

# Annual Impact Report

## 2024





**PHOTOS BY**

Heather Ainsworth  
RJ Anderson  
Brenda Emily Photography  
Ryan Issa  
Jason Koski  
Marilu Lopez-Fretts  
Darcy Rose  
Juan Vazquez-Leddon  
Ryan Young



---

## 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.

## Contents

5	Message from the Director
6	Governance
7	About Urie Bronfenbrenner
8	Project Highlights
18	Community Engagement
22	BCTR in NYC
26	Faculty Engagement
28	Student Engagement
31	BCTR Scholars
32	Events
34	Publications & Presentations
41	Funding
42	Looking Forward

## Message from the Director



Dear Community,

With genuine gratitude and pride, I share this overview of the Bronfenbrenner Center for Translational Research's collective accomplishments in 2024. Each achievement highlighted in this report reaffirms our unwavering commitment to our mission – *to improve human lives*.

As the value of higher education faces increasing scrutiny, demonstrating the tangible impact of our work is vital. The BCTR stands as a testament to how research, when thoughtfully applied, can address society's most pressing challenges. What truly distinguishes our approach is our dedication to partnership. Our work is not simply about

communities; it is co-created and thoughtfully pursued with them. By weaving together academic knowledge with community wisdom and needs, we collaborate with community partners to identify solutions that are both evidence-based and deeply relevant.

Our work continues even through uncertain times. It can be unsettling, particularly when we understand clearly that our decisions affect the well-being of our community partners. Yet, I believe that these very challenges illuminate what the BCTR does best: bringing rigorous research to bear on real-world problems with compassion and respect. If times must be uncertain, I know of no finer group with whom to face them than the dedicated individuals who comprise this center.

Looking ahead, we should feel confident that our shared commitment creates a solid foundation. The investments we make today in research, partnerships, and people generate ripples that extend far beyond what we can immediately measure. This enduring impact is perhaps the most profound aspect of our work and will surely inspire even greater achievements in the years to come.

With deepest appreciation for all you do,

A handwritten signature in black ink that reads "Anthony B." The signature is fluid and cursive, with a long horizontal stroke at the end.

Anthony Burrow

*Director, Bronfenbrenner Center for Translational Research | Senior Associate Dean for Outreach and Extension | Ferris Family Associate Professor of Life Course Studies | Department of Psychology, Cornell Human Ecology*

# Governance

---

## Administration

*\*denotes cabinet member*

**Anthony Burrow\***

Director

**Juan Vazquez-Leddon\***

Communications director

**Jamila Walida Simon\***

Associate director for innovation in youth programming

**Kristen Elmore\***

Associate director

**Lynandrea Mejia\***

Administrative assistant

**Craig Higgins\***

Administrative manager

**Sarah Harrington\***

Manager of programs and administration

**Carley Robinson\***

Program coordinator

**Denice Markley**

Accounts representative

---

## Cabinet

**Amanda Purington Drake**

ACT for Youth

**Kimberly Kopko**

The Parenting Project

**Karl Pillemer**

Cornell Institute for Translational Research on Aging (CITRA)

**Rachel Dunifon**

Cornell Project 2Gen

**Tashara M. Leak**

Action Research Collaborative (ARC)

**Deborah Sellers**

Residential Child Care Project (RCCP)

**Marlen Gonzalez**

Community Neuroscience Initiative (CNI)

**Neil Lewis, Jr.**

Action Research Collaborative (ARC)

**Jennifer Tiffany**

Cornell University Cooperative Extension – NYC (CUCE-NYC)

**Martha Holden**

Residential Child Care Project (RCCP)

**Mary Maley**

ACT for Youth

**Jie Zeng**

Cornell University Cooperative Extension – NYC (CUCE-NYC)

**Andrea Turnbull**

Residential Child Care Project (RCCP)

**Mark Murphy**

GripTape

**Alexa Maille**

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 by creating programs and policies dedicated to improving human health and well-being.

Born in Moscow, Russia in 1917, Bronfenbrenner came to the United States at age 6. After graduating from high school in Haverstraw, 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 earned him honors and distinguished awards at home and abroad. He held six honorary degrees, three of them from European universities. The most recent American award (1996), henceforth 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

---



4-H'ers from across the state learn about agriculture during the annual 4-H Career Explorations event.

# 4-H Youth Development



**Director: Alexa Maille, Interim NYS 4-H Youth Development Program Leader**

4-H empowers young people with the skills to lead for a lifetime. We see that every young person has valuable strengths and real influence to improve the world around us. New York State 4-H, the youth development program of Cornell Cooperative Extension (CCE), works to create a world in which youth and adults learn, grow, and work together as catalysts for positive change. 4-H connects youth to hands-on learning opportunities that help them grow into competent, caring, contributing members of society. In 4-H programs, youth complete hands-on health, science, agriculture, and civic engagement projects. Youth experience 4-H in every county in New York State, including New York City, through in-school and after-school programs, school and community clubs, and 4-H camps.

Helping youth thrive is the shared purpose of 4-H, and positive youth development is the science that supports us on the pathways of that purpose. NYS 4-H aligns 4-H practice, program design, and professional development with the 4-H Thriving Model and the most current positive youth development research and best practices.

## How our youth thrive

Cornell Cooperative Extension engaged more than 120,000 youth in long-term programs and more than 280,000 in short-term programs statewide. All local CCE Associations had 4-H club and 4-H school enrichment programs; 78% had project-focused community 4-H programs; and 50% led 4-H after school and 4-H camp programs. 4-H programs statewide also engaged with more than 9,000 volunteers and community partners.

Through these opportunities, NYS 4-H'ers are developing skills in critical leadership, workforce development, and community engagement while addressing poverty, food insecurity, environmental stewardship, and social issues. These skills allow 4-H'ers to pursue their sparks and use what they learn to contribute to their communities.

## 4-H leads agriculture programming

4-H'ers are learning about and leading programs on New York State's agriculture and food systems, including the Ag in the Classroom program for preschoolers. Across New York, 80% of CCE Associations lead agriculture programming in schools.

In CCE Putnam 4-H, high school students learn about food systems, production, consumption, and waste. Youth in this program all reported a desire to reduce food waste and increase recycling efforts.

At the Extension Learning Farm at CCE St. Lawrence County, local schools participate in farm field trips where students engage in hands-on lessons on topics like animal and plant science, local food systems, and career pathways in agriculture.

*"I would want to do this again because the experience was so much fun. I loved seeing the reaction of the children and hearing about the topic in their words."*

– Ag in the Classroom teen teacher from CCE Monroe 4-H

*Continued »*

**4-H and STEM**

4-H'ers are learning important science and engineering skills, helping to develop STEM skills and mindsets. They are also acquiring problem-solving, teamwork, and leadership skills.

In robotics programs at CCE Ontario, CCE Niagara, and CCE Saratoga 4-H, 4-H FIRST Robotics teams work together to build robots that complete tasks in a competition.

At CCE Schuyler's Hidden Valley 4-H camp, the Zombie Apocalypse program allowed youth to take on immersive challenges and group activities in a zombie-themed scenario that incorporated STEM activities designed to simulate real-life challenges encountered in a post-apocalyptic time.

**4-H and social issues**

4-H youth leaders are raising awareness of social issues relevant to their peers and community. CCE Broome 4-H's The Other Side podcast aims to raise awareness about youth mental health among teachers, parents, caregivers, and other young people, highlighting the lived experiences of youth while educating and empowering listeners.

4-H youth are also taking on leadership roles in community organizations. Youth serving on CUCE-New York City 4-H's Advisory Boards & Teen Councils program not only deepen their commitment to their community but also highlights the value that young voices bring to meaningful decision-making processes. One mentor from the Weill Cornell's Clinical and Translational Science Center Community Advisory Board suggested that New York City high school students should be involved in all research proposal reviews, reflecting the teens' quick adaptability and valuable input.

**"I loved being outside and helping to contribute to my community."**

– A youth leader from the CCE Rockland 4-H Youth Environmental Task Force

4-H youth are also working to protect the natural environment. Using what they learned from the Cornell University DECA (Designing Environments with/for Children and Adolescents) Lab, CCE Rockland 4-H Youth Environmental Task Force youth leaders implemented a park improvement project.



Above: PRYDE Scholars work closely with county 4-H programs across the state, and visit the 4-H booth each year at the New York State Fair. Below: 4-H'ers take part in an archeology lesson during 4-H Career explorations.

**4-H events help youth grow their skills**

Youth grow their leadership skills in NYS 4-H events. For 4-H Capital Days in Albany, which creates awareness of career opportunities in the New York State government and gives youth a better understanding of state government, 60 youth and adults attended

For NYS 4-H STAR (State Teen Action Retreat), 67 youth and adults attended the event, which provided youth opportunities for learning, leading, and service.

Plus, 289 youth and adults participated in NYS 4-H Career Explorations, the event that connects youth to possibilities at Cornell, which also sparks interests in careers and career pathways; develops academic, leadership, and life skills; and provides opportunities to experience college life.

# ARC

## Action Research Collaborative

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

The Action Research Collaborative (ARC) is Cornell University's institutional home for fostering cross-sector partnerships that bring together Cornell researchers, community-based organization representatives, and policymakers to address inequities. Since launching in 2022, ARC has developed partnerships with organizations in New York City and across New York State in the areas of nutrition, health, and youth development. ARC also hosted three symposiums on action research, launched an evaluation unit, and provided professional development opportunities to faculty, graduate students, and undergraduates in their research and community engagement endeavors.



Left to right: Neil Lewis, Jr.; Roger Figueroa; Rachel Dunifon, Rebecca Q. and James C. Morgan Dean of the College of Human Ecology; Misha Inniss-Thompson; Adam Hoffman; Angela Odoms-Young; and Marlen Z. Gonzalez.

# ACT for Youth

Director: Amanda Purington Drake



The ACT (Assets Coming Together) for Youth project is dedicated to promoting positive youth development to enhance child and adolescent health and wellbeing across New York State. Established in 2000 with support from the New York State Department of Health (NYSDOH), ACT for Youth implements two statewide projects, the Center for Community Action, supporting adolescent health initiatives, and the Center of Excellence, supporting the New York State Children and Youth with Special Health Care Needs program, as well as a number of smaller research and extension projects. ACT for Youth connects research to practice and practice to research through training, technical assistance, research and evaluation, and an extensive information clearinghouse available on its website, [actforyouth.org](http://actforyouth.org). Through this work, ACT for Youth aims to help develop opportunities and support for young people within communities through public health agencies and youth development organizations. While much of its work is funded by the NYSDOH, ACT for Youth also receives other funding to support youth and communities.

## 2024 Highlights

ACT for Youth was awarded a five-year, \$5 million grant from NYSDOH to establish a Center of Excellence for Children and Youth with Special Health Care Needs. With Weill Cornell Medicine, this initiative aims to collaborate with local health departments to enhance access to care and streamline resources for families navigating complex health systems and to improve service delivery for children and adolescents with special needs.

