



# Institute for Applied Research in Youth Development

**2009-2010 ANNUAL REPORT**

**OF THE BERGSTROM CHAIR**

**IN APPLIED DEVELOPMENTAL SCIENCE**

**Richard M. Lerner**

**February, 2011**

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**REPORT FROM RICHARD M. LERNER,  
BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE**

**Remembering Joan M. Bergstrom**



My friend, colleague, and mentor, Joan M. Bergstrom, died on April 6, 2010. Joan was a cherished wife, mother, and grandmother; a beloved and constant friend; an erudite, productive, and gifted scholar and teacher; a creative and successful entrepreneur; a wise and caring counselor; a steadfast and enthusiastic Tufts alumnus and Trustee; an extraordinarily generous and modest philanthropist; a warm, witty, and engaging companion; and an active citizen with an unwavering passion to make the world better for all its children and families. She was devoted to the idea that every young person should be educated, healthy, and develop in nations that are marked by social justice and opportunity.

Joan was truly a citizen of the world who blessed us by spending so much of her time not only in Massachusetts, but at Tufts.

To observe that Joan Bergstrom was remarkable is frankly to understate her being and her accomplishments. Joan was singular and the adjective magnificent still only comes close to describing her. In my life, I have never met a person who so assuredly made a positive impression on all people she encountered. I know of no person who ever met her who does not remember the occasion. Meeting Joan Bergstrom was a memorable and valued event in the experience of literally thousands of people around the world.

Joan's passing is not the only reason that I am writing this opening section of the 2009-2010 Annual Report of the Institute for Applied Research in Youth Development. Joan and her husband Gary Bergstrom are the reason that I wrote the past ten opening sections of the Institute's Annual Reports. They are in fact the reason there **is** this institute at Tufts and, even more, they are the reason that I am at Tufts.

Joan and Gary Bergstrom, with their vision and generosity, created the Bergstrom Chair in Applied Developmental Science, and I have been honored to be and to continue as the inaugural holder of this professorship. The eleven years of service I have completed in this position have been the most productive in my career. As well, they have been the most intellectually and spiritually rewarding for me. The contributions of the Tufts students with whom I have been privileged to work, and the colleagues and staff with whom I have been honored to collaborate, have not

only constituted good developmental science. With Joan's mentorship and advocacy for our work, the research we have conducted over the past eleven years has constituted as well good *applied* developmental science. Whether through our research programs supported by National 4-H Council and the Altria Corporation, by the John Templeton Foundation, the Thrive Foundation for Youth, or the National Science Foundation, my students, colleagues, and I have been able to see our work enhance the practice of youth development programs; impact the education of students in both middle and high school and in postsecondary education; and influence the national and international conversations about, and the media coverage of, the strengths of youth, the possibility of promoting positive youth development among all young people, the importance of spirituality and character in the lives of children and adolescents, and the capacity of youth to be active and engaged contributors to civil society .

The themes of our Institute's work and the applications of it we promoted are products of the theoretical theme we bring to our scholarship. But they are more than that. Our work reflects the vision and values of Joan Bergstrom! While I was still a candidate for the job I hold, Joan and I talked about my ideas and where I hoped my work might lead. I told her why I thought my scholarship fit well into a position that was to launch a program of applied developmental research in a renowned department such as Eliot-Pearson, noted world-wide as a cutting-edge program in applied child development.

But then Joan told me! She explained all the possible ways in which my research might grow and the directions it could take, and – most important – the contributions it might make to bettering the lives of diverse youth. She had clarity of vision, a depth of understanding, and a level of enthusiasm that were both astounding and exciting to me. Any thought of being coy in what I hoped would be forthcoming negotiations with Tufts, were I to actually be offered the job, ended at that moment. I decided that I would take the job if offered it. Joan simply said, "Good." Then, after a brief moment, she added, "And I'll help you."

She did! More so than any prior colleague or mentor in my life, she provided unfailing intellectual guidance and unwavering strategic advice. When things went well she was there first to celebrate. And when things went awry she too was there first, to buoy my spirits and to generate dozens of ideas for how *we*, together, could get back on track. Joan also took special care to be certain that my work was balanced well with my family life. She and Gary became close and constant friends with Jackie and me. They welcomed us to their home, they shared numerous nights out "on the town" with us, and together we shared the joys of seeing our respective children grow and prosper.

Today, the Institute is much larger than it was when Joan and I started it eleven years ago. Our projects are different and most of the students and staff working in it know Joan Bergstrom only by name. They never had the honor and life-changing privilege of knowing and working with her. However, the aspirations of the

Institute, and the goals of promoting positive development among the diverse youth of our world, have not changed. We continue to pursue the vision and values of Joan Bergstrom. And although the students and staff of today's Institute don't quite realize it, these are the ideas that attracted them to the Institute, to Eliot-Pearson, and to Tufts. These are the ideas that will frame their training and work. These are the ideas that will shape their careers. Today's members of the Institute, and those that come after them, are and will remain students of Joan Bergstrom.

**ACCOMPLISHMENTS OF THE BERGSTROM CHAIR  
IN APPLIED DEVELOPMENTAL SCIENCE AND OF THE INSTITUTE  
FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT:**

**QUANTITATIVE AND QUALITATIVE INDICATORS**

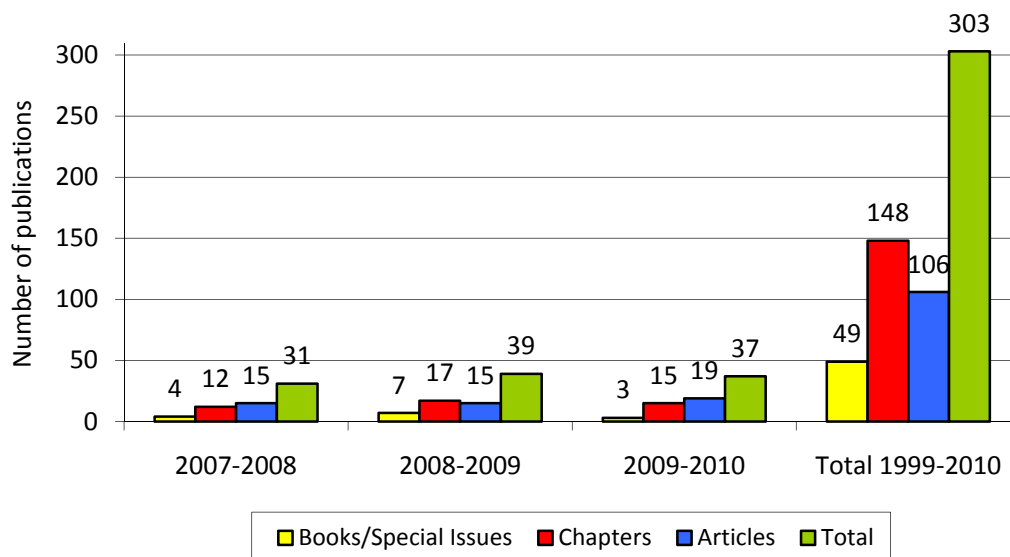
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, gift dollars generated, the allocation of Institute spending, and the applied developmental science courses taught at the University and the evaluations they received. Qualitative indicators include reports of leadership roles played by the Institute within the national and international scholarly and practitioner communities.

