Extension Spotlight 2026

Bronfenbrenner Center for Translational Research







OUR MISSION

Expand, strengthen and speed the connections between cutting-edge research and the design, evaluation and implementation of policies and practices that enhance human development, health and well-being.

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Contents

4 Extension, and the role of the Bronfenbrenner Center for Translational Research

6 PRYDE and New York State 4-H

10 Community Neuroscience Initiative

13 Cornell University Cooperative Extension-NYC

16 Residential Child Care Project

19 ACT for Youth

22 In closing

23 About Urie Bronfenbrenner

Extension, and the role of the Bronfenbrenner Center for Translational Research





Cornell's extension legacy

Cornell University was founded in 1865 as a land-grant institution, created as part of the Morrill Act's premise to create universities that would make education and knowledge accessible for all Americans.

The Smith-Lever Act in 1914 furthered this premise by establishing a national cooperative extension system, charging each state's land-grant university to bring its research directly to the people. In New York, this network became Cornell Cooperative Extension (CCE). Cornell is the only Ivy League university with an extension system.

CCE continues to share the university's research with households, farms and communities in every county, including the boroughs of New York City. New Yorkers most likely know CCE through programs that have become fixtures of daily life: New York State 4-H, nutrition and health education programming, environmental programming, gardening programs, youth development, community planning and life skills training jointly administered by Cornell Human Ecology (CHE) and the College of Agriculture and Life Sciences (CALS).

Introducing the BCTR

The Bronfenbrenner Center for Translational Research (BCTR), founded in 2011, has a similar mission to CCE, with a focus on human development and social sciences. Located in Cornell's College of Human Ecology, the BCTR's focus on translational research links research and outreach in a reciprocal process. Research findings inform interventions, practices and policies that help improve the health and well-being of communities across multiple levels — individual, interpersonal, community, organizational and governmental — while knowledge derived from those efforts informs future research.

In this way, the BCTR functions as CHE's extension arm for the social and behavioral sciences and responds to the call in the University Strategic Plan to "strongly connect extension and outreach to on-campus research and educational strengths."

The BCTR does not simply produce research; it is built to move research into communities where it can be tested, refined and applied, strengthening Cornell's overall extension efforts that reach millions of residents across New York State every year.

The BCTR consolidated programs previously housed in the Family Life Development Center (FLDC) and the Bronfenbrenner Life Course Center (BLCC). The FLDC was created by an act of the New York State Legislature in 1974 with a mandate to develop programs of public service, research and teaching for New York State families and children in stress. The BLCC, founded in 1992, brought together faculty and researchers who focused on the well-being of families and individuals across the lifespan. Both centers had an extension mission, sharing and applying research across the state. The addition of Cornell University Cooperative Extension-New York City and New York State 4-H to the BCTR (which are formally part of the CCE network) cements the center as a foundational pillar of Cornell's extension efforts.

The pages that follow highlight the projects, programs and partnerships through which the BCTR extends Cornell Human Ecology's research that is focused on youth development into the communities across the state. Taken together, they tell the story of a center committed to closing the distance between what research knows and what young people and their communities experience.



PRYDE and New York State 4-H

The Program for Research on Youth Development and Engagement (PRYDE) promotes positive youth development through innovative research conducted in partnership with young people and the organizations that serve them. Inspired by the teachings of Urie Bronfenbrenner, PRYDE bridges the gap between youth development researchers and practitioners in the field. PRYDE provides evidence-based training and workshops for youth-serving organizations, links Cornell scholars with community partners and trains Cornell undergraduates in translational research through the PRYDE Scholars Program.

New York State 4-H, part of Cornell Cooperative Extension, connects youth to hands-on learning opportunities in areas like health, science, agriculture and civic engagement, helping them grow into competent, caring, contributing members of society. Through 4-H programs, nearly 170,000 young people in New York take on critical issues such as addressing community health, civic engagement and advocating for opportunity for all. NYS 4-H has been PRYDE's most sustained and integral community partner. The programs work together to translate research into practice and bring youth development programming to communities across the state.



Students attending the Career Explorations event.

SPOTLIGHT: Youth Investigators Program

PUTTING THE TOOLS OF SOCIAL SCIENCE RESEARCH IN TEENS' HANDS: A COLLABORATION BETWEEN PRYDE AND NYS 4-H

Why Youth Investigators?

