



# Institute for Applied Research in Youth Development

**2015-2016 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**

**“WHEN I WAS 17, IT WAS A VERY GOOD YEAR”**

**Frank Sinatra (1965)**

The 17<sup>th</sup> year of IARYD (2015-2016) was indeed a very good year. The students, staff, and faculty of the Institute who participated in the application of developmental science produced high quality contributions to the field of human development and to the communities and organizations served by their work. I was pleased by and proud of their accomplishments – and also deeply grateful to them for their superb work.

I am also deeply grateful to our funders. As I will repeat later in this report, the John Templeton Foundation (JTF) and, as well, the Templeton Religion Trust (TRT) have continued to be enormously generous supporters of many research projects undertaken by the Institute. We also received generous support for our evaluation research with Positive Coaching Alliance (PCA) from the S. D. Bechtel Jr. Foundation; from the Girl Scouts of the USA, for a collaborative research project aimed at measure development; and from Compassion International, for an historic longitudinal study of their programs in nations across the world. Of course, my gratitude is unbounded towards the Bergstrom Family for their enduring support and friendship, and for the opportunity to enact the work they envisioned when they created the Bergstrom Chair. I deeply appreciate the generosity of the Bergstrom Family and of all IARYD funders, and I am humbled by the faith in the work of IARYD that their support represents.

In regard to our collaboration with PCA we had, then, two projects during 2015-2016 involving the evaluation of their models for promoting youth character development through sport. The first project was supported by JTF, and involves an *evaluation of the PCA Triple-Impact Competitor model*, which is a training program to promote character development among youth athletes. We are testing the model among a diverse sample of high school athletes in the greater Boston area, using a longitudinal waitlist control design. The 2015 – 2016 academic year was the second year of this three year evaluation, in which we implemented PCA programming in the two of four schools who waited until the second year to receive PCA programming (two schools received the programming in the first year). Across all four schools, we collected self-report surveys from athletes across three time points (pre-season, post-season, and three months after the end of the season) for each of three sport seasons (fall, winter, and spring), including athletes from various sports (e.g., basketball, track, tennis). The research team for this project was led by Research Assistant Professor Andrea Vest Ettekal. Several IARYD doctoral students – Brian M. Burkhard, Robey Champine, Lisette DeSouza, and Shaobing Su – were members of the research team, and they were joined by three Tufts undergraduate

research assistants – Meaghan McGowen, Rachel Terveer, and Nicholas Whitney, and two IARYD Research Coordinators, Patricia Gansert and Lily Konowitz.

The second PCA project was funded by the S. D. Bechtel Jr. Foundation and involves an evaluation addressing the question of whether *the PCA Double-Goal Coach: Winning and Life Lessons workshop* promotes character development among youth sport coaches. We are using a methodology that integrates a randomized control trial with a longitudinal design in order to collect survey, observational, and interview data among youth sport coaches in the Greater Boston area. In the spring and summer of the 2015 – 2016 academic year, we collected data from more than 130 Little League baseball coaches across seven leagues. The coaches were in one of the four conditions: 1. The PCA workshop delivered live; 2. The PCA workshop delivered online; 3. A baseball skills workshop; and 4. A no workshop condition. At the beginning of the baseball season, the coaches completed a survey and were also video-/audio-recorded at a game they were coaching. At the end of the season, the coaches were surveyed again and were video-/audio-recorded at another baseball game when they were coaching. A subgroup of the coaches were also interviewed after completing all other components of the study. This project was led by three IARYD research assistant professors: Andrea Vest Ettekal, Kaitlyn A. Ferris, and Jun Wang. The team also included graduate research assistant Ednah E. Nwafor and undergraduate research assistants Sarah J. Wolfson and Wendy E. Dyer. The team also included four IARYD Research Coordinators: Patricia Gansert, Lily Konowitz, Sarah LaFlamme, and Valerie A. Marshall.

The *Connecting Adolescents' Beliefs and Behaviors (CABB) Study* is funded by TRT and involves a collaboration between Tufts University and Boston College. 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. In the 2015-2016 academic year, two waves of data collection were completed with students at eleven middle schools and high schools in New England. In addition to collecting surveys from students, we also conducted interviews with students, collected surveys from parents, and collected surveys from members of the school staff that students nominated as "someone who knows them well." The survey data that have been collected have been used to generate school reports that are designed to help school administrators construct character development curricula. The study is led by Professor Jacqueline V. Lerner of Boston College and Sara K. Johnson of Tufts University. Research assistant professor Michelle Weiner is also a team leader, and two doctoral students from Eliot-Pearson serve as graduate research assistants on the project: Mary H. Buckingham, and Ettya R. Fremont. In addition, Suzannah Blass is a Tufts University undergraduate research assistant on CABB.

