



# Institute for Applied Research in Youth Development

## **2011-2012 ANNUAL REPORT OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE**

**Richard M. Lerner**

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**Report from Richard M. Lerner,  
Bergstrom Chair in Applied Developmental Science  
Director, Institute for Applied Research in Youth Development**

## **EXPANDING THE RESEARCH PORTFOLIO OF THE INSTITUTE**

All things must pass. During the 2011-2012 academic year, the Institute transitioned from a research portfolio that had been dominated for about a decade by the research we conducted as part of the 4-H Study of Positive Youth Development (PYD) to one involving a much more diverse array of grant-funded activities focused on the strengths of diverse young people and on learning “what goes right in the lives of youth.” Through the support of the John Templeton Foundation (JTF), the research we launched focused on the attributes of character that Sir John Templeton believed fundamental for individual thriving and positive participation in civil society and, as well, through the support of the Thrive Foundation for youth we continued to engage in translational research. We used the measures validated in our 4-H Study research to develop tools for practitioners to employ in programmatic attempts to promote positive youth development.

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

The 4-H Study involved collecting data from more than 7,000 youth from 42 states and spanned eight waves of data collection, from Grades 5 to 12. We spent the 2001-2002 academic year developing our measurement model and pilot testing our survey and assessment procedures and then, for the succeeding eight years, I, as PI, and Jacqueline V. Lerner, as Scientific Director of the project, led a group of enormously talented and dedicated doctoral students, post-doctoral fellows, and staff in collecting, cleaning, organizing, analyzing, and publishing the results of this research. At this writing, we have produced more than a hundred scholarly publications, including books, chapters, special issues of journals, and empirical articles, presented over 100 papers, colloquia, and posters, and – most significantly in regard to scientific products – will have had 14 Tufts students complete their Ph.D dissertations through the use of the 4-H Study data set. This work has established the use of our measures of PYD – defined by the Five Cs of Competence, Confidence, Character, Connection, and Caring – and demonstrated both the individual and ecological bases of PYD and the links between PYD and youth Contribution and Active and Engaged Citizenship.

In 2011-2012 we entered into the post-data collection period of this research. We have spent the year organizing the data from the Grade 12 wave of data collection, integrating it into the other seven waves of data, and initiating final analyses of the eight waves of data. We have begun preparing a special issue of a journal to report these findings, planned for a book to communicate the implications

of our findings to practitioners and policy makers, and begun writing our final report to the National 4-H Council. We expect that these activities will continue into and be completed during the 2012-2013 academic year.

As we conclude our decade-long work on this project, I continue to grow increasingly grateful to Don Floyd, President and CEO of the National 4-H Council, and to the Altria Corporation, for the incredible scholarly gift they have given me and, as well, for their vision and commitment to good scientific work as a basis for building the youth development field. Their generosity and commitment have in large part created the field of positive youth development.

Don wanted the 4-H Study to be one about the youth of America and not only about 4-H youth. The only stipulation he put on the conduct of the study was that Jackie and I do the best work we were capable of doing. Don never asked anything of us other than this devotion to good science and, insofar as information that might be learned, good or bad, about the impact of participation in 4-H on PYD, he maintained the view – to all the constituencies he served – that he could learn something valuable from the findings, no matter what they were. In my experience, his vision and integrity are singular and, coupled with the generosity and commitment to the vision for the project that the people of Altria (for instance, Jennifer Hunter, Megan Witherspoon, Ed Largo, Joel Schendel, and Jennifer Ginther) shared with Don, the support for conducting good science that Jackie and I received was extraordinary.

Any scientific contributions we made through the work of the 4-H Study were shaped to an enormous extent by the superb Board of Advisors we empanelled to provide continual input about and evaluation of our work. Over the years, the composition of this Board changed. However, Alex von Eye, Michigan State, one of the most gifted and productive developmental scientists in the world, generously served as chair of the group across all the years of the project. His expertise and wisdom have been invaluable to us. We are deeply grateful as well to the other members of the Board: Dale A. Blyth, University of Minnesota, Lynne M. Borden, University of Arizona, Connie Flanagan, initially of Penn State and now of the University of Wisconsin, Suzanne LeMenestrel, U.S. Department of Agriculture, Daniel F. Perkins, Penn State, and Mike Rovine, also of Penn State.

### **The Thrive Foundation for Youth**

One of the outcomes of our 4-H Study research was that practitioners became interested in having resources that constituted evidence-based “translations” of our measures into tools useful for assessing or promoting PYD among the youth they served. During 2011-2012 we moved into the final stage of another project, supported by the Thrive Foundation for Youth, a Palo Alto Foundation created through the philanthropy of Bob and Dottie King and their family. The project involved creating valid and reliable translations of our findings about how PYD is promoted through use of intentional self-regulation skills. Intentional self-regulation involves selecting positive goals; using strategies, recruitment of resources, or executive functioning to optimize the chances of attaining one’s goals; and compensating effectively when goals are blocked or when

initial strategies fail. In a project led by my colleague, Ed Bowers, we have developed rubrics for both the attributes of intentional self regulation and PYD, as well as guide books for mentors about how to promote self-regulation skills in youth. We have also developed videos illustrating the successful use of self-regulation skills in the lives of diverse youth. During 2011-2012, we assessed the use of these tools among youth participating in different youth-serving organizations across the U.S. We expect to complete the evaluation of these tools during 2012-2013.

### **The John Templeton Foundation**

In 2009 my late colleague, Erin Phelps, and I completed what was to be the first John Templeton Foundation-supported research project in the Institute, a project that focused on research and field building pertinent to the study of the role of spirituality in positive youth development. This project, and my two terms of service on the Advisory Board of JTF, enabled me to have a wonderful “continuing education” experience. I learned (and continue to learn) a great deal about the vision and ideas of Sir John Templeton and continue to grow in appreciation of the fact that many of the key constructs within the PYD model that Jackie and I tested in the 4-H Study have a deep correspondence to the ideas of Sir John.

For instance, Sir John saw the central role of discipline of one’s mind, through qualities of character, in shaping one’s ability to positively and successfully affect one’s world. Writing in the *Worldwide Laws of Life* (2000), he said that “When you rule your mind, you rule your world,” and thus reflected much of our work on the role of intentional self regulation in enabling a young person to thrive. In turn, the Foundation’s charter and, as well, in his writings on the nature of character, Sir John reflected our own interest in Character as one of the Five Cs of PYD. Indeed, as we delved into the attributes of character of interest to Sir John, we saw that many of these attributes – curiosity, diligence, forgiveness, future mindedness, gratitude, generosity, honesty, humility, love, purpose, and reliability – were reflected as well by the other Cs we were studying.

Accordingly, we recognized that that there is a strong convergence between our theory and research and Sir John’s interests and vision and, during 2011-2012, this convergence was actualized through the generous support by the Foundation of several new research projects – all of which explored different ways in which character and intentional self-regulation skills were relevant to core substantive interests of Sir John and, as well, my colleagues, students, and me.

