

Annual Impact Report

2022



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Students walk through the Cornell Human Ecology commons (Jason Koski)

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.



Message from the Director



Dear Community,

As director of the Bronfenbrenner Center for Translational Research, it is my privilege to share with you our 2022 Impact Report. This report highlights many of our collective accomplishments, innovations, scholarship, and areas of excellence demonstrated over the past year. I am proud to say that

2022 was a year of tremendous productivity for our center, all with our mission in mind: to expand, strengthen and speed the connections between our cutting-edge research and the communities that will benefit from this research.

The Bronfenbrenner Center for Translational Research is home to many projects and programs uniquely tailored to conduct rigorous science in partnership with a broad range of community stakeholders. In the following pages, you'll find abundant examples of their deepened and expanded community partnerships, resonating a positive impact within those communities. It is a testament to the dedication of the team members who are committed to this mission.

Our mission aligns our efforts. It gives rise to shared strategies. But authentically enacting this mission in our daily work imbues us with common purpose. And our purpose is a unifying source of strength that made us resilient to challenges in recent years and will be a catalyst for our work to flourish in the years ahead.

I want to extend my sincere gratitude to all those who contribute to the work of our center, as well as our generous partners, funders, and broader champions for their continued engagement and support. Together, we will continue to make a positive impact through translational research, innovation, and caring community engagement.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anthony B.', with a stylized flourish at the end.

Anthony Burrow

*Director, Bronfenbrenner Center for Translational Research | Provost Fellow for Public Engagement | Ferris Family Associate Professor of Life Course Studies
Department of Psychology, Cornell Human Ecology*

Governance

Administration

Anthony Burrow*

Director

Sarah Harrington*

Manager of Programs
and Administration

Juan Vazquez-Leddon*

Communications Director

Lynandrea Mejia*

Administrative Assistant

Jamila Walida Simon*

Associate Director for Innovation
in Youth Programming

Janis Whitlock

Research Scientist Emerita

Craig Higgins*

Administrative Manager

Denice Markley

Finance Manager

Carley Robinson*

Research Coordinator

**denotes cabinet member*

Cabinet

Amanda Purington Drake

ACT for Youth

John Eckenrode

National Data Archive for Child Abuse
and Neglect (NDACAN)

Kristen Elmore

Program for Research on Youth
Development and Engagement
(PRYDE)

Marlen Gonzalez

Community Neuroscience Initiative
(CNI)

Martha Holden

Residential Child Care Project (RCCP)

Kimberly Kopko

The Parenting Project

Tashara M. Leak

Action Research Collaborative (ARC)

Neil Lewis, Jr.

ARC

Mary Maley

ACT for Youth

Karl Pillemer

Cornell Institute for Translational
Research on Aging (CITRA)

Jane Powers

ACT for Youth

Deborah Sellers

RCCP

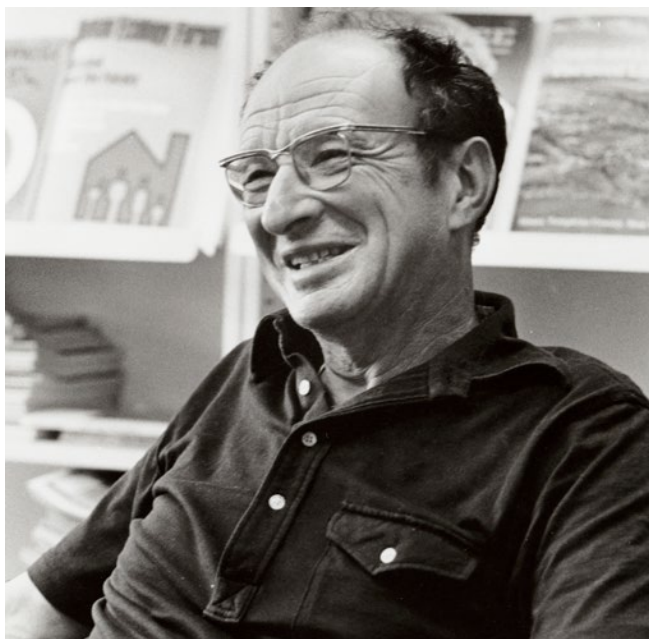
Jennifer Tiffany

Cornell University Cooperative
Extension – NYC (CUCE-NYC)

Andy Turner

New York State 4-H

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. Bronfenbrenner's work integrated the development of theory, innovative research design, engaged teaching and broad dissemination of research findings with the creation of 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, N.Y., 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 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 a variety of assignments 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 has pursued three mutually reinforcing themes: 1) developing theory and corresponding research designs at the frontiers of developmental science; 2) laying out the implications and applications of developmental theory and research for policy and practice; and 3) communicating—through articles, lectures, and discussions—the findings of developmental research to undergraduate students, the general public, and to decision-makers both in the private and public sector.

Bronfenbrenner also played an active role in the design of developmental programs in the U.S. and elsewhere, including being one of the founders of Head Start.

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

Project Highlights



Students Wendy Yan '24, McKenzie Murray '24, Mirely Garcia '24 enjoy the New York State Fair during PRYDE's annual visit. (Marilu Lopez Fretts)

4-H Youth Development

Director: Andy Turner

The New York State 4-H program connects youth to hands-on learning opportunities that help them grow into competent, caring, contributing members of society. 4-H, the youth development program of the Cooperative Extension system, works to create a world in which youth and adults learn, grow, and work together as catalysts for positive change. In New York, 4-H programs can be found in 62 counties (including the five New York City boroughs) with programs emphasizing STEM, Healthy Living, Civic Engagement, and Agriculture and Food Systems.

State-level 4-H leadership has been part of the BCTR since 2010, working along with PRYDE and other core campus partners to increase connections between Cornell researchers, youth, more than 200 4-H educators and 7,000 volunteers through the Cornell Cooperative Extension system.

For the 4-H program, 2022 was a year of recovery, reinvention, and renewal, both in New York and across the country, as youth were once again able to fully participate in programming that was paused during the first two years of the pandemic. Examples include:

- More than 15,000 youths returning to 4-H club meetings and projects, along with participating in county-level programs, contests and fairs. This includes the New York State Fair where New York Gov. Kathy Hochul received the National 4-H Distinguished Alumni Medallion.

- Having 10,000 youths return to New York State 4-H sleepaway and day camping programs.
- Having 200 youths return to Cornell's campus for 4-H Career Explorations, the flagship on-campus youth leadership program. On hiatus during the pandemic, Career Explorations provides an opportunity for teens from across the state to learn about fields of study and career opportunities, while also getting a taste of life as a college student. For many, Career Explorations is their first time on a college campus. The 4-H Career Explorations program is led by New York State 4-H STEM Specialist and Extension Associate Alexa Maille.



ARC

Action Research Collaborative

Directors: Neil Lewis, Jr. and Tashara M. Leak

The Action Research Collaborative (ARC) launched in January 2022 with a mission of establishing cross-sector partnerships to generate sustainable solutions that address pressing issues and improve marginalized communities.

ARC is led by Tashara M. Leak, assistant professor in the Division of Nutritional Sciences in Cornell Human Ecology and Neil Lewis, Jr., assistant professor in the Department of Communication in the College of Agriculture and Life Sciences.

In its inaugural year, ARC hosted its first annual symposium to discuss innovative new solutions aimed at dismantling the systemic racism that has led to inequities around food and nutrition, education, health

and employment. It also fostered strong partnerships in both New York City and New York state to support several projects and community engagement activities, and has supported faculty, graduate students and postdoctoral fellows in research and community engagement endeavors.



ARC Co-director Tashara M. Leak welcomes attendees to ARC's first symposium on Aug. 11, 2022. (Susan Farley)

ACT for Youth

Director: Jane Powers

The ACT (Assets Coming Together) for Youth Center for Community Action connects research to practice in the areas of positive youth development (PYD) and adolescent well-being. Founded in 2000 with generous support from the New York State Department of Health (NYSDOH), ACT for Youth is a partnership among the BCTR, Cornell University Cooperative Extension – New York City, and the University of Rochester Medical Center Division of Adolescent Medicine.

ACT for Youth serves as the training, capacity building, evaluation and information clearinghouse center for NYSDOH adolescent health initiatives. Staff currently support over 70 community projects that are focused on PYD and sexual health promotion. Specific areas of expertise include the principles, practice and evaluation of PYD within programs, organizations and communities; implementation of evidence-based programs in sexual health; research and evaluation of adolescent health and well-being programs and topics; and professional development for youth-serving professionals.

After more than two years of hosting virtual trainings and meetings during the pandemic, the ACT for Youth Training Team returned to in-person regional trainings around the state in 2022. Virtual training also continues as ACT for Youth played a key role in producing a three-day virtual conference for projects funded by the NYSDOH Bureau of Women, Infant, and Adolescent Health (BWIAH). This event brought together over 400 educators, youth-serving practitioners, and policymakers with a focus on *Building on Community Strengths for Health and Justice*.

ACT for Youth is a sought-after source of PYD expertise. In 2022 ACT for Youth and ETR, a non-profit committed to improving health and advancing health equity for youth, families and communities, continued a federally-funded initiative focused on youth engagement in the context of adolescent sexual health in several states.

Also, in partnership with My People Community Services in Connecticut, ACT for Youth developed a “how to” resource to guide youth-serving practitioners on integrating PYD principles and practices.

ACT for Youth is involved in several additional projects, including the development of a parent education intervention that is funded through the Hatch Act. Parents completing this intervention will learn ways to use technology to have conversations with their teens about sex.