## QUANTITATIVE INDICATORS

### Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2009-2010, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's eleven years at Tufts is noted as well. A footnote to the histogram reports the averages over the eleven years. Books, chapters, and articles that are "in press," and therefore complete, but not yet in print, are included in these numbers. These figures clearly represent the ability of the Bergstrom Chair to publish numerous important works regarding the application of developmental science to improving the life chances of children, youth, families, and communities. Appendix 1 presents the Bergstrom Chair's published, in press, and in preparation publications for the 2009-2010 academic year. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair's published works <sup>1</sup>



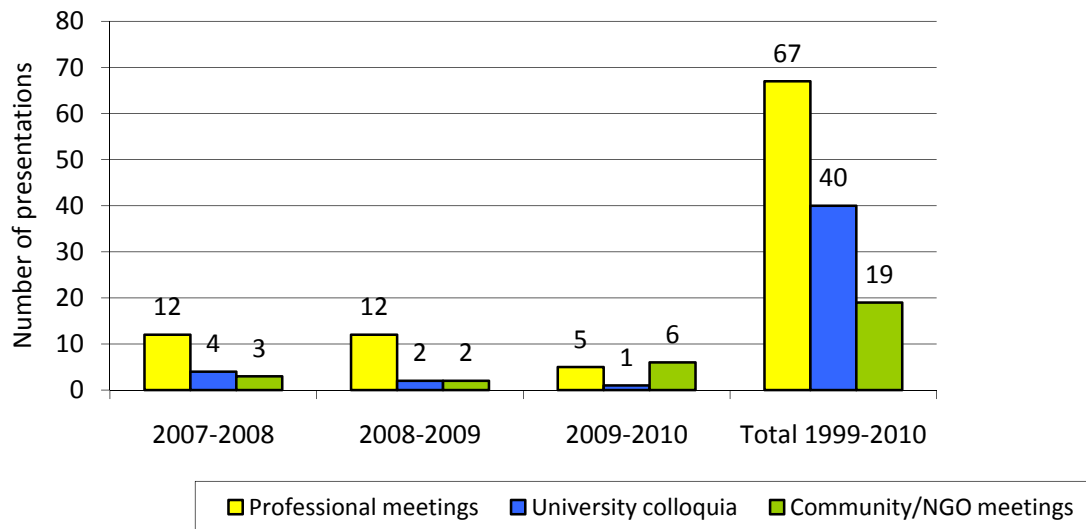
<sup>1</sup> Across the Bergstrom Chair's 11 years at Tufts, 1999-2010, the average per year for books/special issues, chapters, articles, and total number of publications are 4.4, 13.4, 9.6 and 27.5, respectively.

### Scholarly Paper Presentations

Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, and community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2009-2010 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the 11 years of data combined since the inception of the Bergstrom Chair.

This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the last academic year, Richard Lerner made 12 presentations at professional meetings, university colloquia, and community/NGO meetings to hundreds of university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity to his work, as well as the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University. The presentations further advance the work of the Bergstrom Chair and the Institute and allow the Institute to continue to develop a network of collaborations with both governmental and non-governmental organizations. Appendix 2 lists all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair and as well professional meetings he attended in 2009-2010.

Figure 2. Scholarly and professional presentations





## Grant Proposals Submitted and Funded

As shown in Figure 3, which presents the total grants submitted and funded for the previous three years as well as a total since the Institute's inception, five grant proposals were submitted during the 2009-2010 fiscal year. One of these proposals was funded. In total, the Institute has submitted 43 grant proposals since its inception, 21 of which were funded, an 11 year average that is slightly lower than 50%. Please see Table 1 for a listing of grant proposals submitted over the last five years. Appendix 3 provides a brief description of active Institute grants during the 2009-2010 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

Figure 3. Grant proposals submitted and funded by fiscal year

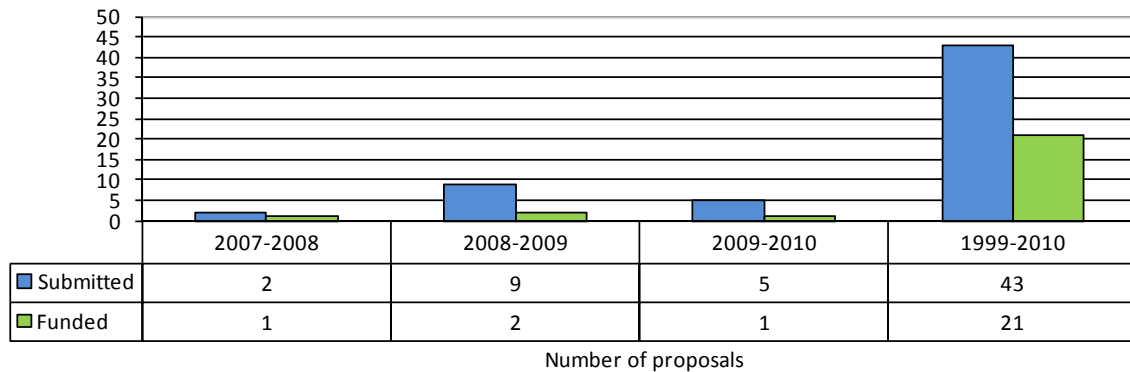
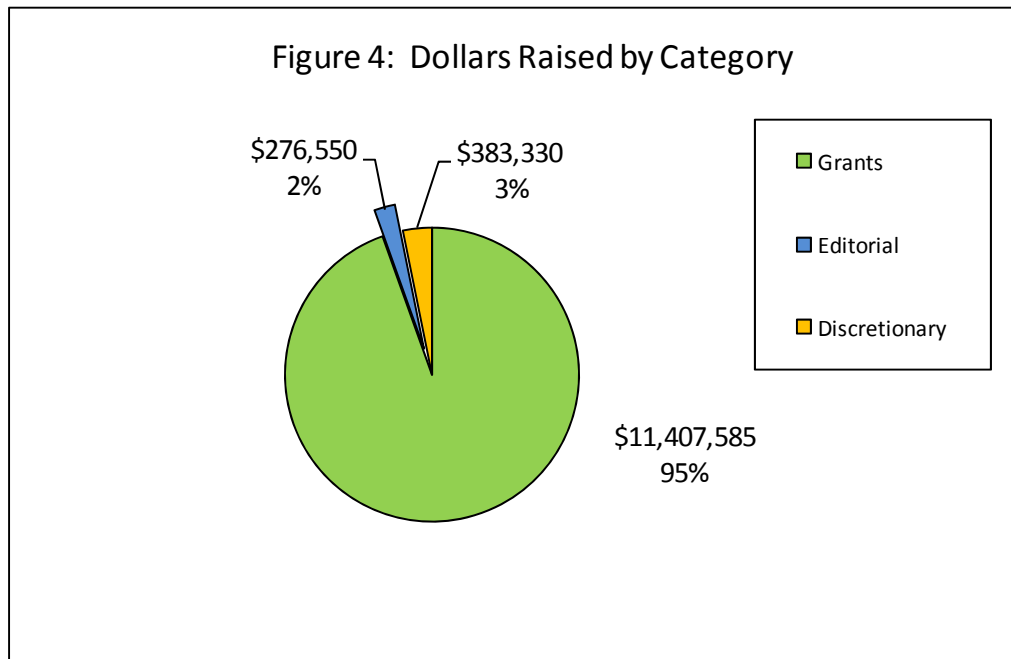