For instance, in collaboration with Bill Damon, Anne Colby, and the Stanford Center for Adolescence that Bill directs, we are conducting the Young Entrepreneurs Study (YES), the first-ever longitudinal study specifically aimed at understanding the individual and ecological bases of the development of entrepreneurship in late adolescence and young adulthood. Implementing a mixed-methods longitudinal study design, YES participants complete yearly quantitative surveys and a subsample of participants have been selected to participate in qualitative interviews that are helping us triangulate the bases of entrepreneurial interests, activities, and accomplishments. We are also assessing the role of self-regulation skills and

attributes of character, such as purpose, curiosity, and diligence in furthering the development of entrepreneurship. My colleague, John Geldhof, is directing this project within IARYD.

In addition, we are studying the way in which the Williamson Free School for the Mechanical Trades, a three-year trade school in Media, PA, fosters among deserving but socioeconomically disadvantaged young men the values of faith, integrity, diligence, excellence, and service, character attributes that correspond with many of those included by Sir John in the JTF charter (e.g., diligence, future mindedness, generosity, and honesty). My colleague, Sara Johnson, is the project director for this study, and she is joined by my colleague, Rachel Hershberg, who is overseeing the qualitative facets of this research. Although most educational programs focus separately on either character, moral, or civic education, the Williamson School is one prominent exception, and we seek to determine if its educational model has the potential to have a positive enduring impact on socioeconomic sectors of our society often bereft of hope and positive purpose.

In addition, we are collaborating with the Cradle of Liberty Council of the Boy Scouts of America to assess if and how their model of youth programming enhances the character development, the academic attainments, and the community contributions of participating youth. My colleague, Lacey Hilliard, is the project director for this study, and she is again joined by Rachel Hershberg, who is also overseeing the qualitative facets of this research. The Boy Scouts of America model is based on the idea that, to thrive, society needs individuals with the character and moral commitment to contribute positively to their own well-being, to their communities, and to the institutions of civil society. This project will test a theory of change regarding the pathways of character development in the lives of young people acting to improve their own lives and the quality of civic life. The potential impact of the assessment and dissemination of the model will enable us to evaluate Sir John's vision about the links among programs that enhance character attributes of young people and the enhancement of society.

The generosity of JTF and, as well, the confidence they have expressed in the Institute through these awards are humbling. Dr. John M. (Jack) Templeton, Jr., and the superb group of Vice Presidents and Program Directors he has assembled – for instance, Mike Murray, Barnaby Marsh, Kimon Sargeant, Daniel Green, Sarah Hertzog, and in regard to the focus of the work of the Institute, in particular Craig Joseph – have generously supported these research projects and enabled us to pursue in several different ways the nature and bases of character development and, in particular, the formal and informal educational experiences that may promote it.

We are deeply grateful to Jack Templeton, Craig Joseph, and the entire leadership and staff of the foundation. As we end our year, my colleagues, students, staff, and I are equally dedicated to creating a scholarly base as rich and generative for these JTF-supported projects as we have been able to do in regard to the 4-H Study. Through the generosity of the John Templeton Foundation, we have launched, now, several multi-year studies that, independently and together, will enable us to elucidate heretofore unknown features of the development of character among diverse youth and of the experiences and the programs that may promote these fundamental characteristics of healthy and positive development.

## **Conclusions**

The Institute has been incredibly fortunate in gaining the support of generous and visionary funders. We have also been blessed by being at Tufts University at a time of similarly visionary administrative leadership aimed at enhancing the institution's support for scholarship that enhances the lives of the people and communities served by the university. Most of all, we continue to benefit by having extraordinary colleagues and students, and dedicated and creative staff. I owe them so much.

Without these individuals and contexts, the Institute would not have prospered. With them, I am certain our next research projects will have the positive impacts on science and society that we aspire to create.

**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.

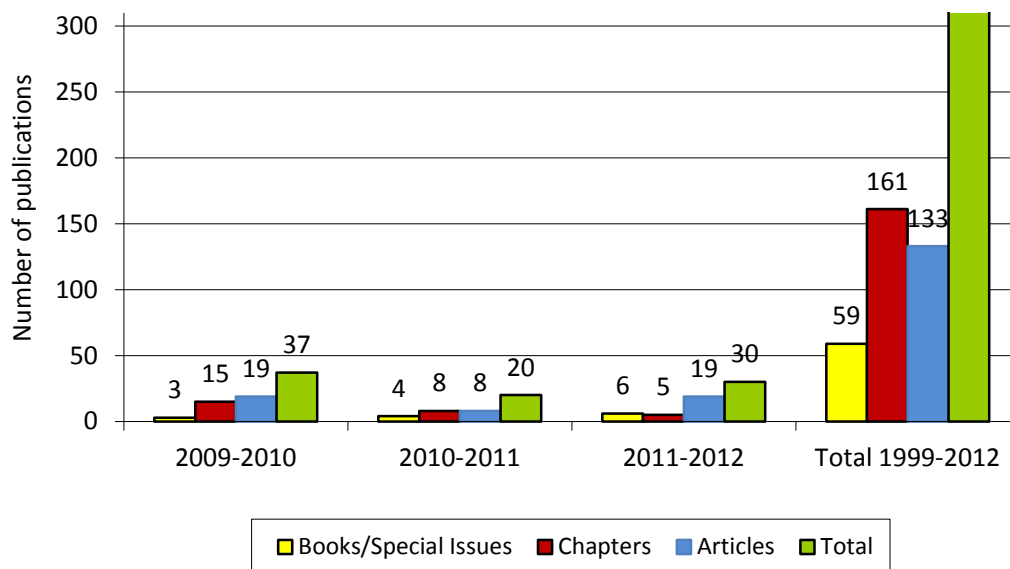


## QUANTITATIVE INDICATORS

### Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2011-2012, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's thirteen years at Tufts is noted as well. A footnote to the histogram reports the averages over the thirteen 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 2011-2012 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 13 years at Tufts, 1999-2012, the average per year for books/special issues, chapters, articles, and total number of publications are 4.5, 12.4, 10.2 and 29.5, respectively.

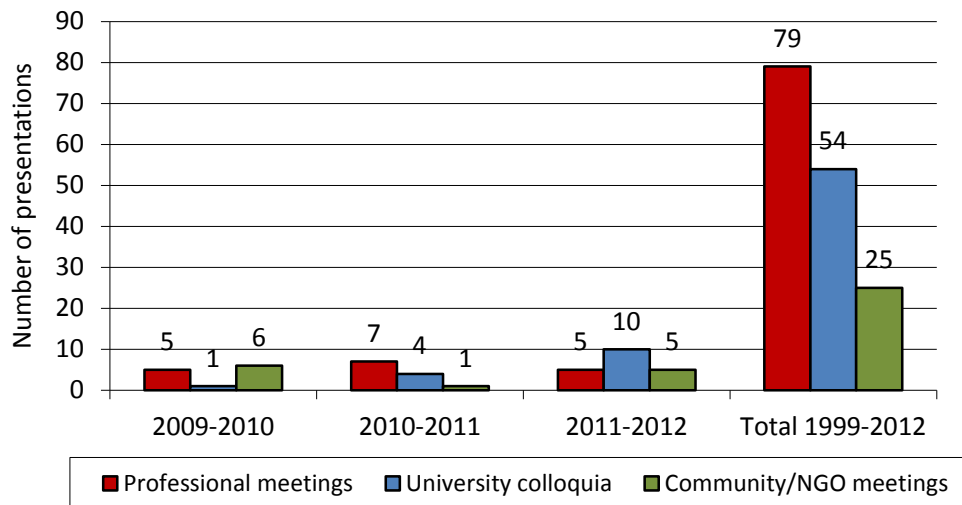
### Scholarly Paper Presentations

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 2011-2012 academic year, as well as for the two years prior. Figure 2 also presents a set of

histograms for the 13 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 20 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 2011-2012.