ACT for Youth continues to conduct research syntheses through a Smith-Lever-funded Research Synthesis and Translation Project now in its fourth funding cycle. This project expands resources to increase research-based decision making by practitioners and policymakers and provides systematic translational reviews of relevant research for faculty and Cornell Cooperative Extension practitioners to inform and strengthen their work to benefit the people of New York State.



CNI

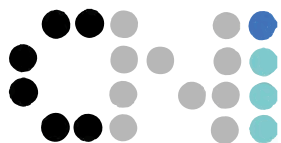
Community Neuroscience Initiative

Director: Marlen Gonzalez

The Community Neuroscience Initiative (CNI) aims to democratize neuroscience by bringing neuroscience to communities and communities to neuroscience. This is achieved through three overarching activities: neuro-education, neuroconsulting, and neurocommunity building.

The goal is community empowerment through knowledge, translation, and diversity. This is done by directly engaging with the Syracuse educational system, increasing the visibility and accessibility of world-class neuroscientists from underrepresented groups and bringing neuroscience to public elementary schools.

CNI's neuroeducation activities include a monthly neuroscience and education lecture to SUNY Oswego preservice educators in order for them to teach elementary and middle school students about neuroscience concepts, plus NEUROcuriosity, a collaboration between CNI and the [Medium Design Collective](#), meant to connect art and the brain.



CITRA

Cornell Institute for Translational Research on Aging

Director: Karl Pillemer

The Cornell Institute for Translational Research on Aging (CITRA) promotes the translation of research findings to community populations in order to expand and improve scientific knowledge benefiting older adults. CITRA staff and affiliates have created evidence-based intervention programs that are designed to promote optimal aging, social integration in later life, and improved quality of services to older adults. These programs are available free of charge from the CITRA website.

CITRA's recent initiatives include a streamlined version of its Improving Resident Relationships in Long-Term Care (IRRL) Program to prevent and manage resident-to-resident aggression, and a virtual version of its Retirees in Service to the Environment (RISE) Program to promote senior environmental volunteerism and stewardship. CITRA staff also continued their [Cornell Family Reconciliation Project](#) to gather stories of reconciliation following family estrangement, and they began a new initiative called the Aging & Climate Change Clearinghouse to house resources on the intersection of climate change and aging.

CITRA works in collaboration with Cornell's Translational Research Institute for Pain in Later Life (TRIPLL), which seeks to improve the prevention and management of pain in later life, thereby increasing the health and well-being of older adults.



Cornell Project 2Gen

Directors: Rachel Dunifon & Laura Tach

Cornell Project 2Gen focuses on building family well-being by intentionally and simultaneously working with children and the adults in their lives together. It also aims to build a vibrant research community focused on the two-generation approach by connecting researchers, practitioners, and policymakers in New York state and beyond.

Cornell Project 2Gen works with Cornell Cooperative Extension-Tompkins County on the Opioids and Family Life Project to understand and improve the experiences of families affected by opioid use and have completed reviews of the myriad of programs that serve families dealing with substance misuse. The project was funded by the William T. Grant Foundation.

One program, Strengthening Families, is administered by Cornell Cooperative Extension - Tompkins County in partnership with the Tompkins County Family Court, to help strengthen and reunify families that have been fragmented by opioids. Opioid and Family Life Project researchers have found benefits for parents who took part in this program.



Cornell Project 2Gen Co-Director Laura Tach, center, discusses research with Cornell Cooperative Extension - Tompkins County's Mandy Beem-Miller, left, and Anna Steinkraus. (Ryan Young)

Cornell Research Program on Self-Injury and Recovery

Director: Janis Whitlock

The Cornell Research Program on Self-Injury and Recovery (CRPSIR) is dedicated to conducting and sharing research in adolescent and young adult self-injury and related mental health conditions and contexts. The program has been active for over two decades and remains active despite Director Janis Whitlock's retirement in 2022.

In an era characterized by worsening mental health trends and an increasing need for effective understanding and intervention, the CRPSIR contributes to international and local knowledge on effectively understanding and addressing the growing array of mental health-linked challenges in youth.

Recent CRPSIR activity includes publishing multiple papers focused on understanding the application of peer-based support platforms in reducing self-injury urges and behaviors and serving as part of the editorial team on an Oxford Handbook publication authored by an international

set of researchers known for their work in non-suicidal self-injury and related phenomena. The published volume is due out in 2023 and constitutes a unique and globally useful compilation of literature in this area.

The project also continued collaboration with Natalie Bazarova and other members of the Cornell Social Media Lab on the development of social media literacy tools.

Finally, in recognition of CRPSIR contributions to research, Whitlock served as the 2022 International Francqui Professor at the Vrije Universiteit Brussel in Brussels, Belgium from March to July 2022.



The Cornell Research Program
on Self-Injury and Recovery

CUCE-NYC

Cornell University Cooperative Extension—New York City

Director: Jennifer S. Tiffany

Cornell University Cooperative Extension - New York City (CUCE-NYC) engages communities in experiential learning opportunities to promote healthy human development. CUCE-NYC offers programming on nutrition and health; family and youth development; and diversity, equity and inclusion. CUCE-NYC collaborates closely with Harvest New York's urban agriculture, community gardening, and agricultural education initiatives.

With a highly diverse staff of approximately fifty educators and program leaders, CUCE-NYC provides

educational programming in multiple languages, including Spanish, English and Chinese. In 2022, CUCE-NYC's programming reached 21,278 people through multiple programs and initiatives including COVID-19 vaccination partnerships, parenting education, youth development programs and nutrition education.

**Cornell University Cooperative Extension
New York City**



Goldman Sachs CEO David Solomon and New York City Chancellor David Banks are briefed on how the hydroponics and aquaculture labs work from Philson A.A. Warner and students from the learning labs (Juan Vazquez-Leddon)

The Parenting Project

Healthy Children, Families & Communities

Director: Kimberly Kopko

The Parenting Project integrates extension and research activities in parent education and provides university-level support for Cornell Cooperative Extension (CCE) parent educators. This project addresses current issues affecting the landscape of parent education by incorporating a public health perspective into parenting programs and developing innovative ways to expand virtual parenting offerings in New York.

In 2022, the focus of The Parenting Project was “Responding to Changing Needs via a Public Health Perspective.” This was accomplished through three specific objectives:

1. Developing new public health-focused parenting education materials and resources in response to current challenges facing parents and families to be utilized by parent educators, and offer them virtually in an effort to reach the greatest number of parents and families across New York state.
2. Offering professional development opportunities for CCE parent educators including innovative virtual resources, webinars, an annual in-service training, Program Work Team (PWT) meetings and other on- and off-campus activities relevant to parent education. These opportunities are coordinated with BCTR events, Cornell Project 2Gen, and the Youth Development Research Update (YDRU).
3. Providing support for CCE parent educators offering the Strengthening Families Program (SFP), an evidence-based parent and youth program. Efforts include promoting the program from a 2Gen and public health perspective, increasing training opportunities, and collecting program data.



PRYDE

Program for Research on Youth Development and Engagement

Director: Anthony Burrow

Assistant Director: Kristen Elmore

The Program for Research on Youth Development and Engagement (PRYDE) aims to promote positive outcomes for young people by building partnerships between youth development researchers and practitioners in the New York State 4-H Youth Development Program. By leveraging the innovative expertise of Cornell research faculty affiliates who each work with undergraduate PRYDE scholars, we design, inform, and carry out rigorous translational research projects focused on youth development. This

configuration of partnership is further leveraged by a tremendous network of 4-H practitioners who help us navigate and situate our work within diverse communities across New York.

These faculty-student-community partnerships directly benefit youth while also continuously informing PRYDE as to the type of community needs that can be best served by PRYDE's network and expertise. Two recent and exciting initiatives led by our scholars in 2022 are the Youth Investigators and Act for Change curricula. Youth Investigators introduces youth to social science research methods, and Act for Change is an anti-racism and social movement curriculum developed by partnering 4-H educators that is facilitated by PRYDE Scholars.



The work of PRYDE is made possible by a generous gift from Rebecca Q. Morgan '60.

Mirely Garcia '24 and Adelaide Graham '24 enjoy their annual visit to the New York State Fair. (Marilu Lopez Fretts)

RCCP

Residential Child Care Project

Director: Martha Holden

The Residential Child Care Project's (RCCP) mission is to improve the quality of care in residential and other child-serving settings by designing, delivering, and evaluating programs and conducting translational research to inform and improve services to children and families.

The RCCP focuses on two major programs: the Therapeutic Crisis Intervention (TCI) System and Children and Residential Experiences (CARE): Creating Conditions for Change. Used in hundreds of residential childcare agencies, TCI has also been adapted for other residential care settings (e.g., mental health, juvenile justice) as well as foster, kinship, and adoptive families (TCI-F) and for schools (TCI-S). The CARE program model is built on six principles that provide the foundation for creating conditions for change in out-of-home care. The RCCP has delivered programs and consultation services throughout the United States, Canada, Spain, Russia, Israel, Australia, South Korea, Ireland, Bermuda, and the United Kingdom.

This year, the RCCP entered into an agreement with the Child and Family Research Group at the University of Oviedo to implement and evaluate CARE in residential programs in the Cantabria region of Spain. The CARE book and materials will be translated into Spanish and the RCCP will provide support to the University of Oviedo team.

Under a grant from the U.S. Department of Health and Human Services, the RCCP will be developing and disseminating an in-service training program for therapeutic foster parents and their caseworkers. This program will combine materials from TCI and CARE that will assist in increasing the capacity of foster parents to provide trauma-informed, relationship-based therapeutic care for children.