Young people have real questions about their schools, their communities, and their futures, but they rarely get the chance to investigate those questions with rigor or put their findings in front of decision-makers who can act on them. Research shows that participating in research helps young people develop interpersonal, critical thinking and decision-making skills. It also improves their motivation to influence their communities.

PRYDE (Program for Research on Youth Development and Engagement) and New York State 4-H, collaborated to build a curriculum that will address that gap. The portable, five-module social science curriculum called the Youth Investigators Program guides young people through the arc of a research project, from question to findings to action.

What is the Youth Investigators Program?

The Youth Investigators Program teaches Youth Participatory Action Research (YPAR), an approach that encourages young people to ask critical questions about their own communities and gives them the tools to answer them. The curriculum covers the full lifecycle of a social science research project — formulating a research question, using qualitative and quantitative methods, analyzing data and disseminating findings.

The curriculum is available for schools and youth programs and has been delivered by PRYDE Scholars — undergraduate Cornell students trained in research translation — and by county 4-H educators and community partners.

The collaboration between PRYDE and 4-H is what gives the program its reach. PRYDE brings research expertise and curriculum design while 4-H brings community relationships, educators and the infrastructure to deliver programming to young people across New York.

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"Our hope is that the program we are creating could be a formative experience. Our goal is that young folks will learn to understand the research process and they will feel empowered to ask their own research questions."

– Kristen Elmore, PRYDE director



PRYDE Assistant Director Casey Adrian (right) leads students at Career Explorations to an outdoor hands-on activity.

Who participates?

The Youth Investigators Program was created for students in ninth grade and up. It can be adapted for use in high school classrooms, after-school settings, or county 4-H programs. Current and recent participants include:

- High school students at North Rockland High School in Rockland County
- Tenth-grade students at New Roots Charter School in Ithaca, working with PRYDE Scholars in a community-engaged learning partnership

How the program works

The Youth Investigators curriculum is organized into five modules. These include:

- Developing a research question grounded in a community issue
- Selecting and applying qualitative and quantitative methods of data collection
- Analyzing and interpreting findings
- Disseminating findings to an audience with the power to create change
- Reflecting on identity, values, and purpose in light of the research experience

The curriculum also aims to prepare teens to be critical thinkers and to see social science as a tool for genuine community impact.

> "The program supports people of all ages — youth and the educators they work with. We're teaching young people how to ask questions in their communities and participate alongside adult partners."
>
> – Alexa Maille, director of NYS 4-H Youth Development



PRYDE Director Kristen Elmore helps deliver the Youth Investigators program to 4-H'ers during Career Explorations.

Youth Investigators in Action: The Summit

Each year, PRYDE and 4-H invite graduates of the program to the Youth Investigators in Action Summit. The summit, which is held on the Cornell campus as part of 4-H Career Explorations, a long-running 4-H conference. Young people spend three days conducting research alongside Cornell faculty, staff, and undergraduates and leave with findings and recommendations they have designed and delivered themselves.

North Rockland High School, in Rockland County, has offered the Youth Investigators Program to students for four years. At the 2025 Summit, students investigated how social identities shape educational pathways. They conducted qualitative interviews with Cornell undergraduates, used photovoice (a research method using photography to capture community needs) and secondary data analysis to probe demographic patterns, and presented recommendations for addressing educational inequity to school leadership and BCTR researchers. Their recommendations included bolstering financial aid and resources for minority students and strengthening advocacy partnerships between schools and communities.

The 4-H Career Explorations partnership is central to the summit's design. By situating the event alongside Career Explorations, the summit provides teens the opportunity to experience college life, connect with undergraduate students, and meet faculty members.

> "A program like this allows kids to shine. It helps them to be successful teenagers in high school and, more importantly, successful young adults when they are in college and beyond."
>
> – Michael Gill, North Rockland High School supervisor of secondary education



PRYDE Scholars Ben Loong '26 (center left) and Jiayi Guo '26 (center right) help deliver lessons to 4-H'ers during Career Explorations.

Community Neuroscience Initiative

The Community Neuroscience Initiative (CNI) works to bring neuroscience to the community — and the community to neuroscience. CNI operates across three areas:

- Neuroeducation: working with teachers and students to make neuroscience accessible at all ages
- Neuroconsulting: advising communities and community-serving leaders on applying neuroscience to solve real problems
- Neurocommunity: creating spaces for neuroscience and community to intersect

CNI's community partnerships span a wide range — from supporting people living with Parkinson's disease through science-backed wellness programming to bringing neuroscience education to communities so anyone can explore how the brain works. CNI also brings together scientists, practitioners, and community members to celebrate diverse voices in neuroscience and address topics like representation, inclusion and the well-being of those doing this work.