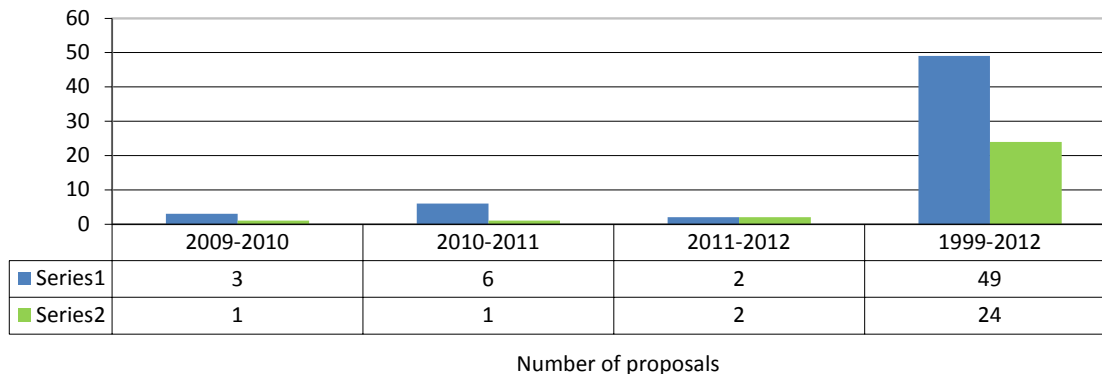
Figure 2. Scholarly and professional presentations



## 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, two grant proposals were submitted during the 2011-2012 fiscal year and both were funded. In total, the Institute has submitted 49 grant proposals since its inception, 24 of which were funded. See Table 1 for a listing of grant proposals submitted over the last three years. Appendix 3 provides a brief description of active Institute grants during the 2011-2012 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

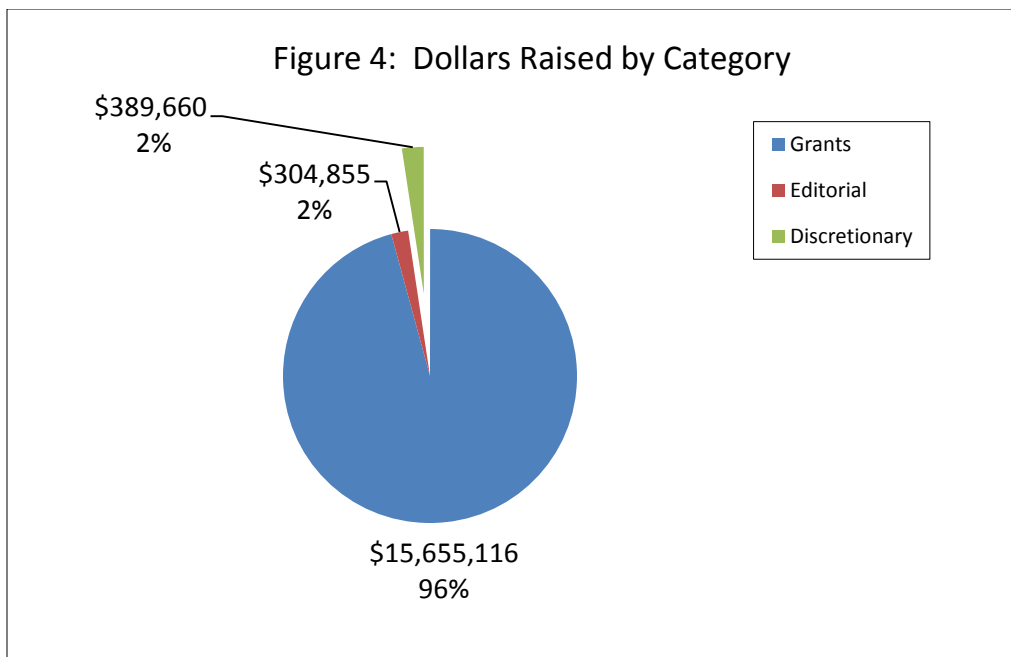
Figure 3. Grant proposals submitted and funded by fiscal year



<b>Table 1. Grant Proposals Submitted FY 2009-2010 through FY 2011-2012</b>
<b>2009-2010</b>
1. Proposal to the Thrive Foundation for a six month extension of current grant, "Promoting the Thriving Journey for America's Adolescents" (funded)
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)
3. Proposal to IES with School of Engineering, "An Efficacy Study of the Engineering-Design-Based Science Approach in Elementary School" (not funded)
<b>2010-2011</b>
1. Proposal to the National Science Foundation, "The Role of STEM Skills and Self-Regulation Abilities in Achievement in Veterinary Medicine" (not funded)
2. Proposal to the National Institutes of Health "Assessing Intergenerational Continuity of ISR" (not funded)
3. Proposal to the National Institutes of Health, "The Structure and Functional Significance of ISR from Late Adolescence to Early Adulthood" (not funded)
4. Proposal to the National Institutes of Health, "ISR Development from Early Adolescence to Early Adulthood: a Longitudinal Analysis of Structure, Function, and Parental Influences" (not funded)
5. Proposal to NIFA, "Identifying Obesity Trajectories from Late Childhood to Early Adolescence" (not funded)
6. Proposal to the John Templeton Foundation, "The Development of Entrepreneurship in Adolescents and Young Adults: A Longitudinal Study of the Individual Basis for American Free Enterprise " (funded)
<b>2011-2012</b>
1. Proposal to the John Templeton Foundation, "Evaluating the Williamson Model: Promoting Character Development and Productive and Engaged Citizenship among Young American Men" (funded)
2. Proposal to the Thrive Foundation for Youth, "Constructing a PYD Short Form Measure" (funded)

### **Dollars of Support Generated by Category**

As shown in Figure 4, since its inception, the Institute has raised \$16.3 million through the end of FY 2011-2012 for its research, outreach, educational, and publishing activities, an average of \$1.2 million a year across the Bergstrom Chair's 13 years at Tufts. Of this total, the Institute raised \$15.6 million through grant proposals, \$304k through editorial office grants, and \$389k in discretionary dollar donations.