NDACAN

National Data Archive on Child Abuse and Neglect

John Eckenrode, professor emeritus of human development, is the founder of the National Data Archive on Child Abuse and Neglect (NDACAN). Early in his career as an associate professor and affiliate at the Family Life Development Center (now Bronfenbrenner Center for Translational Research), he became acutely aware of the barriers that inhibited significant advances in the field of child welfare research; particularly that child welfare data was held on a state or regional level, without national integration. With his colleagues, Eckenrode began to set the groundwork for a regional center to house and distribute child welfare data. However, the group still felt that there was a need for a national center dedicated to child welfare data.

In 1987, Eckenrode and his colleagues put together a proposal to obtain federal support for the archive. They received a grant from the United States Children's Bureau the following year and NDACAN was founded with Eckenrode serving as director for over 30 years. Under the previous contract funding, NDACAN was co-located at Cornell, where it was founded and resided since 1988, and Duke University, with its current co-director, Christopher Wildeman.

NDACAN is a trusted repository of child welfare data. NDACAN acquires and distributes datasets to eligible faculty and staff at research centers having an Institutional Review Board (IRB) recognized by the U.S. Office for Human Research Protections. NDACAN distributes data files free of charge and provides free technical support to data users.

The National Data Archive on Child Abuse and Neglect (NDACAN) promotes secondary analysis of child abuse and neglect data by providing researchers with high quality datasets, documentation, and technical support, and

encourages collaboration within the child welfare scientific community.

In its most recent contract with the Children's Bureau (effective Sept. 30, 2022) NDACAN has moved from the BCTR to the Cornell Jeb E. Brooks School of Public Policy. Maria Fitzpatrick, professor of economics and public policy, is now co-director/co-principal investigator along with Wildeman. NDACAN has expanded its institutional affiliations to include the University of California-San Francisco and Mathematica.

The primary goal of NDACAN is to archive and preserve quantitative datasets to facilitate high-quality research on child maltreatment. To help facilitate such research, NDACAN also publicizes and promotes its data holdings and provides technical assistance to its data users and robust training opportunities for early-career researchers. All of these activities are ultimately completed to help advance the field of child welfare. More specifically, NDACAN seeks to continue to fulfill its mission by achieving the following six objectives:

1. Acquire and maintain high-quality data sets
2. Process and preserve these data sets
3. Protect the confidentiality of respondents in these data sets
4. License these data sets to researchers
5. Disseminate, promote, and track the use of these data sets
6. Provide training and technical assistance to the research community, the Children's Bureau, ACYF staff, and other requestors

Events

The BCTR holds numerous events throughout the year that provide training, insight, discussion and reflection on translational research. Most events are archived on the BCTR website so they can be reviewed on-demand in our video library for reference.

Talks at Twelve

This is the BCTR's signature event which is open to all. Each month during the academic year, speakers share research they have been working on, and take questions from the audience. The slate of speakers and their talks for 2022 included:

Jamein Cunningham

Jeb E. Brooks School of Public Policy

The impact of affirmative action litigation on police killings of civilians

Misha Inniss-Thompson

Cornell Human Ecology

Space-making and wellness among Black adolescent girls: Toward a participatory vision

Jaleesa Reed

Cornell Human Ecology

Millennial Beauty Bias: The implications of retail store design in Black beauty supply stores

Sadé Lindsay

Jeb E. Brooks School of Public Policy

The Prison Credential Dilemma: How formerly incarcerated men find work with human capital from prison

Julie Posselt

University of Southern California

Graduate mentoring and well-being: Translating research into practice (This talk was part of the Faculty Roundtable Discussion Series on Mentoring Graduate Students and Postdocs)

Joshua Felver

BCTR visiting scholar

Mindfulness-based programming for stress reduction to support child and adolescent health

These talks are held in a hybrid format and typically draw an audience of over 100 attendees.

Seventh Biennial Urie Bronfenbrenner Symposium

Human Flourishing in Diverse Developmental Contexts

Co-hosted with the Cornell Center for Integrative Developmental Science, this two-day online symposium featured eight academic experts presenting their research and then participating in a panel discussion with questions open to the audience.

Research-Practice Partnership Series

How Collaboration Starts

Adam Seth Levine

Johns Hopkins University

Melody S. Goodman

School of Global Public Health at New York University

The Research-Practice Partnership Series gives insight into how researchers create, respect and maintain the relationships they have with the organizations they work with. This series is presented in concert with the David M. Einhorn Center for Public Engagement.

PRYDE Youth Development Research Update

This event discusses issues relevant to the well-being and development of children and adolescents. It's also a networking event for practitioners to learn about opportunities to get involved in new research and programming opportunities. The 2022 event focused on 'The Ecology of Youth Learning' and featured speakers from **PRYDE**, **GripTape** (an organization that focuses on youth-driven learning), along with **Misha Inniss-Thompson** from CHE and **Joshua Felver**, BCTR visiting scholar.

Fourth Annual Cornell Translational Research Summer Institute

This four-day program provides intensive training, discussion and reflections on overcoming typical challenges in conducting research in real-world settings, like service agencies, healthcare institutions and community organizations. This program was delivered virtually and enrolled more than 35 attendees from across the country.

Virtual Spring Seminar

BCTR sponsored this seminar organized by the Nutrition Graduate Student Organization and the Center for the Study of Inequality. The guest speaker was **Chelsea R. Singleton**, assistant professor in the Department of Social, Behavioral, and Population Sciences at Tulane School of Public Health and Tropical Medicine presenting *Violence and Nutrition: A Historical Synopsis of Associations and Their Influence on Nutrition Equity*.

BCTR on eCornell

New this year is the BCTR's presence on eCornell, the home of Cornell's online education programs. eCornell will archive video of BCTR's events, and will exclusively host BCTR's online keynote events which began with a talk by CHE's **Angela Odoms-Young** titled "Examining Racial Inequities in Food Insecurity: The Role of Research."

Community Engagement

Each of our projects is committed to working with communities and policymakers to translate their research into practice. These communities are diverse—from young children to older adults, individuals to families, from Ithaca to New York City and beyond. But for each, the goal remains the same—make these communities better, stronger, equitable and resilient. Apply the knowledge we have gained to not just solve problems but to thrive.



Students take part in PRYDE's Youth Investigators program during the annual 4-H Career Explorations. (Heather Ainsworth)

One example is from the new course created by the **BCTR** in 2022, Special Topics in Translational Research (HE 5060). More detailed information on the course can be found in the student engagement section of this report, but one particular section of the course, delivered in the fall, afforded students the opportunity to assist St. James AME Zion Church in Ithaca in its efforts to install a commissary kitchen. Under the guidance of Jamila Walida Simon, New York State 4-H civic engagement specialist, students synthesized real-life data to make decisions on how to best design the kitchen that would be beneficial for the church and the community. Students learned about the history of the church; the needs of the church, neighborhood and food business communities; and establish meaningful and respectful relationships with a community partner.

This year, **New York State 4-H** sent 12 youths and four chaperones to the 4-H Agri-Science and Healthy Living Summits, allowing them to join other teen 4-Hers from across the nation. Being able to participate in a national-level summit provides opportunities for the youth to meet people from different backgrounds and perspectives and develop new skills through workshops. The experience equips youth to further develop their leadership skills and gives them new resources that they bring home to work on projects in their communities.

In partnership with **New York State 4-H**, the **Program for Research on Youth Development and Engagement (PRYDE)** administered the Act for Change curriculum, an anti-racism and social movement curriculum developed by 4-H educators. This was delivered to students in Ulster County in conjunction with Melanie Forstrom from Cornell Cooperative Extension - Ulster County.

PRYDE continued to administer its Youth Investigators program—a hands-on curriculum that teaches youth the foundations of the research process and prepares them to answer their own research questions. **PRYDE** initiated a new partnership with Rochester Prep High School in Rochester, NY, a charter school that is part of the Uncommon Schools network. A group of Juniors at the school took part in the Youth Investigators program as part of their AP Seminar course, the first year of their two-year Advance Placement Capstone Diploma Program. **PRYDE** also taught the Youth Investigators program to students attending 4-H Career Explorations on Cornell's campus over the summer.

Community Neuroscience Initiative (CNI) partnered with SUNY Oswego to provide preservice educators in the Teacher Opportunity Corp II program (TOC-II) training to teach elementary and middle school students about neuroscience concepts. TOC-II is part of the state's My Brother's Keeper Strategy for racial equity. Prominent neuroscientists from underrepresented groups held monthly lectures on topics related to neurodevelopment, education, and learning.

These lectures and lessons lead into CNI's Get to Know Your Brain Days initiative, where the preservice educators create lesson plans with the CNI team to teach neuroscience concepts to elementary students at two elementary schools in the Syracuse City School District. These schools predominantly serve lower-income students of color who are most at risk of dropping out of the STEM pipeline. TOC-II scholars deliver lessons once a month in at least two classes for each school on separate days. Graduate and undergraduate Cornell students serve as teaching assistants and collect data on student learning and science self-efficacy.

CNI also collaborated with the Medium Design Collective at Cornell on NEUROcuriosity: Connecting Art and the Brain. This workshop featured a panel of policy-makers, professors and community leaders from Cornell, the New York State Department of Education and the My Brother's Keeper Alliance.

CNI has also partnered with the Boys & Girls Club of Harlem, Building Men, STEAM at Dr. King Elementary School and Seymour Dual Language Academy in Syracuse, the Gifford Foundation, Gilded Knight Consulting, HopeLab, New York State Education Department, United Way of Central New York, and Universe City NYC.

ACT for Youth also worked with several community partners and played a key role in producing a three-day virtual conference for projects funded by the New York State Department of Health's Bureau of Women, Infant, and Adolescent Health (BWIAH). This conference brought over 400 educators, youth-serving practitioners, and policymakers together with a focus on Building on Community Strengths for Health and Justice.

