out there that give you varying perspectives on the same topic. For this activity, we want you to create some articles that can help Bobby in his quest to understand the effects of sleep on productivity.

You will be split into groups of 3-4. Each group will be assigned a news source and told how that news source usually portrays information. Then, you will need to read the provided background information on sleep and adolescent health. You will then work as a group to create a news article from that source that might help Bobby in his journey. He wishes to understand the relationship between sleep, health, and productivity.

REAL LIFE INVESTIGATORS

Collecting Data

Estimated Time:
30 Minutes

Introduction

Collecting data is a crucial step in the research process, and by the end of this module you will all be experts! After crafting your own research questions in activity #2, it is time for you to ask these questions to your classmates and collect the necessary data!

Objectives

- i. Understand the necessary steps when collecting data
- ii. Understand how to effectively take notes during an interview
- iii. Understand interviewer bias and respondent bias

Background Information

Before we begin, it is important to understand what an interview does. An interview collects short answer questions, open-ended questions that require individuals to create their own answer. Interviews are a great way to collect data, but there are a few things to keep in mind.

The first is interviewer bias, which refers to the idea that the interviewer's own expectations and perspectives can influence the interviewee's response. This is important to keep in mind because many of you likely have your own opinions on the topic you are collecting data. However, you need to make sure to accurately reflect what your interviewee responds rather than your own personal opinion.

These Zoom-based feedback sessions inspired new and more engaging activity designs and provided our Scholars with the valuable experience of receiving and incorporating constructive criticism of their work. For example, in a module on dissemination, students designed an activity that asks participants to summarize research findings for different audiences. In the feedback session, practitioners pushed students to make the activity more engaged by focusing on research findings from a study led by youth or by including social media as a dissemination tool for participants to explore. This dynamic feedback process has improved our working draft of six modules. In addition, the modules have benefitted from PRYDE's spring hire of a talented CHE undergraduate designer, Hyerin Lee (Design + Environmental Analysis '20), who created visually appealing materials for our *Youth Investigators* youth and instructor workbooks. She created the first three modules and provided templates and support for our Program Assistant, Esther Kim, to incorporate her designs into the three new modules written this fall. Looking to next year, we will be sharing and piloting these activities with 4-H youth in online feedback sessions. Our Work Team has already offered key support in connecting us with adolescents in 4-H to test out *Youth Investigators*.

III.

Involving Cornell Students in Translational Youth Development Research

In response to the current health landscape, our PRYDE Scholar program has moved our instruction and research interactions with students online. Continuing to build a meaningful student community has been challenging in these circumstances. However, convening in virtual sessions has facilitated more interaction across cohorts of PRYDE students. Innovation from the students themselves has helped us bridge this digital space in meaningful ways.

Graduating and incoming cohorts of PRYDE Scholars.

In May 2020, the third cohort of PRYDE Scholars graduated. Two of these students are already in graduate degree programs pursuing a Master of Divinity at Harvard University and a PhD in the Combined Program in Education and Psychology at the University of Michigan. Others are pursuing research and field placement opportunities that expand the research and practice skills they developed as PRYDE Scholars. The conclusion of their time in our program did not proceed as expected due to the necessary but sudden shift to online instruction. This was particularly challenging for our graduating seniors whose final weeks as Cornell students ended so differently than they had imagined. A point of pride for our team was the clear sense of community at our last in person meeting before students were sent home from campus, in which students shared their feelings about these changes and seemed to appreciate talking about these events with supportive peers and instructors.

Although we moved fully online in the spring, our students continued their PRYDE courses; seniors completed their *Nearest Neighbor* course taught by Tony and the juniors completed *Professional Development in Translational Research* with Kristen. PRYDE also attracted the largest number of student applications to the Scholars program we've ever had for our fifth cohort. In the spring, we selected eight impressive rising Juniors, who began their Scholars experience in fall 2020. Just after admitting these new students in May, we celebrated our third cohort and their accomplishments with a virtual PRYDE graduation ceremony. Each student was recognized and shared their reflection on the time in the program for an audience of faculty, staff, 4-H practitioners and leaders, and other Scholars. To convey the sense of gratitude from this cohort, we include a couple of students' reflections on what was most meaningful to them about their time as PRYDE Scholars:



"The ability to work hands-on for different projects made me feel like my time was truly being put towards something effective and important. The program allowed me to have an impact on the larger New York State community while I was still an undergraduate student."

