Each year, the Youth Development Research Update creates a forum for practitioners and Cornell University researchers to discuss issues relevant to the well-being and development of children and adolescents. Together we will ask:

- How can practitioners use research findings for interventions or practices that benefit young people within various social settings?
- Which questions emerge from the field that researchers have not explored and need to address?

**Day 1 - Tuesday, June 4, 2013**  
1:00 PM - 4:30 p.m.

1:00 PM  Welcome & Opening Remarks

1:30 PM  Research Presentation: David Brewer, Employment & Disability Institute, ILR  
*Critical Program Elements in Transition to Adulthood for Youth with Disabilities in New York State*

2:45 PM  Research Presentation: Lee Humphreys, Communication  
*Privacy Tensions on Social Media*

3:45 PM  Round table discussions

**Day 2 - Wednesday, June 5, 2013**  
9:00 a.m. - 3:30 p.m.

9:00 AM  Welcome back & Refreshments

9:15 AM  Research Presentation: Thomas Hirschl, Developmental Sociology  
*A Life Course Perspective on Non-Metro vs. Metro Poverty and Educational Attainment in the Transition to Adulthood in the United States (1980-2009)*

10:30 AM  Research Presentation: Wendy M. Williams, Human Development  
*Introduction to the Cornell Institute for Women in Science*

11:30 AM  Roundtable discussions

12:00  Lunch & Networking

1:00 PM  Research Presentation: Valerie N. Adams-Bass, NYS 4H, BCTR  
*That's Not Me I See On TV: African American Youth Interpret Images of Black Females*

2:15 PM  Final roundtable discussions

3:00 PM  Evaluation and wrap-up
Conference registration and lunch are provided at $60. Participants are responsible for hotel and travel arrangements and expenses. For the group rate of $99, reserve rooms with La Tourelle Inn by May 4, 2013, and reference the Youth Development Conference.

**REGISTRATION FEE IS $60 (includes lunch and refreshments).**

**PAYMENT IS DUE WITH REGISTRATION.** We can accept checks made payable to Cornell University.

If you are a Cornell University employee you can contact Amy Breese to arrange for a department charge.

Name: ________________________________

Organization: ________________________________

Address: ____________________________________________

City: ______________________ State: _____ ZIP: __________

Phone: ___________________ E-Mail: ____________________

**Please mail completed registration form with payment to:**

Amy Breese  
ACT for Youth Center of Excellence  
Cornell University  
Bronfenbrenner Center for Translational Research – Beebe Hall  
Ithaca, NY 14853

If you have any questions, contact Amy at:  
Phone: 607.255.7736  
E-mail: act4youth@cornell.edu
Third Annual Youth Development Research Update

Workshop Descriptions

Critical Program Elements in Transition to Adulthood for Youth with Disabilities in New York State

Cornell University's Employment and Disability Institute (EDI) has been developing a body of research on effective career development and secondary transition practices at the national level. Through a comparative analysis of the New York State transition program data, and the National Longitudinal Transition Study-2 data, EDI has empirically demonstrated the simultaneous contributions of various transition program elements to student postsecondary outcomes using mediation models. Interactions with data, video clips of diverse students, and discussion will transform this research into practical ideas.

David Brewer is on program teaching staff with Cornell University's Employment and Disability Institute. He is the Program Lead for the Educational Achievement and Transition Unit, and Principal Investigator for the New York State Transition Professional Development Service Center. He recently led the Model Transition Program Evaluation, a study of sixty school-community collaborations across New York State, to determine effective career development practices. He has over thirty years of experience working the area of special education and transition from school to adult life, holds a Permanent New York State Teaching Certificate in Special Education, and a Master's Degree in Special Education (1981) from Portland State University.

Privacy Tensions on Social Media

This talk will focus on ways and means through which social media raise new kinds of privacy tensions. The “context collapse” of social media leads to many important implications for the kinds of information and communication shared through social media. Whereas historically we might present ourselves differently to various audiences (e.g. boss, grandmother, friends from high school, spouse), social media sometimes requires that we present one unified version of ourselves. Drawing on research about social media use, the talk identifies several strategies for managing this context collapse. This talk explores some ways to think about privacy on social media as providing both opportunities as well as risks.

Lee Humphreys is Assistant Professor in Communication at Cornell University. She studies the social uses and perceived effects of communication technology. Her recent research examines historical media practices, everyday conceptions and practices regarding privacy on social media, and cultural differences in mobile social network use. Her research has appeared in the Journal of Communication, New Media & Society, and the Journal of Computer-Mediated Communication. With Paul Messaris, she co-edited the book, Digital Media: Transformations in Human Communication (Peter Lang, 2006). She received her PhD from the Annenberg School for Communication at the University of Pennsylvania in 2007.