ACT for Youth also provided Positive Youth Development training for the Stanley M. Isaacs Neighborhood Center, a non-profit, multi-service organization located on the Upper East Side of Manhattan



Esther Kim, Rohit Agrawal '23, Aliza Saunders '23, Abigail Boatmun '23, Liam Ordenez '23, and Anthony Burrow outside Rochester Prep High School in Rochester, NY. (Juan Vazquez-Leddon)

focused on the needs of children and low-income families, and out-of-school and out-of-work youth.

Plus, **ACT for Youth** provided training, technical assistance, and evaluation for Comprehensive Adolescent Pregnancy Prevention (CAPP) and Personal Responsibility Education Program (PREP) providers across New York state. These programs serve youth in high-need communities that have the highest teen pregnancy and birth rates in the state.

Meanwhile, **The Parenting Project** worked with approximately 70 Cornell Cooperative Extension (CCE) parent educators and other professionals who work with parents and youth. Forums for these connections included the Parent Education In-Service, Parent Education Program Work Team (PWT) and the Parenting Education Community of Practice. This outreach work included several community partners who work with CCE parent educators, CCE colleagues, and faculty.

The **Residential Child Care Project (RCCP)** had engagement efforts with various entities including Life Without Barriers, a national human services organization working in all states and territories in Australia; the Syracuse City School District; Hoyleton Youth & Family Services in Fairview Heights, Illinois; and the Waterford Country School in Quaker Hill, Connecticut.

Cornell Institute for Translational Research on Aging (CITRA) worked with many partners this past year to promote, distribute, and run all its programs. For **CITRA's** Improving Resident Relationships in Long-Term Care (IRRL) Program, partnerships included: National Consumer Voice, the leading organization representing consumers in issues related to long-term care; Lifespan of Greater Rochester, a nonprofit agency that provides over 30 services for older adults and caregivers in central and western New York; Pennsylvania Department of Military and Veterans Affairs, a government organization

encompassing veteran's affairs in Pennsylvania; and Health Services Advisory Group of California which has a network of committed individuals working to improve elder care in California.

Notable partners for **CITRA's Retirees In Service to the Environment (RISE) Program**, included: Mather, a nonprofit organization committed to creating ways to age well; and Village-to-Village Network, which is a nonprofit organization committed to helping people age in place.

Most of the community-focused work for the **Cornell Research Program on Self-Injury and Recovery (CRPSIR)** in 2022 was centered in Belgium, with director Janis Whitlock spending most of the year there. Whitlock also worked with the JED Foundation as a senior advisor which led to working with a few community organizations including, but not limited to, the Ad Council (Sieze the Awkard campaign), Snap Chat (Project Unity), and PINK.



Queens Borough President Donovan Richards speaks at the ribbon-cutting event for the Tree of Life Center in Jamaica, Queens (Clifford Mason)

Whitlock and **CRPSIR** also worked with school districts in California and Colorado to support mental health protocol development, and with multiple parents to help them support children struggling with mental health challenges.

In 2022, **Action Research Collaborative (ARC)** established partnerships with existing community organizations that center equity in health, nutrition, education, and youth development to help maximize impact through action research or by using insights from ARC's evaluation unit.

ARC began a four-year partnership with Field and Fork in Buffalo, NY to evaluate the Double Up Food Bucks Program—a program to address food insecurity in 23 counties. The partnership is funded by the U.S. Department of Agriculture and New York state.

In this partnership, ARC's evaluation unit will develop and administer several evaluative instruments to capture data that measure the barriers and feasibility of the Double Up Food Bucks program implementation and make recommendations for improving the program. **ARC** will conduct surveys and one-on-one interviews with farmer's markets, Community Supported Agriculture programs (CSAs), and consumers. **ARC** will also create an advisory board that includes Double Up Food Bucks stakeholders and hold quarterly meetings to evaluate program success and identify areas for improvement.

BCTR in NYC

Opportunities for student learning and faculty research in New York City are a priority for both Cornell University and Cornell Human Ecology. Two BCTR programs—Action Research Collaborative and Cornell University Cooperative Extension – New York City (CUCE-NYC)—have deep connections that reach all across the city. Partnering with organizations focused on improving nutrition, health, education and youth development in the city, both ARC and CUCE-NYC offer research-based outreach programs to address community needs.



A look at 570 Lexington Ave., where many Cornell programs including the Action Research Collaborative and Cornell University Cooperative Extension - New York City, have offices. (Jesse Winter)

Through a partnership with the Tree of Life Center in Jamaica, Queens, **ARC** and **CUCE-NYC** partner with First Presbyterian Church in Jamaica, the First Jamaica Community and Urban Development Corporation (FJCUDC) and other community-centered organizations to foster collaborations that benefit the neighborhood around the center. The Tree of Life Center (TOLC) is a mixed-use building offering 174 affordable apartment units and space for programs that provide resources to community members.

CUCE-NYC and **ARC** joined First Presbyterian Church on Dec. 9 to dedicate the center during a ribbon-cutting ceremony. At the TOLC, **CUCE-NYC** will provide nutrition, health, and social well-being education to TOLC and Queens residents, and partner with the Community Healthcare Network to connect patients with **CUCE-NYC's** preventive care programs.

In August, **ARC** hosted its inaugural symposium in Cornell's New York City headquarters at 570 Lexington Ave. in Manhattan. The symposium discussed innovative solutions to address inequities around food and nutrition, health, and education; it included representatives from the New York City Department of Health and Mental Hygiene, New York State Department of Education, and community-based organizations.

ARC has established a partnership with the Boys & Girls Club of Harlem (BGCH) to build relationships with youth and empower the next generation of leaders to make an impact within their communities and plan for their futures. **ARC** and BGCH have created a Youth Advisory Committee which will advise researchers and BGCH staff on research and engagement opportunities in their communities. **ARC** will provide professional development sessions for the Youth Advisory Committee and invite them to the New York State 4-H Career Explorations Conference in summer 2023.

ARC, **CUCE-NYC** and Harvest New York (a project of Cornell Cooperative Extension) are leading two projects with families residing in the Salvation Army Springfield Family Residence, a transitional housing residence in Queens. **ARC** will interview adult residents to define barriers on utilizing support services available from the residence. **ARC** will also conduct a feasibility study to examine an adapted version of the Expanded Food and Nutrition Education Program (EFNEP) that would include

a gardening component for families. EFNEP provides nutrition education through free, weekly interactive workshops to low-income families with children. In 2022, **CUCE-NYC** enrolled nearly 3,000 adults and youths in EFNEP programs across New York City. **CUCE-NYC's** nutrition and health programs provide education to community members and lead culturally responsive initiatives that inspire active living and nutritious eating.

CUCE-NYC piloted the Dairy Education Program at Food and Finance High School (FFHS) in the 2021–2022 school year, which continued into the fall of 2022. In concert with Chef Billy, a FFHS faculty member, and extension education leaders, the program promotes dairy education and increases students' awareness of dairy food production and how those foods contribute to a balanced diet. **CUCE-NYC** plans to expand the program in 2023.

Expanding on a partnership that started in 2021, **CUCE-NYC** partnered with additional food pantries in the city to provide nutrition education to community members at food pantries in Brooklyn and Queens. This included recipe cooking demonstrations using ingredients available at the pantries.

CUCE-NYC also provided nutrition education to nearly 13,000 people at farmers markets through the USDA's Farmers Market Nutrition Program.

CUCE-NYC's Family and Youth Development (FYD) program area uses research to strengthen knowledge of youth development, health and programming. FYD encompasses many initiatives and collaborations including parenting education, **4-H** Youth Development, teen leadership programs and **ACT for Youth**.

FYD Program Leader Jackie Davis-Manigaulte co-chaired the Culturally Inclusive Parenting Task Force, sparked by Cornell Human Ecology's Protecting Vulnerable Families and Children in the Crosshairs of the Opioid Epidemic Research-Practice Partnership, funded by the W. T. Grant Foundation. This initiative worked with Cornell Cooperative Extension educators from across the state to explore inclusive and culturally responsive parenting programs, lead a statewide parenting in-service and recruit individuals to join a community practice. These efforts will generate ideas for culturally inclusive parenting resources and programming beginning in 2023.

CUCE-NYC's Hydroponics, Aquaculture and Aquaponics Learning Labs at FFHS provided fresh produce,



Rachel Dunifon, Rebecca Q. and James C. Morgan Dean of Cornell Human Ecology, speaks during the Action Research Collaborative symposium on Aug. 11, 2022 in New York City. (Susan Farley)

such as lettuce, herbs and tilapia grown in the FFHS hydroponics and aquaponics systems to more than 350 people. The labs also afford students opportunities to learn about food science in a hands-on environment.

The U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) partnered with **CUCE-NYC 4-H Youth Development** to host a roundtable discussion “Preventing Youth Hate Crimes and Identity-Based Bullying.” Fifteen **4-H** teen leaders from NYC Tech Wizard & 4-H Youth Leaders Academy participated in discussions and reflected on their experiences from the death of George Floyd, anti-Asian harassment, and LGBTQ discrimination. Their feedback will inform the future curriculum that will be piloted by OJJDP in 2023.

CUCE-NYC is a partner on the nationwide PANDEMIC (Program to Alleviate National Disparities in Ethnic and Minority Immunizations in the Community) Project, funded by the Centers for Disease Control and Prevention

(CDC) as part of their Partnering for Vaccine Equity initiative. The Bronx PANDEMIC Project included physicians and nurses, professors, public health masters and medical students, community health workers, community members, and CUCE staff providing reliable information on the COVID-19 vaccine to Bronx residents, asking Bronx residents about their perceptions of the COVID-19 vaccine, and hosting a COVID-19 town hall at Bronx Community College to address community concerns.