Through a Smith-Lever award, ACT for Youth has been developing a new curriculum to build the capacity of youth-serving organizations to engage young people in meaningful roles and opportunities.

In 2024, the sixth iteration of the Independent Living Survey (ILS) took place. This is a youth participatory action research project in which young people who are, or have recently experienced homelessness, work with ACT for Youth staff and community partners to assess the needs and experiences of unhoused youth in Tompkins County. Previous iterations of the survey results have helped draw attention to the unique – and unmet – needs of young people experiencing homelessness, helping community partners, such as The Learning Web, successfully obtain additional and expanded funding to support this population.

ACT for Youth conducted a rigorous evaluation of the UGrad Academy, a holistic case management program designed to support students in foster care as they navigate high school, college, and early career. The program aims to improve educational outcomes by providing academic support and fostering relationships with trusted adults. A quasi-experimental outcome evaluation conducted by the ACT team found that UGrad participants were more likely to graduate or advance to the next grade level, had fewer absences, and achieved significantly higher core subject grades than their non-participating peers.

ACT for Youth 2024 Retreat



# CNI

## Community Neuroscience Initiative

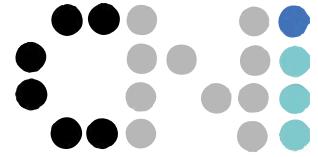
**Director: Marlen Z. Gonzalez**

The Community Neuroscience Initiative (CNI) aims to democratize neuroscience by bringing neuroscience to communities and communities to neuroscience. CNI pursues this through three overarching activities: Neuroeducation, Neuroconsulting, and Neurocommunity building.

CNI's goal is community empowerment through knowledge, research translation, and diversity. CNI has done this by directly engaging with the Syracuse City School District to increase the visibility and accessibility of world-class neuroscientists from underrepresented groups and bring neuroscience to public elementary schools.

CNI has also brought lectures and discussions to the greater community to discuss what neuroscience knowledge can do for communities.

This is what democratizing neuroscience looks like, and CNI is at the forefront.



Marlen Z. Gonzalez (back center) chats with attendees of the Women and Non-binary Leadership Celebration hosted by the Community Neuroscience Initiative.

---

## CIRCA

### Cornell Initiative for Research on Climate and Aging

**Director: Karl Pillemer**

The Cornell Initiative for Research on Climate and Aging (CIRCA) is dedicated to understanding and addressing the impacts of climate change on older adults. In its first year, CIRCA launched key initiatives, including focus groups with older adults to explore their experiences with extreme weather, collaboration with policymakers and organizations through the New York Climate and Aging Activation Network (NY-CAAN), and research on climate resilience for rural aging populations in New York State. Currently, CIRCA is expanding its research efforts, analyzing findings from its focus groups, developing a statewide survey, planning a research-to-practice consensus workshop, and developing policy recommendations to enhance climate adaptation and support healthy aging.



---

## Cornell Project 2Gen

**Directors: Rachel Dunifon and 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 has 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 CCE-Tompkins 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.



## CRPSIR

### Cornell Research Program on Self-Injury and Recovery

**Director: Janis Whitlock**

The Cornell Research Program on Self-Injury and Recovery (CRPSIR) is a longstanding BCTR project that focuses on research and education/outreach in the area of non-suicidal self-injury, suicide and related youth mental health challenges (and opportunities).

CRPSIR was involved in the Oxford Handbook of Non-Suicidal Self-Injury, which was published online in 2023. The print version published in 2024.

The handbook is a comprehensive and up-to-date overview of the current research, theory, and clinical approaches to understanding and treating non-suicidal self-injury (NSSI). The handbook covers a wide range of topics, including neurobiological mechanisms, cultural considerations, and emerging treatments, offering valuable insights for researchers, clinicians, and policymakers alike.



The Cornell Research Program  
on Self-Injury and Recovery

## CUCE-NYC

### Cornell University Cooperative Extension–New York City

**Director: Jennifer Tiffany**

Cornell University Cooperative Extension–New York City (CUCE) is part of the statewide Cornell Cooperative Extension system (CCE). CUCE began working with New York City communities in the mid-twentieth century, establishing enduring partnerships throughout the five boroughs and working closely with Cornell Human Ecology, the College of Agriculture and Life Sciences, Weill Cornell Medicine as well as CCE in program development and implementation. CUCE has been part of the Bronfenbrenner Center for Translational Research since 2013, building on long-standing connections with the ACT for Youth, New York State 4-H Youth Development, and overall community engagement programs.

### Cornell University Cooperative Extension New York City

## GripTape

**Director: Mark Murphy**

GripTape provides and researches youth-driven learning experiences complete with resources, respect, and authority for teenagers who have learning interests but few opportunities to pursue them. GripTape is built on a simple yet radical premise: Young people are fully capable of leading their own learning and hungry for the opportunity to do so. Typically, youth are placed in environments and institutions where — by design — adults dictate what and how they learn. The result is that many youth feel disempowered and disengaged.

GripTape's signature model, the Learning Challenge, was designed by and for teenagers and provides young people with the respect, decision-making authority, funding, and support to design and direct their learning. Thousands of youths have completed a Learning Challenge since 2016. The experience has driven lasting shifts in the way they see themselves and view learning, enabled them to build a wide variety of unique and transferable skills, and impacted their actions around learning, education, and life paths months and years after the end of the program.

As simple as this may sound, GripTape's approach is highly innovative. While other programs and organizations aim to support youth in pursuing their interests and developing agency, we know of no other organization putting teenagers fully in the driver's seat with complete decision-making authority and significant financial resources.



## The Parenting Project

**Director: Kimberly Kopko**

The Parenting Project integrates extension and research activities around 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 State.

In 2024, The Parenting Project focused on **Responding to Changing Needs via a Public Health Perspective**, with the following three specific objectives:

- Developing new public health-focused parenting education materials and resources in response to the current challenges facing parents and families, to be utilized by parent educators, and offered virtually, to reach the greatest number of parents and families across New York State;
- Offering professional development opportunities for CCE parent educators, including innovative virtual resources, webinars, an annual In-Service training, and Program Work Team (PWT) Meeting, 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;
- 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**



PRYDE hosts 4-H'ers annually for the Youth Investigators in Action Summit which engages the 4-H'ers in a social science research experience.

PRYDE promotes positive youth development through innovative research in partnership with young people and the organizations that serve them. To do so, PRYDE facilitates dialogue and research-practice partnerships between Cornell faculty studying youth development, practitioners in New York State 4-H and other youth-serving organizations, and undergraduates in Cornell Human Ecology. This also includes creating and leading positive youth development experiences for young people in New York State and beyond.

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



## RCCP

### Residential Child Care Project

**Directors: Martha Holden and Andrea Turnbull**

The Residential Child Care Project (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 the CARE: Creating Conditions for Change Program Model (CARE). Used in hundreds of residential care settings (e.g., child welfare, juvenile justice, mental health), TCI has also been adapted for foster, kinship, and adoptive families (TCIF) and for schools (TCIS). The CARE Program Model is built on six principles that provide the foundation for creating conditions for change in child-serving organizations. In 2024, the RCCP delivered programs and provided consultation services for about 1,667 organizations throughout the United States, Canada, Spain, Israel, Australia, Ireland, Bermuda and the United Kingdom.



# Community Engagement

London Sparkman, a high school senior, from Ithaca, New York, learns about biomedical engineering research tools and techniques at 4-H Career Explorations.



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.

#### 4-H Youth Development

Across the state, local Cornell Cooperative Extension Association 4-H programs partner with schools, youth-serving organizations, libraries, government agencies, community organizations, farms, industries, and other partners in their local communities.

NYS 4-H and NYS 4-H Animal Science have growing collaborations with Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS), Future Farmers of America (FFA), and the New York State Department of Agriculture and Markets that engage youth in agriculture and food systems opportunities. Examples include the 4-H collaboration with FFA for youth opportunities at the New York State Fair and partnering with MANRRS in the 4-H LEGACY program. 4-H, MANRRS, FFA, and the New York State Department of Agriculture and Markets collaborated in implementing the [New York Youth Agriculture Leadership Conference](#).

The 4-H Capital Days program includes collaborations with several New York State Departments that provide workshops for youth participants.

#### PRYDE

PRYDE Scholars successfully designed and launched a version of the Contribution Project to reach teens from across New York State through NYS 4-H. At the same time, a condensed version of the Contribution Project was rolled out with younger children at Rochester Prep Chili Campus Middle School outside Rochester, NY. Through the Contribution Project, 22 young people from NYS 4-H each received \$200, using these funds to contribute to their communities in a variety of meaningful ways – from building birdhouses for older adults in local nursing homes, to testing and curating the most effective beauty products for acne-prone teens. Berns PRYDE Scholars Promise Woods '25 and Jennifer Navarro Chavez '25 arranged a virtual celebration event for teens who participated in the



PRYDE Associate Director Kristen Elmore with 4-H'ers during the Youth Investigators in Action Summit at 4-H Career Explorations.

NYS 4-H Contribution Project, where their contributions were celebrated alongside members of their communities. A poster showcasing these youth contributions was presented in the 4-H Youth Building at the Great New York State Fair.

PRYDE again collaborated with Kristin Ruggiero, a 4-H educator from Rockland County, to facilitate the Youth Investigators Program with 20 ninth-grade students from North Rockland High School. PRYDE's Youth Investigators Program equips teens with social science research skills for broad applications, preparing them to meaningfully engage in the research process alongside adults. In June, as part of the 4-H Career Explorations event, 14 of these Rockland County students traveled to Cornell for the second annual Youth Investigators in Action Summit, where they utilized their classroom learnings to investigate equity in higher education – and, by touring the campus and staying in the dorms, got a taste for university life and presented their findings to Cornell faculty, staff, and administrators from

North Rockland High School. Also at Career Explorations, PRYDE's Chris Davis and Promise Woods led an interactive workshop about identity and goal setting with various groups of youth from NYS 4-H.

PRYDE was also fruitful in connecting with several new community partners. These include Amy Dobler at Victory Christian Academy to lead the Youth Investigators Program with a small cohort of teens; and the Downtown Boxing Gym (DBG), a youth-serving organization in Detroit, Michigan, to develop a professional development workshop for youth practitioners.

### CIRCA

CIRCA collaborated with several community partners to advance research and policy efforts on climate resilience for older adults.

CIRCA, in partnership with LiveOn NY, an advocacy organization for healthy aging, and the New York Academy of Medicine (NYAM), formed the New York Climate and Aging Activation Network (NY-CAAN). Its mission is to connect policymakers, organizations, and researchers, advocating for policies that protect older adults from climate-related risks while engaging them in climate action.

CIRCA partnered with 11 senior centers throughout New York to conduct focus groups and gather insights on how older adults experience and adapt to changing weather patterns.

CIRCA collaborated with Elders Climate Action to develop a survey on volunteer motivations for their membership.