Table 1. Grant proposals submitted FY 2005-2006 through FY 2009-2010	
Year	Grant Proposal
2005-2006	<ol style="list-style-type: none"> <li>1. Proposal to the WT Grant Foundation for extension of the 4-H Study of Positive Youth Development (not funded)</li> <li>2. Proposal to NIH as subcontractor for OTO grant (not funded)</li> <li>3. Proposal to NIH (Nida) for extension of the 4-H Study of Positive Youth Development (not funded)</li> <li>4. Noncompetitive transfer of Robert Roeser WT Grant Foundation Scholar award (funded)</li> <li>5. Noncompetitive grant to Larry Gianinno for Youth Economic Understanding Study, WT Grant Foundation (funded)</li> </ol>
2006-2007	<ol style="list-style-type: none"> <li>1. Proposal to National 4-H Council for a two year extension of the 4-H Study of Positive Youth Development (funded)</li> <li>2. Proposal to the John Templeton Foundation for a three year study on positive purpose (not funded)</li> </ol>
2007-2008	<ol style="list-style-type: none"> <li>1. Proposal to the John Templeton Foundation for a one year extension of current grant (granted)</li> <li>2. Proposal to the LEGO Foundation for a 5-year study on engineering education as a means to promote STEM and SOC (not funded)</li> </ol>
2008-2009	<ol style="list-style-type: none"> <li>1. Proposal to the Thrive Foundation for a 2 year grant "Promoting the Thriving Journey for America's Adolescents: Igniting the Sparks for PYD through Enhancing SOC " (funded)</li> <li>2. Proposal to the National Science Foundation for a one year grant "The Role of Intentional Self Regulation in Achievement in Engineering" (funded)</li> <li>3. Proposal to the Department of Education for a grant entitled "Maximizing Academic Success: Optimizing the Development of Intentional Self Regulation and Positive Youth Development" (not funded)</li> <li>4. Proposal to the National Institutes of Health for a grant entitled "PYD: A Sequential Longitudinal Study" (not funded)</li> <li>5. Proposal to the National Institutes of Health for a grant entitled "Linking Developmental Systems Theory with Econometric Methods" (not funded)</li> <li>6. Proposal to the Robert Wood Johnson Foundation for a grant entitled "Promoting the Selection and Optimization of Healthy Life-Style Behaviors Among Diverse Adolescents" (not funded)</li> <li>7. Proposal to the University of Notre Dame/Templeton Foundation Science of Generosity Program to for a grant entitled "Ecological and Individual Bases of Generosity and Positive Development among Adolescents" (not funded)</li> <li>8. Proposal to the NIH Challenge Grant program for a grant entitled "Selecting and Optimizing Healthy Life-Style Behaviors Among Diverse Adolescents" (not funded)</li> <li>9. Proposal to the Spencer Foundation for a grant entitled "Ecological and Individual Bases of Civic Contributions and Positive Development Among Adolescents" (not funded)</li> </ol>
2009-2010	<ol style="list-style-type: none"> <li>1. Proposal to the Thrive Foundation for a six month extension of current grant, "Promoting the Thriving Journey for America's Adolescents" (funded)</li> <li>2. Proposal submitted to NSF, "Contextual Research Topics - Pathways - The Role of STEM Skills and Self-Regulation Abilities in Achievement in Veterinary Medicine" (not funded)</li> <li>3. Proposal to Health and Human Services, Co-P.I., (P.I. Edmond Bowers), "Experiential Goal Guidance (Project EGG): Using the Experiences of Others, Skill Building, and Support to Prevent Pregnancy and Promote Thriving in Adolescent Females" (not funded)</li> <li>4. Proposal to IES with School of Engineering, "An Efficacy Study of the Engineering-Design-Based Science Approach in Elementary School" (not funded)</li> <li>5. Proposal to the National Science Foundation, "The role of intentional self regulation in the enhancement of the missing middle in young children, the T and E of STEM: An intraindividual analysis of developmental trajectories of robotics-based computational thinking," Co-P.I., (P.I. Marina Bers), not funded</li> </ol>

## Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised \$12.1 million through the end of FY 2009-2010 for its research, outreach, educational, and publishing activities, an average of \$1.1 million a year across the Bergstrom Chair's 11 years at Tufts. Of this total, the Institute raised \$11.4 million through grant proposals, \$276k through editorial office grants, and \$383k in discretionary dollar donations.