Faculty Engagement

A strategic effort for the BCTR in 2022 was to make Cornell faculty aware of the opportunities to conduct translational research in the center that improves lives. Faculty can look to the BCTR as a conduit to connect their research with communities and policymakers, creating partnerships that will strengthen each branch of the partnership.

In 2022, the **BCTR** provided faculty the opportunity to teach students about translational research, through our new one-credit course offering, Special Topics in Translational Research (HE 5060). First offered in the fall semester, the course offered three sections:

- Evidence-based Programs for Adolescent Health – led by Amanda Purington Drake from **ACT for Youth**, students learned about the translational research process within the domain of evidence-based programs related to adolescent sexual health. Students then proposed modifications to existing evidence-based program lessons delivered in concert with the New York State Department of Health’s adolescent sexual health initiative.
- Building Community Food Systems – led by Jamila Walida Simon, **New York State 4-H** civic engagement specialist, students helped the St. James AME Zion Church in Ithaca use data to help best design a new commissary kitchen to be used by the church and

community. See more in the Community Engagement section of this report on page 25.

- Critical Consciousness and Youth Development – led by Postdoctoral Associate Esther Burson, students explored the theory of critical consciousness – a liberatory pedagogy for social change conceptualized by Paulo Freire, its adoption in developmental scholarship, and its applications for youth-focused interventions. Developmental psychology has termed critical consciousness “an antidote to oppression” for its potential to empower youth from marginalized backgrounds to navigate inequality.

In 2022, generous funding from BCTR enabled **RCCP** to fund three pilot projects with faculty.

First, Maureen Waller from the Cornell Jeb E. Brooks School of Public Policy and Ph.D. student Jenna Sheldon are using data from the Multi-site Family Study on Incarceration, Parenting and Partnering (MSF- IP) to investigate barriers and supports associated with the



The Action Research Collaborative team during its first symposium in New York City. (Susan Farley)

frequency and quality of children's contact with fathers during incarceration, and whether children with more frequent and higher quality contact during their father's incarceration have better educational, behavioral, and emotional outcomes.

Also, two faculty from Cornell Human Ecology, Keith Green from the Department of Human Centered Design, and Yarden Kedar from the department of Psychology, are developing a prototype of eMo-Bo, a non-humanoid, personal-robot chatbox that is intended to enhance young children's awareness and expression of their emotions through both verbal and non-verbal means, and enhance positive relational processes between children and their caregivers in an era in which high-quality interactions between children and their caregivers are in decline.

eMo-Bo may aid in the recovery, adaptive functioning, and positive development of young children who have experienced developmental trauma or extreme adversity (e.g., displaced, abused, abandoned, orphaned children). Children who experience atypical, out-of-home rearing often lack sufficient and consistent attention, responsiveness, and enjoyable interactions with their non-biological attachment figures. eMo-Bo would encourage children to express their feelings, enabling caregivers and

professional staff to gain knowledge about each child's challenges and act accordingly.

Plus, Janet Loebach in the Department of Human Centered Design is continuing an ongoing collaboration with **RCCP** by beginning the development of trauma-informed design (TID) guidelines and assessment tools for Therapeutic Residential Care (TRC) facilities. Early academic research in this emerging discipline has begun to validate the potential for TID to support the goals of trauma-informed care (TIC) approaches in settings serving adult populations who have experienced trauma. However, more work is needed to understand the potential of the built environment to promote recovery from complex trauma, particularly for youth in TRC or similar settings. This study begins to address the gap in knowledge related to the potential role of the physical environment in not only minimizing the impacts of trauma for youth in care but to promote their development and thriving within and beyond their stay in TRC.

Loebach is also working with **ACT for Youth**, advising the project on an evaluation design.

For the providers that **ACT for Youth** support, Josh Felver, BCTR's visiting research scholar, gave a webinar on mindfulness-based programming for stress reduction

to support child and adolescent health. Kelly Musick and Dan Lamb from the Cornell Jeb E. Brooks School of Public Policy provided workshops on conducting focus groups and interviews.

ACT for Youth was also part of a team that developed digital tools that help asylum seekers and other immigrants access public benefits. The team also developed Rights for Health, a website dedicated to sharing accurate and accessible information on health and legal help available to immigrants in the U.S.

The Program on Research for Youth Development and Engagement (PRYDE) encourages faculty to serve as research mentors to undergraduates in the PRYDE Scholars program who receive funding from PRYDE and coursework in community partnership and translational science. In 2022, 12 faculty members served as PRYDE mentors. Faculty also connected to PRYDE as presenters at the annual Youth Development Research Update, a conference for youth practitioners that provides a stage for researchers to both share their work and seek new collaboration opportunities.

Faculty engage with **The Parenting Project** through presentations at the in-service and as connections for campus-county partnerships with Cornell Cooperative Extension parent education efforts.

Within the university, the **Community Neuroscience Initiative (CNI)** has chosen to remain small (with three principal investigators) due to a general lack of orientation toward community-based work in neuroscience. However, **CNI** has created a growing network of community-oriented neuroscientists outside of the university which include: Andre Fenton, New York University; Gina Poe, University of California, Los Angeles; Joe Osborne, Weill Cornell; Kelli Duncan, Vassar College; Kevin Jones, University of Michigan; Laura Cocas, Santa Clara University; and Sebastian Alvarado, Queens College of New York.

The **Action Research Collaborative (ARC)** has engaged faculty across disciplines and colleges to support dynamic exchanges between community members and researchers by offering monthly faculty workshops and a summer writing retreat.

In September, **ARC** offered a two-day op-ed workshop, Write to Change the World, which was sponsored by funds from the Provost Office of Faculty Development and Diversity.

In October, **ARC** sponsored junior faculty to attend the Cornell Center for Health Equity Symposium in New York City to build collaborations across the campuses.

Faculty engage with **Cornell University Cooperative Extension-NYC (CUCE-NYC)**, using their research to support community-centered projects.

Tashara Leak, assistant professor in the Division of Nutritional Sciences at Cornell Human Ecology and co-director of **ARC**, collaborates with **New York State 4-H** and **CUCE-NYC** to offer the Advanced Cooking Education (ACE) afterschool club to **New York City 4-H** students. In each session, youth are engaged in a culturally inclusive nutrition lesson and mindfulness and professional development activities.

Neil Lewis, Jr., assistant professor in the Department of Communication at the College of Agriculture and Life Sciences and co-director of **ARC**, is co-principal investigator on the EXCITE Project (Extension Collaboration on Immunization, Teaching, and Engagement) with **CUCE-NYC** Executive Director Jennifer Tiffany. The project, which received \$200,000 in funding from EXCITE, aims to improve vaccine confidence and uptake in vulnerable communities across New York State.

Angela Odoms-Young, associate professor in the Division of Nutritional Sciences at Cornell Human Ecology, has engaged the Tree of Life Center Partnership in planning her on-going research. She is closely involved with **CUCE-NYC's** Nutrition and Health Program as director of the Division of Nutritional Sciences Food and Nutrition Education in Communities program and New York State's Expanded Nutrition and Food Education Program (EFNEP) director.

Student Engagement

During 2022, the BCTR made a concerted effort to reengage students with opportunities available to them in the center. With a revamped student opportunity page on the BCTR website and increased outreach to students, our projects have been able to give students a chance to apply what they've learned in our communities and gain a better understanding of translational research in practice.



Students from Jamila Walida Simon's Special Topics in Translational Research class helped members of the St. James AME Zion Church in Ithaca with its kitchen renovation. (Nicholas Zurcher)

In the fall semester, the **BCTR** launched a new course, Special Topics in Translational Research (HE 5060), where students learn and apply research on a special topic within translational research and work in tandem with community partners. More information on that course is in the Faculty Engagement section of this report on page 31.

Contribution Project

In 2022, a collection of BCTR staff and students administered the Contribution Project. The Contribution Project invites any Cornell undergraduate student to submit an idea for a meaningful contribution they could make to themselves or others. Of the many contribution ideas received, 100 were selected to receive \$400 each to support their pursuit.

Some of the contributions included funding healthcare visits in India, creating modular shoes, helping high school students navigate the college application process, and handing out cash to people on campus to brighten their day.

Nearly every college and school at Cornell was represented and some of these contributions have ripple effects that are still contributing to the world today. Funding for the Contribution Project was obtained from a generous gift from Hopelab.

In the spring semester, the **PRYDE** Scholar program graduated eight seniors, who participated in a PRYDE capstone by leading the Act for Change anti-racism program with a cohort of youth and collaborating with the **4-H** program creators to design a theory of change. Meanwhile, a new cohort of nine juniors began the two-year program sequence in Fall 2022.

Class of '23 seniors have been facilitating **PRYDE**'s Youth Investigators curriculum with a group of teens in an AP Seminar class at Rochester Prep High School (see Community Engagement Section on page 25 for more information), while a new cohort of nine juniors began the two-year program sequence in the fall.

PRYDE also nurtured two independent student collaborations with **4-H** leaders. Sofia Urquiola '22 worked directly with Melissa Schroeder of Cornell Cooperative Extension - Schuyler County to test a new set of evaluation tools developed in her work with Tamar Kushnir to help educators assess growth mindset and related concepts among youth. Abby Morales '23 led the second iteration

of a collaboration with Susan Coyle at CCE Monroe to lead a mindful cooking class with CCE colleagues in nutrition.