CNI's "Getting to Know Your Brain Days" program provides classroom instruction on brain science to K-5 students in Syracuse. CNI also equips pre-service teachers with knowledge of the developing brain, helping them design lesson plans that support student learning and well-being.



Marlen Z. Gonzalez, executive director of the Community Neuroscience Initiative (CNI), listens in to the conversations taking place during a CNI event in Syracuse.

SPOTLIGHT: Accessible Neuroscience Lecture Series

A FREE PUBLIC LECTURE SERIES CONNECTING COMMUNITY MEMBERS WITH WORLD-RENOWNED NEUROSCIENTISTS

Why accessible neuroscience?

Syracuse has one of the highest rates of childhood poverty of any city its size in the United States and growing levels of racial and economic disparity. Across the city, educators and nonprofit organizations are working to support local youth. The Community Neuroscience Initiative (CNI) believes that understanding neuroscience can be a powerful tool for the adults who support young people's development. Engaging with community members also challenges neuroscientists to create more rigorous and relevant studies and learn more from the communities they serve.

What is the Accessible Neuroscience Lecture Series?

The Accessible Neuroscience Lecture Series is a free, monthly virtual program hosted by CNI that brings world-renowned neuroscientists together with teachers, 4-H educators, and parents. In its fourth year, it shares cutting-edge research with the community members who need it most and gives first-hand community context for neuroscientists who want to go beyond business as usual.

For each lecture, neuroscientists share their latest findings and then discuss with and answer questions from community members.

Neuroscience topics

CNI hosts five lectures each year. Recent topics include:

- How brains and minds develop
- Neurodiversity in the classroom
- How relationships shape youth development and mental health
- How trauma and stress shape the brain
- The importance of sleep and brain health across the lifespan

Lectures are recorded and available through the BCTR and CNI's YouTube channel.

Who participates?

The series began with lectures to five teachers and has grown to reach dozens of educators across the region, including teachers-in-training at SUNY Cortland and SUNY Oswego. Though the webinars are open to and attended by the public, "VIP" participants include:

- K-12 teachers and school staff
- 4-H educators and volunteers through NYS 4-H
- Graduate and undergraduate students in education and related fields
- Parents and community members

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At each lecture, audience members who directly work with youth can interact directly with neuroscientists, sharing their experiences in classrooms and communities.

The lecture series in action

Leslie Key, assistant director of special education at the Syracuse City School District, has seen firsthand how the lecture series helps educators and parents. She works closely with CNI to connect neuroscientists to educators and parents in Syracuse schools.

"The concept of understanding how your brain works when working with kids is so important," she said. "It's amazing to see how understanding what's happening in their brains helps students and community members. They need this insight and awareness so that they can make better decisions."

What's next?

CNI is working with New York State 4-H to create a curriculum based on the Accessible Neuroscience Lecture Series. The idea is to train 4-H educators to deliver accessible neuroscience content that ultimately promotes positive youth development.

"Our mission is to democratize neuroscience by creating bidirectional communications between neuroscientists and the community. These relationships are not ancillary to good research — they are necessary. Champion the community and they will champion you."

– Marlen Z. Gonzalez, Community Neuroscience Initiative executive director



CNI's Senegal Mabry demonstrates the role each part of the brain has during a Neurodiversity Fair event.

Cornell University Cooperative Extension-New York City

Cornell University Cooperative Extension-New York City (CUCE-NYC) serves as a bridge between Cornell University and New York City, translating research and knowledge into practical resources for everyday life. Through education, partnerships, and community-based programs, CUCE-NYC supports youth, families, and communities across the five boroughs. It does this by leveraging local relationships and statewide networks to deliver evidence-based programs and resources with real-world impact.

Rooted in Cornell's land-grant mission, CUCE-NYC has provided impactful programs in nutrition and health, family and youth development, and STEM education for more than five decades. Across these areas, CUCE-NYC meets communities and individuals where they are, equipping them with the knowledge and skills to thrive.



Seedlings that were planted by students at Food and Finance High School in Manhattan start to sprout under the lights at the Cornell Hydroponics Learning Labs. Cornell University Cooperative Extension — New York City runs the labs located in the school.