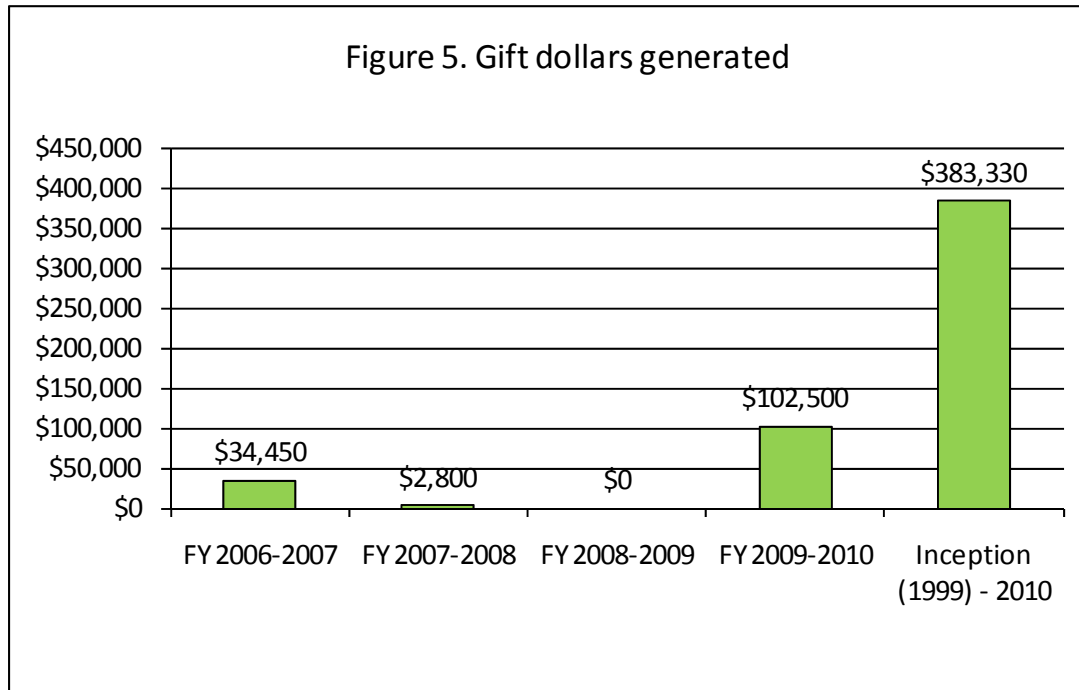


## Direct and Indirect Dollars of Grant Support Generated

Of the \$11.4 million in grant support generated, \$10.08 million was for direct costs and \$1.3 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.

## Gift Dollars Raised

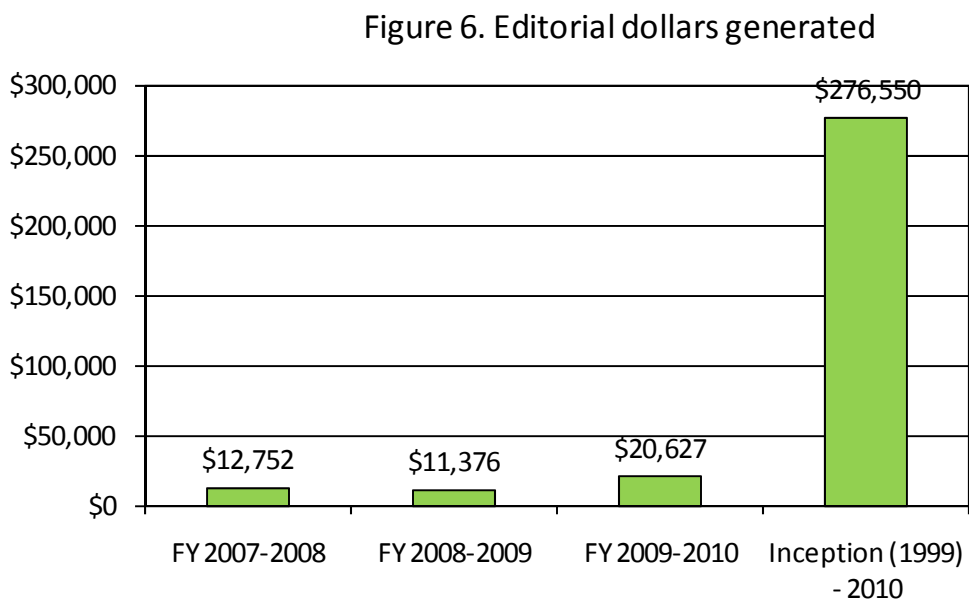
Since its inception, the Institute has raised a total of \$383k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and travel in the pursuit of additional grants or donations, as well as other expenses that cannot be specifically covered by one of our grants. Appendix 4 contains a listing of all donors during the 2009-2010 fiscal year.



## Editorial Account Dollars Raised

Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past eleven years, this allocation has amounted to over \$276k in donations by the Bergstrom Chair to the Institute.

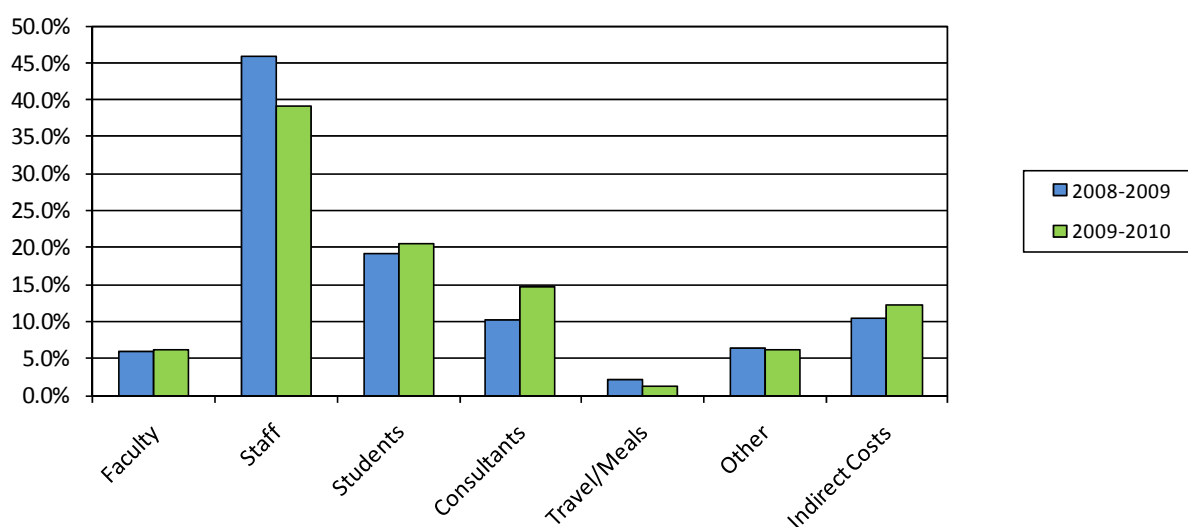
Figure 6 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute's history.



## Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year the majority (65.7%) of Institute spending went to supporting faculty, staff, and students. During fiscal year 2009-2010, in addition to the Bergstrom Chair's position as Director of the Institute for Applied Research in Youth Development, approximately 45.2% of spending was on full-time faculty and staff positions and 20.5% on graduate research assistants and undergraduate student support.

Figure 7. Allocation of IARYD Spending  
FY 2008-2009 and FY 2009-2010



Consultants, honoraria, and awards (14.7% of spending) goes to supporting the Scientific Director for the 4-H Study of Positive Youth Development, statistical consultants, data collectors, and speakers. Travel and meals account for 1.2% of all costs and is associated with attending meetings, conferences, etc. Other expenses account for 6.2% of spending and include computer hardware and software expenses, Tufts Catering and Facilities IDR's, office supplies, furniture, copying, printing, books, mail, telephone, photography, and other miscellaneous expenses, including the printing and scanning of questionnaires used in research. Indirect costs total 12.2% of spending.

The Institute continually strives to keep its infrastructure costs low while still supporting a large number of students. See Appendix 5 for a comparison of revenues and expenses between the 2008-2009 fiscal year and the 2009-2010 fiscal year.

## **Theoretical Foundations Course Taught by the Bergstrom Chair**

During the 2009-2010 academic year, the Bergstrom Chair taught two courses in applied developmental science. In Fall 2009, he taught CD 248: Developmental Science: Theoretical Foundations of the Description, Explanation, and Optimization of Developmental Change. In Spring 2010, Dr. Lerner taught a new course CD 248: Understanding Adolescent Development through Literature: The Development of Identity and Self Definition during Adolescence.