The *Arthur Interactive Media (AIM) Buddy Project*, which is also funded by JTF, is a collaboration between IARYD and the WGBH Educational Foundation. The IARYD team designed, implemented, and evaluated a cross-aged peer and interactive media curriculum to promote character in elementary school students. The team was led by research assistant professors Lacey J. Hilliard and Milena Batanova. Former IARYD research assistant professor Edmond P. Bowers, now an assistant professor at Clemson

University, was a consultant to the project. Several doctoral students served as graduate research assistants on *AIM*, including Elise M. Harris, Kathleen Robinson, Danielle C. Stacey, Jonathan M. Tirrell, and Daniel J. A. Warren. Two IARYD research coordinators, Akira S. Gutierrez and AnneMarie McClain, were important contributors to the team, and they were joined by several Tufts undergraduate students who served as undergraduate research assistants: Sylvie Grenier, Claire Hoffman, Elissa Ladwig, Kyle Paul, Alyssa Rivas, and Safiya Subegdjo. In the 2015-2016 school year, the research team completed the implementation and evaluation phase across four program schools and five comparison schools, collecting video data of student interactions, program feedback data, and two waves of survey data from students, teachers, and parents.

During the 2015-2015 we collaborated with the Girl Scout Research Institute to conduct the *Girl Scouts of the USA Measure Development Study*. This project involved the development and testing of measures assessing positive development in Girl Scouts ages six to fourteen years. After our respective teams collaborated to develop measures that focused on five different key areas of Girl Scout programming, an initial pilot test of the measures was conducted. Using the results of the initial pilot, we revised and validated the measures in a second pilot test. All measures were found to have good psychometric properties and produced good-quality data for all age groups. Both teams are currently discussing a possible longitudinal study using these measures. The researchers from IARYD involved in this project were research assistant professor Kaitlyn A. Ferris and IARYD research coordinator Patricia K. Gansert.

With the generous support of TRT, we continued our collaborative project with the United States Military Academy (USMA) at West Point. The study – which we are calling *Project Arete* for the Greek word for “excellence” – is a five-year, longitudinal study of character development and leadership among the cadets at West Point. The Tufts team, led by IARYD research assistant professor Kristina Callina, includes research fellow Hillary Schaefer, who is located full-time at West Point, and Eliot-Pearson doctoral student Elise Murray. We are fortunate to have wonderful collaborators in this work. At USMA there are several members of the Department of Behavioral Sciences and Leadership with whom we work: COL Diane Ryan, Ph.D., serves as the USMA PI, and LTC Daniel Smith, Ph.D., and Professor Michael Matthews, Ph.D. – arguably the leading military psychologist in the world – are colleagues on the project. They are joined by COL (R) Jeffrey Peterson, Ph.D., of the Simon Center for the Professional Military Ethic; Dr. Dennis Kelly of the USMA Office of Institutional Research; and COL (R) Gerald Kobylski, Ph.D., of the West Point Leader Development System. Joining this Tufts-USMA collaborative team are Dr. Anne Colby, of the Stanford University Center on Adolescence, and Dr. William Sullivan, Senior Scholar at the New American Colleges and Universities, who serve as consultants to the project.

In our *Compassion International* project, IARYD is partnering with Boston College and Fuller Theological Seminary to conduct a three-nation, comparative longitudinal study of the use of the Lerner and Lerner Positive Youth Development (PYD) model for understanding the bases of PYD among some of the world’s poorest youth who participate in *Compassion International*(CI) child development centers around the world.

CI is a Christian sponsorship organization that partners with over 7,000 churches to promote thriving in over 1.8 million children living in poverty in 26 countries located in Central or South America, Africa, and Asia. Dr. Elizabeth Dowling, Senior Research Scientist at IARYD, and research assistant professor Milena Batanova, along with Eliot-Pearson doctoral student, Jonathan Tirrell, constitute the Tufts team that collaborates with Professor Jacqueline V. Lerner, of Boston College, and with Professor Pamela Ebstyn King, the Peter Benson Chair of Applied Developmental Science at the Thrive Center for Human Development in the School of Psychology at Fuller Theological Seminary as co-leaders of the project. These scientists collaborate with Dr. Alistair Sim, the Director of CI's Program Effectiveness Research team, who also serves as a co-leaders of the project. The project will longitudinally study the development of youth involved in CI's programs in three nations: one in Central or South America, one in Africa, and one in Asia. At this writing, we have completed data collection for a proof of concept of the project's measurement model in El Salvador.