SPOTLIGHT: Youth leadership in STEM and urban agriculture

GROWING FOOD, BUILDING KNOWLEDGE AND CONNECTING HIGH SCHOOLERS TO THE SCIENCE BEHIND WHAT'S ON THEIR PLATE

Why hydroponics in Hell's Kitchen?

In New York City, most young people grow up far removed from the systems that produce their food. The Hydroponics Learning Labs give high school students food production experience while weaving together science, nutrition, sustainability, and leadership education.

What are the Learning Labs?

The Learning Labs operate out of Park West Educational Campus, home to several Manhattan high schools. Along with a rooftop greenhouse, there is a hydroponics room where vegetables and herbs are grown without soil or natural light. Up to 25 student interns work in the labs, alongside CUCE-NYC educators.

The program in practice

The labs grow various types of produce, which are distributed directly to the culinary program at Food and Finance High School and to a local food pantry.

One recent graduate, Denise, took the mission even further, designing a project to grow and distribute fresh produce directly to her classmates. She seeded crops students asked for and distributed the harvest — cilantro, lettuce, watercress and bok choy — throughout the year.

The project allowed Denise to step into a leadership role for the first time.

"I know how to build a hydroponic system, I know about food insecurity, and I personally believe that food is a human right," said Denise. "I grew up in a household where I was taught always to share food — why can't we give food to students at the school?"

> "We're trying to break the disconnect of where your food comes from. We are not only teaching science-based skills, but also helping students understand the food system, and develop interpersonal skills as they work together."
>
> – Barry Rothstein, CUCE-NYC extension educator



A look at the hydroponics system in the Cornell Hydroponics Learning Labs that students at Food and Finance High School in Manhattan help maintain. The students learn to grow food and plants using the system and then help distribute the harvest.

CORNELL UNIVERSITY COOPERATIVE EXTENSION-
NEW YORK CITY

SPOTLIGHT: Farmers' Market Nutrition Program

HEALTHY PEOPLE, VIBRANT FARMS, FOOD-SECURE COMMUNITIES — CONNECTING NEW YORKERS TO FRESH LOCAL PRODUCE AND THE KNOWLEDGE TO USE IT.

Why farmers' markets?

Access to fresh fruits and vegetables is unevenly distributed across New York City. Farmers' markets can be a vital source of local produce, especially for WIC families and low-income seniors, but only if they know how to find them, what to buy, and how to cook those items.

What is the Farmers' Market Nutrition Program?

The Farmers' Market Nutrition Program (FMNP) supports the health and food security of nutritionally at-risk New Yorkers and New York State farmers selling at the markets. CUCE-NYC offers cooking demonstrations, hands-on learning stations and community outreach at farmers' markets across all five boroughs.

The program in practice

In 2025, CUCE-NYC's community nutrition educators and volunteers conducted 837 cooking demonstrations at 10 farmers' markets across the city — reaching nearly 40,000 people. The demonstrations focused on recipes using fresh seasonal produce sold by market vendors that day.

The program responds to the diversity in the city, offering a recipe library of videos in multiple languages — English, Spanish, and Mandarin. CUCE-NYC's regular presence at farmers' markets throughout New York City helps develop city residents' interests in (and their palates for) what local farmers produce.



CUCE-NYC's Yvonne Bravo, Farmers' Market Nutrition Program coordinator, on location at the Borough Park Greenmarket in Brooklyn.

> "We are truly out in a community setting, reaching kids, older people and families. We see people who come to our demonstrations and then buy the ingredients from the farmers, and others who try something for the first time at the market. We are also there as a resource... we are truly representing Cornell in NYC communities."
>
> – Yvonne Bravo, Farmers' Market Nutrition Program coordinator

Residential Child Care Project

The Residential Child Care Project (RCCP) develops and disseminates evidence-informed programs to improve the quality of care for children in residential settings and schools. RCCP's work is used in more than 45 states, and in Australia, Canada, Israel, Ireland, Spain, Taiwan, and the United Kingdom.

RCCP's two flagship programs address trauma-informed care.

The Therapeutic Crisis Intervention (TCI) System helps organizations caring for children prevent and de-escalate potential crises, reflect on incidents with children, and create a trauma-informed learning culture where children and adults can learn from experience. TCI has two specialized versions: Therapeutic Crisis Intervention for Schools (TCI-S) and Therapeutic Crisis Intervention for Families (TCI-F).

