2014-2015 ANNUAL REPORT

OF THE BERGSTROM CHAIR

IN APPLIED DEVELOPMENTAL SCIENCE

Richard M. Lerner

February 2016
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Report from Richard M. Lerner

Bergstrom Chair in Applied Developmental Science

Director, Institute for Applied Research in Youth Development

SWEET SIXTEEN

American cultural traditions – events and song – celebrate growth into the 16th year! Whether we think of an adolescent and her parents and friends celebrating a sixteenth birthday, or people who grew into their adolescence in the 1960s becoming nostalgic while listening to Sweet Little Sixteen by Chuck Berry, Only Sixteen by Sam Cooke, Happy Birthday, Sweet 16 by Neil Sedaka, or 16 Candles by the Crests, 16 is a somewhat magical number to many, many people across our nation.

Sixteen is also a number eliciting great appreciation by the faculty, students, and staff of the Institute for Applied Research in Youth Development (IARYD). In the 2014-2015 academic year, we have continued to grow and, like other 16 year olds, may be seen to have reached a level of maturity that bodes well for our future developmental pathway.

The John Templeton Foundation (JTF) and, as well, the Templeton Religion Trust (TRT) have continued to be the most important and generous supporters of the research projects undertaken by the Institute. JTF continued to provide support for our ongoing collaboration with the Positive Coaching Alliance (PCA), as we continued to evaluate their models of “Double-Goal Coaching” and of developing a “Triple-Impact-Competitor” that, together, are designed to enhance character virtues development among diverse young people engaging in school-based and community-based sports programs. Led by IARYD Research Assistant Professor Andrea Ettekal, we are fortunate to have wonderful colleagues at PCA, including Jim Thompson, Tina Syer, Andy Crossley, Beth Maloney, Leanne Rose, Eric Eisendrath, and David Mahery.

In addition, JTF continued to support our productive collaboration on the Arthur Interactive Media (AIM) Buddy Project1 with the WGBH Educational Foundation in Boston. The project involves the development, implementation, and evaluation of a technology-based, cross-age peer mentoring program and its impact on elementary

1 © 2015 WGBH Educational Foundation. All rights reserved. “Arthur” & the other Marc Brown ARTHUR characters and underlying materials (including artwork) TM and © Marc Brown. The Arthur Interactive Media Buddy Project was made possible through the support of a grant from the John Templeton Foundation. The opinions expressed in this publication are those of the author(s) and do not necessarily reflect the views of the John Templeton Foundation.
school students’ relational character virtues development. As part of the program, elementary aged “buddies” (1st and 4th graders and 2nd and 5th graders) work together to engage with and discuss interactive digital features (i.e., comics and games) based on episodes of the Arthur animated series. Led by IARYD Research Assistant Professors Lacey Hilliard and Milena Batanova, we are fortunate to have superb collaborators at WGBH, among them Carol Greenwald, Mary Haggerty, Anne Beatty, Cyrisse Jaffee, Gentry Menzel, Bill Shribman, Laura Nooney, and Vanessa Wiegel.

In turn, TRT generously supported the launching of a collaborative project with the United States Military Academy (USMA) at West Point wherein, led by IARYD Research Assistant Professor Kristina Callina, we are longitudinally studying the development of leaders of character at USMA. We are grateful to colleagues in the USMA Department of Behavioral Science and Leadership, Professor Michael Matthews, COL Diane Ryan, and LTC Dan Smith; to Dennis Kelly at the office of Institutional Research at USMA; and to COL (Ret) Jeffrey Peterson and LTC (Ret) David Jones, of the Simon Center for the Professional Military Ethic, among many, many other colleagues, for their great collaboration and warm collegiality.

The TRT is also a generous supporter of the Connecting Adolescent Beliefs and Behaviors (CABB) project, led at IARYD by Research Assistant Professor Sara Johnson, and conducted in collaboration with Professor Jacqueline V. Lerner of Boston College and her Post-Doctoral Fellows, Cristina Hunter and Michelle Weiner (a Ph.D. graduate of Eliot-Pearson who trained at IARYD). CABB examines longitudinally the role that a young person’s self-regulation behaviors and the presence of character role models in his/her life play in the development of character virtues.