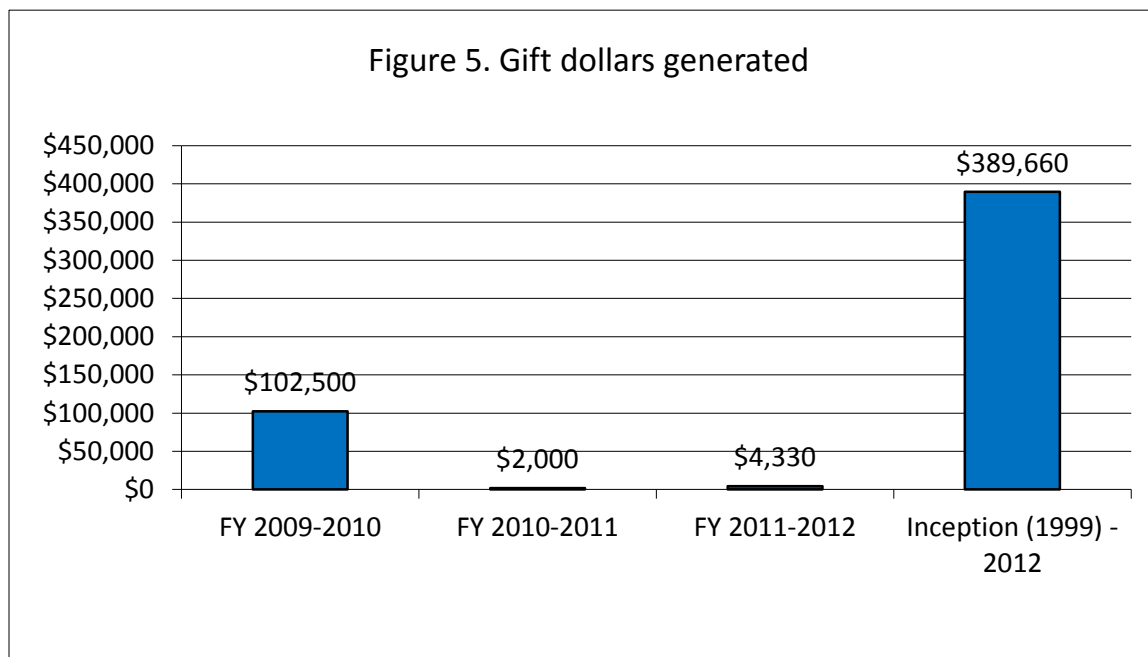


### **Direct and Indirect Dollars of Grant Support Generated**

Of the \$15.6 million in grant support generated, \$13.7 million was for direct costs and \$1.9 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 \$389k 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 2011-2012 fiscal year.

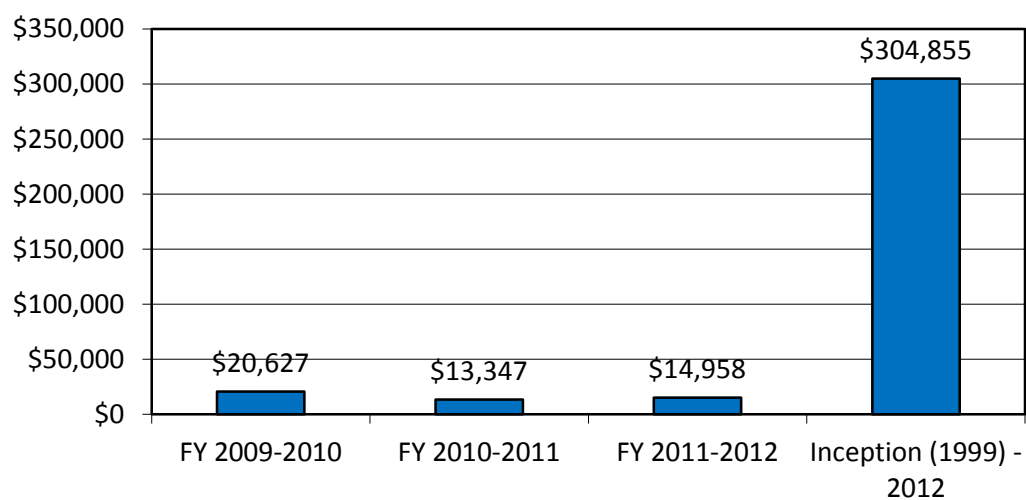


## Editorial Account Dollars Raised

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 \$304k in donations by the Bergstrom Chair to the Institute.

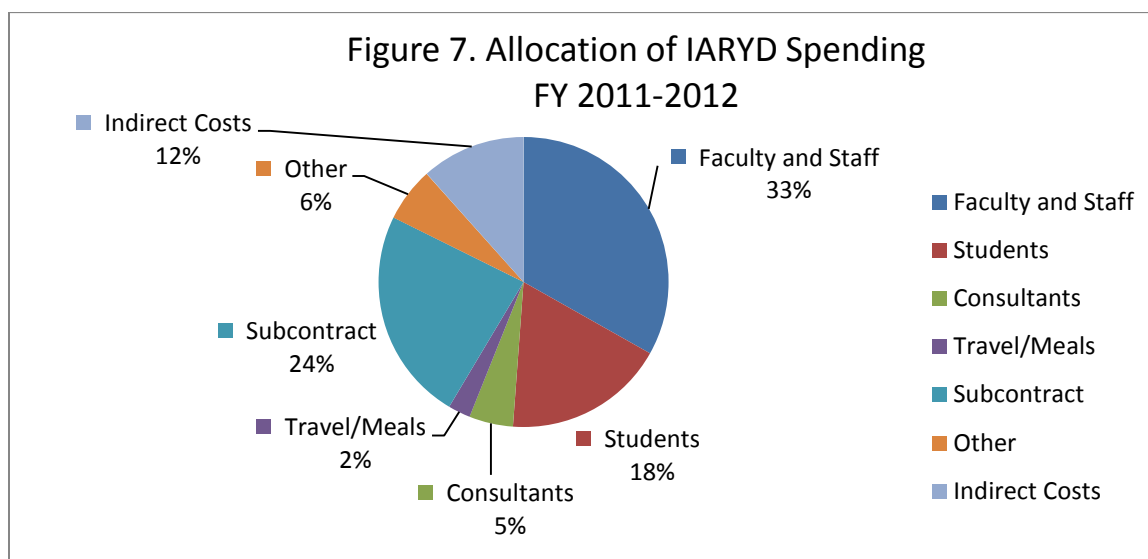
Figure 6 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute's history.

Figure 6. Editorial dollars generated



## Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year over half (51%) of Institute spending went to supporting faculty, staff, and students (33% on full-time faculty and staff positions and 18% on graduate research assistants and undergraduate student support).



Consultants, honoraria, and awards (5% 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 2% of all costs and is associated with attending meetings, conferences, etc. A subcontract with Stanford University (we are working with them on the Young Entrepreneurship Study) reflects 24%. Other expenses account for 6% of spending and include computer hardware and software expenses, Tufts Catering and Facilities IDRs, 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% of spending.

The Institute continually strives to keep its infrastructure costs low while still supporting a large number of students.