## **QUALITATIVE INDICATORS**

Several qualitative indicators demonstrate the growing productivity and academic and civic leadership of the Institute. Many of the quantitative indicators of the Institute's performance (e.g., regarding publications or grant funds generated) bear on the productivity of the research, outreach, education/training, publications, and collaborative components of the Institute. However, there are additional details about the work of these programs that provide qualitative information regarding the productivity and impact of these programs.

### **The Applied Developmental Science Publications Program**

Under the direction of the Bergstrom Chair, the Publications Program is a set of scholarly and outreach publications as well as special, one-time publications in applied developmental science that are aimed at enhancing knowledge and practice pertinent to promoting the positive development of children and families. The Publications Program seeks to use theory and research about human development to advance understanding of, and policies and programs for, diverse youth and for the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

The following sets of activities comprised the scholarly and outreach publications of the Publications Program this year. In most cases Richard Lerner was the Editor or Senior Editor of these works. These publications are described below.

#### *Applied Developmental Science (ADS)*

*ADS* is a quarterly journal published by Taylor & Francis. The journal is co-edited by Richard M. Lerner, Celia Fisher of Fordham University, and Lawrence Gianinno of the Institute for Applied Research in Youth Development and Eliot-Pearson. The focus of *ADS*, which completed its thirteenth volume year in 2008-2009, is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both interindividual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for

ADS includes developmental, clinical, school, counseling, educational, and community psychologists; life course and family sociologists; demographers; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and non-governmental organizations.

### *Developmental Psychology*

The Bergstrom Chair completed his sixth and final year as an Associate Editor of the journal *Developmental Psychology*, edited by Cynthia Garcia Coll of Brown University and published by the American Psychological Association. The Bergstrom Chair handled all submissions to the journal that are related to the field of adolescence.

### *The Handbook of Developmental Science, Behavior, and Genetics*

*The Handbook of Developmental Science, Behavior, and Genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb* is edited by Kathryn E. Hood (Penn State University), Carolyn Tucker Halpern (University of North Carolina), Gary Greenberg (Wichita State University), and Richard M. Lerner, and was published by Wiley/Blackwell in 2010. The *Handbook* will commemorate the historically important and profound contributions made by Gilbert Gottlieb across a scholarly career spanning more than four decades. Gottlieb was preparing this handbook when his untimely death in 2006 brought his work on this project to a halt. However, with the permission and support of the Gottlieb Family, the editors of this work have decided to complete Gottlieb's "last book," which was designed to bring together cutting-edge theory, research, and methodology that afford modern scientific understanding of the role of genes in the developmental system.

### *The Handbook of Life-Span Development*

*The Handbook of Life-Span Development* is edited by Richard M. Lerner, Willis Overton, Michael Lamb, and Alexandra M. Freund. This two-volume work was published by Wiley in 2010. The handbook was framed by perspectives about human development that encompass the life span and will be the first such scholarly resource of its kind.

### *Journal of Applied Developmental Psychology (Special Issue)*

In October 2009, the institute published a special issue of the *Journal of Applied Developmental Psychology* entitled "Foundations and Functions of Thriving in Adolescence: Findings From the 4-H Study of Positive Youth Development." Devoted entirely to empirical findings derived from the 4-H Study of Positive Youth Development, the special issue was edited by Richard M. Lerner, Alexander von Eye (Michigan State University), Jacqueline V. Lerner (Boston College), and Selva Lewin-Bizan (Tufts University).



*Journal of Youth and Adolescence (Special Issue)*

In July 2010, the institute published a special issue of *Journal of Youth and Adolescence* entitled “The Meaning and Measurement of Thriving in Adolescence: Findings from the 4-H Study of Positive Youth Development.” Devoted entirely to empirical findings derived from the 4-H Study of Positive Youth Development, the special issue was edited by Richard M. Lerner, Alexander von Eye (Michigan State University), Jacqueline V. Lerner (Boston College), Selva Lewin-Bizan (Tufts University), and Edmond P. Bowers (Tufts University).

*New Directions for Child and Adolescent Development (Special Volume)*

Currently in press, a special volume of *New Directions for Child and Adolescent Development* entitled “Thriving in Childhood and Adolescence: The Role of Self Regulation Processes” was edited by Richard M. Lerner, Jacqueline V. Lerner (Boston College), Edmond P. Bowers (Tufts University), Selva Lewin-Bizan (Tufts University), Steinunn Gestsdottir (University of Iceland), and Jennifer Brown Urban (Montclair State University).

*Thriving and Spirituality among Youth: Research Perspectives and Future Possibilities*

A second edited volume was derived from the recently completed John Templeton Foundation-supported project designed to be both “field building” and “field defining” in the study of spirituality and positive development during adolescence. The book was edited by Amy Eva Alberts Warren (Tufts University), Richard M. Lerner, and Erin Phelps (Tufts University), and is currently in press with John Wiley & Sons publishers.

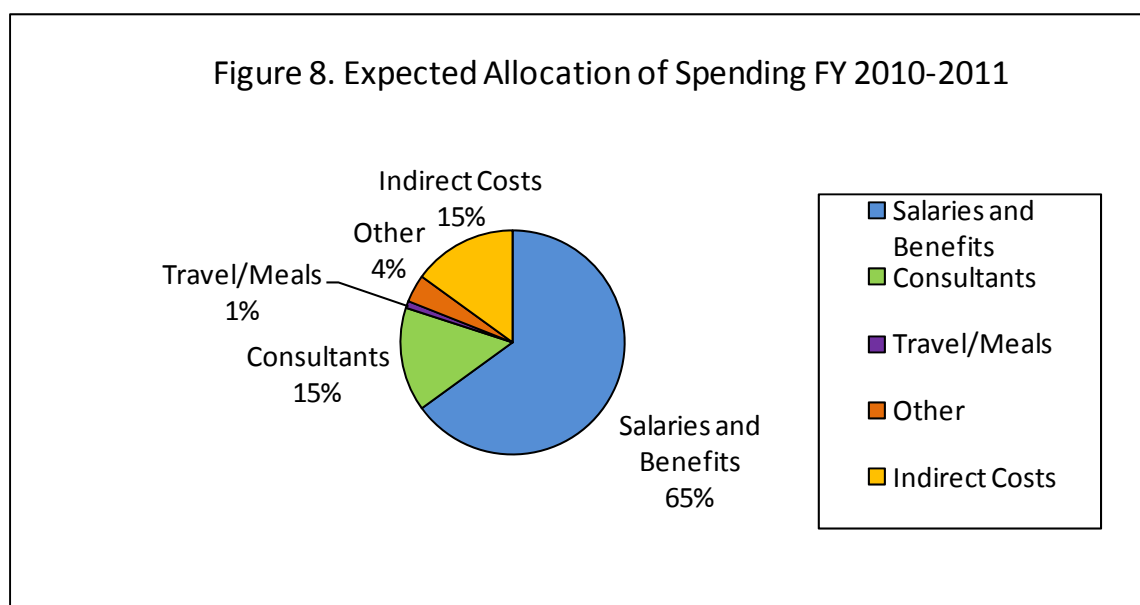
**Advisory Board Memberships in 2009-2010**