### ARC

ARC has a formal research and evaluation partnership with the Field and Fork Network, which implements New York State's Double Up Food Bucks (DUFNB) program, which provides a dollar-for-dollar match on produce purchases by shoppers using the Supplemental Nutrition Assistance Program (SNAP). ARC used several evaluative instruments to assess barriers and facilitators associated with the DUFNB program to guide program improvements in multiple areas. In 2023, ARC and Field & Fork Network were awarded \$8 million in USDA funding to continue expanding and improving DUFNB NY.

ARC's Evaluation Unit is working with Field & Fork to examine barriers and feasibility of program expansion to Community Supported Agriculture (CSAs) and grocery stores, as well as piloting an online shopping option.

### RCCP

RCCP continued its collaboration with foster care agencies in Maine, North Carolina, Florida, West Virginia, Michigan, and California to develop and disseminate a new in-service training program that will assist in increasing the capacity of foster parents (and the caseworkers/staff who support them) to provide trauma-informed, relationship-based therapeutic care for children. This work is funded through a grant from the federal Substance Abuse and Mental Health Services Administration's Nation Child Traumatic Stress Network. An important step in the development of this new curriculum, which includes new material as well as activities from the RCCP's Therapeutic Crisis Intervention programs and the CARE Program Model, is field testing the new and/or substantially revised material. These materials were field-tested at the collaborating agencies in Michigan, Florida, and California. In total, 30 foster parents and 59 staff who work with foster parents participated in the field test.

RCCP also initiated a new research collaboration with a large school district in the United States which started implementation of the Therapeutic Crisis Intervention for Schools (TCIS) in 48 of their schools. This collaboration facilitates rigorous examination of factors that may support or impede robust implementation of TCIS. The collaboration began with a survey of teachers and administrators at the schools implementing TCIS. Additional data collection includes contextual information about the school (e.g., percentage of students with disabilities, rural/suburban/urban location) as well as other factors (e.g., the percentage of teachers and administrators who were trained in TCIS, the presence and roles of TCIS trainers in the school) that may influence the implementation of TCIS.

In addition, RCCP staff continued certifying new TCI, TCIS, and TCIF trainers to train staff in their agencies as well as re-certifying existing trainers.

Finally, RCCP started six new collaborations and continued ongoing collaborations with 76 organizations implementing or sustaining the implementation of the CARE Program Model. In addition, the CARE Leadership Community of Practice, which has been meeting monthly for nearly five years, facilitates sharing and co-learning between agencies using the CARE Program Model.



Students hang out in the Cornell Human Ecology commons with senior lecturer of psychology Lauren Korfine '91 (back center).

### The Parenting Project

The Parenting Project worked with approximately 70 Cornell Cooperative Extension parent educators and other professionals who work with parents and youth. Forums for these connections included the 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.

### ACT for Youth

ACT for Youth works closely with the New York State Department of Health (NYSDOH) Bureau of Perinatal, Reproductive, and Sexual Health's Adolescent Health Unit team to support organizations across New York State implementing adolescent health programs. As part of this work, ACT for Youth also works closely with NYSDOH-

funded organizations all across New York State who receive Comprehensive Adolescent Pregnancy Prevention (CAPP), Personal Responsibility Education Program (PREP), and Sexual Risk Avoidance Education grants (SRAE). These programs are housed in a broad range of community-based organizations. ACT for Youth also works with the AIDS Institute within the NYSDOH to support its HIV prevention programs.

For the Independent Living Survey, ACT for Youth worked closely with The Learning Web, an Ithaca-based organization that helps youth to build their capacity to thrive as "self-assured, self-directed, productive adults."

ACT for Youth worked with the Kind to Kinds Foundation in Delaware to evaluate the UGrad Academy program. The secondary data analysis component of the project also required collaboration with the Delaware Department of Education.

---

## BCTR in NYC

Opportunities for student learning and faculty research in New York City is a priority for both Cornell University and Cornell Human Ecology. Two BCTR projects — **Action Research Collaborative (ARC)** and **Cornell University Cooperative Extension – New York City (CUCE)** — 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.



Members of the Action Research Collaborative team at the annual ARC Symposium in New York City.

## Action Research Collaborative

### Annual Symposium and Day of Partnership

ARC hosted its third annual symposium in 2024. With panels on physical and mental health, youth development and community agriculture. Each panel included a Cornell researcher, community member, and a New York legislator or policymaker.

### Boys and Girls Club of Harlem

ARC partners with the Boys and Girls Club of Harlem (BGCH) to offer youth development programs. In 2024, ARC offered the Youth Engagement and Action for Health

### (YEAH!) Food Justice Program.

YEAH! is a 12-session summer program where high school students learn about nutrition, conduct ethnographic surveys of the local food environment, and present to stakeholders on solutions to improve the food options. The YEAH! Program is offered every summer.

### NYC Department of Health and Mental Hygiene

ARC partners with the New York City Department of Mental Health and Hygiene (DOHMH) to improve health equity, health communication and address the impacts of climate change.

ARC co-directors served on the NYC Housing Authority (NYCHA) Mental Health Task Force in 2024, a cross-agency collaboration between the DOHMH and the NYCHA to address health issues that arise in New York City public housing units. ARC and the DOHMH are exploring potential collaborations on research and engagement projects related to climate change and health equity in New York City.

### Tree of Life Center

Through a partnership with the Tree of Life Center in Jamaica, Queens, ARC partners with First Presbyterian Church in Jamaica, Cornell University Cooperative Extension (CUCE-NYC), and other community-centered organizations to foster collaborations that benefit Jamaica, Queens.



Above: Adam Hoffman (right) moderates a discussion with Ruth Browne, president & CEO of Ronald McDonald House, and Naz Seenauth (center), deputy executive director of the Ali Forney Center during the ARC Symposium in New York City.

Below: One of ARC's key partners is the Boys and Girls Club of Harlem.

## Cornell University Cooperative Extension - NYC

In 2024, CUCE programs reached over 29,000 New York City residents. CUCE community educators have planned and hosted over 3,900 workshops and educational events, totaling 10,000 hours of skill-building and knowledge-rich extension education. CUCE supports programming in multiple languages, honors multiple ways of learning, and brings programs to people in crisis.

Some examples: CUCE's 4-H/Youth Development Program engaged over 4,000 youth and adults, while Expanded Food and Nutrition Education Program (EFNEP) educators reached more than 3,000 parents and caregivers and nearly 2,500 youth with high-impact, community-based workshops.

The Hydroponics, Aquaponics, and Aquaculture Science and Technology Education Program provided tours, engaged interns, built a team of program specialists, and continued to grow its partnerships. It also renamed its Food and Finance High School Learning Labs in memory and honor of Founding Director Philson A. A. Warner.

CUCE's Training Institute brought cutting-edge nutrition education skills, positive youth development practices, facilitation skills, and inclusive programming approaches to nearly 600 people in various organizational settings. Our vaccination partnerships (the Bronx PANDEMIC partnership and the new Expanded Food & Nutrition Education Program (EFNEP) EXCITE initiative promoting adult vaccinations) reached nearly 500 people through community-based outreach events and thousands more through informational outreach integrated into EFNEP workshops and via social media.

The Farmers Market Nutrition Program served ten markets throughout the city, reaching nearly 17,000 people and providing context for research conducted by a CCE summer intern working in collaboration with Cornell's Integrated Pest Management program.

### **CUCE's work centers on sustained community partnerships, creating contexts for innovation.**

In 2024, EFNEP celebrated its 55th year of providing community-based nutrition workshops in New York City, hosting events in Brooklyn, Queens, the Bronx, and Manhattan centered on partners and participants.

EFNEP workshops are conducted by community educators and planned in collaboration with community partners; they're held in community settings like schools, early childhood education centers, and housing programs. These workshops connect thousands of low-income families annually with knowledge and practices that improve their health and well-being.

In addition to community partnerships that provide the home and social-ecological context for educational workshops, CUCE engaged multiple community advisory boards, working closely with Weill Cornell Medicine's Clinical and Translational Sciences Center (CTSC) to support community engagement in research. Support from the Chan-Zuckerberg Initiative sparked the formation of a working group dedicated to creating resources to sustain equitable community research partnerships, which engage members of the CTSC's Community Advisory Board and the Bronx PANDEMIC Project's Steering Committee.

CUCE's partnership with the Tree of Life Center continued to develop program innovations and collaborative work in the context of its 12-story low-income apartment building and clinic. This partnership integrates programs from CUCE and local community organizations, plus engagement with Weill Cornell Medicine, ARC and FNEC. Harvest NY collaborated with the partnership to build a community raised bed garden offering a context where participants in the on-site Older Persons Center, and youth in 4-H and youth development programs can garden and grow together, benefiting the on-site food pantry and soup kitchen. The garden's grand opening celebration is slated for Earth Day 2025.

### **CUCE's generational transition**

The past year brought profound changes in the long-term leadership of CUCE's signature programs. Early in the year, we dealt with the sudden illness and death of Philson A. A. Warner, founding director of the Hydroponics, Aquaponics, Aquaculture Science and Technology Education Program (HAASTEP). Students, colleagues, family, friends, and community partners celebrated his life and renamed the HAAS-TEP Learning Labs in his honor in May.

We also celebrated retirements for Carol Parker, CUCE's Nutrition and Health Program Leader, and Jackie Davis-Manigaulte, CUCE's Family and Youth Development Program Leader. Looking forward, 2025 will bring the retirement of long-time Executive Director Dr. Jennifer Tiffany.

## In Memoriam: Philson A.A. Warner

Extension associate and founder of the Cornell Learning Labs, Philson A. A. Warner, passed away on Feb. 24, 2024, he was 75 years old. Nicknamed the “Godfather of Hydroponics,” he is remembered fondly for his intellectual contributions to STEM, his design of hydroponics and aquaponics systems, and for his vibrant, lively personality.

Warner worked with Cornell University Cooperative Extension for nearly 45 years with extension associate appointments in the College of Agriculture and Life Sciences (1979-1998) and the College of Human Ecology (1998 until his passing).

Warner dedicated his life’s work to producing healthier and safer food for New York City communities and bringing STEM opportunities to students. Warner founded and led the Cornell Hydroponics, Aquaculture and Aquaponics Learning Labs, which are a centerpiece of CUCE-NYC’s youth development programming and a highlight among educational opportunities offered at Food and Finance High School in Manhattan.

For Cornell faculty and staff visiting New York City, touring the Learning Labs was almost a rite of passage. Warner offered tours to Cornellians, teachers and officials from New York, along with international visitors. Tours highlighted the rooftop greenhouse designed by Warner, home to various lettuce varieties, and enthusiastically spoke to anyone about hydroponics—the science of growing plants without soil, in a biologically and ecologically controlled environment. Visitors could also learn about aquaculture and aquaponics.

Through the Hydroponics, Aquaponics, Science and Technology Educational Programs (HASTEP), Warner’s labs provided an exciting environment for high school students to explore their interests in STEM. Every semester, Warner mentored several students at Food and Finance, offering experiential learning opportunities to better understand how science is used to produce clean, fresh food sustainably.