The CARE: Creating Conditions for Change program model provides a framework based on how children change and develop. CARE engages all staff at a residential care agency to minimize conflict, decrease behavioral incidents, and improve child-staff relationships.



Lisa Brockhuizen (second from right) is the lead TCI-S trainer for Wayne-Finger Lakes BOCES. TCI-S is a program offered by the Residential Child Care Project

SPOTLIGHT: Therapeutic Crisis Intervention for Schools (TCI-S)

A COMPREHENSIVE CRISIS PREVENTION AND MANAGEMENT SYSTEM CREATED BY THE RESIDENTIAL CHILD CARE PROJECT (RCCP)

Why TCI-S?

Three-quarters of high school students have experienced at least one traumatic event, and 20% have experienced four or more traumatic events, according to the U.S. Centers for Disease Control and Prevention. These events could include emotional or physical abuse, exposure to a household affected by poor mental health or substance use, loss of a parent, or witnessing violence.

Youth who have experienced trauma often develop mental health problems and struggle to regulate their behavior. They also experience weakened memory, poor focus, and impaired executive function. Essentially, their brains remain in fight-or-flight mode, which can profoundly disrupt learning.

What is TCI-S?

The TCI-S system helps school districts create a safe, calm, predictable, trauma-sensitive environment. Staff learn to build relationships that help them prevent and de-escalate potential crises, as well as manage crises as they unfold. These supports help children to engage in learning.

Who uses TCI-S?

More than half of public-school students in New York State attend a school where staff are trained in TCI-S. The program is currently used by 20 Boards of Cooperative Educational Services (BOCES) throughout the state and New York City.

TCI-S on the ground

Lisa Brockhuizen is a school psychologist and lead TCI-S trainer for Wayne-Finger Lakes BOCES, which supports 25 school districts in central New York. She runs TCI-S training, consults with schools, and mentors classroom teachers. Since Wayne-Finger Lakes BOCES implemented TCI-S in the 1990s, Brockhuizen estimates the program has reached tens of thousands of students.

She also serves as a consultant to the RCCP, supporting train-the-trainer programs that help school districts maintain their trainers. This partnership, has developed more than 100 trainers across the Wayne-Finger Lakes region and beyond.

Setting students up for success is an essential component of TCI-S, Brockhuizen says, because it teaches staff members behavioral support techniques and emotional co-regulation skills.

"The central idea is to create spaces where every student can learn and every staff member feels safe," she said. "This includes how students feel when they walk into your room, how you build relationships, how you set up your routine, how you greet kids, how you transition — there's an intentionality to everything."

> "The crux of the program is to help adults be with and approach students in a way that students learn to trust them and see them as support. Underneath it all, we really are trying to create helpful, supportive adults."
>
> – Martha Holden, RCCP co-director

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Because TCI-S teaches adults how to regulate their own emotions, Brockhuizen has also seen it prevent burnout among teachers and staff.

“Working in education is hard work,” she said. “TCI-S gives you skills to be able to manage all that stress. It teaches the intentional use of self-awareness, self-regulation and self-care. That is extremely powerful for teachers. Every kid deserves a teacher who is trained in TCI-S.”

The nuts and bolts of TCI-S

The TCI-S System includes six components, or domains, that extend beyond just training:

- Leadership and administrative support: School leaders prioritize the system and foster a trauma-sensitive environment. Every person in a school — from the principal to the classroom aide — has a role to play in TCI-S.
- Student and family inclusion: Teachers and staff involve parents and students in understanding behaviors and creating crisis support plans.
- Clinical and social work participation: Mental health professionals support staff by co-creating crisis support plans that guide staff to prevent and manage crisis situations, and monitor the effectiveness of interventions.
- Coaching and post-crisis response: Leaders mentor staff, help teachers improve their co-regulation skills, and use therapeutic interviewing techniques to process crises.
- Training and competency standards: All staff receive training and demonstrate competency in trauma-sensitive responses and intervention techniques.
- Data-driven incident monitoring and feedback: Staff document incidents and leaders analyze data to evaluate practices and make improvements.



Lisa Brockhuizen (center) delivers TCI-S training to staff in 25 school districts served by Wayne-Finger Lakes BOCES. There are 20 BOCES across New York State utilizing the TCI-S training from RCCP.