For the first time, **PRYDE** worked with students beyond the PRYDE Scholars program as summer interns. Philly Latorre '23 and Liam Kaplan '23, joined the PRYDE team to support program implementation and evaluation related to the Youth Investigators program.

PRYDE has also worked with two psychology graduate students over the course of the last year, Valerie Bambha and Chris Davis, contributing to PRYDE projects and exploring research designs for applied, translational contexts.

PRYDE students also assisted with two other BCTR programs. Four **PRYDE** scholars assisted ACT for Youth with reviewing evaluation data for quality, literature reviews, measures identification, and qualitative data collection and synthesis, while three PRYDE students helped **RCCP** with coding qualitative data, conducting literature reviews, and developing multimedia presentations. One student prepared and submitted a poster abstract to the Society for Community Research and Action 2023 Conference.

Undergraduate and graduate researchers were invited to participate in the **Community Neuroscience Initiative's (CNI)** monthly neuroscience and education lectures. Graduate students learning about neuroimaging had the opportunity to support pre-service educators during visits to two Syracuse elementary schools for Get to Know Your Brain Days.

Plus, undergraduate and graduate students helped with **CNI**'s neuroconsulting efforts by helping with literature searches and writing targeted reports.

Beginning with the fall semester, **Action Research Collaborative (ARC)** provided support to graduate students and postdoctoral scholars committed to action research and community engagement. This included monthly workshops discussing mentorship, funding, advocacy and networking; and providing feedback on fellowship and grant applications (e.g., National Science Foundation Graduate Research Fellowship Program), as well as postdoctoral applications.

ARC offers a summer fellowship for two Ph.D. students in CHE or CALS who demonstrate a strong commitment to action research and community engagement. The 2022 fellows, both from CHE, were Katherine Baker, Ph.D.



Melissa Olson, Harvey Diaz, Rev. Patrick O'Connor, and Jennifer Tiffany speak about the Tree of Life Partnership during the National Urban Extension Conference in Camden, NJ on May 24, 2022. (Juan Vazquez-Leddon)

student in the Division of Nutritional Sciences, and Aishat Sadiq, Ph.D. student in the Department of Psychology.

Graduate students supported **ARC** and engaged with the community in several ways, such as volunteering with community organizations (including the Salvation Army and the Tree of Life Center), conducting secondary data analysis to produce a paper about food insecurity and cardiovascular disease, and being awarded \$1,000 by alumni to attend cultural events around New York City including a visit to the Jean-Michel Basquiat exhibit and a tour of the United Nations.

Students engaged with **The Parenting Project** through internships, and in 2022, **The Parenting Project** received funding for a CHE-CCE Family Support: Educational Resources for Families of Gender Diverse Children summer internship in Suffolk County.

Cornell University Cooperative Extension-NYC (CUCE-NYC) engages undergraduate and graduate students by offering internships, work-study positions, and offering fieldwork opportunities. During the summer, three interns supported the **CHAT Project** (Choose Health Action Teens), supervised by CUCE-NYC Family & Youth Development Program Leader Jackie Davis-Manigaulte. Interns mentored teens preparing them to teach the nutrition and fitness curriculum to middle school youth. One of this year's interns supported by Manigaulte's mentorship went on to become a community health specialist at the Colorado State Cooperative Extension.

Also, 20 nutrition and health interns supported **CUCE-NYC's** initiatives; nearly half of these interns worked at Greenmarkets in New York City.

CUCE-NYC's Nutrition and Health programs offer dietetic and nutrition internships to Cornell students and students from around New York state, where interns gain experience in fieldwork, nutrition research, and community education.

All dietetic interns, by the completion of their internship, create research-based nutrition education posters for **CUCE-NYC's** website. Interns think creatively about digital storytelling and sharing health tips that resonate with community members.

Cornell Institute for Translational Research on Aging (CITRA) staff offered two courses to engage undergraduate students this past year. The first course was a Dissemination Lab in the spring that focused on the Improving Resident Relationships in Long-Term Care (IRRL) Program, and the second course was a Dissemination Lab in the fall focused on the Retirees in Service to the Environment (RISE) Program. Both courses involved students reviewing program materials, creating publicity materials, and contacting potential sponsors and partners.

CITRA staff also worked with one Ph.D. student, Julia Nolte, and one MPH student, Sara Grieco. Nolte worked on data analysis and publications across multiple projects, whereas Grieco assisted with materials for **CITRA's** upcoming Aging & Climate Change Clearinghouse project.



TOP: Student contributions for the 2022 Contribution Project were on display during a Student Showcase on May 5, 2022 in the HEB Commons.
 BOTTOM LEFT: Katie Go '22 talks about her Contribution, helping students succeed in the high school International Baccalaureate program.
 BOTTOM RIGHT: Students selected to make contributions enjoy the student showcase event.

Publications & Presentations

Publications

- Bhandari, A., Freed, D., Pilato, T., Taki, F., Kaur, G., Yale-Loehr, S., Powers, J., Long, T., & Bazarova, N. (2022). Multi-stakeholder perspectives on digital tools for U.S. asylum applicants seeking healthcare and legal information. *Proc. ACM Hum.-Comput. Interact.*, 6(CSCW2). [ACT for Youth] <https://doi.org/10.1145/3555642>
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- Izzo, C. V., Smith, E. G., Sellers, D. E., Holden, M. J., & Nunno, M. A. (2022). Promoting a relational approach to residential child care through an organizational program model: Impacts of CARE implementation on staff outcomes. *Children and Youth Services Review*, 132, 106330. [RCCP] <https://doi.org/10.1016/j.childyouth.2021.106330>
- Jouzi, Z., Baker, K., Hidalgo Nazario, G., Sadiq, A., (Working paper) Environmental Justice and Public Health: The case for food insecurity, air quality and cardiovascular diseases in Queens, New York. [ARC]
- Krohn, J., Davis-Manigaulte, J., Fulcher, C., & Tiffany, J. (2022). Visualizing Diversity: Spatial Data as a Resource Enabling Extension to Better Engage Communities. *Journal of Human Sciences and Extension*, 10(2), 4. [CUCE-NYC] <https://doi.org/10.54718/AEKV5040>
- Kruzan, K. P., Whitlock, J., Bazarova, N., Bhandari, A. & Chapman, J. (2022). Use of a mobile peer support app among young people with nonsuicidal self-injury: Small-scale randomized controlled trial. *JMIR Formative Research*. 6(1), e26526. [CRPSIR] <https://doi.org/10.2196/26526>
- Kruzan, K. P. & Whitlock, J. Digital media, suicide and self-injury. (2022). In Nesi, J. Telzer, E. & Prinstein, M. J. (Eds.). *Handbook of Adolescent Digital Media Use and Mental Health*. Cambridge University Press. [CRPSIR] <https://doi.org/10.1017/9781108976237.018>
- Kruzan, K. P., Bazarova, N. N., & Whitlock, J. (2021). Investigating Self-injury Support Solicitations and Responses on a Mobile Peer Support Application. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW2), 1-23. [CRPSIR] <https://doi.org/10.1145/3479498>
- Lewis, N. A., Jr. Covid-19 is an inverse equity story, not a racial equity success story. *Stat News* (October 25, 2022) [ARC] <https://www.statnews.com/2022/10/25/covid-19-inverse-equity-story-not-racial-equity-success-story/>

Lewis, N. A., Jr. What happens when American children learn about racism. *FiveThirtyEight* (June 17, 2022) [ARC] <https://fivethirtyeight.com/features/what-happens-when-american-children-learn-about-racism/>

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Tepper, S.J., Spruill, M.K., Premachandra, B., & Lewis, N.A. (2022) Surveys as conversations between makers and takers: A conversational framework for assessing and responding to community needs. *Analyses of Social Issues and Public Policy*, 00 1– 20. [ARC] <https://doi.org/10.1111/asap.12326>

Reports

Parent Education Evaluation [The Parenting Project]:

Statewide Report

Outcomes of Parent Education Programs (2021-2022): <https://www.human.cornell.edu/engagement/parenting-project/for-professionals/evaluation-tools/results-state>

This research brief presents data collected from participants in CCE parent education programs held across NY State between July 2021 and September 2022

Program Reports

Individual Program Reports can be accessed at: <https://www.human.cornell.edu/engagement/parenting-project/for-professionals/evaluation-tools/results-state>

County Reports

Individual County Reports can be accessed at: <https://www.human.cornell.edu/engagement/parenting-project/for-professionals/evaluation-tools/results-state>

Presentations

Youth Purpose by Anthony Burrow, NYS 4-H Annual Conference, Milan, NY. **[NYS 4-H/PRYDE]**

Purpose in life as a psychological resource by Anthony Burrow, 4-H Positive Youth Development Academy. **[NYS 4-H]**

A Context-Driven Approach to Addressing Health Disparities by Neil Lewis, Jr. Tripler Army Medical Center, Honolulu, HI. **[ARC]**

Advancing Theory and Equity at the Same Time. Neil Lewis, Jr. at the Robert Cialdini Leap Forward Lecture, Department of Psychology, Arizona State University, Tempe, AZ. **[ARC]**

Open Science in an Unequal Society by Neil Lewis, Jr. at the Office of Behavioral and Social Sciences Research, National Institutes of Health. Bethesda, MD. **[ARC]**

Behavioral Insights for Building More Equitable Societies, by Neil Lewis, Jr. at Rotman School of Management, University of Toronto, Toronto, ON. **[ARC]**

Youth Investigators: Helping Youth Use Research to Investigate their World by Kristen Elmore, Esther Kim, and Euna Carpenter at the New York State Association of Cornell Cooperative Extension 4-H Educators Annual Conference. **[PRYDE]**

Act for Change: A Successful Campus-County Collaboration by Melanie Forstrom, M. Ware and Esther Kim at the New York State Association of Cornell Cooperative Extension 4-H Educators Annual Conference. **[PRYDE]**

Training Teens to Ask Research Questions about their World by Kristen Elmore and Esther Kim at the Youth Development Research Update. **[PRYDE]**

Angela Odoms-Young spoke at the White House Conference on Hunger, Nutrition, and Health in Washington, D.C. **[ARC/CUCE-NYC]**

What causes older parent – adult child estrangement? A qualitative interview study by Julia Nolte, Marie Cope and Karl Pillemer. Poster presented at the annual meeting of the Gerontological Society of America in Indianapolis, IN, and was recipient of the ESPO (Emerging Scholar and Professional Organization) Poster Award. **[CITRA]**

A low-resource model for dissemination of long-term care interventions by Karl Pillemer, Marie Cope, Matthew Luebke, Blake Robertson, Talia Petigrow and Leslie Schultz. Poster presented at the annual meeting of the American Public Health Association in Boston, MA. **[CITRA]**

ACT for Youth, in collaboration with the NYSDOH's Bureau of Women, Infant and Adolescent Health (BWIAH), Cicatelli Associates, Inc., and John Snow, Inc., convened a virtual Provider Meeting in July. Under the theme of Building on Community Strengths for Health and Justice, presentations and workshops were offered in the areas of centering community voices and creating action; building capacity for diversity, equity, inclusion, and justice; and building organizational strengths.