In the wake of the Great Recession, a great deal of attention has focused on the dearth of opportunities presently available for young adults transitioning into the workforce; however, little concrete analysis exists regarding how the prevalence of poverty among young adults has shifted within a longer historical time frame or in non-metro areas. Study results indicate that, while poverty is unevenly distributed across non-metro and metro areas, residence is not a significant predictor of poverty or economic attainment when historical context, family background, and individual level characteristics are taken into account. Family socio-economic status (measured as average family income from age 12-16), individual education, service-sector occupation, and race are found to be the most significant predictors of both poverty and economic attainment.

Thomas A. Hirschl is Professor of Development Sociology and Director, Cornell University Population and Development Program. He received his PhD from the University of Wisconsin-Madison in 1986 and was appointed to the Cornell faculty in the same year. His research interests are in the areas of social stratification, demography, poverty, social policy, and the role of technology in triggering social change. His published papers analyze poverty and affluence over the American life course, rural/urban differences in poverty determinants, the effect of marriage and family status on the likelihood of affluence, the conflict between farming and suburbanization, and the effect of Social Security transfers on rural development. He is currently organizing a study of poverty in upstate New York where he hopes to discover new solutions to long-term problems.

Introduction to the Cornell Institute for Women in Science

In 2009 Wendy Williams founded the only institute at Cornell University dedicated to the use of empirical scientific inquiry to understand and improve the lives of women scientists. Rather than simply accepting traditional views of the problem of women's underrepresentation in STEM fields, the institute considers alternatives that may lead to more fruitful solutions. It offers a video series and accompanying print educational materials that can be facilitated by educators of all backgrounds. The institute also offers a substantial array of print resources for download on their website. Key questions they are trying to solve today concern current reasons for women's underrepresentation and especially the impact of children or plans to have children on women scientists' career trajectories. Wendy will provide an overview of the institute and its many resources and answer questions about her work.

Wendy M. Williams is Professor in the Department of Human Development at Cornell University, where she studies the development, assessment, training, and societal implications of intelligence. She holds PhD and Master's degrees in psychology from Yale University, a Master's in physical anthropology from Yale, and a B.A. in English and biology from Columbia University, awarded cum laude with special distinction. In the fall of 2009, Williams founded (and now directs) the Cornell Institute for Women in Science (CIWS), a National Institutes of Health-funded research and outreach center that studies and promotes the careers of women scientists. She also heads "Thinking Like A Scientist," a national education-outreach program funded by the National Science Foundation, which is designed to encourage traditionally-underrepresented groups (girls, people of color, and people from disadvantaged backgrounds) to pursue science education and careers.
That’s Not Me I See On TV: African American Youth Interpret Images of Black Females

Media images of Black women lack diversity and dimension. Some researchers argue repeated exposure to television shows that feature stereotyped Black characters creates negative perceptions of Black people. This concern coupled with the increased exposure to Black media images resulting from amplified media platforms, the high TV viewing hours among Black youth and interest in adolescent internalization of these images prompted this investigation. This study sought to identify perceived negative messages Black adolescents receive when exposed to images of Black women in the media.

Seven 2-hour focus groups were used to gather information about perceptions of Black media images with African-American high school and college youth. Of particular interest were the discussions about images of Black women as perceived by both male and female youth. Data analysis demonstrates youth are able to identify common images that reinforce negative stereotypes about Black women. Older youth were clearly more critical of negative stereotype Black images than youth in the younger groups, expressing concern that these images would be considered accurate reflections of Black women, particularly for people who did not encounter Black people other than on TV. Analysis also suggests youth activate racial socialization as a filter for interpreting negative stereotype messages.

Valerie Adams-Bass is the New York State 4-H Program Leader at the Bronfenbrenner Center for Translational Research and Assistant Director of Cooperative Extension at Cornell University. Her research interests include how racial socialization and racial identity influence the identity development process of African American adolescents. Dr. Adams-Bass also investigates how racial socialization and racial identity relate to the interpretation of stereotyped Black media images and what relationships exist between exposure to these images and the body image and self esteem of Black youth. In 2008, she co-authored Roots Processes and Outcomes in the Handbook of African American Psychology. She has recently co-authored Media Socialization, Black Media Images and Black Adolescent Identity in Racial Stereotyping in Child Development (2012), and The Whole picture: Examining Black Women Through the Life Span in Psychology of Black Women (2013). She holds a PhD in Applied Psychology Human Development from the University of Pennsylvania.