When Warner first joined Cornell, he identified a lack of resources in NYC high schools, which were especially devoid of STEM education opportunities. Part of his mission in leading the Cornell Learning Labs was to bring STEM opportunities to students of color and under-resourced backgrounds. In particular, he was dedicated



to engaging young women in science learning and in exploring science careers.

With his unwavering dedication to students in the Cornell Learning Labs, it was only fitting that Food and Finance High School renamed the labs in his honor during a ceremony in May. The labs will now be known as the Dr. Philson A.A. Warner Hydroponics/Aquaponics Greenhouse and Learning Labs and will continue to operate under the management of extension associates Imani Dailey and Maya Kutz.

Warner is survived by his wife, Lois, his four daughters, his son, and three grandchildren, among other family members. He is remembered fondly by family, friends, colleagues, and the communities he served over the decades. He will be deeply missed.



# Faculty Engagement

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.

## **BCTR**

In 2024, the BCTR expanded its teaching and training offerings for any student interested in learning the theory and practice of translational research. This also allows faculty to design classes that connect students to translational research projects and partnerships in novel ways.

In Spring 2024, the BCTR launched two new courses. Introduction to Clinical & Translation Science (HE 2300), led by Joshua Felver, introduced students to translational science's key features and stages. Translating the Science of Purpose (HE 2222), led by Anthony Burrow and Rachel Sumner, delved into research on purpose in life. The translational focus of the course emphasized students being able to share research knowledge and co-create new knowledge with communities that might benefit from it.

BCTR-affiliated faculty continued teaching 1-credit courses as Special Topics in Translational Research (HE 4060), which encourages faculty to include undergraduates in their work through real-world partnerships and meaningful assignments.

## **RCCP**

In Spring 2024, RCCP offered one section of the course Implementing Trauma-Informed Practices in Schools. Led by Deborah Sellers and Charles Izzo from RCCP, this focused on current programming within RCCP which helps schools serve the needs of youth with trauma histories.

## **ACT for Youth**

In Fall 2024, Amanda Purington Drake of ACT for Youth taught the Evidence-Based Programs for Adolescent Health course. Students explored adolescent sexual health prevention programs and collaborated with a community

partner who runs virtual sexual health initiatives for youth. Together, they developed adaptations to existing evidence-based programs for online delivery.

### **GripTape**

Meanwhile, Kristen Elmore led Youth-Driven Learning Research & Practice, where students mentored youth participating in the GripTape program—a self-directed learning challenge. After engaging with GripTape leaders, students reflected on their mentoring experience through a research lens and developed a theory of change to explain how mentoring supports growth in both youth and mentors.

### **4-H**

4-H partnered with 25 faculty and 12 graduate students from 23 departments to lead Focus for Teens and University U programs at the [2024 4-H Career Explorations event](#).

4-H also partnered with four faculty from four departments to lead community outreach activities at the New York State Fair.

A collaboration with Cornell Human Ecology's Department of Human Centered Design engaged 4-H'ers in the Cornell Fashion and Design Expo and also supported the 4-H Fashion & Textile Revue at the New York State Fair.

Other faculty engagement by 4-H included: Collaborating with [Engineering Communications](#) to engage youth in 4-H STEM, collaborating with the [Design Environments with|for Children & Adolescents Lab](#) and the [Parenting Project](#) to engage youth in assessing and improving their community recreation and natural environments, and collaborating with Cornell Food and Nutrition Education in Communities and CCE Associations to implement the Childhood Obesity Prevention Project.

### **PRYDE**

PRYDE added two additional faculty mentors: Misha Inniss-Thompson '16 and Adam Hoffman, each assistant professors in the department of psychology. They welcomed junior PRYDE Scholars into their research labs and have been invaluable in providing opportunities for PRYDE Scholars to gain experience in translational youth development research.

### **CIRCA**

Cornell faculty played a key role in launching CIRCA and advancing its research efforts on climate and aging. Faculty members provided expertise to guide CIRCA's research agenda to ensure a multidisciplinary approach. They contributed to the design and analysis of focus groups

conducted with older adults across New York, offering insights on climate resilience and adaptation strategies. Additionally, faculty collaborated on grant proposals, connected with community partners to form the Climate and Aging Activation Network (CAAN), and spearheaded the development of CIRCA.

### **ARC**

ARC held monthly faculty workshops and also offered a summer writing workshop.

ARC provided funding to Misha Inniss-Thompson for a New York City-based initiative to curate and study the effects of a safe space for Black girls and women, and provide them access to mental health resources.

ARC supported Adam Hoffman, assistant professor in psychology, in efforts to engage with a New York City community-based organization.

### **CUCE**

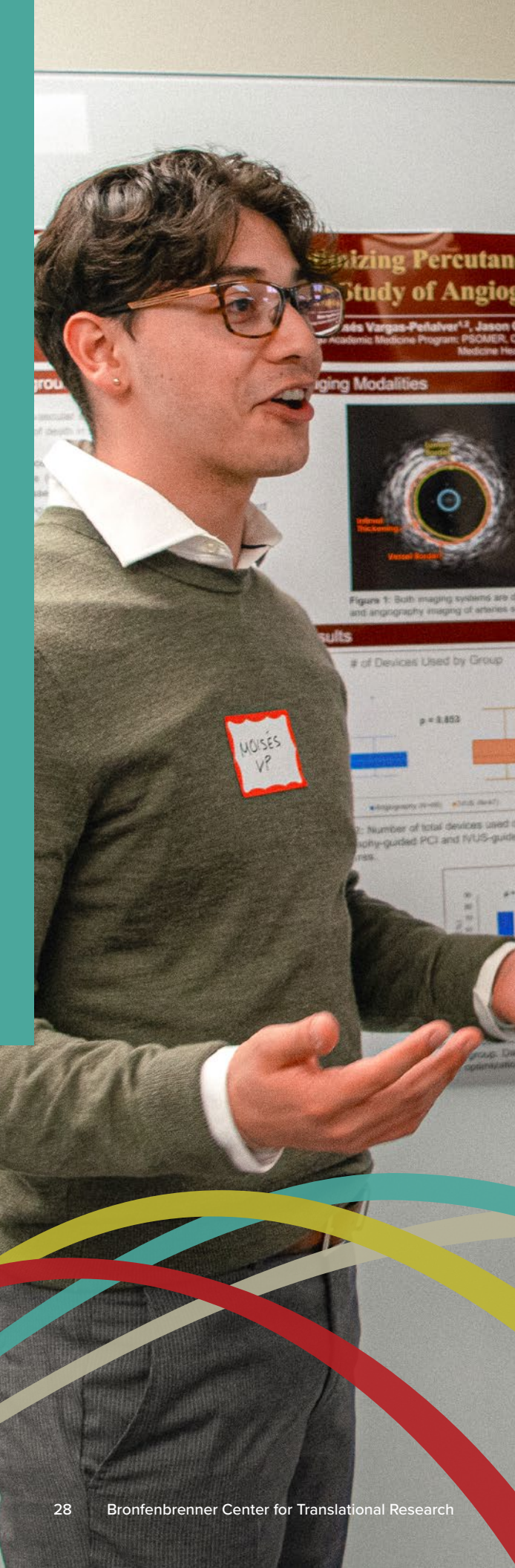
CUCE's programs thrive on sustained faculty collaborations with partners including Angela Odoms-Young, Tashara Leak, Neil Lewis, Neil Mattson, Laura Bellows, Marianella Casasola, and Anthony Burrow. During 2024, the deep collaboration with Angela Odoms-Young and her Food and Nutrition Education in Communities (FNEC) leadership team expanded and deepened, leading to the development of a CUCE leadership position administratively housed in FNEC and will inform program planning, development, and expansion.

### **RCCP**

Keith Green continued his collaborative work with the Hillside Family of Agencies, one of RCCP's community partners. Green, along with his colleague Yarden Kedar, and their students, used input from staff at the Crestwood campus of Hillside to develop a non-humanoid, personal-robot chatbot prototype, eMo-Bo. The goal is for eMo-Bo 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 residential settings.

### **The Parenting Project**

Faculty engaged with The Parenting Project as collaborators on resources related to public health and parenting education, and as connections for campus-county partnerships with CCE parent education efforts.



# Student Engagement

The BCTR continues its efforts to engage students with translational research learning opportunities in the center. Our student-centered initiatives give aspiring translational researchers a chance to apply what they've learned in our communities and better understand translational research in practice.

### BCTR Classes

The BCTR expanded its teaching and training offerings for students interested in learning the theory and practice of translational research. Courses are open to any student at Cornell, allowing faculty to design classes that connect students to translational research projects and partnerships in novel ways. More on the class offerings can be found in the Faculty Engagement section on page 26.

### BCTR Scholars

The Bronfenbrenner Center for Translational Research continued its BCTR Scholars which introduces Cornell Human Ecology (CHE) students to translational research and connects them with communities so they can apply what they've learned in the classroom to improve the lives of others.

During the one-year program, students learn the basics of translational research and how it can help solve pressing community and societal issues, through courses led by faculty and researchers from BCTR programs; the scholars will also work with a community partner during the summer.

More in-depth information on the BCTR Scholars program, including the cohort and community partners can be found on page 31.

### Contribution Project

The BCTR conducted its fourth Contribution Project, the program that provides undergraduate students an opportunity to receive \$400 so they can start, support, or

continue making a difference in a way that's meaningful to them. Students are randomly selected from those who apply, and this year's contributions brought positive changes on campus, in their communities, across New York State, and in all corners of the world.

The Contribution Project expanded in 2024; undergraduates at Cornell, Binghamton, and Stony Brook Universities were eligible to participate.

The Contribution Project also held a 4-H version of the project with more information on that below.

### Undergraduate Translational Research Symposium

Undergraduates working on translational research projects presented their work at the BCTR's Undergraduate Translational Research Symposium. The 36 presentations provided insight into different aspects of well-being, including education, mental and physical health, aging, nutrition, environment, and youth development. The symposium focused on translational research, and student presenters emphasized not just their research designs but the meaning of their research for communities.

A panel of judges from the BCTR selected award winners for best poster (most compelling visual representation), best presentation (most effective oral presentation to the judges), and highest impact project (project with the most promise for community impact).

### 4-H

Through the [Cornell Cooperative Extension \(CCE\) Internship program](#), there were seven **4-H** projects involving Cornell students. Two were led by the NYS 4-H team and five by campus partners and CCE Association Educators. **PRYDE** Assistant Director Kristen Elmore mentored student researcher Tobie Bertisch '25, who spent the summer in Rochester with 4-H educators Susan Coyle and Rachel DeVona where they collaborated to implement and evaluate the Cultivating Community program for local youth. As part of this summer youth program, Tobie also developed and led "Tuesdays with Tobie," a cooking and nutrition education class for Rochester teens.

The [4-H version of The Contribution Project](#) was a collaboration with **PRYDE** Scholars that engaged more than 20 youth in making a meaningful difference in their local community.

### PRYDE

**PRYDE's** undergraduate training initiative, the **PRYDE** Scholars Program, continues to provide juniors and seniors in Cornell Human Ecology with hands-on experience in translational youth development research. Scholars



Above: Wendy Yan '24 presents research done with ACT for Youth at the BCTR Undergraduate Research Symposium.