– Morgan Chadwick, CHE '20

"I think I have gained a network of friends, mentors, and resources; research and social experiences that have helped me think about where I want to be and that have helped set me up to get me where I want to be academically and professionally; confidence and a sense of duty to executing my responsibilities and serving as a role model for people in my lab and in younger PRYDE cohorts; and a new understanding and excitement about research and its implications for our society and the improved development of youth."

– Gaby Kubi, CHE '20



New PRYDE Scholars developments.

The PRYDE Scholars program's success in connecting students to translational research with 4-H continues to attract new student applicants, but it also offers a useful model for how community-engaged learning can enrich the CHE student experience. Tony's selection as [Provost's Fellow for Public Engagement](#) with the *Office of Engagement Initiatives* reflects in part the impact that PRYDE has had on how the college is thinking about student engagement with communities beyond Cornell's campus. We foresee a key role for the PRYDE Scholars program in CHE's transition to an "Engaged College" with aims to offer 100% of students a community-engaged learning experience. For a student's perspective on how PRYDE's model fits with this goal, please read Scholar Kyle Muña's post on the PRYDE blog: ["PRYDE shows what's possible for engaged learning in CHE."](#) In addition to connecting students with the community network of 4-H practitioners and youth, PRYDE endeavors to connect students with each other. Our fourth cohort of Scholars stayed connected to PRYDE over the summer of 2020 and took on the challenge of creating a greater sense of belonging and identity for students within the PRYDE program. They generated and implemented an exciting suite of strategies that include a PRYDE mentoring network that pairs senior and junior scholars, a [PRYDE Instagram account](#) that profiles Scholars and shares program news, PRYDE-identified water bottles and sweatshirts for a visual campus presence, and monthly dinner gatherings for PRYDE students (currently virtual). In the fall, we continued to practice online instruction and introduced a new "hybrid" course approach that included both our incoming Junior class and our rising Senior class in a shared instructional experience led by Tony. This approach strengthened the connection across our cohorts of students and involved all of their talents in a joint project, described in the next section.

Senior PRYDE Scholars research projects.

In the past year, we were awarded phase two of a *Curriculum Development Grant* from the *Office of Engagement Initiatives* to further develop and support the engaged scholarship that serves as the centerpiece of the PRYDE student experience. The grant team is comprised of PRYDE leadership (Tony and Kristen), along with key faculty mentors who work directly with PRYDE Scholars: Gary Evans, Tamar Kushnir, Jane Mendle, and Jane Powers.

These funds have helped support PRYDE Scholars' work building sustainable connections to youth in 4-H, namely through their contribution to the *Youth Investigators* curriculum, but also in new practices to expand the impact of the program through podcasting and other outreach. This work was the focus of the senior projects of multiple cohorts, an effort that has unified the PRYDE capstone experience across cohorts. The process of handing over this project from one class to another inspired the creation of an instructional video that introduces the goals, design, and content of the *Youth Investigators* curriculum. As noted above in this report, that video can be accessed at <https://youtu.be/8qix9a5SAco>. One notable inclusion in this work is a set of positive youth development constructs (e.g., self-worth, resilience to failure, civil discourse) that were inspired by our Scholars' reflection on what 4-H youth can learn while involved in research. Without the involvement of our Scholars in this project, the resultant modules would not have included these unique social-emotional insights. The class of '20 completed the first three modules of the program, and, in the fall, both the '21 and '22 PRYDE cohorts contributed to the final three modules of the program. The result is a project that reflects many PRYDE voices and we hope will speak to a wide range of youth in 4-H who are interested in learning more about research and asking questions of their social world.