Richard Lerner continued his service on the Governing Council of SRCD and will continue in that role through Fall 2015. He also continued to serve on the Civic Engagement Research Board of CIRCLE/Tisch College. He also continues to serve in various capacities for the following organizations: Board of Advisors, John Templeton Foundation; Advisory Council, Youth Policy Initiative, Boston Foundation; Advisory Council, The LEAGUE; Board of Advisors, Massachusetts Children’s Trust Fund Program Committee; Board of Trustees of the Milton S. Eisenhower Foundation; Mount Sinai Adolescent Health Center Evaluation and Research Expert Group; National Task Force on Children’s Safety; National Mentoring Partnership’s Research and Policy Council; Adjunct Faculty Member for Tisch College of Citizenship and Public Service at Tufts; Child Trends Applied Research Roundtable; Research Advisory Council for America’s Promise Alliance; and Chair of the Board of Advisors for the Center for Applied Developmental Science at Friedrich-Schiller-Universität, Jena, Germany.

## THE FUTURE GROWTH OF THE INSTITUTE FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT

During fiscal year 2010-2011, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

As shown in Appendix 6, we anticipate an operating budget in FY 2010-2011 of approximately \$1.08 million in direct and indirect costs. As shown in Figure 8, 65% of next year's budget will be used to support faculty, staff, and students. Travel and other expenditures make up an additional 5% of the planned budget and indirect costs will account for 15% of the budget. Consultants and other expenses will each account for 15% of the budget.



For the coming year we are able to maintain our current employee roster by funding portions of salaries from various accounts, as well as through the donation of Editorial grants that Richard Lerner receives and donates to the Institute.

Supporting the Institute's infrastructure over time continues to be a major concern. We continue to seek both grant and donor resources. We will continue to support graduate and undergraduate students, as well as offer unpaid internship opportunities on the several research projects we undertake.

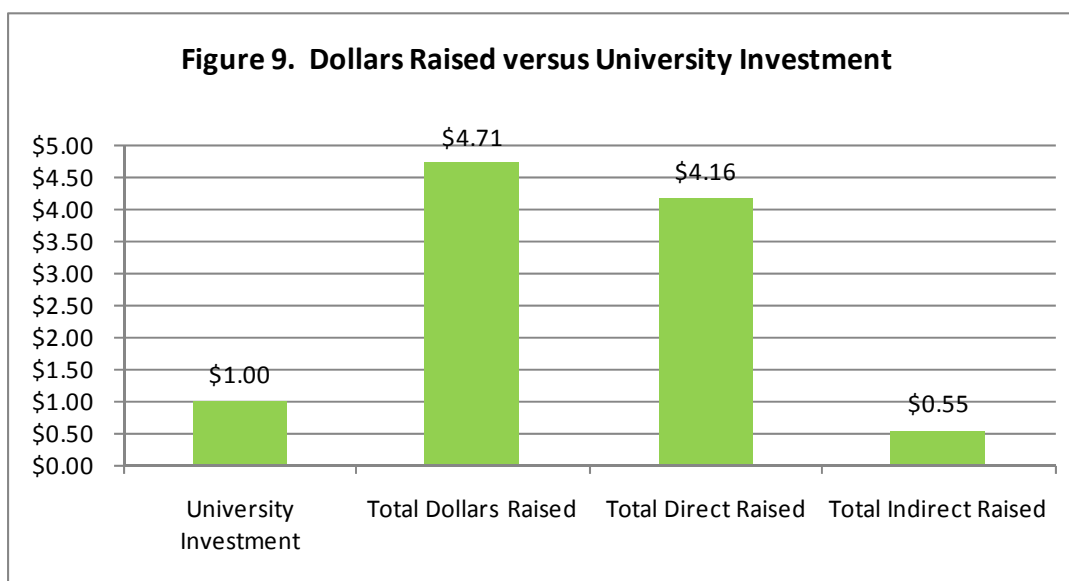
### **Dollars Raised Compared to University Investment**

The Institute continues to be quite successful in helping students become productive scholars by giving them the opportunity to apply their education while working on our several research projects. We also continue to reach a diverse audience through our pro bono community outreach work and our publications. In

addition to these contributions, we may measure our effectiveness by comparing the money we have raised in grants and donations to the amount of money the University has spent to directly support our work.

The University has been quite generous in their support of the Institute and has given \$2.42 million to support the Bergstrom Chair and the work of the Institute. This past year, this support consisted of the annual salary and benefit expenses for the Bergstrom Chair (73% of his total salary and benefits). Past support has also included staff salary and benefit support as well as infrastructure support.

The University contribution of \$2.42 million may be compared to \$11.4 million in total dollars raised – which involves \$10.08 million in direct dollars raised and \$1.3 million in indirect dollars raised. As shown in Figure 9, for every \$1 of University investment, the Institute has raised \$4.71 in total dollars, \$4.16 in direct dollars, and 55 cents in indirect dollars.



The Institute has obviously had success in bringing in grants that return a great deal financially to the University while at the same time supporting staff, graduate and undergraduate students, and bringing great visibility to the Institute, the Eliot-Pearson Department, and to Tufts as a whole.

In order to continue our success, it is important to have a minimal infrastructure to provide the administrative and staff support needed to maintain the current level of productivity and to continue to raise resources. We look forward to meeting the challenges associated with these goals.

For additional information related to the Bergstrom Chair and the Institute for Applied Research in Youth Development, Appendices 7 and 8 present a brief history of the Bergstrom Chair and a biography of Richard M. Lerner.

## APPENDIX 1

### BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2009-2010

#### BOOKS

##### Published

Greenberg, G., Halpern, C. T., Hood, K. E., & Lerner, R. M. (Eds.). (2010). *The handbook of developmental science, behavior and genetics*. Malden, MA: Wiley Blackwell.

Overton, W. (Vol. Ed.), Lerner, R. M. (Editor-in-Chief). (2010). *Cognition, Biology, Methods*. Volume 1 of *The Handbook of Lifespan Development*. Hoboken, NJ: Wiley.

Lamb, M.E. & Freund, A. M. (Vol. Eds.), Lerner, R. M. (Editor-in-Chief). (2010). *Social and emotional development*. Volume 2 of *The Handbook of Lifespan Development*. Hoboken, NJ: Wiley.