Like all celebrations of 16 years of growth, 2014-2015 was also a time of transition, of endings and of new beginnings. Several JTF-supported projects came to a close. We concluded our research with the Boy Scouts of America (BSA) Cradle of Liberty Council in the greater Philadelphia area, wherein we studied the impact of BSA programs on character virtues development among youth during their Cub Scouts years. We are grateful to IARYD Research Assistant Professor Jun Wang and former IARYD Research Assistant Professor Rachel Hershberg (now Assistant Professor at the University of Washington, Tacoma) for their leadership of this project and to senior doctoral student, and Eagle Scout, Dan Warren for his invaluable knowledge and skills in integrating our research objectives within the culture and traditions of BSA. Numerous colleagues associated with the Cradle of Liberty Council, for instance, Dan Templar, Chris Tomlin, Jim Papada, Nicholas Nowak, Veronica Coyle, and Tom Harrington were invaluable collaborators in this research.
Also drawing to a close in 2014-2015 was our JTF-supported assessment of the impact of the education provided by the Williamson College of the Trades on the vocational skills attainment, educational achievement, and character development of students. Assessment of this singularly innovative higher educational institution was led by IARYD Research Assistant Professors Kristina Callina and Sara Johnson, and former Research Assistant Professor Rachel Hershberg, and was facilitated by the generous collaboration of Williamson College President, LTC (Ret) Michael Rounds, Greg Lindemuth, Tom Wisneski, Peter D’Orazio, Tom Moffitt, and Jay Merillat.

Although the research with the BSA Cradle of Liberty Council and with the Williamson College has formally drawn to an end, we are not ending our association with either organization. There is a wealth of data to still analyze and publish in regard to both projects. In fact, several IARYD doctoral students and Research Assistant Professors continue to derive articles, theses, and dissertations from these two data sets. We expect to continue to document in numerous publications in ensuing years the contributions these organizations make to the character development of the youth participating in their programs.

In turn, and as is the case with any developmental transition, endings are also coupled with beginnings. In our 16th year we launched two new collaborations. With the leadership of Post-Doctoral Fellow, Kaitlyn Ferris, we have begun a collaboration with researchers at the Girl Scouts of the USA (GSUSA). Our work together involves exploring the rich data the Girl Scouts have collected over the years regarding how GSUSA programs enhance the skills and thriving of the youth they serve. We assessed the utility of measures previously used by GSUSA, created a conceptual framework for the constructs GSUSA was interested in measuring, and devised measurement scales assessing both individual and contextual characteristics relevant to the Girl Scout experience. Judy Schoenberg, Kimberlee Salmond, Sabrica Barnett, Andrea Bastiani-Archibald, and Ciara Bush, research partners from the Girl Scouts Research Institute at GSUSA, are invaluable colleagues as we continue this research collaboration.

We have also launched an exciting, indeed arguably an historic, collaboration with the research team of Compassion International (CI). CI is a Christian child advocacy ministry committed to combating child poverty through a holistic and comprehensive approach to positive youth development (PYD). Currently, CI sponsors more than one million children in four regions around the world – Africa, Asia, Central America, and South America. In 2014, CI Global Program Effectiveness Research Director, Dr. Alistair Sim, published a report aligning the theory of change of CI with the Lerner and Lerner model of PYD developed through the work of
IARYD over the past 16 years. We have begun to explore with CI a collaboration that would involve our evaluating this theory of change in three, coordinated longitudinal studies of CI youth (and of comparison youth), studies to be undertaken in a country in Asia, a country in Africa, and a country in either Central or South America. In the collaboration with Dr. Sim and his colleagues, IARYD Research Assistant Professor Milena Batanova and I are collaborating with Boston College Professor Jacqueline V. Lerner and her Post-Doctoral Fellow Cristina Hunter. In addition, Professor Pamela Ebstyne King and Kara Powell of Fuller Theological Seminary are collaborating with CI, Boston College, and IARYD in this exciting research, research that has the potential to help understand the ways in which the work of CI might enhance the positive development of some of the world’s poorest youth.

The generosity of support provided by the JTF and the TRT has been the fundamental basis of the continued successful productivity of IARYD. I am and always will be grateful for the scholarly opportunities these foundations continue to give to my colleagues, students, staff, and me. In addition, I am grateful to all the other friends of the Institute who, as documented in Appendix 4, continue to give generously to IARYD in order to support the educational, scientific training, research, and outreach work we enact each year. Their generosity enables us to serve our students and community in numerous, important ways.