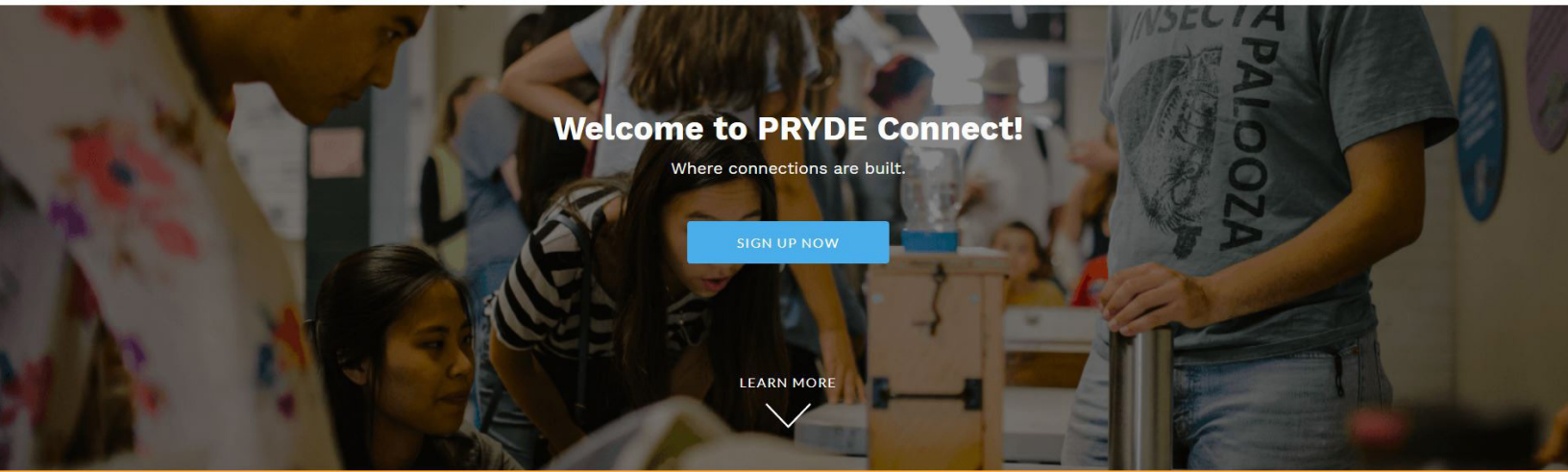
IV.

Supporting Faculty Engagement and Youth Development Research in 4-H

PRYDE has continued to expand the network of faculty members that are affiliated with PRYDE, particularly through increasing connections to the PRYDE Scholars program. With each new faculty member who extends our campus network, we see new possibilities of campus partnerships to connect with 4-H educators and youth. Alongside these interpersonal networks, we've improved PRYDE's infrastructure for virtual networking through *PRYDE Connect*. At the same time, we've enriched PRYDE's portfolio of research-based materials for 4-H practitioners through the *PRYDE Presents: Talking Youth Research* podcast.

Strengthening the PRYDE faculty network.

With our fall incoming cohort of students, PRYDE expanded its faculty network with three new faculty members taking on PRYDE Scholars as research mentees. Two faculty members in the department of Nutritional Science, Tashara Leak and Roger Figueroa, are each working with a PRYDE Scholar in our fifth cohort on research related to youth health. In addition, Natalie Bazarova from the Social Media Lab rejoined as a faculty mentor to work with a member of our new cohort of juniors, Khaliq Jolly, who has been contributing to their continued development and testing of the *Social Media TestDrive* program. These faculty members joined a network of mentors that worked with PRYDE Scholars during 2020: Adam Anderson, Tony Burrow, Eve DeRosa, Kristen Elmore, Gary Evans, Tamar Kushnir, Jane Mendle, Jane Powers, and Janis Whitlock. Also related to PRYDE's network of faculty researchers, we completed the design of the networking PRYDE Connect website.



Welcome to PRYDE Connect!

Where connections are built.

SIGN UP NOW

LEARN MORE

About Us

PRYDE Connect is the place for researchers and practitioners with a shared interest in youth development to connect to each other.

Share your research interests and needs, identify potential research partners, and stay up to date on all of the PRYDE-affiliated research opportunities. Let's build connections to support research and practice that helps youth thrive.