“TCI-S offers very practical strategies for teachers and students. It’s not about changing a student’s behavior, but about helping them to regulate their emotions. That means the teachers model how they regulate their own emotions. We also teach a lot of active listening, proximity as a calm presence, redirection and distraction. Essentially, you are teaching students how to allow someone to help them.”

– Andrea Turnbull, RCCP co-director

ACT for Youth

ACT (Assets Coming Together) for Youth partners with organizations and communities to create environments, relationships, and systems that support young people from birth through early adulthood. Combining research-based approaches with lived experience and practice, ACT for Youth offers training, capacity building, and evaluation services to community-based organizations and public health agencies across New York State.

ACT for Youth’s major areas of expertise include:

- The Positive Youth Development approach
- Youth engagement,
- Supporting children and youth with special health care needs,
- Program planning and evaluation
- Adolescent sexual health.

ACT for Youth connects research and practice to help organizations build programs and systems where young people can thrive.



Michelle Luc (sitting), a training coordinator with ACT for Youth, showcases some of ACT for Youth’s Positive Youth Development training materials during its provider meeting in Albany, NY.

SPOTLIGHT: Positive Youth Development Trainings

EVIDENCE-BASED TRAININGS SPONSORED BY ACT FOR YOUTH BUILD THE CAPACITY OF ADULTS WHO SHAPE YOUNG PEOPLE'S LIVES

Why Positive Youth Development?

Young people don't just need problems fixed; they need adults in their lives who know how to build on their strengths and create environments where they can thrive. This idea is at the center of Positive Youth Development, or PYD, a research-grounded approach that shifts the focus of youth programs from risk prevention and deficits toward health, agency, and belonging.

Many professionals and volunteers who work with young people have never received formal training in PYD principles. Without that foundation, even the most dedicated adults can struggle to create environments where all youth genuinely thrive.

What are the PYD trainings?

ACT for Youth's PYD trainings launched with funding from the New York State Department of Health Bureau of Child and Adolescent Health. Since 2000, they have been continuously funded through ACT's Center for Community Action.

Today, PYD principles inform ACT's work across a wide range of initiatives, from adolescent health programs to services for children with special health care needs. Hundreds of program staff, volunteers, healthcare providers, school-based educators, and youth-serving professionals participate in PYD trainings throughout New York State, reaching upward of 30,000 youth every year.



Discussions during a group work session at ACT for Youth's provider meeting in Albany, NY.

"PYD 101 is accessed by a broad audience that transcends programs. The crux of the approach is building from young people's strengths — not just fixing problems."

– Amanda Purington Drake, ACT for Youth director

The PYD trainings in practice

PYD trainings achange how practitioners see and interact with the young people they serve. Jasmilka Peña, senior health educator for the BronxWorks Comprehensive Adolescent Pregnancy Prevention (CAPP) program, participated in a training last year and now brings PYD principles into her daily work with young people.

Peña implements evidence-based sexual health curricula in schools and community organizations throughout the Bronx and leads two leadership programs, where young people develop and deliver their own health workshops. For her, the PYD training reinforces the benefits of focusing on young people's strengths.

The PYD training portfolio

ACT for Youth offers a suite of training resources for anyone who works with or on behalf of young people.

- PYD 101: Short, interactive courses covering foundational PYD principles for professionals, volunteers, and administrators
- Inclusive environments: Workshops for creating program spaces that support youth with diverse backgrounds and needs, including those with ADHD, autism, or trauma histories
- Facilitating programs: Workshops and manuals that help practitioners make their programs more engaging and effective
- Specialized topics: Trainings covering youth engagement, trauma-informed programming, health condition spotlights, and evidence-based sex education

In addition, ACT for Youth serves as the statewide Center of Excellence for Children and Youth with Special Health Care Needs (CYSHCN), funded by the New York State Department of Health. ACT provides technical assistance and training to local programs in nearly every county in New York, working to ensure that children from birth to age 21 with physical, developmental, emotional, or behavioral conditions have a cohesive system of care — and that families have a genuine voice in shaping it.



The ACT for Youth team works through a strategic team-building exercise.

"The training reinforced for me the importance of recognizing youth for their resilience, potential, and individuality. It encouraged me to be more intentional about creating spaces where young people feel listened to, supported, and encouraged to grow."

– Jasmilka Peña, BronxWorks CAPP Program

In closing

Extension is a significant part of Cornell's identity. Sharing the research findings that improve the lives of people and communities, not just across New York State, but across the world, demonstrates the important role that higher education plays in our lives.