**Courses Taught by the Bergstrom Chair**

During the 2011-2012 academic year, the Bergstrom Chair taught two courses in applied developmental science. In Fall 2011, he taught CD285 – Advanced Research Methodology in Applied Development Science. In Spring 2012, Dr. Lerner taught CD143 – Special Topics: Developmental Research Methodology in Adolescence.

## QUALITATIVE INDICATORS

Several qualitative indicators demonstrate the continuing growth of 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 Institute for Applied Research in Youth Development 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 M. 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 and Celia B. Fisher of Fordham University. The focus of *ADS*, which completed its 16<sup>th</sup> volume year in 2011-2012, 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.

#### *The Developmental Science of Adolescence: History through Autobiography*

In late 2010, Richard M. Lerner, Anne C. Petersen (University of Michigan), Rainer K. Silbereisen (Friedrich Schiller University, in Jena, Germany), and Jeanne Brooks-Gunn (Columbia University) began work on *The Developmental Science of*

*Adolescence: History through Autobiography*, a collection of autobiographies from senior scholars of adolescent development. The goal of the project is to demonstrate the interweaving of the personal and the professional facets of life into a volume that provides an understanding of how eminent scientists work to create and enhance a domain of scholarship. The volume brings together the life-span stories of scholars from multiple disciplines and many continents and will provide a unique glimpse into the nature and place of scientific creativity within the life span.

*Handbook of Child Psychology and Development Science (7<sup>th</sup> edition)*

In early 2011, Richard M. Lerner agreed to serve as editor-in-chief of the seventh edition of the *Handbook of Child Psychology*, which he and the editors of individual volumes decided to rename by adding the phrase “and Developmental Science.” This change reflects the evolution of the study of human development from an area of inquiry associated with either biogenic or psychogenic interpretations of the bases of the course of life to a multidisciplinary field that focuses on the empirical use of relational developmental systems theories. Relational developmental systems conceptions emphasize that the fundamental process of human development involves mutually influential relations of variables from all levels of organization within the ecology of human development, ranging from genes, physiology, and brain functioning, through the cognitive, emotional, and behavioral facets of the individual, to the social relations that are found in institutions such as families, schools, out-of-school-time programs, neighborhoods and communities, to the cultural and physical-ecological levels, and ultimately the historical level of organization. Volume editors are Willis F. Overton (Temple University) and Peter C. M. Molenaar (The Pennsylvania State University), for Volume 1 on Theory and Method; Lynn S. Liben (The Pennsylvania State University) and Ulrich M. Müller (University of Victoria), for Volume 2 on Cognitive Processes; Michael E. Lamb (Cambridge University) and Cynthia Garcia Coll (Brown University), for Volume 3 on Socioemotional Processes; and Marc H. Bornstein (NICHD) and Tama Leventhal (Tufts University), for Volume 4 on Ecological Settings and Processes in Developmental Systems.

*Advances in Child Development and Behavior: Volumes 44 and 45 (Special Volumes)*

In 2013, Richard M. Lerner and Janette Benson (University of Denver) will publish two, integrated volumes of the annual advances series, *Advances in Child Development and Behavior* (published by Elsevier). Entitled *Embodiment and Epigenesis: Theoretical and Methodological Issues in Understanding the Role of Biology within the Relational Developmental System*, the volumes present theory and research pertinent to on the role of biological/physiological variables (e.g., in regard to the roles of evolutionary processes and genetic- or brain-related variables) in cognitive, emotional, and behavioral development. The volumes take a relational developmental systems perspective that views biology/physiology within the context of the concept of embodiment, and thus eschew the reductionist approach to biology that continues to plague developmental science. The two volumes bring

together key developmental science theorists and methodologists, as well as biologists, to focus on the role of the active individual, temporality and culture, and the mutually influential individual-context relations that both create epigenetic change and that afford a multidimensional understanding of evolution (involving the advent of neo-Lamarckian conceptions of evolution) and plasticity in biological (including genetic) processes. Together, the two volumes provide arguments and evidence that shows the flaws of split, reductionist conceptions of human development; that therefore demonstrates the logical and empirical shortcomings of genetic reductionist (or neuro-reductionist) models (e.g., sociobiology, evolutionary psychology, or behavioral genetics) and methods (e.g., adoption designs, MZ and DZ twin research, or heritability analysis); and that, in turn, provide an approach to the study of evolutionary and ontogenetic change that capitalizes on the dynamic, mutually influential relation between developing individuals and their complex and changing ecology.

### *Handbook of Psychology (2<sup>nd</sup> edition)*

In 2003, Richard M. Lerner, Ann Easterbrooks, and Jayanthi Mistry edited Volume 6, *Developmental Psychology*, of what was then the first edition of the *Handbook of Psychology* (Wiley). The Editor-in-Chief of the 12-volume *Handbook* was Irving Weiner. In late 2012, Lerner, Easterbrooks, and Mistry will publish the second edition of their volume in what is again a 12-volume edition that is once more under the general editorship of Professor Weiner. Following the publication of the first edition of the *Handbook* in January 1, 2003, the work received uniformly positive reviews in a broad range of publications. Writing in *Contemporary Psychology*, former SRCD president Frances Degen Horowitz described the *Handbook* as a “monumental undertaking [that] succeeds in presenting psychology as it is today [and] is impressive for the sheer amount of information it contains.” A review in the *Library Journal* said that the *Handbook* “is a magnificent achievement, a great readable reference that proves the maturity and vitality of a subject of interest to almost everyone.” The *Handbook* received the 2003 Award of Excellence among multi-volume references from the Professional/Scholarly Publishing Division of the Association of American Publishers. Based on this success, and to encompass new developments and emerging perspectives during the decade since the first edition appeared, Wiley will publish a revised edition in late 2012 with a copyright date of 2013. As in all volumes of the second edition, the volume edited by Lerner, Easterbrooks, and Mistry will present new conceptual formulations, research findings, and practical applications that have emerged during the last 10 years, with current coverage of publications reflecting these developments.

### *The Future of Children (Special Issue)*

With child psychiatrist, Stephen J. Cozza, M.D. (COL, U.S. Army Retired), a Professor of Psychiatry at the Uniformed Services University of the Health Sciences, Richard M. Lerner is editing a volume of the *Future of Children* on “Military Children and Families.” The *Future of Children* series is a joint project of the Woodrow Wilson

School at Princeton University and the Brookings Institution. Its mission is to translate the best social science research on children into information that is useful to policy makers and practitioners. The volume on Military Children and Families, which is scheduled for publication in fall, 2013, will review the best research on youth from military families available to date, note theoretical and methodological strengths and weaknesses, identify policies and practices that are more (or less) effective in addressing various topics pertinent to military children and families (for instance, the effects of deployment, the quality of services available to these youth, or the development of academic, personality, and social characteristics among military children), highlight areas where more research is needed, and discuss implications for non-military families. As is the case with all volumes in the series, the Military Children and Families volume will provide this information in a format that is accessible to practitioners and policy makers

