



**PRYDE**  
Program for Research  
on Youth Development  
and Engagement

## PRYDE Scholars Program Application Form 2022

**DEADLINE: April 12, 2022**

### Program Purpose

The PRYDE Scholars program was established to give undergraduates in the College of Human Ecology an opportunity to engage with Program for Research on Youth Development and Engagement (PRYDE) faculty members in research on issues that are essential to understanding youth development; to perform independent research using translational research methods; and, by working with 4-H Youth Development programs, to effect positive change in the lives of young people in New York State and beyond. Learn more at: <https://pryde.bctr.cornell.edu/about-pryde-scholars>.

### Description

A cohort of up to eight rising juniors in the College of Human Ecology will be chosen to participate in this two-year program. Their selection will be based upon responses to the essay questions in this application, faculty recommendation, and academic achievement. The eligibility criteria are that the student is enrolled in the College of Human Ecology (in any CHE major) and currently in their sophomore year.

Each student admitted to the program will work with a youth development researcher on translational projects and take accompanying courses on research methods and professional development over the next four semesters. These courses are taught in the department of Human Development. Each PRYDE Scholar will receive a financial award each semester and will be eligible to apply for funding for summer research (the summer after their Junior year). PRYDE Scholars will also receive mentoring from 4-H Educators or Issue Leaders from across New York State.

If you have questions about applying to the program, please contact Dr. Kristen Elmore, Assistant Director of PRYDE, at [kce28@cornell.edu](mailto:kce28@cornell.edu).

## Personal Information

Name: \_\_\_\_\_

Cornell ID Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Local Address: \_\_\_\_\_

Home Address: \_\_\_\_\_

Race/Ethnicity (Please check all that apply):

- African American / Black
- Hispanic / Latinx
- Asian / Asian American
- White
- Native American
- Other \_\_\_\_\_
- Prefer not to respond

Gender Information: Please list your preferred pronouns. You can skip this section if you prefer not to respond.

\_\_\_\_\_

Please indicate whether and when you intend to study abroad. If you plan to study abroad, please attach a separate sheet describing how your study abroad would fit in with your work on youth development.

- I do not plan to study abroad.
- I plan to study abroad in the \_\_\_\_\_ semester.

How did you hear about the PRYDE Scholars Program?

- Email
- Announcement made during class (please list the class) \_\_\_\_\_
- On-Campus Flyers
- Social Media
- Experience Cornell Website
- Recommended to apply by faculty
- Friends
- Other \_\_\_\_\_

## Project Preference

Each student in the PRYDE Scholars program will be matched with a research lab mentor from the list below. You will be expected to work on the mentored project described below for 6 hours a week. Please use the blanks next to each theme project title, below, to rank the projects in their order of interest to you, from 1 (most) to 8 (least). If you are selected to be PRYDE Scholar, we will do our best to assign you to one of your top choices.

### **Advanced Cooking Education (ACE) 4-H After School Club Study**

Leader: Dr. Tashara Leak <https://www.human.cornell.edu/people/tml226>

Leak Research Group: <https://www.tasharaleak.com/>

ACE is a 12-week 4-H after school club where 7<sup>th</sup> and 8<sup>th</sup> students in New York City (NYC) and each week students engage in a wellness and professional development session (after school mindfulness, professional development, and nutrition education) and a culinary session (at home cooking lab preparing a healthy ethnic dish). We are seeking an undergraduate research assistant (URA) to assist with baseline and end-point data collection in NYC (January and May/June). We will collect anthropometrics, 24-h diet recalls (Nutrition Data System for Research software), dermal carotenoid levels (Veggie Meter), and various surveys (Qualtrics). The URA will also be matched with 7<sup>th</sup> and 8<sup>th</sup> grade students to provide mentorship during the ACE program (via zoom). Additional tasks include literature searches, maintain Mendeley folders with relevant research articles, weekly grocery delivery orders, code qualitative interviews, and create user friendly infographics of study findings. To learn more about ACE visit <https://www.aceprogramnyc.com/>.

### **Black Girl Literacies**

Leader: Dr. Misha Inniss-Thompson <https://psychology.cornell.edu/misha-inniss-thompson>

Black girls' positive youth development is shaped by spaces that support their ability to critically think about the world around them and engage in identity development. The purpose of this qualitative project is to better understand how Black adolescent girls (12 – 17 years old) enact Black Girl Literacies (ways of knowing, doing, and creating to affirm themselves) in a monthly book club. We will explore how a book club setting may shape the development of self-definition and critical consciousness among Black girls. This project will offer an opportunity for undergraduates to be involved in the early stages of a community-based action research project with Black adolescent girls in Ithaca. Anticipated responsibilities include conducting literature reviews, attending project meetings, engaging community partners in research, co-constructing research protocols, and interviewing participants.

### **Climate Change**

Leader: Dr. Gary Evans <https://www.human.cornell.edu/people/gwe1>

What does climate change mean to younger children? To the extent they can begin to comprehend what climate change is, what are their emotional reactions to climate change? We are at the earliest stages of trying to explore these questions, primarily through qualitative interviews with 5 to 7 year olds.

### **\_\_\_\_\_Informing Policies That Promote Adolescent Health**

Leader: Dr. Jane Powers <https://www.human.cornell.edu/people/jlp5>

Act for Youth: <http://actforyouth.net/about/>

Decades of research have demonstrated that interventions designed to promote adolescent sexual health can prevent risky sexual behavior. However, we lack knowledge as to what happens when these programs are implemented in “real world” community settings. The ACT for Youth Center for Community Action works closely with the NYS Department of Health and their grantees, helping them implement evidence-based programs and evaluate their impact. PRYDE scholars working with our program will participate in both original and translational research to promote adolescent health and well-being. Activities include collecting, processing, and analyzing quantitative and qualitative data that are used by the Department of Health to develop policies and programs that support youth in New York State. Additionally, PRYDE scholars will assist with other ACT research efforts, including a study that is examining how technology can facilitate parent/teen communication to reduce risky sexual behavior. Findings from this effort will be used to develop and test an intervention for parents and professionals.