This sharing underscores the mission of the BCTR. The projects highlighted throughout this report make social impact through a youth development lens, but the BCTR's work goes far beyond youth development, with touchpoints across the entire lifespan.

For example, the **Purpose Science and Innovation Exchange** (PSiX) studies how one's purpose can be a transformative force in people's lives, especially during developmental transitions. PSiX works in conjunction with youth-serving organizations to further understand how purpose is — or isn't — understood, accessed, and developed by young people.

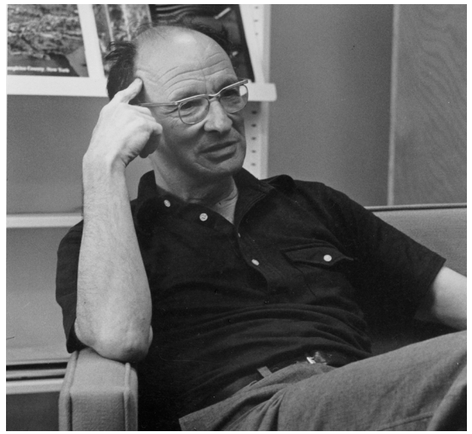
The **Action Research Collaborative** (ARC) is Cornell's institutional home for cross-sector collaborations that bring together researchers, practitioners, community members, and policymakers to address pressing issues in society. ARC is designed to sustain continuous, dynamic exchange among those groups, with particular attention to the voices of marginalized communities, so that the solutions it generates promote equity and have lasting impact.

The Parenting Project: Healthy Children, Families and Communities integrates extension and research around parenting education. The project provides research-based resources to parent educators across the Cornell Cooperative Extension system, offers training and evaluation tools for parenting programs, and reports on those programs by county and statewide. Community assessments help counties identify local parenting education needs, ensuring that what families receive is shaped by what those communities ask for.

The BCTR also has programs dedicated to researching solutions to problems affecting older people. The **Cornell Initiative for Research on Climate and Aging** studies how climate change is affecting older people and encourages them to be part of the solution. It is part of the **Cornell Institute for Translational Research on Aging**, which conducts and translates research that will benefit older adults. The **Translational Research Institute on Pain in Later Life** studies the effects of pain management for older adults, sharing evidence-based treatments that can help address chronic pain. These projects are conducted with Weill Cornell Medicine.

What connects these projects is not the populations they serve but the premise they share: that knowledge belongs to the people whose lives it describes. That premise is what the land-grant mission was intended to fulfill, and it is what the BCTR carries forward each year, in classrooms and community centers, in school districts and farmers' markets, across New York State and beyond.

About Urie Bronfenbrenner



The Bronfenbrenner Center for Translational Research is named in honor of Urie Bronfenbrenner, a renowned developmental psychologist who taught at Cornell for over 50 years. His work integrated the development of theory, innovative research design, engaged teaching, and broad dissemination of research findings by creating programs and policies dedicated to improving human health and well-being.

Born in Moscow, Russia, in 1917, Bronfenbrenner came to the United States at age 6. After graduating from high school in Haverstraw, New York, he received a bachelor's degree from Cornell University in 1938, completing a double major in psychology and in music. He then went on to graduate work in developmental psychology, completing a master's degree at Harvard University, followed by a doctorate from the University of Michigan in 1942.

The day after receiving his doctorate, he was inducted into the Army, where he served as a psychologist in the Air Corps and the Office of Strategic Services. After completing officer training, he served in the U.S. Army Medical Corps. Following demobilization and a two-year stint as an assistant professor of psychology at the University of Michigan, he joined the Cornell faculty in 1948, where he remained for the rest of his professional life. He died on Sept. 25, 2005.

From the very beginning of his scholarly work, Bronfenbrenner pursued three mutually reinforcing themes:

- Developing theory and corresponding research designs at the frontiers of developmental science
- Laying out the implications and applications of developmental theory and research for policy and practice
- Communicating, or translating, the findings of developmental research to undergraduate students, the general public, and to decision-makers both in the private and public sector.

Bronfenbrenner also helped design developmental programs in the U.S. and elsewhere, including Head Start.

His widely published contributions earned him honors and distinguished awards at home and abroad. He held six honorary degrees, three of them from European universities. The most recent American award 1996)), henceforth given annually in his name by the American Psychological Association, is for "lifetime contribution to developmental psychology in the service of science and society."



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