Of course, most of all, IARYD is effective because of the superb faculty – Post-Doctoral Fellows and Research Assistant Professors – we are able to attract, the incredibly skillful and dedicated staff we have, and the truly exceptional students we are so fortunate to have with us over the course of their graduate education. Here, I want to thank in particular the three staff colleagues of mine who, in actuality, keep the Institute functional and effective. Heidi Johnson, the Managing Director of IARYD, is the Institute’s “unsung hero.” She continues to keep every facet of the Institute running and, as well, she is uniquely capable of enacting arguably her most important task – of being able to say “no” to me! My assistant, Lori Campbell, is a true miracle worker, who – with an always positive, can-do attitude and an indefatigable smile – keeps me on time and pointed in the correct directions. Jarrett Lerner, the Managing Editor at the Institute, has a hand in all of the books, articles, chapters, and conference papers produced by the Institute, both for me and for all the faculty and students at IARYD. This work involves on average more than one publication every week of the year! Jarrett keeps everything moving forward effectively and flawlessly.

As an educational unit within the Eliot-Pearson Department of Child Study and Human Development, IARYD exists to train and launch graduate students and post-
doctoral fellows and Research Assistant Professors onto the next stages of their professional lives. Although always a bittersweet transition, I am proud that several of these young scholars have moved successfully onto the next stages of their careers. At the end of the 2014-2015 academic year, Rachel Hershberg became an Assistant Professor at the University of Washington, Tacoma. In addition four of our doctoral students completed their Ph.D.s. Jennifer Agans became a Post-Doctoral Fellow at Cornell University, Miriam (Mimi) Arbeit became a Post-Doctoral Fellow at Fordham University, Paul Chase became the Director of Evaluation at City Year in Boston, and Michelle Weiner became a Post-Doctoral Fellow at Boston College. We will miss these young scholars and, as well, we will continue to be grateful for all the wonderful contributions they made to IARYD during their years here. We will also continue to watch with admiration the contributions they will make to enhancing the lives of the diverse young people with whom they work.

**Conclusions**

Growing successfully into one’s 16th year is not an achievement to be lightly regarded. Perhaps the accomplishment it represents is why 16 is such a celebrated number. I am in fact proud and grateful that IARYD has reached this level of maturity. However, as a life-span developmental scientist, I know we have a long way to go before we can even approach attaining our full potential. If past is prelude, then the generous support we have achieved, and the great good fortune we have had by being blessed with the fine people who have come to the Institute and lent their skills and passion to it, are harbingers of still better things to come. I look forward to seeing what growth into late adolescence and early adulthood will bring.
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 2014-2015, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair’s 16 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 16 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 2014-2015 academic year. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair’s published works

![Histogram showing publications](image)

Across the Bergstrom Chair’s 16 years at Tufts, 1999-2015, the average per year for books/special issues, chapters, articles, and total number of publications are 4.2, 11.6, 10.9 and 26.6, respectively. Overall, 426 publications have been produced across 16 years.

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 2014-2015
academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the 16 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 27 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 2014-2015.

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 2014-2015 fiscal year and two were funded. In total, the Institute has submitted 62 grant proposals since its inception, 32 of which were funded. See Table 1 for a listing of grant proposals funded over the last three years. Appendix 3 provides a brief description of active Institute grants during the 2014-2015 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>
<thead>
<tr>
<th>Year</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>1. Proposal to the John Templeton Foundation, &quot;Evaluating the Effectiveness of the QUE Pilot Program - Boy Scouts&quot; (funded)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to the Poses Family Foundation, &quot;Quandary: The impact on moral development&quot; (funded)</td>
</tr>
<tr>
<td></td>
<td>3. Proposal to the John Templeton Foundation, &quot;Assessing the Influence of Interactive Technology and Collaborative Learning in Promoting Character Development and Prosocial Behaviors&quot; (funded)</td>
</tr>
<tr>
<td></td>
<td>4. Proposal to the John Templeton Foundation, &quot;Duty, Honor and Country: Assessment of the Potential for Integration of Character Leadership Programs in the United States Military Academy&quot; (funded)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1. Proposal to the John Templeton Foundation, &quot;Intentional Self Regulation and the Promotion of Character Development&quot;, collaboration with Boston College (funded)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to the John Templeton Foundation, &quot;Evaluating the Positive Coaching Alliance Model: Developing Competitors of Character&quot;, collaboration with the Positive Coaching Alliance (funded)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to Girl Scouts USA, &quot;Measure Creation for Girl Scouts USA&quot; (funded)</td>
</tr>
</tbody>
</table>
Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised $24 million through the end of FY 2014-2015 for its research, outreach, educational, and publishing activities, an average of $1.5 million a year across the Bergstrom Chair’s 16 years at Tufts. Of this total, the Institute raised $23.2 million through grant proposals, $334k through editorial office grants, and $400k in discretionary dollar donations.