Below: BCTR Scholars present their research findings to their community partner, Civic Ensemble.

participate in a four-semester course on translational research and positive youth development and receive additional mentorship in translational research from one of **PRYDE's** faculty affiliates. In 2024, nine Scholars graduated from the program, and **PRYDE** welcomed a new cohort of 10 promising and highly motivated juniors.

Three student interns worked with **PRYDE** staff to organize the second **PRYDE** Youth Investigators in Action Summit, a three-day crash course in social science research skills for high school freshmen. **PRYDE's** Summer Interns Justus Jenkins '25, Ayushi Kapoor '25, and Lucas Li '26 brought energy and enthusiasm to the Summit experience, performed an evaluation of the program, and prepared comprehensive reports for teen participants and their high school community.

**PRYDE** Assistant Director Kristen Elmore mentored a student researcher through the CCE Summer Internship Program. Tobie Bertisch '25 spent the summer in Rochester with Susan Coyle and Rachel DeVona, 4-H educators in

Monroe County, where they collaborated to implement and evaluate the Cultivating Community program for local youth. As part of this summer youth program, Tobie also developed and led “Tuesdays with Tobie,” a cooking and nutrition education class for Rochester teens.

### CIRCA

Cornell students played an active role in **CIRCA** research activities. Students helped to code transcripts from interviews with older adult environmental volunteers and to identify key organizations in the aging and climate space to connect with in New York City. Students also assisted with literature reviews and with finding survey instruments to inform the structure of the New York State survey of older adults.

### ARC

**ARC** graduate students and postdoctoral fellows benefit from monthly workshops on a variety of topics, including mentorship, funding, advocacy and networking. ARC also provided feedback on fellowship and grant applications (e.g., National Science Foundation [NSF] Graduate Research Fellowship Program), help in preparing for A exams, assistance with postdoctoral applications, and more.

ARC also offered a fellowship to host two graduate students in New York City during the summer. Fellows work on projects led by their faculty advisors, support ongoing ARC projects and partnerships, and receive mentorship and professional development from ARC’s leadership team.

### CUCE

**CUCE** mentored CUNY MPH students, hosted Cornell Cooperative Extension (CCE) summer interns, collaborated with Cornell Human Ecology in New York City in programming for summer interns, and engaged New York City 4-H youth in the Weill Cornell Medicine Clinical & Translational Science Center Community Advisory Board. CUCE also conducted the 4-H Youth Leadership Academy and Public Presentations Program and coordinated participation by New York City youth at 4-H Career Explorations and Governor Hochul’s statewide conference for youth in agriculture during November. CUCE also engaged high school students in STEM internships and Weill Cornell Medicine’s Big Red STEM Day, and sparked

creative learning opportunities for youth in New York City’s Summer Youth Employment Program.

### RCCP

**RCCP** staff taught Implementing Trauma-Informed Practices in Schools as a section of the BCTR’s one-credit course in spring 2024. The course introduced 11 students to the public education system in the United States, the need to create educational contexts that are sensitive to the needs and vulnerabilities of children and adolescents with trauma histories, and the RCCP’s Therapeutic Crisis Intervention System for Schools (TCIS). Students contributed to the RCCP’s on-going work by considering how TCIS could be adapted to provide additional support for students with autism or ADHD.

RCCP researchers continued to work with PRYDE scholars, including one with substantial knowledge of RCCP’s work; she had completed TCI training as part of her work at a residential agency in New York state.

In addition, two RCCP researchers worked with a computer science student who reviewed and improved the R code that underlies the RCCP’s system for processing survey data into reports that agencies use to assess their progress with implementing or sustaining CARE or TCI, to identify areas of strength and need, and to inform decision-making about next steps.

### The Parenting Project

Students engaged with **The Parenting Project** through internships. The Parenting Project received funding for a CHE-CCE Summer Internship entitled: Understanding Autism Spectrum: Support and Education for Families (in Suffolk County).

### ACT for Youth

**ACT for Youth** continued its tradition of engaging undergraduate research assistants in its work. Undergraduates, including PRYDE scholars, are involved in all our projects, including collecting, processing, and analyzing quantitative and qualitative data in our New York State Department of Health-funded projects, assisting curriculum development, and creating other accessible translational research products such as presentations and infographics. Undergraduates have been instrumental in the Independent Living Survey project this year.



## BCTR SCHOLARS

The 2025 Cohort of BCTR Scholars (selected in October 2024) include (l-r): Ilyssa Shapiro '26, Celeste Zhang '27, Mayah Chen '28, Mack Dishmon '27, Lorie Li '28, and Madeline Lee '28.

## BCTR Scholars

In 2023, the Bronfenbrenner Center for Translational Research (BCTR) launched a new program for undergraduate students: BCTR Scholars. This program aims to build deeper relationships between the BCTR, Cornell Human Ecology, and the Tompkins County community. By engaging students in cohort-style training, we hope to fortify the CHE undergraduate identity by participating in meaningful community engagement and collaborative translational research and deepen the BCTR's connection with the community.

In 2024, we welcomed our inaugural cohort of five Cornell Human Ecology undergraduates who would work with two Ithaca-based community partners: Civic Ensemble, a community-based theater company that creates productions that explore current social, political and cultural issues, and Village at Ithaca, an nonprofit organization that advocates for educational equity and excellence for underserved students in Tompkins County.

Scholars enrolled in a new course during the spring 2024 semester, HE 2300: Introduction to Clinical and Translational Science, and an additional credit of proseminar to build their knowledge of translational research. Also during the spring semester, they connected with the community partners they were paired with to work with over the summer.

In the summer, scholars working with Civic Ensemble created a logic model for the organization's ReEntry Theatre Program through interviews, literature review, survey data, and focus groups. The Village at Ithaca scholars created reports for each school district in Tompkins County, exploring enrollment trends and graduation rates amongst students of different races, economic backgrounds, and ability statuses. They also created a survey to collect qualitative data around student experience in schools. All scholars received equal stipends to support their work on identifying and addressing needs within their partner organization.

To end the experience, scholars enrolled in HE 2400, to reflect on their experience over the summer. In this course, scholars also worked with their community partners to disseminate the information to the organizations' constituencies.

In December, we were honored to celebrate our first cohort of scholars and their completion of the program and to welcome our 2025 cohort of scholars and an additional community partner, Cayuga Health's Center for Health Equity Transformation.

The BCTR is excited to explore this new partnership, while deepening our continued relationships with Civic Ensemble and Village at Ithaca. And of course, we cannot wait to see what brilliant connections and projects come from our scholars.

---

# 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.

## Guest Lectures

The BCTR hosted a guest lecture by Patricia Morsch from the Pan American Health Organization, World Health Organization Regional Office of the Americas. Rana Sagha Zadeh organized the lecture as part of her class; the guest lecture was open to all.

## Fuse International Conference on Knowledge Exchange in Public Health

This international conference brought nearly 100 researchers from around the world to Cornell to engage in discussions on research translation in public health, along with building sustainable capacity and effective partnerships. Previous editions of the conference were attended by Amanda Purington Drake and Jane Powers from ACT for Youth and they suggested that the BCTR and Cornell host it in 2024.

The conference theme, “The promise of engaging the public in public health,” is synonymous with the work being done in many of the BCTR projects and other areas at Cornell.

Keynote speakers included Johanne Morne, executive deputy commissioner for the New York State Department of Health’s Office of Health Equity and Human Rights; Jeremy Taylor, OBE, director for public voice for the National Institute for Health and Care Research; and Subhash Chandir, founding director of IRD Global.



## Undergraduate Translational Research Symposium

Undergraduates working on translational research projects presented their work at the BCTR’s Undergraduate Translational Research Symposium. The 42 presentations provided insight into different aspects of well-being, including education, mental and physical health, aging, nutrition, environment, and youth development. The symposium focused on translational research, and student presenters emphasized not just their research designs but the meaning of their research for communities.

A panel of judges from the BCTR selected award winners for best poster (most compelling visual representation), best presentation (most effective oral presentation to the judges), and highest impact project (project with the most promise for community impact).



## Talks at Twelve

This is the BCTR's signature event which is open to all. During the academic year, speakers share research they have been working on and take questions from the audience. Here is the 2024 slate of speakers and their talks:



**Roger Figueroa**

*Cornell Human Ecology*

Food is medicine and implementation science: A recipe for health equity



**Cara C. Lewis**

*National Institutes of Health*

Articulating implementation mechanisms to optimize for impact, efficiency and equity



**Laura Bellows & Shariwa Oke**

*Cornell Human Ecology*

Digitizing health interventions: Considerations and strategies to engage community audiences



**Denise Green**

*Cornell Human Ecology*

Fashion and free speech in the United States



**Sander Kersten**

*Cornell Human Ecology*

50 years of the Division of Nutritional Sciences at Cornell, looking back and leading forward



**Rana Sagha Zadeh**

*Cornell Human Ecology*

Finding the human, in the pathway of research to impact



Rana Sagha Zadeh, associate professor in the Department of Human Centered Design, delivers a Talks at Twelve lecture in Martha Van Rensselaer Hall.

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

---

# Publications & Presentations

## Publications

Adrian, C., Shipe, S., Guastaferrero, K. (2024). HIV prevention in foster care youths: time for a refocus. *American Journal of Public Health* 114(11), 1179–1183. <https://doi.org/10.2105/ajph.2024.307793> [PRYDE]

Barry, Z. J., Ruberti, M., (2024). Therapeutic crisis intervention update: TCI trainer support: Coaching and feedback skills for TCI trainers. Ithaca, New York: Residential Child Care Project, Cornell University. [RCCP]

Burt, K. G., Fuster, M., Folta, S., Lau, K. H. K., Odoms-Young, A., Brown, A., & Orazem, J. (2024). Perceived discrimination among food pantry clients in Massachusetts. *Journal of the Academy of Nutrition and Dietetics*. Advance online publication. <https://doi.org/10.1016/j.jand.2024.08.001> [ARC]

Chacón, V., Folta, S. C., Hennessy, E., Leak, T. M., Macfarlane, H., Roberto, C. A., Tovar, A., Wilson, N., & Economos, C. D. (2024). Are caregivers' feeding competence and autonomy associated with healthier restaurant food purchases for their child at fast food or counter service restaurants? A cross-sectional study in a diverse sample of U.S. caregivers. *Nutrients*, 16(4), 479. <https://doi.org/10.3390/nu16040479> [ARC]

DeMarco, L. M., Leppard, T. R., & Lindsay, S. L. (2024). Intersectional bonds: Delinquency, arrest, and changing family social capital during adolescence. *Journal of Marriage and Family*. Wiley. <https://doi.org/10.1111/jomf.13029> [ARC]

Deng, X., Owoputi, I., & Leak, T. (2024, April 9). A scoping review of fruit and vegetable incentive (FVI) programs for the Supplemental Nutrition Assistance Program (SNAP) participants. <https://doi.org/10.17605/OSF.IO/2RK9J> [ARC]