##### In Press

Warren, A.E.A., Lerner, R. M., & Phelps, E. (Eds.). (In press). *Thriving and spirituality among youth: Research perspectives and future possibilities*. Hoboken, NJ: Wiley.

##### In Preparation

Lerner, R. M. & Warren, A. E. A. (In preparation). *Concepts and theories of human development* (4th ed.). New York: Taylor & Francis.

Lerner, R. M. & Ohannessian, C. (In preparation). *The Developmental Science of Adolescence: Diversity, Context, and Application*. Hoboken, NJ: Wiley.

Lerner, J. V., Lerner, R. M., & Zaff, J. (In preparation). *The Developmental Science of Childhood: Diversity, Context, and Application*. Hoboken, NJ: Wiley.

Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (Eds.). (In preparation). *Handbook of psychology: Vol. 6. Developmental psychology* (2<sup>nd</sup> ed.). Editor-in- Chief: I. B. Weiner. Hoboken, NJ: Wiley.

Lerner, R. M., Lerner, J. V., & Benson, J. B. (Eds.). (In preparation). *Positive Youth Development: Research and Applications for Promoting Thriving in Adolescence*. London, England: Elsevier.

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## **JOURNAL SPECIAL ISSUES**

### **Published**

Lerner, R.M., von Eye, A., Lerner, J.V., Lewin-Bizan, S., & Bowers, E.P. (Eds.). (2010). The meaning and measurement of thriving in adolescence: Findings from the 4-H Study of Positive Youth Development. *Journal of Youth and Adolescence*, 39(7).

### **In Press**

Lerner, R.M., Lerner, J.V., Bowers, E.P., Lewin-Bizan, S., Gestsdottir, S., & Brown Urban, J. (In press). Thriving in childhood and adolescence: The role of self regulation processes. *New Directions for Child and Adolescent Development*.

### **In Preparation**

Lerner, R.M., Lerner, J.V., Bowers, E.P., Lewin-Bizan, S., & von Eye, A. (In preparation). Individual and contextual bases of thriving in adolescence: Findings from the 4-H Study of Positive Youth Development. *Journal of Adolescence*.

**APPENDIX 2****ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE  
BERGSTROM CHAIR, 2009-2010**

August 10, 2009: SRCD Fellows Seminar, Washington, DC

September 30, 2009: Best Buy Advisory Board Meeting, NYC

October 10, 2009: The John Templeton Foundation Conference, Cambridge, MA

October 18, 2009: SSHD, Detroit, MI

December 12, 2009: SRCD General Meeting, Laguna Beach, CA

December 14, 2009: America's Military Youth, Washington DC

January 30, 2010 – New Science of Virtues Symposium, Presentation, *“The Structure and Function of Virtues in the Positive Development of American Adolescents: Expansion and Extension of the 4-H Study of Positive Youth Development,”* Chicago, IL

February 8, 2010: Military Child Education Coalition Research Design Meeting, Austin, TX

March 11-13, 2010: SRA 2010 Biennial Meeting, Symposium Panel, *“Contextualizing out-of-school activities,”* Philadelphia, PA

March 30, 2010: The Department of Extended Learning Time, Afterschool and Services (DELTA), Boston Public Schools, Bridging the Gap Conference: Sustaining the Whole Child, Keynote Speech, *“Promoting Positive Youth Development: Towards a New Vision of Adolescence and of Educational Transformation,”* Boston, MA

April 28, 2010: SRCD Governing Council and Publications Committee Meetings, Ann Arbor, MI

June 4, 2010: The John Templeton Foundation Board of Advisors Meeting, NYC

## APPENDIX 3

### ACTIVE GRANTS JULY 1, 2009- JUNE 30, 2010

#### **4-H Study of Positive Youth Development**

The 4-H Study of Positive Youth Development is in the eighth of its currently-planned eight years of data collection. In this study, we longitudinally assess across adolescence the key characteristics of positive youth development, that is the "5 Cs" of positive development -- competence, confidence, character, connection, and caring (or compassion). The research also evaluates the impact on positive youth development of key ecological assets -- found in families, schools, and community-based programs, such as youth development (YD) programs. YD programs are marked by the "Big 3" characteristics of positive and sustained adult-youth relations; life skills-building activities for youth; and opportunities for youth participation in and leadership of valued community activities). We have found that YD programs are key assets in the promotion of PYD. We have also found that the factors representing the "Five Cs" of PYD lead to a 6<sup>th</sup> C -- Contribution. Both PYD and participation in YD programs independently relate to contribution. In turn, longitudinally, PYD predicts both community contributions and lessened likelihood of risk/problem behaviors. For example, PYD in Grade 5 predicted higher youth contributions and lower risk behaviors and depression at Grade 6. However, the pattern of PYD across time indicates that both promotion of strengths and prevention of risks need to be undertaken when working with youth.

#### **Project GPS - Building Goal Management Skills in Young People**

Project GPS is a joint collaboration between the Institute for Applied Research in Youth Development (IARYD) of the Eliot-Pearson Department of Child Development at Tufts University and the **Thrive Foundation for Youth** of Menlo Park, California. The aim of this project is to promote the positive development of youth across the U.S. by designing a set of materials and pertinent to adolescents goal management skills, or what we term **GPS (Goal Selection, Pursuit of Strategies, and Shifting Gears in the face of challenge)** to be used by mentors in youth-serving organizations. We will also evaluate the efficacy of these materials and activities.

Cutting-edge research conducted by scholars at the IARYD and utilizing data from the 4-H Study of Positive Youth Development indicates that adolescents who exhibit higher levels of goal-directed strategies and behaviors are more likely to be thriving and contributing to society. Project GPS applies the findings from our work, as well as from the work of researchers around the globe, to develop tools that will guide mentors to assist youth in the growth of these GPS skills.

Leveraging the strengths of youths and of mentors, Project GPS aims to improve goal strategies and behaviors as well as positive development through the implementation of youth-focused multimedia activities and theoretically based,

scientifically rigorous instrumentation. Tools are currently being developed with piloting set to begin in Spring 2010.

### **The Role of Intentional Self Regulation in Achievement in Engineering**

This collaborative engineering education research grant was awarded to the Institute and Northwestern University. The question being asked is: *Are such soft skills of particular importance to engineers as they develop their knowledge base and launch their careers?*

The proposed research is a first-ever assessment of the relations among

1. Engineering achievement among male and female beginning through advanced undergraduate engineering students (as indexed by GPA for engineering courses);
2. The status of their “hard” (intellectual) skills (indexed by SAT scores and GPAs for science and math courses); and
3. The “soft” (life, motivational, or pragmatic) skills that have been identified in developmental research to be linked significantly to school achievement and life success.

The study will use a cross-sectional design to assess at the end of the academic year a random sample of 200 undergraduate engineering students on the above-noted sets of measures. In addition, the same assessments will be made with a matched comparison sample of 200 male and female, freshman through senior arts and sciences students, with non-math/science majors (i.e., with majors in the social sciences or in the humanities).