**Figure 4. Dollars Raised by Category**

- **Grants**: $23,275,222.98 (97%)
- **Editorial**: $334,418 (1%)
- **Discretionary**: $400,008 (2%)

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

Of the $23.2 million in grant support generated, $20.3 million was for direct costs and $2.9 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 $400k 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 2014-2015 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 16 years, this allocation has amounted to over $334k 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](image)
Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year over half (64%) of Institute's $1.1 million fiscal year budget went to supporting faculty, staff, and students (48% on full-time faculty and staff positions and 16% on graduate research assistants and undergraduate student support).

Consultants, honoraria, and awards (5% of spending) goes to supporting statistical consultants, data collectors, and speakers. Travel and meals account for 6% of all costs and is associated with attending meetings and professional conferences. Other expenses account for 10% of spending and include computer hardware and software expenses, catering expenses, office supplies, furniture, copying, printing, books, mail, telephone, and other miscellaneous expenses, including the printing and scanning of questionnaires used in research. Student Tuition reflects 2% spending and indirect costs total 13% of spending.

The Institute continually strives to keep its infrastructure costs low while still supporting a large number of students.
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 18th and began its 19th volume year in 2014-2015, 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.

Beginning with the first issue of Volume 19, Celia Fisher resigned as co-editor of the journal, resulting in a restructuring of ADS’s Editorial Board. For several years, John Geldhof had served as an Associate Editor for all submissions relating to methodology and measurement, but in January of 2015, an additional ten Associate
Editors, each overseeing all submissions related to their particular areas of expertise, were announced. The new Associate Editors are Elizabeth Goodman (of the Harvard Medical School, who is overseeing submissions related to “Biomedical Perspectives on Human Development”), Sarah Clement (of the John Templeton Foundation, who is overseeing submission related to “Character Development”), Constance Flanagan (of the University Of Wisconsin, who is overseeing submission related to “Civic Engagement”), Jean Rhodes (of University of Massachusetts, Boston, who is overseeing submission related to “Community-Based Programs”), Jayanthi Mistry (of Tufts University, who is overseeing submission related to “Comparative Cultural Perspectives”), Eric Dearing (of Boston College, who is overseeing submission related to “Education and Schools”), Megan Mueller (of the Tufts University School of Veterinary Medicine, who is overseeing submission related to “Human-Animal Interaction”), Kristina Callina (of Tufts University, who is overseeing submission related to “Military Children and Families”), Tama Leventhal (of Tufts University, who is overseeing submission related to “Neighborhoods and the Broader Contexts of Human Development”), and Velma McBride Murry (of Vanderbilt University, who is overseeing submissions related to “Social Justice”). Since these changes have been implemented, ADS has seen a notable increase in submissions and rise in its impact factor.

_Handbook of Child Psychology and Development Science (7th 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), 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.
Promoting Positive Youth Development: Lessons from the 4-H Study

This book presents the results of the longitudinal 4-H Study of Positive Youth Development. The volume discusses how self-regulation and contextual resources (e.g., strong relationships with parents, peers, and the community) can be fostered in young people to contribute to the enhancement of functioning throughout life. Each chapter examines a particular aspect of youth thriving, and offers findings on either the bases or the role of positive development in a variety of outcomes, from reduced risk of emotional problems and harmful behaviors to increased participation in the community. Contributors introduce a contemporary model of positive development for diverse youth, provide examples of effective youth development programs, and suggest applications for informing the next generation of policies and practices. Researchers in developmental psychology as well as practitioners in educational or youth development programs or policies will gain from *Promoting Positive Youth Development* an appreciation of the central role of young people's strengths, and initiatives to build effective youth programs.
THE FUTURE GROWTH OF THE INSTITUTE FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT

During fiscal year 2015-2016, 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, we project an operating budget in FY 2015-2016 of approximately $1.8 million in direct and indirect costs.