Communicate across the state

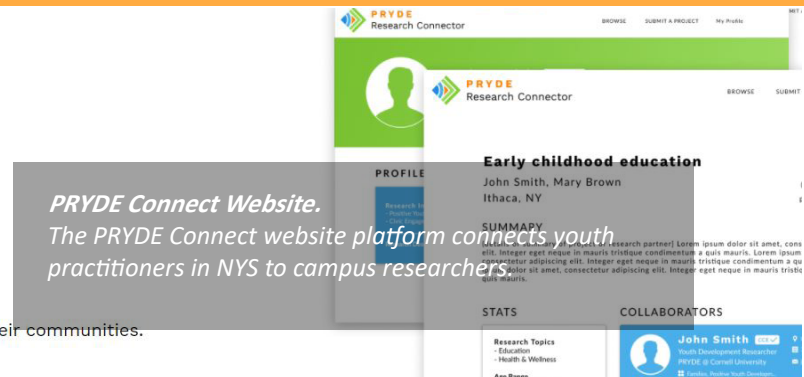
Discover the work youth development researchers throughout New York State are doing.

Browse our archives

View results and documentation from projects completed in the past.

Understand the needs of New York youth

Get feedback from 4-H practitioners across New York State about what issues they see in their communities.



The goals of PRYDE Connect are threefold:

1. Identify research collaboration opportunities for faculty studying youth development & 4-H educators working with youth in NYS
2. Communicate existing faculty-led research opportunities to 4-H educators
3. Gather information about the research interests and needs of 4-H educators to spur new projects and grant writing

The design incorporated feedback from CCE practitioners and Work Team members, particularly in the options for research topics of interest. We tailored the website to support collaboration around youth development. This topical focus allows PRYDE Connect to include CCE practitioners studying topics such as parenting and nutrition and also to extend our networking to youth-serving organizations beyond CCE. The flexibility of this tool will allow many stakeholders in youth work to connect to PRYDE. We believe this networking tool has enormous potential to spur new projects, particularly once in person programming and research is possible again. PRYDE Connect is ready for the next phase of dissemination, which we anticipate rolling out when research with youth is more feasible in 2021.




PRYDE

PRYDE Presents: Talking Youth Research

By Kristen Elmore

Students in the Program for Research on Youth Development and Engagement (PRYDE) at Cornell University talk with faculty, practitioners, and other students about research to improve the health and well-being of children and adolescents.

Listen on  Spotify

 Message

PRYDE's outreach communicating about youth research. The first two episodes of "PRYDE Presents: Talking Youth Research podcast" have been published on a collection of popular podcast platforms.



Podcasting as outreach.

One mode of outreach that PRYDE has been able to increase its attention to during the pandemic is podcasting. Even across social distance, launching our own podcast has allowed our team to share discussions about youth research between our Scholars and faculty members in an engaging format. The idea for our podcast came from our 4-H Work Team, who suggested this new and flexible tool to communicate with 4-H educators about research relevant to their work. This work was supported in part by Kristen's participation in the Faculty Fellows for Engaged Learning cohort through the *Office of Engagement Initiatives*. We have released two episodes thus far of "PRYDE Presents: Talking Youth Research," which is available on 5 streaming platforms through <https://anchor.fm/prydepresents>. The first episode "[PRYDE Presents: Introduction to PRYDE from Program Director Anthony Burrow \(Ep. 1\)](#)" features a conversation between PRYDE Scholar Kyle Muña and Tony that covers both the origin of PRYDE and Tony's research on youth purpose in 4-H. We already have 33 listens to this first episode. In December, we released [a second episode featuring PRYDE affiliate Jane Powers interviewed by Scholar Carley Robinson](#) that covers her work with ACT for Youth and the strengths of youth participatory research. In the time since we began planning the podcast with our Scholars, we've also expanded our thinking to include current and potential Cornell CHE students as a target audience for our podcast as well. Our Scholars are currently at work on new episodes that describe the PRYDE student experience, which we expect will be of interest to both a student and a youth practitioner audience.

V.

Creating New Knowledge to Benefit Youth

PRYDE offers a stable infrastructure of staff, Scholars, and 4-H advisors connecting Cornell to 4-H. The constancy of this network provides a launching pad for PRYDE staff and affiliates to pursue grant opportunities to explore the impact of the 4-H experience on participating youth. Moreover, our infrastructure offers a support system for faculty to imagine how they could ask youth development questions of interest to them in the real world setting of 4-H. Research with youth was largely halted during the pandemic as human subject institutional review boards determined what changes were needed to protocols to protect both researchers and research participants. As research project leaders have reimagined how to ask and answer their questions in virtual spaces, many studies are gaining momentum as we move into the new year.