Figueroa, R., Houghtaling, B. (2024). Food is medicine and implementation science: A recipe for health equity. *Translational Behavioral Medicine*, 14(4), 234–240. <https://doi.org/10.1093/tbm/ibae005> [ARC]

Fong, C. R., Galaz García, C., Abbasi, E., Gubbins, N., & Jouzi, Z. (2024). Broadening participation in environmental data science: Insights from practitioners. *Environmental Data Science*, 3, e15. <https://doi.org/10.1017/eds.2024.9> [ARC]

Fowler, E. F., Moore, S. T., Floyd, B., Yao, J., Neumann, M., Lewis, N. A., Niederdeppe, J., & Gollust, S. E. (2024). Invoking Identity? Partisan Polarization in Discussions of Race, Racism, and Gender in 2022 Midterm Advertising in the United States. *Journal of Health Politics, Policy and Law*, 49(3), 505–537. <https://doi.org/10.1215/03616878-11066296> [ARC]

Giner-Sorolla, R., Montoya, A. K., Reifman, A., Carpenter, T., Lewis, N. A., Aberson, C. L., Bostyn, D. H., Conrique, B. G., Ng, B. W., Schoemann, A. M., & Soderberg, C. (2024). Power to Detect What? Considerations for Planning and Evaluating Sample Size. *Personality and Social Psychology Review*, 28(3), 276–301. <https://doi.org/10.1177/10888683241228328> [ARC]

- Gonzalez, M. Z., & Rice, M. A. (2024). Behavioural sciences need behavioural ecology. *Nature Human Behaviour*, 8, 1240–1242. <https://doi.org/10.1038/s41562-024-01906-8> [CNI]
- Graaf, P. van der, Goor, I. van de, & Purington Drake, A. (2024). Learning from failures in knowledge exchange and turning them into successes. *Evidence & Policy*, 20(1), 2-14. <https://doi.org/10.1332/17442648Y2023D000000018> [ACT For Youth]
- Hoffman, A. J., & Schacter, H. L. (2024). The promise of an identity-based self-affirmation intervention in protecting against self-esteem declines at the high school transition. *Developmental Psychology*, 60(10), 1842–1854. <https://doi.org/10.1037/dev0001789> [ARC]
- Hoffman, A. J., Bakht, F. N., Johnson, J., & Schacter, H. L. (2024). Longitudinal effects of peer victimization on adolescents' future educational and work expectations: Depressive symptoms as a mechanism. *Journal of Research on Adolescence*, 34, 1445–1455. <https://doi.org/10.1111/jora.13012> [ARC]
- Holden, M. J. (2024). CARE: Creating conditions for change (3rd ed.). (Chinese) Taipei, Taiwan. Published by Commonwealth Education Media and Publishing Co., Ltd., 2024. [RCCP]
- Holden, M. J., Ruberti, M., Alwon, F., Marin, V., Heresniak, R., Holden, J.C. (2024). CARE: Creating Conditions for Change. Staff Development (3rd ed.): Workshop: Application of the CARE Principles and the Role of the Supervisor. Ithaca, New York: Residential Child Care Project, Cornell University. [RCCP]
- Holden, M. J., Endres, T., Ruberti, M. (2024). CARE: Creating Conditions for Change. Staff Development (3rd ed.): Workshop: Developing a Competent Workforce. Ithaca, New York: Residential Child Care Project, Cornell University. [RCCP]
- Holden, J. C., Brockhuizen, L., Turnbull, A., Rodgers, S. (2024). Therapeutic crisis intervention for schools update: Post crisis response (1st ed.). Ithaca, New York: Residential Child Care Project, Cornell University. [RCCP]
- Ibukun, O., Kwak, Y., Lewis, N., Jr., Figuerora, R., Jouzi, Z., & Leak, T. (2024). Barriers and motivators for grocery store stakeholders implementing fruit and vegetable incentive programs. *Journal of Nutrition Education and Behavior*, 56(8), S1. Elsevier. [ARC]
- Johnson, A. L., Levesque, C., Lewis, N. A., & Asad, A. L. (2024). Deportation threat predicts Latino US citizens and noncitizens' psychological distress, 2011 to 2018. *Proceedings of the National Academy of Sciences*, 121(9), e2306554121. <https://doi.org/10.1073/pnas.2306554121> [ARC]
- Jarpe-Ratner, E., Offstein, M., Williams, A., Odoms-Young, A., & Chriqui, J. F. (2024). Engaging families in supporting the whole child: Chicago West Side parents' perceptions of child health. *Journal of Child and Family Studies*, 33(3), 968–981. <https://doi.org/10.1007/s10826-024-02534-6> [ARC]
- Jouzi, Z. (2024). Pathways toward zero hunger: Organic and genetically modified crops. In *Food Shortage Crisis: Origins and Global Impact* (pp. 198–201). Bloomsbury Publishing USA. [ARC]

---

## Publications & Presentations (continued)

- Jouzi, Z., Leung, Y. F., & Nelson, S. (2024). Characterizing the association between child malnutrition and protected areas in sub-Saharan Africa using unsupervised clustering. *Journal of Environmental Studies and Sciences*, 14, 300–312. <https://doi.org/10.1007/s13412-023-00880-3> [ARC]
- Jouzi, Z., San Diego, L., Lewis, N. A., Jr., & Leak, T. M. (2024). How can transitional housing be improved? Insights from residents' experiences and perceptions in New York City. *International Journal of Environmental Research and Public Health*, 21(7), 829. <https://doi.org/10.3390/ijerph21070829> [ARC]
- ZLaw, F., Hoffman, A. J., Zhao, M., Ozturk, E., Joy, A., McGuire, L., Winterbottom, M., Mulvey, K. L., Hartstone-Rose, A., & Rutland, A. (2024). Thriving in STEM: How Belonging and Growth Mindset Fuel Science Motivation in Adolescent Girls. Paper presented at Gender and STEM 2024, Heidelberg, Germany. [ARC]
- Leitao, R.M., Noel, L., Rogal, M., Torretta, N.B., Montalvan, J., Beniwal, S., Fonseca Braga, M., Onafuwa, D., and Ibarra, M. (2024) Pluriversal Design as a Paradigm, in Gray, C., Ciliotta Chehade, E., Hekkert, P., Forlano, L., Ciuccarelli, P., Lloyd, P. (eds.), DRS2024: Boston, 23–28 June, Boston, USA. <https://doi.org/10.21606/drs.2024.169> [ARC]
- LaRowe, L. R., Frederick, G., Figueroa, R., Adams, E., Bean, M., Landry, M., & Nock, N. (2024). Position statement: Pass the RESTORE (Re-entry Support Through Opportunities for Resources and Essentials) Act. *Translational Behavioral Medicine*, 14(3), 187–188. <https://doi.org/10.1093/tbm/ibad082> [ARC]
- Leak, T. M., Overcash, F., Reicks, M., Leung, C. W., Barr-Anderson, D. J., & Censani, M. (2024). Diet and physical activity by prediabetes status among U.S. adolescents: National Health and Nutrition Examination Survey, 2007–2018. *Childhood Obesity*. <https://doi.org/10.1089/chi.2023.0110> [ARC]
- Leak, T., Kluemper, E., Potter, C., Moll, M., de et al. (2024). The Advanced Cooking Education 4-H after-school club at low-income, urban middle schools: Year 1 preliminary findings. *Journal of Nutrition Education and Behavior*, 56(8), S98. [ARC]
- Le Forestier, J. M., & Lewis, N. A. (2024). When and why people conceal their identities. *Nature Reviews Psychology*, 3, 489–498. <https://doi.org/10.1038/s44159-024-00324-x> [ARC]
- Leung, C. W., Odoms-Young, A., & Essel, K. (2024). Food insecurity is a source of toxic stress. *JAMA Pediatrics*, 178(4), 327–328. <https://doi.org/10.1001/jamapediatrics.2024.0173> [ARC]
- Lewis, N. (2024). From Good Intentions to Inclusive Behaviors: Achieving the Diversity Goals We Profess in Academia. In E. Denise & B. Louis (Eds.), *Conditionally Accepted: Navigating Higher Education from the Margins* (pp. 169–182). University of Texas Press. <https://doi.org/10.7560/324882-015> [ARC]
- Lindsay, S. L. (2024). The state you see: How government visibility creates political distrust and racial inequality by Aaron J. Rosenthal. *Political Science Quarterly*, 139(3), 506–507. <https://doi.org/10.1093/psquar/qqae076> [ARC]
- Lindsay, S. L. (2024). The state you see: How government visibility creates political distrust and racial inequality by Aaron J. Rosenthal. *Political Science Quarterly*, 139(3), 506–507. <https://doi.org/10.1080/15564886.2024.2356828> [ARC]
- Liu, R., Figueroa, R., Brink, H. V., et al. (2024). The efficacy of sleep lifestyle interventions for the management of overweight or obesity in children: A systematic review and meta-analysis. *BMC Public Health*, 24, 321. <https://doi.org/10.1186/s12889-024-17708-6> [ARC]
- Liu, R., et al. (2024). Examining associations between skin carotenoids, self-reported fruit and vegetable intake, and diet quality among predominantly Hispanic/Latinx food pantry clients. *Current Developments in Nutrition*, 8, 102544. [ARC]