ACT-led presentations included:

Jane Powers and Amanda Purington Drake — Using Focus Groups to Inform BWIAH Initiatives and Strategies

Amanda Purington Drake and Marisol DeLeon — Social Media and Adolescent Well-Being

Heather Wynkoop Beach — Promoting a Culture of Self-Care: What Supervisors and Organizations Can Do

Michele Luc— A Family Affair: Self-Care for Caregivers

Policy and Practitioner Partnership to Promote Adolescent Sexual Health in New York State by Jane Powers and Amanda Purington Drake at the fifth annual Fuse International Conference. **[ACT for Youth]**

Using a Theory of Change to Guide Purposeful Programming by Rich Heresniak and Andrea Turnbull, RCCP with Bill Martin and Jim Hatfield, Waterford Country School at the Association of Children's Residential and Community services (ACRC) Second Annual International Direct Care Summit, Plenary Session. **[RCCP]**

Creating Conditions for Change with Children in Residential Care by Martha Holden, RCCP and Jim Anglin, University of Victoria, BC, Canada, the keynote address at the Child and Youth Residential Care Conference & Workshops in Malta. **[RCCP]**

Social media and youth wellbeing: Where we are and where we are going. International Francqui Professor Inaugural lecture by Janis Whitlock. **[CRPSIR]**

Social media mental health. Francqui Class of Excellence by Janis Whitlock. **[CRPSIR]**

Advances in self-compassion interventions for youth mental health (May 19). Francqui Class of Excellence by Janis Whitlock. **[CRPSIR]**

NSSI research and intervention in context: A personal reflection. International Society for Study of Self-Injury, 2022 Faculty Fellow Keynote by Janis Whitlock. **[CRPSIR]**

Novel frameworks for NSSI early intervention and prevention: Key elements and lessons learned. Francqui Class of Excellence by Janis Whitlock. **[CRPSIR]**

Parenting teens in the digital age. Francqui Class of Excellence by Janis Whitlock. **[CRPSIR]**

The cutting edge: understanding and addressing non-suicidal self-injury in youth. Lecture at VUB, Brussels, Belgium by Janis Whitlock. **[CRPSIR]**

Social media and adolescent mental health: Current state of the field and implications for action. Francqui Class of Excellence by Janis Whitlock. **[CRPSIR]**

Kim Kopko & Julia Chapman, The Parenting Project: 2022 update and review. Webinar presentation at Parenting Education In-Service, Ithaca, NY. By Kim Kopko and Julia Chapman. **[The Parenting Project]**

The Parenting Initiative, webinar presentation at Parenting Education In-Service, Ithaca, NY by Kim Kopko. **[The Parenting Project]**

CUCE-NYC program leaders Carol Parker and Jackie Davis-Manigaulte as well as Executive Director worked with Rutgers University and the National Urban Extension Leaders organization to plan and carry out the 2022 National Urban Extension Conference, including its Community Connections initiative. CUCE-NYC presentations included:

Tree of Life Center Partnership: Building a village in NYC by Jennifer Tiffany, Patrick O'Connor, Melissa Olson & Harvey Diaz at 2022 National Urban Extension Conference, Camden, NJ. May 2022. **[CUCE-NYC]**

New York City Teens Teach Nutrition Virtually to Youth During COVID-19: Design and Impact by Jacqueline Davis-Manigaulte, Wendy Wolfe and Dana Wheeler at 2022 National Urban Extension Conference, Camden, NJ. May 2022. **[CUCE-NYC]**

Dairy in the Classroom: NYC Dairy Education Pilot Project by Marta Garcia, Imani Dailey, Liam Geva, and Philson A.A. Warner at 2022 National Urban Extension Conference, Camden, NJ. May 2022. **[CUCE-NYC]**

Imagine Science & 4-H Extension: Engaging Underrepresented Youth through Collaboration by Jackie Davis-Manigaulte, Jaden Kelly, Tiffany Sessions, and Lucinda Randolph-Benjamin at 2022 National Urban Extension Conference, Camden, NJ. May 2022. **[CUCE-NYC]**

Keynote address by Angela Odoms-Young for 2022 National Urban Extension Conference, Camden, NJ, May 2022. **[CUCE-NYC]**

Funding

The Bronfenbrenner Center for Translational Research received \$218,809 from Hopelab, a social innovation lab that aims to remove systemic barriers to youth mental health and emotional well-being in order to shape a future where young people can thrive. Hopelab's funding will support two years of The Contribution Project, a BCTR initiative that provides \$400 to 100 Cornell undergraduates to make a contribution of their choice. Anthony Burrow is principal investigator for The Contribution Project.

New York State 4-H received several new grants in 2022, most notable is a three-year grant from the USDA-National Institute of Food and Agriculture Women and Minorities in STEM program. The program, Mentoring Young Women and Minorities to Expand STEM Careers in Food and Agriculture in New York State's North Country Region and Beyond, will lead to the development of a new curriculum, which will be piloted in the North Country, and evaluation. The goal is to create a mechanism for introducing youth from diverse backgrounds to the career opportunities available in New York's expanding food and agricultural economy. Mingla Charoenmuang, the New York State 4-H food systems specialist, is providing leadership for this project. In addition, Charoenmuang developed and published 4-H Food Systems Exploration, a brand new 4-H curriculum supporting 4-H educators across the state to help youth explore the complex system of relationships within the food systems that youth engage with constantly.

The Program for Research on Youth Development and Engagement (PRYDE) is a collaborator on a Public Issue Network Grant from the David M. Einhorn Center for Community Engagement on youth-led media for social justice. Victoria Fleming from Cornell Cooperative Extension – Suffolk County is PI for the grant.

PRYDE also received generous funding from Rebecca Q. Morgan '60 which will provide PRYDE \$200,000 per year over the next five years to continue its goal of promoting optimal youth development.

The Parenting Project received a three-year Smith-Lever grant in 2021 to continue its work through 2024.

ACT for Youth received its fifth award with the New York State Department of Health to continue the partnership in promoting the health and well-being of adolescents in New York state. This award is the first 'sole source' funding, which means ACT for Youth was awarded the funding without an application process.

ACT for Youth is contracting with the Kind to Kids Foundation for one year to evaluate its UGrad Academy, which helps youth in foster care graduate from high school and succeed in college and career. This program serves foster care-involved youth from third grade through college in the state of Delaware.

ACT for Youth continues to conduct research syntheses through its Smith-Lever funded Research Synthesis and Translation Project which is now in its fourth funding cycle. This project expands resources to increase research-based decision-making by practitioners and policy makers

and provides systematic translational reviews of relevant research for faculty and Cornell Cooperative Extension practitioners to inform and strengthen their work to benefit the people of New York state.

Community Neuroscience Initiative (CNI) received a \$300,000 grant from the New York Health Foundation to democratize neuroscience in central New York through education and community development.

In addition, a \$5 million planning grant from the Dana Foundation will help establish a future Dana Center for Neuroscience and Society.

CNI also received \$1,800 in September from the Marine Biological Laboratory Alumni Regional Outreach and Communications in STEM, and \$37,000 from Hopelab for explorations of equitable access to purpose though de-stressing techniques.

Residential Child Care Project (RCCP) received a five-year, \$2.14 million grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to serve as part of the National Child Traumatic Stress Network. RCCP will improve training available to Therapeutic Foster Parents and agency staff who work with and support those parents and children.

RCCP also received a three-year, \$1.3 million grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development. The funds will help adults use purposeful interactions and build developmental relationships with children in out-of-home care.

In addition, **RCCP** received a five-year, \$4.5 million grant from the New York State Office of Children and Family Services for crisis intervention, de-escalation, and restraint training for residential care providers in the state.

In 2022, **Action Research Collaborative (ARC)** leadership raised over \$800,000 to fund action research. This includes the following:

- \$167,000 from New York state;
- \$180,000 from the U.S. Department of Agriculture and New York state to evaluate and expand the Double Up Food Bucks New York State program;
- \$75,000 from the John S. and James L. Knight Foundation for the Envisioning & Enacting Faculty Parity Project;
- \$25,000 from the Provost Office of Faculty Development and Diversity to conduct the Write to Change the World op-ed workshop;

- \$20,000 from the New York City Department of Health and Mental Hygiene to improve communication about health equity;
- and a \$4,000 Cornell Human Ecology Engaged Research Seed Grant to expand gardening and nutrition education opportunities for families in transitional housing.