Dollars Raised Compared to University Investment

The Institute continues to be successful in helping students become productive scholars by giving them the opportunity to apply their education while working on research projects. We 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 raised in grants and donations to the amount the University has spent to directly support our work.

![Figure 8. Dollars Raised versus University Investment](image)
The University has been quite generous in their support of the Institute and has given over $3.5 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.

The University contribution of $3.5 million may be compared to $23.2 million in total dollars raised – which involves $20.3 million in direct dollars raised and $2.9 million in indirect dollars raised. As shown in Figure 8, for every $1 of University investment, the Institute has raised $6.59 in total dollars, $5.76 in direct dollars, and 82 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.
APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2014-2015

BOOKS:

Published


In press


In preparation


CHAPTERS:

Published


Lerner, *Promoting Positive Youth Development: Lessons Learned from the 4-H Study.* (pp. 57-70). New York, NY: Springer.


**In press**


**In preparation**


**ARTICLES:**

**Published**


**In press**


Stefansson, K. K., Gestsdottir, S., Geldhof, G. J., Skulason, S., & Lerner, R. M. (In

**In preparation**


**JOURNAL SPECIAL ISSUES:**

**In preparation**


APPENDIX 2


July 24 – 27, 2014: John Templeton Foundation Board of Advisors meeting, Philadelphia, PA

July 27 – 30, 2014: Military Child Education Coalition Board of Directors and National Training Seminar, Washington, DC

August 8 – 10, 2014: American Psychological Association Conference, Washington, DC

September 3, 2014: John Templeton Foundation meeting, Philadelphia, PA

September 4, 2014: Williamson School visit, Philadelphia, PA

September 19 – 20, 2014: Mark Berner meeting, New York, NY

September 22 – 24, 2014: Cornell University visit to deliver Bronfenbrenner Lecture, Ithica, NY

October 2 – 4, 2014: North Dakota State University visit, Fargo, ND

- Presentation: "Promoting Positive Youth Development: Implications of the 4-H Study for Theory, Research, and Application"

- Workshop: “From Research to Application: Evidence-Based Tools to Assess Youth Development and Evaluate Program Outcomes”

October 9 – 10, 2014: Boy Scouts – Cradle of Liberty meeting, Philadelphia, PA

October 16 – 17, 2014: Youth-Nex Conference, Charlottesville, VI

- Presentation: “Let’s Talk After School”

November 6 – 8, 2014: AME Conference, Pasadena, CA

- Session: “Relational Developmental Systems Theory and Character Development”

November 20 – 21, 2014: Keynote Speaker at 2014 Northeast Regional 4-H Volunteer Forum, College Park, MD
- **Presentation:** "Promoting Positive Youth Development: Implications of the 4-H Study for Theory, Research, and Application"

- **Workshop:** “From Research to Application: Evidence-Based Tools to Assess Youth Development and Evaluate Program Outcomes”

December 3 – 7, 2014: Society for Research in Child Development – General Counsel meeting, LA/San Diego, CA

December 7 – 8, 2014: Compassion International meeting, Colorado Springs, CO

January 15 – 18, 2015: Compassion International Site visit and collaboration meetings, El Salvador

January 28, 2015: John Templeton Foundation meeting, Philadelphia, PA

January 29, 2015: Williamson School meeting, Philadelphia, PA

February 25 – 26, 2015: West Point meeting, West Point, NY

March 4 – 5, 2015: Girl Scouts Research Initiative collaboration meetings, New York, NY


- Governing Council meeting
- Publications committee meeting

- **Conversation Roundtable:** “In search of a consensus: Addressing key issues in the study of self-regulation in childhood and adolescence”

April 15 – 18, 2015: Arizona State University site review: T. Denny Sanford School of Social and Family Dynamics, Tempe, AZ

May 11, 2015: Board on Children, Youth, and Families of the Institute of Medicine and National Research Council of the National Academy of Sciences, Washington, DC

- **Panel:** "Consequence of inequality on loss of human capital"