The intellectual merit of the proposed research lies in the attention paid to the role that soft skills play in successful engineering education. The results of this research will provide to engineering educators, to policy makers, and to business and industry leaders heretofore unavailable scientific information about how to assess and integrate key features of the development of the “whole person” – his or her cognitive, motivational, emotional, and behavioral characteristics – in promoting engineering achievement across the college years.

Preliminary results of this study showed a direct and positive association between students' SOC life skills and their GPA at one point in time. These findings suggest a need for further, longitudinal research that examines life skills, activity participation, and GPA over time in college students. The future study should assess also the multiple ways in which students may gain skills in their selected areas of interest. Our results provide information about one time point, but could benefit from extension in regard to how these factors might change over time. This type of research can provide engineering educators, policy makers, and business and industry leaders with empirically-based information about how to assess, and how to integrate, key features of the development of the 'whole person' -- his or her

cognitive, motivational, emotional, and behavioral characteristics -- in promoting engineering achievement across the college years. Evidence from this research will also help faculty better balance hard and life skill sets in the undergraduate curriculum.

### **The Role of Spiritual Development in Growth of Purpose, Generosity, and Psychological Health in Adolescence**

This project concluded at the end of August 2009. This John Templeton Foundation funded study was designed to be both “field building” and “field defining” in the study of spirituality and positive development during adolescence. The project consisted of three different phases: 1. the assembly of a national group of scholars interested in studying spirituality and youth development who collaborate in defining the measures and methods relevant to such a study; 2. conducting a collaborative, cross-sectional research study spanning the second decade of life; and 3. disseminating findings and preparing for the launch of a national longitudinal study of spirituality and youth development. Through this project we helped to enlarge the scholarly community directly involved in the study of spirituality and human development. Our work elucidated the links among neural growth, generosity, purpose, and exemplary healthy development during adolescence.

**APPENDIX 4****DONOR LISTING JULY 1, 2009 – JUNE 30, 2010**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2009-2010 fiscal year.

Anonymous Donor

Joan and Gary Bergstrom\*

Charles S. Gazarian\*

John and Randi Lapidus\*

Richard M. Lerner\*

\*Donor has given multiple gifts of support since Institute's inception

## APPENDIX 5

Revenues and Expenses FY 2008-2009 AND 2009-2010						
				<u>2009-2010</u>	<u>2008-2009</u>	<u>Change</u>
Carry Over from Previous Fiscal Year				\$1,311,009	\$448,120	-\$862,889
Revenues Received				\$2,066,468	\$1,903,910	-\$162,558
Faculty				\$56,782	\$61,335	\$4,553
Staff				\$355,500	\$477,016	\$121,516
Students				\$186,482	\$198,492	\$12,010
Consultants				\$133,983	\$106,487	-\$27,496
Travel/Meals				\$10,232	\$21,958	\$11,726
Other				\$56,405	\$66,409	\$10,004
Indirect Costs				\$111,233	\$108,587	-\$2,646
<b>Total Expenses</b>				<b>\$910,617</b>	<b>\$1,040,284</b>	<b>\$129,667</b>



**APPENDIX 6**

<b>PROJECTED INSTITUTE BUDGET FY 2010-2011</b>	
From FY 2009-2010	\$2,466,860
Revenues Expected FY 2010-2011	\$0
Salaries and Benefits	\$702,857
Consultants	\$162,198
Travel/Meals	\$10,813
Other	\$43,253
Indirect Costs	\$162,198
<b>Total</b>	<b>\$1,081,318</b>
Carry Over to FY 2011-2012	\$1,373,427

## APPENDIX 7

### A BRIEF HISTORY OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE

Underscoring their commitment to improving the lives and education of children and their families, Dr. Joan Margosian Bergstrom (R'62), her husband Dr. Gary Bergstrom, and their son Craig established the Bergstrom Chair in Applied Developmental Science in 1997.

The Chair is the first endowed professorship at Tufts University's Eliot-Pearson Department of Child Development, and was established to improve the lives of children and families nationally and internationally through scholarship in applied developmental science, an interdisciplinary field that integrates sociocultural, cognitive, and biological processes affecting learning and development across the life span. The work of the Bergstrom Chair in Applied Developmental Science is intended to focus on innovative research and teaching that covers the social, cultural, and biological factors affecting a child's ability to learn and develop.

The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs a Cambridge-Somerville preschool early intervention unit; and Frances Litman of Wheelock College.

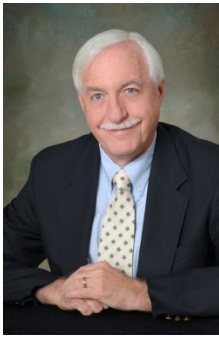
Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom was a professor and director of the Center for International Education and Leadership at Wheelock College. She was a member of Tufts' Board of Trustees and the International Board of Overseers. As an author and leading expert on managing children's out-of-school time, she appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She was the founder of The Activities Club, a company that introduces school-aged children to hobbies and interests that can become lifelong pursuits.

Gary and Craig Bergstrom were strong collaborators in Joan's impressive educational programming achievements, sharing her concern that more than 80 percent of a child's waking hours are spent out of school over a given year. The Bergstroms chose Tufts to supplement their considerable achievements and investments in children's programs because the university has the ability to be a true international learning center.

## APPENDIX 8

### BIOGRAPHY OF RICHARD M. LERNER

#### Holder of the Bergstrom Chair in Applied Developmental Science



Richard M. Lerner is the Bergstrom Chair in Applied Developmental Science and the Director of the Institute for Applied Research in Youth Development at Tufts University. He went from kindergarten through Ph.D. within the New York City public schools, completing his doctorate at the City University of New York in 1971 in developmental psychology. Lerner has more than 550 scholarly publications, including more than 70 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit.

He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science.

Prior to joining Tufts University, he was on the faculty and held administrative posts at The Pennsylvania State University, Michigan State University, and Boston College, where he was the Anita L. Brennan Professor of Education and the Director of the Center for Child, Family, and Community Partnerships. During the 1994-95 academic year, Lerner held the Tyner Eminent Scholar Chair in the Human Sciences at Florida State University.

Lerner is known for his theory of relations between life-span human development and social change, and for his research about the relations between adolescents and their peers, families, schools, and communities. As illustrated by his 2004 book, *Liberty: Thriving and Civic Engagement among America's Youth*, and his 2007 book, *The Good Teen: Rescuing Adolescence from the Myth of the Storm and Stress Years*, his work integrates the study of public policies and community-based programs with the promotion of positive youth development and youth contributions to civil society.

He is married to Dr. Jacqueline V. Lerner, Professor and Chair of the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. They have three children, Justin, 30, a director and screen writer living in Los Angeles, Blair, 28, an advertising executive at Media Contacts in Boston, and Jarrett, 24, a Tufts graduate deciding what to do next.