- McGuire, L., Marlow, C., Hoffman, A. J., Joy, A., Law, F., Hartstone-Rose, A., Rutland, A., Winterbottom, M., Balkwill, F., Burns, K. P., Butler, L., Fields, G., & Mulvey, K. L. (2024). Children's and adolescents' evaluations of wealth-related STEM inequality. *Social Development*, 33, e12710. <https://doi.org/10.1111/sode.12710> [ARC]
- Merritt, H., Faskowitz, J., Gonzalez, M. Z., & Betzel, R. F. (2024). Stability and variation of brain-behavior correlation patterns across measures of social support. *Imaging Neuroscience*, 2, 1–18. [https://doi.org/10.1162/imag\\_a\\_00133](https://doi.org/10.1162/imag_a_00133) [ARC]
- Michener, J. (2024). Building power for health: The grassroots politics of sustaining and strengthening Medicaid. *Journal of Health Politics, Policy and Law*. Advance online publication. <https://doi.org/10.1215/03616878-11567668> [ARC]
- Michener, J. (2024). Ethical and transformative scholarly public engagement: Pitfalls, possibilities and promises. *Healthcare Policy*, 20(SP), 94. [ARC]
- Pearl, R. L., Donze, L. F., Rosas, L. G., Agurs-Collins, T., Baskin, M. L., Breland, J. Y., Shanks, C. B., Stowers, K. C., Johnson, S., Lee, B. Y., Martin, M. Y., Mujuru, P., Odoms-Young, A., Panza, E., Pronk, N. P., Calicut, K., Nadglowski, J., Nece, P. M., Tedder, M., ... Xi, D. (2024). Ending weight stigma to advance health equity. *American Journal of Preventive Medicine*, 67(5), 785–791. <https://doi.org/10.1016/j.amepre.2024.08.010> [ARC]
- Ozturk, E., Zhao, M., Hoffman, A. J., et al. (2024). Developmental trajectories of adolescents' math motivation: The role of mindset and perceptions of informal STEM learning site inclusivity. *Journal of Youth and Adolescence*, 53, 1542–1563. <https://doi.org/10.1007/s10964-024-01949-0> [ARC]
- Poe, J., Reed, J., & Nunley, R. (2024). New considerations for Sista Circle methodology: Applications in relation to beauty, femininity, and place. *Qualitative Inquiry*, 0(0). <https://doi.org/10.1177/10778004241250071> [ARC]
- Reed, J. (2024). Millennial agency and liberation within Black American beauty standards. In *Embodiment and Representations of Beauty* (Vol. 35, pp. 137–158). Emerald Publishing Limited. [ARC]
- Reed, J. (2024). Textures: The history and art of Black hair: Black hair in a white world. *Dress*, 50(2), 331–334. <https://doi.org/10.1080/03612112.2024.2350856> [ARC]
- Ruggiero, C. F., Luo, M., Zack, R. M., Marriott, J. P., Lynn, C., Taitelbaum, D., Palley, P., Wallace, A. M., Wilson, N., Odoms-Young, A., & Fiechtner, L. (2024). The dietetics profession privilege scale: Development, psychometric testing, and application among a diverse cohort of dietetics professionals. *Preventing Chronic Disease*, 21, E70. <https://doi.org/10.5888/pcd21.240101> [ARC]
- Schacter, H. L., Ehrhardt, A. D., & Hoffman, A. J. (2024). Daily fluctuations in adolescents' perceived friend dominance and friendship cloud: Associations with mood and the moderating role of anxiety. *Journal of Youth and Adolescence*, 53, 537–549. <https://doi.org/10.1007/s10964-023-01906-3> [ARC]
- Setiono, F. J., Heller, S. P., & Leak, T. M. (2024). What does it take for healthy food retail programs to be successful? Lessons learned in New York City. *Public Health Nutrition*, 27(1), e188. <https://doi.org/10.1017/S1368980024001368> [ARC]
- St. George, S. M., Frank, B. S., Prakash, S., Chong-Yen, C., Sonik, N., Figueroa, R., Bean, M. K., Landry, M. J., Adams, E., & Greenthal, E. (2024). SBM supports mandatory front-of-package nutrition labeling to promote healthier food purchasing. *Society of Behavioral Medicine*. [ARC]
- Tan, A., Rice, M. A., & Gonzalez, M. Z. (2024). A pivotal time and place: University place attachment, childhood neighborhood affordances, and internalizing symptoms in emerging adulthood. *Emerging Adulthood*, 12(4), 509–523. <https://doi.org/10.1177/21676968241240186> [ARC]

---

## Publications & Presentations (continued)

- Tsethlikai, M., Cole, A., Hoffman, A. J., Bang, M., & Ng, F.-Y. (2024). To heal, grow, and thrive: Engaging Indigenous paradigms and perspectives in developmental science. *Child Development*, 95, 1817–1828. <https://doi.org/10.1111/cdev.14194> [ARC]
- Turnbull, A., Butler, C., (2024). Therapeutic crisis intervention for schools update: Designing refresher training (2nd ed.). Ithaca, New York: Residential Child Care Project, Cornell University. [RCCP]
- Wright, L., Muenster, R. M., Vecchione, B., Qu, T., Cai, P., Smith, A., Comm 2450 Student Investigators, Metcalf, J., & Matias, J. N. (2024). Null compliance: NYC Local Law 144 and the challenges of algorithm accountability. In *Proceedings of the 2024 ACM Conference on Fairness, Accountability, and Transparency* (pp. 1701–1713). ACM Press. <https://doi.org/10.1145/1234567.8901234> [ARC]
- Zong, J., & Matias, J. N. (2024). Data refusal from below: A framework for understanding, evaluating, and envisioning refusal as design. *ACM Journal on Responsible Computing*, 1(1), 1–23. <https://doi.org/10.1145/3630107> [ARC]
- Zeidan, R., de Almeida, S. L., Bó, I., & Lewis, N. (2024). Racial and income-based affirmative action in higher education admissions: Lessons from the Brazilian experience. *Journal of Economic Surveys*, 38, 956–972. <https://doi.org/10.1111/joes.12564> [ARC]
- Zou, W., Purington Drake, A., Masur, P. K., Whitlock, J., & Bazarova, N. N. (2024). Examining learners' engagement patterns and knowledge outcome in an experiential learning intervention for youth's social media literacy. *Computers & Education*, 216, 105046. <https://doi.org/10.1016/j.compedu.2024.105046> [ACT for Youth]

## Presentations

- Charoenmuang, Mingla. 4-H Ag & Food Systems Program Ideas Series. Seven sessions, covering topics related to food culture, nutrition, agriculture, wild edibles, and the complexity of food systems. Housed at <https://www.nys4-h.org/ag-foodsystems>. [NYS 4-H]
- Charoenmuang, Mingla. (April 4, 2024). Mentoring Young People to Expand STEM Careers in Food and Agriculture in New York State's North Country Region and Beyond. USDA-NIFA Project Director Meeting, Kansas City, MO. [NYS 4-H]
- Davis, Christopher; Kim, Esther; Mejia, Lynandrea; Elmore, Kristen; Burrow, Anthony (May 2024). "Supporting Purpose in Life for all Youth" Workshop at NYS 4-H In-Service Professional Development Event. [PRYDE]
- Holden, Martha J. (November 2024) The CARE Model, Virtual Keynote. Chinese Child Care Association of Child Care Institutions Conference: Working together to embrace a resilient generation: Academic seminar on placement and independence of children, Taipei City, Taiwan. [RCCP]
- Holden, Martha, J. (October 2024). The CARE Model and its implications on children in alternative care. Keynote. Penal Forum at Legislative Yuan, Taipei City, Taiwan. [RCCP]
- Holden, Martha, J. (October 2024). CARE Model: Translating research into practice. Keynote. Social Policy and Social Work, ChiNan University, Taichung City, Taiwan. [RCCP]
- Holden, Martha J. (October 2024). CARE Journey in Taiwan, where to start, prospect, and challenges. Keynote. Taiwan Residential Care Alliance Annual Meeting, Taichung City. [RCCP]
- Holden, Martha, J. (October 2024). The CARE Model in residential care: Implementation experience in Cantabria. Invited Speaker, ACORES 2nd International Conference. Children and youth with special vulnerability in child welfare: Cross-national review of innovative therapeutic programs. Oviedo, Spain. [RCCP]

- Holden, Martha J. (January 2024). Creating Conditions for Change – How to build a trauma-informed school culture and reduce reliance on physical restraints and seclusion. Workshop. 2024 NAPSEC Annual Leadership Conference, Savannah, GA. [RCCP]
- Holden, Martha J.; Smith, Elliott G.; Smith, Anton. (May 2024). Beyond evidence: The power of ‘Why’ in shaping responsive program models for therapeutic care interventions. Workshop presented at the 68th Annual Conference of the Association of Children’s Residential & Community Services, Phoenix, AZ. [RCCP]
- Kopko, Kimberly. (May 2024). Applying parenting education practices to contemporary issues: A research-based approach. NYS Parenting Education Partnership Annual Training Institute: The Development of the Parenting Educator Across Their Career, Albany, NY. [The Parenting Project]
- Kopko, Kimberly. (September 2024). CCE and CHE Past, Present and Future. Cornell Cooperative Extension Executive Leadership Conference. Ithaca, NY. [The Parenting Project]
- Kopko, Kimberly. (September 2024). Newsmakers: Cell phones in schools (Andrew Donovan, Interviewer). Retrieved from <https://www.localsyr.com/news/newsmakers/newsmakers-cell-phones-in-schools/>, WSYR-TV. Syracuse, NY. [The Parenting Project]
- Kopko, K. (2024). Parenting and Youth Social Media Use [webinar]. New York State Parenting Education Partnership (NYSPEP). [The Parenting Project]
- Liu, Zeyu; Cope, Marie; Schultz, Leslie; Pillemer, Karl (November 2024). Voices in Climate Action: Intergenerational Perspectives among Older Adult Environmental Activists. Gerontological Society of America. [CIRCA]
- Leak, Tashara M.; Jouzi, Zaynab; Joseph, Kwesi; Benu, B.; Parker, Carol (May 2024). A cross-sector collaboration promoting wellness among families at a transitional housing facility in New York City. National Urban Extension Leaders Conference, Nashville, Tennessee. [ARC]
- Lewis Jr., Neil. (November 2024). Revisiting the Wisconsin Idea: Publicly Engaged Research in the 21st Century. School of Journalism and Mass Communication, University of Wisconsin-Madison. [ARC]
- Lewis Jr, Neil. (November 2024). What We Learn from Where We Live: How Contemporary Segregation Affects Our Minds. Research Center for Group Dynamics, Institute for Social Research, University of Michigan. [ARC]
- Lewis Jr, Neil. (April 2024). Publicly Engaged Research for Social Justice. Dean’s Distinguished Lecture, College of Education, University of Illinois at Urbana-Champaign. [ARC]
- Lewis Jr, Neil. (March 2024). Cultivating (Un)equal Minds: Meaning Making in a Fragmented Democracy. Department of Psychology, Northeastern University. [ARC]
- Maille, Alexa (2024). The Nature-Study Idea by Liberty Hyde Bailey: Panel Discussion & Book Celebration. Panelist. [NYS 4-H]
- Maille, Alexa (2024). Introduction to PYD and the 4-H Thriving Model. Module co-presenter and Learning Circle Facilitator for national Foundations of Positive Youth Development for 4-H Professionals online course. [NYS 4-H]
- Maille, Alexa (September 2024). CCE and CHE Past, Present and Future. CCE Executive Leadership Conference. Panelist. [NYS 4-H]
- McCabe, Lisa A.; Gregorski, Joan; Nunno, Michael; Izzo, Charles. (May 2024). Data isn’t just for driving (decisions): Data-informed learning and cross-site analyses as road signs to fidelity. Workshop presented at the Human Services Workforce Development Evaluation Symposium, Los Angeles, CA. [RCCP]

---

## Publications & Presentations (continued)

Pillemer, Karl (November 2024). Aging and Climate Change: From Vulnerability to Action. Gerontological Society of America. [CIRCA]

Pillemer, Karl (April 2024). Climate Change in an Aging World. Annual Friedman Lecture, Washington University. [CIRCA]

Pillemer, Karl (April 2024). Climate Change Action and Older People: A Powerful Resource for Prevention and Resilience. University of Vienna, Department of Psychology. [CIRCA]

Pillemer, Karl (September 2024). Climate Change in an Aging World. Annual Rocco Vivienzo Memorial Symposium, Lifespan of Greater Rochester, NY., September 25, 2025. [CIRCA]

Pillemer, Karl (October 2024). Climate Change, Older Adults, and Innovation. Healthy Longevity Global Innovator Summit, National Academy of Medicine. [CIRCA]