In addition to multiple ongoing sponsored and non-sponsored awards and allocations and fee-for-service contracts, **CUCE-NYC** was awarded over \$1,359,000 in new funding in 2022. This includes:

- \$333,000 from New York state;
- \$100,000 per year for five years from Weill Cornell Medicine's Clinical and Translational Sciences Center as part of a Community Engagement in Research Subaward;
- \$275,000 from the Robin Hood Foundation's Fund for Early Learning Fuel for 50 initiative;
- \$150,000 in increased endowments to the Michael W. N. and Shirley N. Chiu Fund for Early Childhood;
- And \$101,000 from Montefiore Albert Einstein College of Medicine for the PANDEMIC Bronx Project (Program to Alleviate National Disparities in Ethnic and Minority Immunizations in the Community).

The Cornell Institute for Translational Research on Aging (CITRA) received a \$596,010 R61/R33 research grant from the National Institute on Aging. The project, Primary Care Screening and Intervention for Elder Neglect in Patients with Dementia: An Evidence-Based Approach, is led by Tony Rosen.

CITRA also received a Cornell Multi-Investigator Seed Grant (MISG) for a project titled An Integrated Research Program to Support Caregivers of Older Adults, led by Sara Czaja, Anthony Ong, Karl Pillemer and Cary Reid.

Looking Forward

Throughout this report, you've been privy to what has been a tremendous year for the BCTR, and that has planted the seed for a flourishing 2023. Here is what the BCTR has planned for the upcoming year.

The **BCTR** will continue to offer its HE 5060 Special Topics in Translational Research course to interested students, which will continue to offer an opportunity for faculty to share their expertise, introduce students to translational research, and give insight to the BCTR's projects.

The growth of the **BCTR** means the center will expand its administrative staff to match the needs the center and its projects. Sarah Harrington will move to a new role in the BCTR, manager of programs and administration, a role aligned with the increasing duties she has acquired through her time in the center. The center will be hiring a new project coordinator whose focus will be on understanding the current work scope for all the projects and linking together projects that have shared or complimentary research interests.

The **BCTR** will also welcome a new project into the center, GripTape. founded in 2015, GripTape focuses on youth-driven learning, giving teens the resources and opportunities to learn about topics they are interested in through its signature program, the Learning Challenge.

The Learning Challenge allows teens to decide what they want to explore and how to do that. Teens have 10 weeks to complete the challenge and can't spend more than one-third of their time in adult-led experiences—a nod to a youth-driven learning experience.

By joining the **BCTR**, GripTape will expand the scope of youth-focused research opportunities to include non-traditional educational settings.

In addition to supporting the vast network of 4-H staff, faculty, volunteers, and youth, the **New York State 4-H team (NYS 4-H)** will continue engagement with the national 4-H effort to adopt the Thriving Model of Positive Youth Development, including additional staff and volunteer training, expansion of the Thrive Champions Network, and participation in the April Positive Youth Development Academy

NYS 4-H will be working with BCTR leadership, National 4-H Council, and Dr. Richard Lerner and his team as the results of the most recent (2020-2022) study of Positive Youth Development in 4-H are reviewed and shared with the field.

NYS 4-H Extension Association Jamila Walida Simon, working with faculty from the Department of Communication at the College of Agriculture and Life Sciences, will be releasing a new broad-based 4-H communications curriculum, developed in collaboration with Cornell faculty, 4-H youth, educators, and Cornell undergraduate students during 2021 and 2022. The curriculum will be released in February and will lead to the return of the 4-H Communications Institute on campus in fall 2023.

NYS 4-H will also be working with county and campus partners to develop strategies to address core program challenges, barriers, and opportunities that were identified during an expanded retreat. The participants, from all levels of the 4-H program, identified the following core issues to be addressed in 2023 and beyond:

- Supporting and expanding opportunities for Cornell Cooperative Extension 4-H educators to grow in their careers through the development of additional career pathways, along with county, regional and state leadership roles.
- Expand communication systems, in-service opportunities and spaces for engagement across the decentralized NYS 4-H program, including statewide 4-H “town hall” meetings, an on-campus in-service for educators and increased opportunities for youth to connect both virtually and in person.
- Continue and expand efforts to advance justice, equity, diversity, and inclusion in the NYS 4-H program. This includes creating access and opportunity for all youth to connect to 4-H and to have a voice in both their 4-H program and their communities.

The **Program for Research on Youth Development and Engagement (PRYDE)** will continue its work on Youth Investigators in 2023, with these overarching goals: design a training for program facilitators, complete an evaluation study, and create a dissemination model to invite future PRYDE Scholars and **New York State 4-H** educators to use these materials. **PRYDE** is also excited to design a new professional development experience for 4-H educators, the goal of which is to empower educators to use the science of purpose to enhance youth program experiences.

The Parenting Project will be developing new public health-focused parenting education materials and resources. A survey has identified several topics of interest to parent educators related to public health and parenting programs including parenting and the opioid crisis, creating collaborations with healthcare systems, supporting family nutrition needs, how to talk to families about alcohol use, harm reduction techniques for drug and alcohol use, and screen time for toddlers and teens. The project has begun the process of identifying and contacting faculty members who are experts in these various areas to record a virtual webinar series.

ACT for Youth has submitted two proposals for Federal Capacity Funds: A Smith-Lever proposal to develop an advanced training on youth engagement and a Hatch proposal to conduct research that will inform the development of resources to support the implementation of Social Media TestDrive, an online education program that teaches social media literacy to 9-13 year-olds.

Also in 2023, **ACT for Youth** will evaluate the UGrad Academy in Delaware, commence planning for the Fuse International Conference on Knowledge Exchange in Public Health (hosted by the BCTR in 2024), and redesign the ACT for Youth website.

There are also plans to launch ACT V, which includes supporting the new grantees and next round of DOH-funded adolescent sexual health initiatives. Plus, **ACT for Youth** will expand its fee-for-service opportunities and expand funding opportunities for its work.

In the coming year, the **Community Neuroscience Initiative (CNI)** plans to continue and further expand the second year of both the CNI-Teacher Opportunity Corp II program lecture and Brain Days by increasing the number of scholars and elementary students served by both.

CNI is also creating more formal groups and seeking funds to support undergraduate and graduate internships.

CNI's work is rapidly expanding, so to ensure the sustainability of its work it must invest in long-term strategic planning and advancement. **CNI** is seeking to find leaders to join its Organizational Advisory Board and has contracted Burnell Holland at Gilded Knight consulting for this purpose.

There is also an effort to establish a Community Advisory Board that would advise **CNI** and begin establishing a community-based participatory neuroscience research structure for the future.

CNI has procured funding from Hopelab for three workshops on mindfulness, purpose, and stress for pre-service educators in our Syracuse location. These three-hour workshops will take place in spring 2023.

There are also plans to seek funds to create a symposium that will gather CNI's network of neuroscientists in the U.S. who are actively involved in community engagement. The symposium will convene these neuroscientists, along with community partners, and funders to discuss what neuroscience can do for communities.

The Residential Child Care Project (RCCP) plans to develop a proposal to the National Institutes of Health to collaborate with the Hillside Family of Agencies to use Hillside's extensive administrative data to address basic research questions related to residential care for children.

In 2023, the **Action Research Collaborative (ARC)** will host its second annual ARC Symposium to foster further conversations about equity in action research. It will be held in June at 570 Lexington Ave. in Manhattan.

ARC will also expand efforts to train the next generation of action researchers by hiring a second postdoctoral fellow and explore opportunities to include undergraduates in action research.

ARC will also continue its collaborations with Feld & Fork Network to continue evaluation of the Double Up Food Bucks program; Boys and Girls Club of Harlem to launch a Youth Advocacy Advisory Committee; Salvation Army to launch an adapted Expanded Food and Nutrition Education Program (EFNEP) program for families in transitional housing at the Salvation Army Springfield residence in Jamaica, Queens; and the Tree of Life Center in Jamaica to explore opportunities to implement action research to benefit the Jamaica, Queens community.

In 2023, **Cornell University Cooperative Extension – New York City (CUCE-NYC)** will continue building and strengthening collaborations with community partners, engaging faculty (with a special emphasis on faculty involved in **ARC**) and developing innovative programs. With its emphasis on positive youth development, **CUCE-NYC**

will continue to involve students actively as program participants, teen teachers, interns, and developing professionals in multiple activities. Staff development and program planning will be key areas of emphasis during the coming year. It is anticipated that several **CUCE-NYC** projects will be highlighted in presentations at the upcoming National Health Education and Outreach Conference held at Cornell May 22–24, 2023.

The focus in 2023 for the **Cornell Research Program on Self-Injury and Recovery (CRPSIR)** is completing the Oxford Handbook, along with publishing papers already in progress, and growing the project's translational research. Director Janis Whitlock will continue to run the Living in Uncertain Times journal study in the coming year.

The **Cornell Institute on Translational Research on Aging (CITRA)** will launch its new Aging & Climate Change Clearinghouse website in spring 2023 and will create new outreach materials for its Cornell Family Reconciliation Project by summer 2023. This upcoming year, CITRA staff will also be working on a pilot study of its Partners in Caregiving (PIC) Program in preparation of a PO1 center grant proposal for the National Institute on Aging to establish a Cornell Center on Caregiving at Cornell University. The proposal is expected to be submitted in September 2023.





Cornell Human Ecology

**Bronfenbrenner Center
for Translational Research**

1201 Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

bctr@cornell.edu
bctr.cornell.edu