May 26 – 28, 2015: SRCD General Council meeting, Washington, DC

June 2, 2015: Positive Coaching Alliance Board meeting, Boston, MA
June 3 – 4, 2015: Boy Scouts Cradle of Liberty meeting with John Templeton Foundation, Philadelphia, PA


June 25 – 27, 2015: National Coalition for Black Development in Family and Consumer Sciences, Jacksonville, FL

- **Plenary Speaker:** “The Impact of Social Media on the Family: Using Relational Developmental Systems-Based Theory to Test the “CASIE” Model
APPENDIX 3

ACTIVE GRANTS JULY 1, 2014- JUNE 30, 2015

The Assessment of Character in the Trades (ACT) Study

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 and other post-secondary colleges and institutions 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 (2012 through 2015), researchers at IARYD have been collecting data from existing and entering classes of students, and evaluating the implementation and impact of their education on character development. All students are assessed in each year of their course of study, and selected students are also assessed post-graduation. These assessments involve both quantitative and qualitative information. The results of this research will address questions about the role of character development in academic and life achievements, and about how to enhance the educational attainments of American men who chose a non-traditional path for their postsecondary education. 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.

Character and Merit Project (CAMP): Evaluating the Effectiveness of the QUE Pilot Program - Boy Scouts

With a generous grant from the John Templeton Foundation, the Institute for Applied Research in Youth Development has partnered with Boy Scouts of America’s Cradle of Liberty (COL) Council to conduct a longitudinal, mixed methods, and collaborative evaluation of their Quality Unit Executive program, a leadership pilot program that they began implementing throughout the COL in August 2012. In addition, this study is investigating the impact of this program on the academic and personal development of youth engaged in the program. Over a two-year period, we have collected quantitative data from over 2000 youth, using a character measure we developed for youth in this study, who are between 6 and 12 years of age (the Assessment of Character in Children and Early Adolescents, ACCEA measure). We have also developed qualitative instruments and collected qualitative data from multiple levels of leadership in the program, as well as from youth served by the program, to understand if and how character and other positive development outcomes develop in youth in BSA. We believe this research will have enduring impacts on enhancing the education of youth and promoting the role of character development in optimizing life success.
The West Point Character and Leadership Development Project

The mission of the United States Military Academy (USMA) at West Point is to promote character and leadership development among cadets through activities that occur within three “pillars” of officer training: academics, military training, and athletics. Currently, USMA focuses on five domains of character: moral, performance, civic, leadership, and social. Given the resources that are invested in cadets’ training and the enormous responsibilities of West Point graduates as United States Army officers, it is critical for USMA to understand which character and leadership development practices are effective for enhancing moral leadership and for predicting job-relevant behaviors and outcomes. Although assessments of cadets’ character attributes are conducted by various departments at USMA, data have not been analyzed using change-sensitive methods that best enable illustration of the development of character and leadership at USMA.

Our 2014-2015 planning grant from the John Templeton Foundation has led to the funding of a 5-year study from the same foundation that started in fiscal year 2015-2016. The study will assess whether stronger character predicts leadership outcomes, such as ranking within the cadet chain of command and leadership in athletics, as well as other performance outcomes, including academic achievement. By assessing leadership and character development approaches within and across the three pillars of USMA, we will be able to point to opportunities for integration and alignment of these strategies across the training pillars. As such, the proposed research will serve to assess, inform, and enhance character and leadership education within the Corps of Cadets. Moreover, our assessments will allow us to link character and leadership development with performance outcomes, including cadets’ scores on military, physical, and academic standing.

Quandary: The impact on moral development

Quandary is an online game that engages students in ethical decision-making and develops skills that will help them recognize ethical issues and deal with challenging situations in their own lives. In Quandary, players must make difficult decisions in which there are no clear right or wrong answers but important consequences – to themselves and to others on a fictional planet. In their interactions with others in the game, players must consider facts, opinions and solutions, just as in real life.

This project launched a research partnership with the Poses Family Foundation and the Institute of Applied Research in Youth Development (IARYD) at Tufts University's School of Arts and Sciences and its Eliot-Pearson Department of Child Development. The project is conducted under the direction of Richard M. Lerner, Lacey J. Hilliard, and Marina Bers, director of the DevTech Research Group and a leading scientist studying innovative learning technologies. In this experimental study, researchers from Tufts showed youth Quandary episodes, lead discussions about the game with the youth, and measured the impact of the watching episodes on moral functioning and the ability to take the perspective of others. This study
was conducted at three Boston-area middle schools. Findings from the study informed the development of a 10-week curriculum, which was implemented in a 6th grade class through Citizen Schools – Massachusetts.