Pillemer, Karl (October 2024). The Nexus of Longevity and Climate Action. International Longevity Center Global Alliance., October 24, 2024. [CIRCA]

The third edition of RCCP's CARE book was translated into Chinese and published by Commonwealth Education Media and Publishing Co., Ltd. This was followed by an invitation from the Taiwan Residential Care Alliance, Legislative Yuan, ChiNan University, Chinese Child Care Association of Child Care Institutions, The Holy Word Children's Home Foundation, and Chne Chou Boy's Home to travel to Taiwan for a week to deliver presentations, keynotes, and to speak to policymakers and legislators to assist in their out of home care reform initiative. [RCCP]

CARE Program model was highlighted in a cross-national review of innovative therapeutic programs at the second International ACORES conference in Oviedo, Spain. [RCCP]

## Products

Julia Chapman, Kimberly Kopko. Parenting Education & Public Health Resource Series: A series of resources developed to address topics related to parenting and public health which includes an infographic on parenting education as public health, and one on parenting, play, and public health.:

The Parenting Project also published outcomes of statewide Parent Education Programs (2023-2024) which can be found at: <https://cornell.box.com/s/c29a10fsdakwnn4i3exnvh0bzfyidb>

Outcomes for Albany County can be accessed at: <https://cornell.box.com/s/xgckvucl4l0lt7sxtms3jtdi4bh3v01b>

Outcomes for Lewis County can be accessed at: <https://cornell.box.com/s/9bvd98v2qw1fs7bz2sr2nm126kc3wmc1>

Program report for Magic Years can be found here: <https://cornell.box.com/s/sus4qm7h8kkhzhxsxoptkjpkbm1w3xq8>

Program report for the Home Visitation program can be accessed at: <https://cornell.box.com/s/k4dkgaggit8udfez2wls1ninajz89b6d>

---

# Funding

## **NYS 4-H**

Five-year USDA/NIFA 4-H CYFAR grant – the 4-H LEGACY program will be implemented in partnership with CUCE-NYC, NYS 4-H, NYC community partners, and National MANRRS.

Two-year Hannaford Child Health Grant – the Childhood Obesity Prevention Project will be implemented in partnership between Cornell Food and Nutrition Education in Communities, NYS 4-H, and CCE Associations.

## **CIRCA**

USDA/National Institute for Food and Agriculture Federal Capacity Fund Grant, awarded September 2024

Weill Cornell Medicine sub-contract for climate change work.

Subcontract from LiveOnNY for focus group study.

## **CUCE-NYC & ARC**

ARC and CUCE-NYC received \$500,000 from New York State.

## **ARC**

City of Rochester RFP for \$25,000 for Innovative Healthy Food Models.

Funds raised from Cornell Giving Day – \$5,836 which includes CHE Alumni Match \$5,836

Mother Cabrini Foundation for the New York State Healthy Incentive Program – \$46,300

## **CUCE**

Core funding for the Expanded Food and Nutrition Education Program (EFNEP) \$1,304,000

Metro regional funding for EFNEP \$196,000

Smith-Lever funding for CUCE \$648,000

New York State Department of Ag & Markets support for CUCE Farmers Market Nutrition Outreach Program/ NYC Farmers Market Alliance \$75,000

Ag in the Classroom/Dairy Education Program \$26,000

National Institutes of Health – Weill Cornell Medicine Clinical & Translational Science Center sub-award for Community Engagement in Research \$100,000

Bequest from the Dr. Ruth Allen Memorial Urban Extension fund \$10,000

## **RCCP**

Continuation of 1) a National Institutes of Health/National Institute of Child Health and Human Development grant entitled Enriching Relational Environments as a Critical Pathway for Healing from Trauma: Helping Adults Use Purposeful Interactions and Build Developmental Relationships with Children in Out of Home Care 2) a Substance Abuse and Mental Health Services Administration grant entitled Creating Conditions for Change-Therapeutic Foster Care: An NCTSN Category II Center, and 3) the New York State Office of Children and Family Services contract to provide Therapeutic Crisis Intervention training and support to voluntary agencies providing residential care services for children in New York, and 4) fee for services to provide Therapeutic Crisis Intervention

and CARE training, implementation services, and technical assistance to residential agencies and schools.

## **The Parenting Project**

CCE/NIFA/USDA Smith-Lever Project, \$90,000 for The Parenting Project: Integrating Parenting Education & Youth Development.

## **ACT For Youth**

ACT for Youth received a five-year \$5 million grant, awarded by the New York State Department of Health (NYSDOH) to support the health and wellbeing of children and youth through a Children and Youth with Special Health Care Needs Center of Excellence. ACT will help local health departments strengthen their community and family engagement, develop an extensive and searchable online resource database, and develop and deliver training, among other supports.

ACT for Youth used a portion of funds awarded to the BCTR from the Chan Zuckerberg Initiative to explore supporting adolescent health initiatives through AI, using our extensive clearinghouse of information and resources to support the NYSDOH-funded adolescent health initiatives and develop on-demand training resources.

ACT for Youth is a sub-awardee on a three-year competitive Sexual Risk Avoidance Education (SRAE) grant. ACT provides training, technical assistance, and evaluation support to educators at New York University's Langone Health implementing this program in New York City.

---

# 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 2025. Here is what the BCTR has planned for the upcoming year.

## **BCTR**

The BCTR will continue to offer its HE 4060 Special Topics in Translational Research course to interested students, which will offer an opportunity for faculty to share their expertise, introduce students to translational research, and give insight to the BCTR's projects.

A new project will launch in the BCTR: **the Purpose Science and Innovation Exchange**, known as PSiX. This project will unite the rigorous study and lived experience of purpose to research purpose as a transformative force in people's lives. PSiX works in conjunction with Purpose Commons, a national nonprofit dedicated to translating purpose research into direct engagement with youth.

## **NYS 4-H**

NYS 4-H is looking forward to growing programs to increase youth access to positive youth development opportunities. We are looking forward to providing opportunities for 4-H volunteers and professionals to grow their capacity to design and deliver high-quality positive youth development programs. And to working together so that everywhere they turn, youth can grow, contribute to the world, and be beyond ready for the future.

## **PRYDE**

PRYDE staff is working to develop a network of youth practitioners and youth development researchers beyond New York State 4-H. This includes strategically expanding PRYDE products for use with various populations of young people. In particular, the Youth Investigators curriculum will be made available to researchers who are interested in meaningfully engaging young people as co-creators of their work.

PRYDE will complete work on the Purpose Workshop, a professional development experience for youth practitioners, aimed at cultivating environments where young people and youth workers can develop and sustain a sense of purpose. This workshop will be available to youth practitioners across the U.S.

PRYDE will continue providing undergraduates in Cornell Human Ecology (CHE) with foundational experiences in translational youth development research. Beyond the Scholars Program, PRYDE is actively exploring other opportunities for training and mentoring the next generation of translational researchers and CHE undergraduates.

## **CIRCA**

CIRCA aims to expand its research, policy engagement, and community partnerships to further explore the intersection of climate change and aging. Building on the findings from 2024, CIRCA will analyze and publish results from its focus groups, providing insights into older adults' experiences with climate-related challenges. The institute also plans to develop policy recommendations through the NY Climate and Aging Activation Network (NY-CAAN) to inform decision-makers.

Additionally, CIRCA hopes to launch new research initiatives, including a statewide survey to assess climate vulnerability among older populations. The institute plans to host a research-to-practice consensus workshop to collaborate with senior service organizations, environmental groups, researchers, practitioners, and policymakers to set a research and policy agenda. CIRCA will also increase efforts to use social media and digital tools to advance public messaging and share translational

research, ensuring its findings reach a broader audience and inspire action. Through these efforts, CIRCA aims to solidify its role as a leading research and advocacy hub at the intersection of climate change and aging.

### **CUCE**

CUCE is working with Cornell faculty and community partners to evolve new program models, bringing long-time staff members into new leadership roles and designing new collaborative structures. In 2025, the leadership of CUCE's Nutrition and Health Program will include an associate director for downstate partnerships based in NYC, integral to both CUCE and the Department of Nutritional Sciences' Food and Nutrition Education in Communities (FNEC) program. With the hiring of three Extension Support Specialists, two of whom were long-standing HAASTEP lab technicians, the HAASTEP program will evolve from a single-director model to a collaborative team approach, ensuring its sustainability and future success and honoring Philson Warner's vision.

### **RCCP**

A key focus for RCCP in 2025 is understanding ways to support organizations as they sustain RCCP programs with high fidelity to the model. RCCP plans to ask for input from the full range of stakeholders – direct care staff, supervisors, organizational leaders as well as the RCCP's CARE Consultants and TCI Instructors – about what activities or supports, both within the organization and from RCCP, would help sustain the program. In addition, RCCP will revise -- and perhaps create new tools. RCCP will also continue to study facilitators and barriers to successful implementation and sustainment of TCIS through its research collaboration with a large school district.

A resource portal will be added to the RCCP website to provide CARE Educators with access to vetted resources, often developed by staff in organizations using CARE.

RCCP staff will pilot two items: a new program for foster parents and support staff that combines elements of the Therapeutic Crisis Intervention (TCI) programs and the CARE Program Model, and a Developmental Interaction

Workshop series (DIWS). The new program for foster parents addresses documented deficits in current foster parent training, including managing challenging behavior, connecting with foster children, and working with birth families. Similarly, the DIWS for staff who provide direct care for children in residential settings uses video clips of interactions between staff and children and other activities to emphasize and demonstrate how the purposeful use of everyday interactions helps children who have experienced trauma.

### **The Parenting Project**

The Parenting Project is collaborating with several CHE and BCTR projects to host a Spring 2025 Human Ecology In-Service that aims to bring together extension educators and practitioners, campus and community partners, and professionals serving youth and families for connection and collaboration opportunities. In addition, we have received Smith-Lever funding to begin the work of developing new materials that incorporate parenting education and youth development resources to address the current challenges facing parents and families. These resources are intended to be utilized jointly by parent and youth development educators, and offered both virtually and in-person, to reach the greatest number of parents, youth, and families across New York State.

### **ACT for Youth**

ACT for Youth will continue to build and do the work of the Center of Excellence for Children and Youth with Special Health Care Needs, including statewide needs assessments and the development of a public-facing resource hub and dedicated section of the ACT for Youth website.

ACT for Youth will also launch interactive data dashboards to support quality improvement and streamlined reporting for the adolescent health programs it supports.

ACT for Youth also plans to host the 2025 Adolescent Health Provider Meeting, co-planned with the New York State Department of Health, and it will expand the ACT for Youth training catalog with new on-demand modules and tutorials aligned with evolving practitioner needs.



# Cornell Human Ecology

---

**Bronfenbrenner Center  
for Translational Research**

1201 Martha Van Rensselaer Hall  
Cornell University  
Ithaca, NY 14853

[bctr@cornell.edu](mailto:bctr@cornell.edu)  
[bctr.cornell.edu](http://bctr.cornell.edu)