*Handbook of Relational Developmental Systems Theory and Methodology*

Today, relational developmental systems theory is at the cutting-edge of theory in developmental science. Nevertheless, it is accurate to say that until recently advances in the use of concepts derived from relational developmental systems theories for framing research have exceeded extant progress in developing methods fully capitalizing on these theories. Accordingly, the goal of this *Handbook*, which is edited by Peter C. M. Molenaar (Penn State), Richard M. Lerner, and Karl M. Newell (Penn State) and which is scheduled for publication (by Guilford) in late 2013 or early 2014, will be to present multi-faceted and cutting-edge discussions that will advance integratively relational developmental systems theory and developmental systems methodology (e.g., agent-based modeling, network analysis, and system dynamics). The book will seek to fill what is perhaps the largest existing impediment to advancing relational developmental systems theories and their application to promoting positive development across the life span: there is a lack of available methods needed to apply to longitudinal and intensive time series data to elucidate the dynamic, mutually influential relations within the development system. Available methods have lagged behind the concepts that have given rise to the data. This *Handbook* will change the landscape of developmental science by providing the intellectual resources needed to close significantly the concept-method gap and to disseminate the innovative ideas and tools that will accomplish this gap reduction broadly, by integrating scholarship in the U.S. and internationally.

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

During fiscal year 2012-2013, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

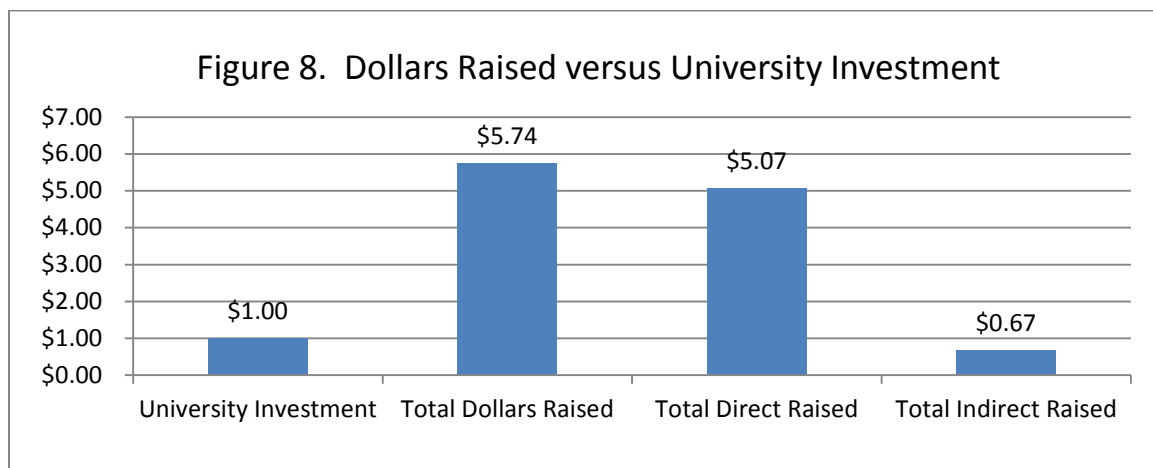
With the addition of two new grants from the Templeton Foundation (with Boy Scouts of America and with WGBH), we project an operating budget in FY 2012-2013 of approximately \$2.7 million in direct and indirect costs.

### 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 \$2.8 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. Past support has also included staff salary and benefit support as well as infrastructure support.

The University contribution of \$2.8 million may be compared to \$16.3 million in total dollars raised – which involves \$14.4 million in direct dollars raised and \$1.9 million in indirect dollars raised. As shown in Figure 8, for every \$1 of University investment, the Institute has raised \$5.74 in total dollars, \$5.07 in direct dollars, and 67 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 5 and 6 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, 2010-2011

#### BOOKS:

##### Published

Lerner, R. M., Easterbrooks, A. M., & Mistry, J. (Eds.). (2012). *Handbook of psychology: Vol. 6. Developmental psychology* (2<sup>nd</sup> ed.). Editor-in-Chief: I. B. Weiner. Hoboken, NJ: Wiley.

##### In press

Lerner, R. M., Petersen, A. C., Silbereisen, R. K., and Brooks-Gunn, J. (Eds.). (In press). *The developmental science of adolescence: History through autobiography*. New York: Psychology Press.

Lerner, R. M., & Benson, J. B. (Eds.). (In press). *Embodiment and Epigenesis: Theoretical and Methodological Issues in Understanding the Role of Biology within the Relational Developmental System*. Volume 1. London, England: Elsevier.

Lerner, R. M., & Benson, J. B. (Eds.). (In press). *Embodiment and Epigenesis: Theoretical and Methodological Issues in Understanding the Role of Biology within the Relational Developmental System*. Volume 2. London, England: Elsevier.

Molenaar, P. C. M., Lerner, R. M., & Newell, K. (Eds.) (In press). *Handbook of Developmental Systems Theory and Methodology*. New York, NY: Guilford.

##### 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. (Editor-in-Chief). (In preparation). *Handbook of Child Psychology and Developmental Science* (7<sup>th</sup> ed.). Hoboken, NJ: Wiley.



**CHAPTERS:****Published**

Lerner, R. M., Leonard, K., Fay, K., & Issac, S.S. (2011). Continuity and discontinuity in development across the life span: A developmental systems perspective. In K. L. Fingerman, C. A. Berg, J. Smith, and T. C. Antonucci, (Eds.). *Handbook of Life-span Psychology*. New York: Springer Publishing Company.

von Eye, A., Mun, E.Y., Lerner, R.M., Lerner, J.V., & Bowers, E.P. (2011). Configural frequency analysis in developmental research. In B. Laursen, T.D. Little, & N. Card (Eds.), *Handbook of developmental research methods*. New York: Guilford Press.

Lerner, R. M., Schmid, K. L., Weiner, M. B., Arbeit, M. R., Chase, P. A., Agans, J. P., & Warren, A. E. A. (2012). Resilience across the lifespan. In B. Hayslip Jr. & G. C. Smith (Eds.). *Emerging Perspectives on Resilience in Adulthood and Later Life*. (pp. 275-299). New York, NY: Springer Publications.

Lerner, R. M., Agans, J. P., Arbeit, M. R., Chase, P. A., Weiner, M. B., Schmid, K. L., & Warren, A. E. A. (2012). Resilience and positive youth development: A relational developmental systems model. In S. Goldstein and R. Brooks (Eds.), *Handbook of Resilience in Children* (2nd Ed.). (pp. 293-308). New York: Springer Publications.

Lerner, R. M., Lerner, J. V., Bowers, E., & Lewin-Bizan, S. (2012.) Thriving among immigrant youth: Theoretical and empirical bases of positive development. In A. S. Masten, K. Liebkind, & D. J. Hernandez (Eds.), *Realizing the potential of immigrant youth*. (pp. 307-323). New York, NY: Cambridge University Press.

Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (2012). Foundations of development across the life span. In R. M. Lerner, M. A., Easterbrooks, & J. Mistry (Eds.), *Handbook of Psychology, Volume 6: Developmental Psychology* (2<sup>nd</sup> edition). Editor-in-chief: I. B. Weiner. (pp. 3-17). Hoboken, NJ: Wiley.