### **\_\_\_\_\_Power Play: Using Play to Understand Development and Promote Learning**

Leader: Dr. Marianella Casasola <https://www.human.cornell.edu/people/mc272>

The Play and Learning Lab: <https://www.human.cornell.edu/hd/research/labs/playandlearning/home>

All infants and children engage in play, an activity that allows exploration, develops curiosity, and creates opportunities to hone social and emotional skills. Play permeates infants’ and young children’s daily activities and is one of the central contexts in which they develop their cognitive and socio-emotional skills. Despite a rich empirical literature on the benefits of play for learning and wellbeing, how infants’ and children’s engagement in play promotes learning and influences motivation remains poorly understood. Integrating naturalistic and experimental studies, this project seeks to document how individual differences in children’s play and skills (e.g., fine motor skills, social and language skills) may interact with distinct play contexts (e.g., play materials or activities, solitary vs. play with peers or caregivers) to enhance learning and motivation. Results will be to inform 4-H programs on activities to foster curiosity and optimize learning as a natural byproduct of the enjoyment created by play.

### **\_\_\_\_\_Residential Child Care Project**

Leader: Dr. Charles Izzo <https://www.human.cornell.edu/people/cvi2>

Residential Child Care Project: <http://rccp.cornell.edu/>

Children that have been placed into group homes or foster care have special social and emotional needs due to the complex developmental impact of trauma and instability in their lives. The Residential Child Care Project (RCCP) provides training, consultation and support to agencies and caregivers to help them effectively serve these children’s needs using trauma-informed approaches that prioritize relationships, skill-building, and enriched social environments. The upcoming work of the RCCP research team will focus on using multiple forms of data to examine the impact of our work at various ecological levels (e.g., working with qualitative interview data from caregivers, quantitative survey and administrative data about children, adults, and agency level factors). Upcoming work will also include translating our research into practitioner-friendly reports, and developing products to help agencies examine their own data to inform their program-improvement efforts.

### **\_\_\_\_ Socio-ecological Influences on Youth Behavioral and Health Outcomes**

Leader: Dr. Roger Figueroa <https://www.human.cornell.edu/people/rf453>

FIG Lab: <https://www.human.cornell.edu/dns/research/profiles/groups/figueroa>

The FIG Research Laboratory is a group of interdisciplinary stakeholders conducting academic research and developing strategies to prevent childhood obesity and to address health disparities through a socio-ecological lens. Projects will vary depending on stage of development. Activities in our lab include developing grant proposals, conducting community-based research, partnering with community stakeholders, analyzing multiple sources of data, and disseminating research outputs.

### **\_\_\_\_ Youth-engaged research to inform the design of enabling environments which support positive youth development and well-being**

Leader: Dr. Janet Loebach <https://www.human.cornell.edu/people/jel357>

While community environments, and the opportunities for healthy activity and interaction, can significantly impact positive youth development, children and youth themselves rarely have the opportunity to share their experiences, needs and desires for public and green spaces in their communities. This project involves multiple components designed to engage youth directly in research, assessment and ideally design and planning of their communities, and the degree to which these environments are supporting the needs and interests of youth. Students working on this project may be involved in:

- Youth-led neighborhood and/or greenspace tours
- Visual and arts-based engagements to understand youth experience, such as photovoice, participatory videography, community mapping, and muraling
- Development and testing of youth-engaged play/recreational space assessment tools
- Testing of wearable devices such as smart watches to help capture youth experience and movement

### Essay Questions

The following questions ask that you think deeply about the PRYDE Scholar experience, your intellectual interests, investigate the methods and research of PRYDE faculty members, and write clear, thoughtful, and thorough essays of 1 to 2 pages, double-spaced, in response. We are looking for students who are a good fit for both the Scholars Program and their ranked research projects.

1. **Why are you interested in PRYDE?** You should discuss what is intriguing about translational research on the topic of youth development and the [work that the program does](#) in relation to your interests in being selected as a PRYDE Scholar.
2. **Why did you rank the research projects, above, as you did?** Please elaborate on your ranking decisions (note that you should focus on the projects you're most interested in). Explain your research interests and why you feel the projects are important or significant; how your background, academic work, or life experience would be an asset to the projects; and how working on the project may relate to your career goals.

### Recommendations

Please ask one (or more) faculty member(s) to write recommendations for you. If you have experience working for a youth related program, your supervisor could also provide a recommendation. Please list the name(s) of your recommender(s) here:

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Name of recommender	Department/Organization
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Name of recommender	Department/Organization
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### Transcript

Please submit an official Cornell transcript electronically. You can find instructions for sending electronic transcripts at: <https://registrar.cornell.edu/grades-transcripts/ordering-transcripts>. All orders should be placed free of charge through Student Center or Student Essentials using your NetID and password.

### Submission of materials

Your application should be submitted to PRYDE's program assistant, Esther Kim, electronically at [sk2274@cornell.edu](mailto:sk2274@cornell.edu). Attach your application as a PDF with the file name "Application\_ Your First Name\_Your Last Name". For example, the file name could read: Application\_Esther\_Kim.

Transcripts and recommendation letters should also be submitted electronically to Esther Kim at [sk2274@cornell.edu](mailto:sk2274@cornell.edu). Please ask your recommender to include the letter as a PDF or Word Document attachment in an email. The file of the recommendation letter should be titled as "LOR\_Your First Name\_Your Last Name" with the email subject line reading: "Letter of Recommendation for Your First and Last Name".