**Connecting Adolescents’ Beliefs and Behaviors (CABB) Study**

Connecting Adolescents’ Beliefs and Behaviors Study is designed to answer the question: "Why do adolescents who believe themselves to be of high character, virtue, or morality, behave in ways that fall short of their standards?" The purpose of the project is to examine the role that intentional self regulation skills and character exemplars play in the virtuous behaviors of adolescents. This project is a three-wave, cohort-sequential, mixed methods study. Beginning in January 2015, we collected survey data from 900 youth (300 each in 5th, 7th, and 9th grades) from the greater Boston area as well as from one of their parents or guardians. We also asked the youth to nominate a staff member at their school who knows them well, and we asked these individuals to complete surveys with questions about the young person. Participants will be re-contacted twice more over a three-year period, and we will also interview a subsample of young people to find out their perspectives on the roles of self regulation skills and character exemplars in their lives.

**Evaluating the Positive Coaching Alliance Model: Developing Competitors of Character**

The Positive Coaching Alliance (PCA) is a national non-profit organization dedicated to training coaches and athletes to provide a positive, character-building youth sports experience. This project, funded by the John Templeton Foundation, is a three-year longitudinal study evaluating the impact of PCA programs in four ethnically and socioeconomically diverse high schools in the greater Boston area. The PCA training program incorporates face-to-face workshops, weekly talking points, and reading materials, all centered on building character through sports. The overarching goal of this project is to assess whether, and how, the PCA model can be effectively used to enhance the character attributes of high school athletes such that these attributes are applied in the sport context, in school, and in the wider community. To test the effectiveness of PCA, quantitative self-report surveys are administered to coaches and athletes at the beginning and end of their sport season and about 3 months later. To date, over 450 athletes and 50 coaches from Fall and Winter sports have been enrolled in the study. Recruitment of athletes and coaches from sports in the Spring will conclude the first year of the study. Participants will be followed for another two years to test for lasting effects of the PCA training program. Through this evaluation research, we hope to gain insight into the ways in which youth participation in athletic contexts can translate to positive engagement in schools, communities, and civic life.
The Girl Scouts of the USA Theory, Measurement, and Research Project: Phases 1 & 2

Our collaboration with the Girl Scouts of the USA involves exploring the rich data the Girl Scouts Research Institute have collected over the years regarding how GSUSA programs enhance the skills and thriving of the youth they serve. During the first phase of this collaboration, we assessed the utility of measures previously used by GSUSA, created a conceptual framework for the constructs GSUSA was interested in measuring, and devised measurement scales assessing both individual and contextual characteristics relevant to the Girl Scout experience. In the second phase (currently underway), we are validating measures developed in Phase One with data collected from Girl Scouts ranging in age from 5 to 14 years from four Councils across the USA. Together, results from Phase One and Phase Two have allowed us to explore the positive development of youth in Girl Scouts through empirically-valid measures.
APPENDIX 4

DONOR LISTING JULY 1, 2014 – JUNE 30, 2015

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2014-2015 fiscal year.

Gary Bergstrom*
Charles Gazarian*
Lawrence and Susan Gianinno*
Ms. Elaine Kasparian and Dr. Robert J. Watson*
Richard M. Lerner*
Lang Ma*

*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.
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 700 scholarly publications, including more than 80 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 Associate 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 is a director and screenwriter living in Los Angeles. Blair and her husband, Jamie Ramsey, live in Framingham, Massachusetts. Blair is an advertising executive at Media Contacts in Boston and Jamie is a contractor in the Western suburbs of Boston. Jarrett and his wife, Danni, live in Somerville, Massachusetts. Jarrett is a novelist and editor and Danni is a post-partum doula and early-childhood educator. Jackie and Rich have two grandchildren, Harper Rose Ramsey, 3, and Dylan Maxwell Ramsey, 1.

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2 Pictured here at age 19, in his 1966 Hunter College in the Bronx Yearbook photo.