Lerner, J. V., Bowers, E. P., Minor, K., Lewin-Bizan, S., Boyd, M. J., Mueller, M. K., Schmid, K. L., Napolitano, C. M., & Lerner, R. M. (2012). Positive youth development: Processes, philosophies, and programs. In R. M. Lerner, M. A., Easterbrooks, & J. Mistry (Eds.), *Handbook of Psychology, Volume 6: Developmental Psychology* (2<sup>nd</sup> edition). Editor-in-chief: I. B. Weiner. (pp. 365-392). Hoboken, NJ: Wiley.

**In press**

Lerner, R. M. & Lerner, J. V. (In press.) Developmental psychology. In N. P. Azari, A.

- Runehov, & L. Oviedo (Ed.). *Encyclopedia of Sciences and Religions*. Hilo, Hawaii: Springer.
- Lerner, R. M., Boyd, M., Kiely, M., Napolitano, C., & Schmid, K. (In press). Mentoring and positive youth development. In D. DuBois and M. Karcher (Eds.). *Handbook of youth mentoring: Mentoring and positive youth development*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Li, Y., Lerner, R. M., Agans, J., Weiner, M., Arbeit, M., & Chase, P. (In press). Positive youth development and its relationship to engagement: A developmental systems perspective. In D. J. Shernoff & J. Bempechat (Eds.). *NSSE Yearbook: Engaging Youth in Schools: Empirically-Based Models to Guide Future Innovations*.
- Blum, R. W., Brindis, C., & Lerner, R. M. (In press). Adolescents in a life course perspective. In N. Halfon (Ed.). *Life Course Research Network*.
- Geldhof, G. J., Bowers, E. P., Johnson, S. K., Hershberg, R., Hilliard, L., & Lerner, R. M. (In press). Relational developmental systems theories of positive youth development: Methodological issues and implications. In P. C. M. Molenaar, K. Newell, & R. M. Lerner (Eds.), *Handbook of Relational Developmental Systems Theory and Methodology*. New York, NY: Guilford.
- ARTICLES:**
- Published**
- Li, Y., Lynch, A. D., Kevin, C., Liu, J., & Lerner, R. M. (2011). Peer relations as a context for the development of school engagement. *International Journal of Behavioral Development*, 35(4), 329–342.
- Lerner, R. M., Lerner, J. V., Lewin-Bizan, S., Boyd, M., Mueller, M. K., Schmid, K. L., Warren, A. A., & Bowers, E. (2011, November 8). The 4-H Study of Positive Youth Development: Past, present, and future. SRA News, Retrieved from <http://www.s-r-a.org/announcements/online-newsletter/2011-11-08-4-h-study-positive-youth-development-past-present-and-fut>
- Lerner, R. M., & Boyd, M. J. (2012). Book review: The age of aquarius has dawned: Maturation of the study of active and engaged citizenship among youth: A review of Handbook of research on civic engagement in youth. *Journal of Applied Developmental Psychology*, 33(2), 121-123.
- Lerner, R. M. (2012). Developmental science and the role of genes in development. *GeneWatch*, 25(1-2), 34-35.  
<http://www.councilforresponsiblegenetics.org/genewatch/GeneWatchPage.aspx?pageId=413>

Lerner, R. M., & Fisher, C. B. (2012). A tribute to Peter L. Benson and his contributions to applied development science: Editors' introduction. *Applied Developmental Science, 16*(1), 1-2.

Lerner, R. M., & Boyd, M. J. (2012). Integrating development, education and civic engagement: Promoting youth contributions to civil society. *Bürgerschaftliches Engagement = Bildung durch Beteiligung, Vom 21, Bis 23*, 16-24.

Lerner, R. M. (2012). Essay review: Developmental science: Past, present, and future. *International Journal of Developmental Science, 6*, 29-36.

Overton, W. F., & Lerner, R. M. (2012). Relational developmental systems: Paradigm for developmental science in the post-genomic era. *Behavioral and Brain Sciences, 35*(5), 375-376.

Geldhof, J. G., & Lerner, R. M. (Eds.) (2012). Beyond the 'self' of self-regulation: Considering the role of context – A view of the issues. *Research in Human Development, 9*(4), 273-277.

### **In press**

Lerner, R. M. (In press). Review of: Almost Christian: What the faith of our teenagers is telling the American church. *Scottish Journal of Theology*.

Lerner, R. M., Agans, J. P., DeSouza, L., & Gasca, S. (In press). Describing, explaining, and optimizing intraindividual change across the life span: A relational developmental systems perspective. *Review of General Psychology*.

Lerner, R. M., & Damon, W. (In press). Entrepreneurship in adolescence: A relational developmental systems approach. *International Journal of Developmental Science, 6*(3).

Brittian, A. S., & Lerner, R. M. (In press). Early influences and later outcomes associated with developmental trajectories of Eriksonian fidelity. *Developmental Psychology*.

Bebiroglu, N., Geldhof, G. J., Pinderhughes, E. E., Phelps, E., & Lerner, R. M. (In press). From family to society: The role of perceived parenting behaviors in promoting youth civic engagement. *Parenting: Science and Practice*.

Lerner, R. M., & Boyd, M. J. (In press). Civic engagement and positive youth development: Implications for individual thriving and civil society. *Bildungsthemen*.

Easterbrooks, A. M., Ginsburg, K., & Lerner, R. M. (In press). Resilience and risk in

- school aged children and adolescents: Focus on military youth. In S. J. Cozza & R. M. Lerner (Eds.). *Military Children and Families. Future of Children, 23*.
- Fay, K., & Lerner, R. M. (In press). Weighing in on the issue: A longitudinal analysis of the individual and contextual factors that influence the developmental trajectories of eating pathology among adolescents. *Journal of Youth and Adolescence*.
- Lynch, A. D., Lerner, R. M., & Leventhal, T. (In press). Adolescent academic achievement and school engagement: An examination of the role of school-wide peer culture. *Journal of Youth and Adolescence*.
- Li, Y., & Lerner, R. M. (In press). Interrelations of behavioral, emotional, and cognitive school engagement in high school students. *Journal of Youth and Adolescence*.
- Geldhof, G. J., Bowers, E. P., Boyd, M. J., Mueller, M. K., Napolitano, C. M., Schmid, K. L., Lerner, J. V., & Lerner, R. M. (In press). The creation and validation of short and very short measures of PYD. *Journal of Research on Adolescence*.

### **In preparation**

- Li, Y., & Lerner, R. M. (In preparation). Testing across-group and longitudinal measurement equivalence of a tripartite measure of adolescent school engagement.

### **JOURNAL SPECIAL ISSUES:**

#### **Published**

- Lerner, R.M., Lerner, J.V., Bowers, E.P., Lewin-Bizan, S., & von Eye, A. (2011). Individual and contextual bases of thriving in adolescence: Findings from the 4-H Study of Positive Youth Development. *Journal of Adolescence*.
- Geldhof, J. G., & Lerner, R. M. (Eds.) (2012). Beyond the ‘self’ of self-regulation: Considering the role of context. *Research in Human Development, 9(4)*.

