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 - Wednesday, June 1, 2016**
1:00 - 4:30 p.m.

1:00 Welcome and Introductions
1:30 Research Presentation: Christopher Wildeman
2:45 Research Presentation: Marianne E. Krasny
3:45 Roundtable Discussions
4:30 Adjourn

**Day 2 - Thursday, June 2, 2016**
9:00 a.m. - 3:00 p.m.

9:00 Welcome Back and Refreshments
9:15 Introducing the Program for Research on Youth Development and Engagement (PRYDE)
9:30 Poster Session: PRYDE Projects
  - Intergenerational Programs, Leslie Schultz
  - Youth Purpose, Anthony Burrow
  - Social Media, Elaine Wethington
  - Pubertal Development, Jane Mendle
10:30 Break
10:45 Large Group Discussion: PRYDE Projects
11:30 Roundtable Discussions
12:00 Lunch and Networking
1:00 Research Presentation: Edward E. Baptist
2:00 Final Roundtable Discussions and Wrap-up
3:00 Adjourn
Conference registration and lunch are provided at $60. Participants are responsible for hotel and travel arrangements and expenses.

**HOTEL:** For the group rate of $109, reserve rooms with La Tourelle Inn by April 29, 2016, referring to Cornell ACT for Youth/BCTR. [http://www.latourelle.com/](http://www.latourelle.com/)

**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 (contact information below).

Name: ________________________________________________________________

Organization: ___________________________________________________________

Address: ________________________________________________________________

City: ______________________________ State: _____ ZIP: __________

Phone: ____________________ E-Mail: _____________________________________

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**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
Paternal incarceration and teacher expectations of students

In this talk, Christopher Wildeman does three things. First, he demonstrates how common and unequally distributed parental imprisonment is. Second, he reviews existing research on the consequences of parental incarceration for children, paying special attention to differences in how paternal and maternal incarceration affect children. Third, he closes by presenting the results from an experimental vignette study that varied paternal incarceration status in order to determine how this event affects teacher expectations of students.

Christopher Wildeman is an Associate Professor of Policy Analysis and Management in the College of Human Ecology at Cornell University, where he is also co-director of the National Data Archive on Child Abuse and Neglect and a faculty fellow at the Bronfenbrenner Center for Translational Research, the Center for the Study of Inequality, and the Cornell Population Center. Since 2013, he has also been a Visiting Fellow at the Bureau of Justice Statistics in Washington, D.C. His research and teaching interests revolve around the consequences of mass imprisonment for inequality, with emphasis on families, health, and children. He is also interested in child welfare, especially as it relates to child maltreatment and the foster care system. He is the 2013 recipient of the Ruth Shonle Cavan Young Scholar Award from the American Society of Criminology.

Authentic care: Environmental stewardship as a means toward positive youth development

Community gardening, environmental action, and other out-of-school programs encompassing environmental stewardship activities embody many attributes of positive youth development settings and can lead to positive youth development outcomes. Drawing on research conducted in environmental education and gardening programs in New York City, Guatemala, and multiple smaller US communities, Marianne Krasny reports on findings of a positive youth development approach to environmental education.

Marianne E. Krasny is professor in the Department of Natural Resources and director of the Civic Ecology Lab at Cornell University. She is co-author of Civic Ecology: Adaptation and Transformation from the Ground Up, instructor for Reclaiming Broken Places edX and Environmental Education: Transdisciplinary Approaches to Addressing Wicked Problems Massive Open Online Courses (MOOC), and a 2015 Public Voices Fellow with The Op-Ed Project. She initiated the Garden Mosaics community gardening education program, conducts research on resilience and environmental education, and has published popular pieces in the Huffington Post, PBS, The Nature of Cities, The Guardian, and other media. She is leader of EPA's National Environmental Education Program (EECapacity) and was recently named a Foreign Fellow of the Royal Swedish Academy of Agriculture and Forestry.
Thursday, 9:30

**PRYDE Poster Session**

**Intergenerational Programs**
The goal of this project is to implement, evaluate, refine, and disseminate the intergenerational program Building a Community Legacy Together (BCLT). The BCLT program provides a structured opportunity for high school-aged youth to interview elders about advice for living. It allows youth to learn about older people and aging and is expected to create respect for the wisdom of age and combat ageism. In addition, it provides youth with an opportunity to develop specific skill sets that will be useful to them in the future (e.g., interviewing and research skills). From the standpoint of older participants, the project provides an opportunity for elders to benefit from the experience of sharing wisdom with the young, such as reducing social isolation, providing a sense of usefulness, increasing self-esteem, and improving attitudes toward youth.

**Leslie Schultz** is a research support specialist for the Cornell Institute for Translational Research on Aging. She is the project manager for the *Building a Community Legacy Together* project.

**Youth Purpose**
Past research has shown that considering one’s sense of purpose in life can increase youths’ levels of academic engagement and learning. Building on these results, this project utilizes a targeted purpose writing intervention to bolster the utility of 4-H workshops for young participants. Working with 4-H Cornell Cooperative Extension Programs in several counties across New York State, researchers will examine how purpose in life can be leveraged to enhance youth program learning and engagement. The promise of this project is to help youth connect knowledge gained in 4-H programs with their sense of purpose in life to deepen their motivation and capacity to contribute to the world around them.

**Anthony Burrow** is an assistant professor in the Department of Human Development and director of PRYDE. He is the project leader for the *Purpose as a Resource for Youth Program Learning and Engagement* project.

**Social Media**
In contrast to popular opinions and stereotypes about the dangers of “too much screen time,” social networking can contribute to positive, healthy adolescent development. Social media has also become a favored conduit for sharing information about healthy habits among young adults. This project is focused on how teens can make successful transitions into positive uses of social media as they enter young adulthood, exploring social media use among 4-H youth and assessing ways to encourage productive use of social media.

**Elaine Wethington** is a professor in the Department of Human Development and the Department of Sociology. She is the project leader for the *Productive Use of Social Media by Youth* project.

**Pubertal Development**
The psychology of puberty is not simply an issue of “growing pains.” Virtually all children show steep increases in psychological distress at this life stage, including spikes in depression, anxiety, aggression, self-injurious behavior, and disordered eating. Why is puberty so difficult? Drawing on a sample of 4-H youth, this research identifies new and compelling insights into the psychology of puberty, and pinpoints an array of novel, malleable targets for change.

**Jane Mendle** is an assistant professor in the Department of Human Development at Cornell University. Dr. Mendle specializes in adolescent psychology, particularly how different aspects of puberty relate to psychological well-being.
The long history of youth and rebellion: Enslaved people trying to escape

Throughout the 250-year history of slavery in North America, enslaved people tried to escape. Once newspapers were common, enslavers posted “runaway ads” to try to locate these fugitives. Such ads provide significant quantities of individual and collective information about the economic, demographic, social, and cultural history of slavery. In this presentation, historian Edward E. Baptist describes findings from a rich database of ads seeking runaway slaves, 1700-1865.

Ed Baptist grew up in Durham, North Carolina, received his undergraduate degree from Georgetown University, and did his graduate work at the University of Pennsylvania. He is House Dean of Carl Becker House at Cornell, where he is also a professor in the Department of History. He has published The Half Has Never Been Told: Slavery and the Making of American Capitalism, and Creating an Old South: Middle Florida’s Plantation Frontier Before the Civil War, and co-edited New Studies in the History of American Slavery. Baptist is also leading a project called Freedom on the Move, [http://freedomonthemove.org](http://freedomonthemove.org) a collaborative effort in digital history that is building a crowdsourced database of all fugitive slave ads.