Faculty Engagement and Youth Development Research in 4-H.

Although pandemic restrictions have limited research proceedings, faculty are finding ways to connect with the community through virtual methods. With support from PRYDE, faculty affiliate Tamar Kushnir was successful in her application to the National Institute of Food and Agriculture's federal capacity Hatch research-focused awards. Through her dynamic work with PRYDE Scholars Neha Kaul, Judy Liu, and Sofia Urquiola, Tamar and her research team are answering pressing questions about the youth experience of COVID-19 and exploring existing community resources for young people at this time. Gary Evans from Design + Environmental Analysis is leading a youth study on environment and climate change with scholar Kaite Cisz, and they have engaged 12 families from 4-H in data collection so far. The *Environmental Defense Fund* is particularly interested in this project and is now looking to provide extra funding to support ongoing data collection. Other scholars and faculty have spent much of this year redesigning research projects for virtual delivery. Tashara Leak, who runs the Advanced Cooking Education 4-H afterschool program, will work with scholar Anita On to continue their USDA Funded Study in Spring 2021. We hope to have more data collection information to report next year as projects adjust to the changing health environment.

Supporting PRYDE research projects.

PRYDE's core structure leadership has pursued new opportunities to build partnerships and secure funding to support research to benefit the youth of NYS 4-H. We submitted a grant to the Spencer foundation to explore youth sense of contribution in the context of 4-H. Although unfunded in this round, we will continue to explore other funding sources for this idea, which was crafted in partnership with the NYS 4-H Director Andy Turner. Also in collaboration with Andy Turner, PRYDE helped to connect NYS 4-H with an exciting opportunity to evaluate the 4-H program in our state. PRYDE was approached with a project led by Richard Lerner of Tufts University and his team of colleagues to replicate their seminal study of positive youth development in 4-H. We have helped facilitate this work that has been championed by Andy Turner and 4-H program leaders in a diverse set of NYS counties.

Disseminating research on youth purpose.

In the past few years, PRYDE's director, Dr. Anthony Burrow, and [Dr. Patrick Hill](#), faculty at Washington University in St. Louis, have organized and hosted multiple conferences discussing the latest research related to purpose across multiple disciplines and ecologies. Through these conferences, PRYDE brought together preeminent researchers from across the country to discuss the role of purpose on everyday life and its associations with health, well-being, and youth development. Each conference included opportunities for speakers to communicate their findings to PRYDE's practice communities, which stand to benefit from understanding how purpose operates in their settings. To consolidate the discoveries and ideas from these talks, Dr. Burrow and Dr. Hill co-edited a book that includes chapters written by conference speakers exploring the meaning of living purposefully and the associated benefits across the domains of life. This volume was published in the fall. Titled *The Ecology of Purposeful Living Across the Lifespan*, it contributes a new, multidisciplinary perspective on purpose by introducing research evidence from studies that consider how purpose influences people's ability to navigate diverse challenges and environments. The next iteration of this conference is currently being organized for late fall 2021, in hopes of being held at the University of Notre Dame.

Conclusion:

PRYDE looking to expand our impact through working with Scholars

Thanks to the generous support that PRYDE has received from Rebecca Morgan, PRYDE has adapted to the challenges of the 2020 and continued meaningful work with researchers, 4-H practitioners, and Cornell students who share our goal of helping NYS youth to thrive.

The resilience of our PRYDE Scholars program to the upheaval of the pandemic is a testament to the strength of the program and the commitment of our students to working in service of youth. The benefit of the stable infrastructure supported by this funding is that even amid many uncertainties, we were confident that our work with students would continue. The consistency of our work on Youth Investigators, building materials to support youth engagement with PRYDE projects and researchers, has offered us a fixed point in a chaotic environment. This continuity has helped bring together our team of staff, students, and practitioners for a common purpose. Although we haven't been able to work directly with youth under these circumstances, the great leaps of progress in these materials will deepen our ability to engage youth in the, hopefully, better days to come. As in years past, the success of our PRYDE Scholars program continues to guide our thinking for how PRYDE can grow and impact more young people. As CHE embraces community-engaged learning for students across the college, we hope to expand the model that PRYDE has established to ensure that our college's efforts to deepen student learning also benefit the 4-H youth who connect to our CCE network.



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