#### **In press**

- Cozza, S. J., & Lerner, R. M. (Eds.) (In press). Military children and families. *The Future of Children, 23*.

**APPENDIX 2****ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE  
BERGSTROM CHAIR, 2011-2012**

September 15, 2011: Presentation, "Promoting a strength-based vision of adolescence," Sudbury Foundation, Sudbury, MA.

October 4, 2011: Conference Presentation, "Promoting a strength-based vision of adolescence: Findings from the 4-H Study of Positive Youth Development," Harvard School of Education, Cambridge, MA.

October 6, 2011: Meeting, Hosted nine senior executives from leading German foundation to learn about civic engagement and foundations in the U.S.

October 11-12, 2011: Meeting, National 4-H Board Meeting, Des Moines, Iowa.

October 24-25, 2011: Keynote Conference Presentation, "Forward Thinking, Preparing our Youth for the Coming World," YouthNex Innaugural Conference, "PYD, Processes, Philosophies, Programs and Prospects," University of Virginia, Richmond, VA.

October 28-29, 2011: Conference, SSHD Developmental Systems Science 7<sup>th</sup> Biennial meeting, Brown University, Providence, RI.

October 31, 2011: Conference Organizer, "Inductive Developmental Systems Theory," Pennsylvania State University, State College, PA.

November 4-5, 2011: Semi-annual Board Meeting, Military Child Education Coalition, Dallas, TX.

November 9-11, 2011: Governing Council Meeting, Society for Research in Child Development, Laguna Beach, CA.

December 4-6, 2011: Conference Presentation, "Developmental Science, Relational Developmental Systems Theory, and the Study of PYD," UNC Chapel Hill, Chapel Hill, NC.

January 9-10, 2012: Presentation, "The PYD Report of the Findings from the First Eight Years of the 4H Study of PYD," 4H Partner Summit, Chevy Chase, MD.

January 26, 2012: Healthy Living Sustainability Symposium, 4H National Council, Chevy Chase, MD.

February 13, 2012: Conference Presentation, "PYD: Ontogeny in four dimensions," Darwin Festival, Salem State University, Salem, MA.

March 7-9, 2012: Conference Presentation, "Studying Youth Development: Methodological Issues and Options," SRA, Vancouver, BC.

April 2-3, 2012: Presentation, "Enhancing the PYD Perspective: A developmental intervention science framework. Identifying the Fundamental PYD Process Affecting Development: Optimal Targets for Intervention," Youthnex Advisory Board Meeting, University of Virginia, Richmond, VA.

April 19-20, 2012: Conference Presentation, "Promoting PYD through Positive Movement Experiences," Research meets Practice Symposium: Embodiment and Sport, Temple University, Philadelphia, PA.

May 10-11, 2012: SRCD Governing Council Publications Meeting, Seattle, WA.

May 20, 2012: Panel Discussion, "Change Her Future, Change Our World!" Meeting, Girl Scouts of America, Philadelphia, PA.

June 4-5, 2012: Conference organizer, Promoting Positive Development in the Third Decade of Life: A Multidisciplinary and International Conference, Stanford University, Palo Alto, CA.

June 25-28, 2012: Conference, MCEC Research Conference, Research Science Symposium, Dallas, TX.

## APPENDIX 3

### ACTIVE GRANTS JULY 1, 2011- JUNE 30, 2012

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

The 4-H Study of Positive Youth Development finished data collection and is undertaking final analysis of the data. In this study, we longitudinally assessed 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. The GPS Project concluded in June 2012.

### **The YES Project – The Young Entrepreneurship Study**

The Young Entrepreneurs Study (YES) is a joint project with the Institute for Applied Research in Youth Development (IAYRD) at Tufts University and the Stanford Center on Adolescence. Made possible through the support of the John Templeton Foundation, the YES project is a longitudinal study of the development of entrepreneurial purpose, achievements, and character attributes among diverse adolescents and young adults in the United States. Specifically, we are interested in identifying the cognitive, motivational, behavioral, and ecological bases of entrepreneurship development.

The quantitative and qualitative findings from this study will provide scientifically validated information needed for creating effective educational programs and policies designed to foster entrepreneurial capacity. In addition, this project will provide a theory of youth entrepreneurship, as well as a model for future entrepreneurship research on this essential but under-studied area of American life.

### **Evaluating the Williamson Model - The "ACT" Study: A study assessing character in young men**

With a generous grant from the John Templeton Foundation, the Institute for Applied Research in Youth Development (IARYD) is partnering with the administration, faculty, and students of vocational education or junior colleges in the greater-Philadelphia area to evaluate the impact of each school's curriculum and mission on character, moral, and civic development in students and alumni.

Across three years, researchers at the IARYD will measure existing and entering classes of trade school and junior college students, and evaluate the implementation and impact of their trade school or junior college education. All students will be assessed in each year of their course of study. Selected students will also be assessed post graduation. These assessments will involve both quantitative and qualitative information. For instance, through an interview, the research team will listen to current and former students' individual stories. The results of this research will address Big Questions about the role of character development in academic and life achievements, and about how to enhance the educational attainments of American men. We believe this research will have enduring impacts on enhancing the education of young men, and on promoting the role of character development in enhancing life success.



### **Constructing a Positive Youth Development (PYD) Short Form Measure**

The Five Cs are a means to operationalize the developmental characteristics that a youth needs to become a successful and contributing member of society. These Five Cs were linked to the positive outcomes of youth development programs reported by Roth and Brooks-Gunn (2003). In addition, these “Cs” are prominent terms used by practitioners, adolescents involved in youth development programs, and the parents of these adolescents in describing the characteristics of a “thriving youth” (King et al., 2005).

However, despite its strong psychometric characteristics (i.e., factorial, concurrent, and predictive validity and, as well, high internal consistency reliability; e.g., Bowers, et al., 2010; Lerner, et al., 2005), many practitioners find it difficult to use the existing PYD measure as a gauge of the status of, or changes in, thriving among program participants or as a tool in program evaluation. The obstacle preventing such use is the length of the PYD measure. In Grades 5 to7, 77 items are used to index the Five Cs; in Grades 8 to12, 78 items are used.

Accordingly, the purpose of the project, funded by the Thrive Foundation, is to develop a Positive Youth Development Short Form (PYD-SF) measure that will be useful for practitioners and program evaluators and, as well, that will have strong psychometric characteristics (indexed through assessments of factorial, concurrent, and predictive validity, and by internal consistency reliability).

**APPENDIX 4****DONOR LISTING JULY 1, 2011 - JUNE 30, 2012**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2011-2012 fiscal year.

Anonymous Donor

Gary Bergstrom\*

Larry Gianinno\*

John and Randi Lapidus\*

Nicki Lapidus (Fishman)\*

Richard M. Lerner\*

Donations in memory of Erin Phelps

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

## APPENDIX 5

### 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, the late 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 6

### 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, 32, a director and screen writer living in Los Angeles, Blair, 30, an advertising executive at Media Contacts in Boston, and Jarrett, 26, a novelist and editor living in Somerville, MA.