In short, then, 2015-2016 was a very good year in regard to the IARYD quest to discover through its research "what goes right in the lives of youth," and to use evidence it thereby generates about the strengths of young people to contribute to enhancing the lives of diverse youth, locally, nationally, and internationally. Of course, even in a very good year there are bittersweet moments. 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. Three of our students completed their doctoral training in 2015-2016 and, although we will miss their daily contributions to the quality of life of the Institute, we are proud of the next steps they have already taken in their careers and we know that we will have the opportunity to collaborate with them in the years ahead. Dan Warren, Ph.D. is now Team Lead, for Research and Evaluation for the Boy Scouts of America, Robey Champine, Ph.D. is now a Post-Doctoral Fellow at Yale University School of Medicine, and Lisette DeSouza is now a Post-Doctoral Research Scientist at the National Institute on Out-of-School Time (NIOST) and at the Wellesley Centers for Women at Wellesley College.

Finally, I must note in this *Report*, as I do in all *Annual Reports*, that any success of IARYD occurs not only because of the knowledge, skills, and contributions of its students and faculty but, as well, quite critically, because of the talented and dedicated staff that IARYD is so fortunate to have. I have already pointed to the impressive roles of our research coordinators in specific research projects we conducted in 2015-2016. However, the contributions of three other staff members provides the infrastructure that enables *all* of IARYD's work to happen and to happen with quality and efficiency. The maestro of management of IARYD is its Managing Director, Heidi Johnson. Her wise and productive leadership enables every facet of the Institute to run productively. She is indispensable. My assistant, Lori Campbell, continues to orchestrate miracles, keeping me on time and pointed in the correct directions. Jarrett Lerner, the Managing Editor at the Institute, oversees the preparation and production of the books, articles, chapters, conference papers, and reports of the Institute, including the present one. As was the case in past years, this work involves an average of more than one publication every week of

the year! His capacity for remaining enormously productive and producing always work of the highest quality is amazing to me. Frankly, I don't know where he got this talent!

### **Conclusions**

Frank Sinatra began the song, *It was a very good year*, with a focus on Age 17. However, the rest of the song talked about the quality of Years 21, 35 and thereafter, even into what he termed “the autumn of his years.” IARYD (if not its Director) is far from the autumn of its years. My hope – and belief – is that, as IARYD moves into its future, we will be able to look back and say that our work and its contributions to the diverse youth of the world were like “vintage wine from fine old kegs. From the brim to the dregs, [they] poured sweet and clear. [They] were very good year[s].”

**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.

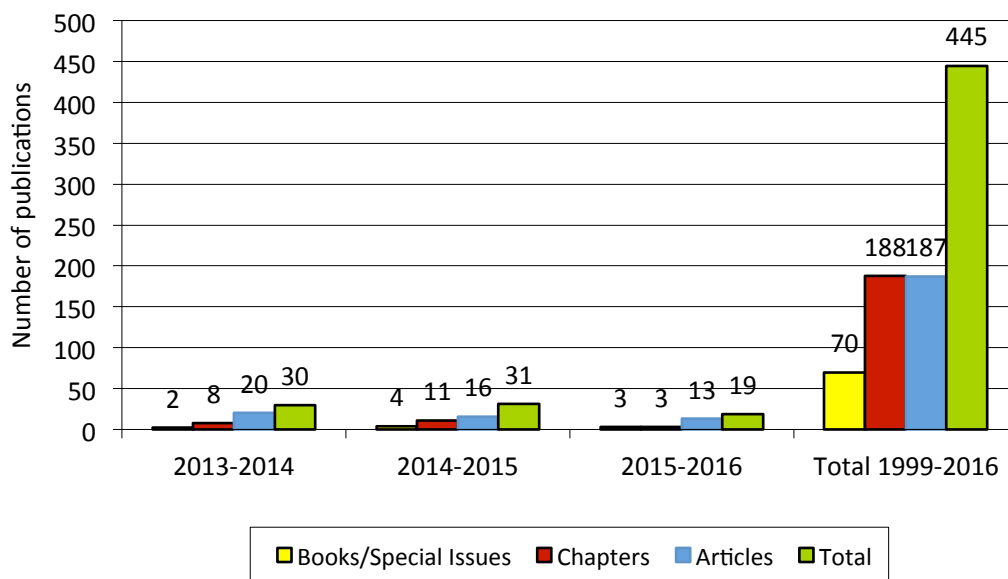


## QUANTITATIVE INDICATORS

### Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2015-2016, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's 17 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 17 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 2015-2016 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 17 years at Tufts, 1999-2016, the average per year for books/special issues, chapters, articles, and total number of publications are 4.1, 11, 11 and 26.2, respectively. Overall, 445 publications have been produced across 17 years.

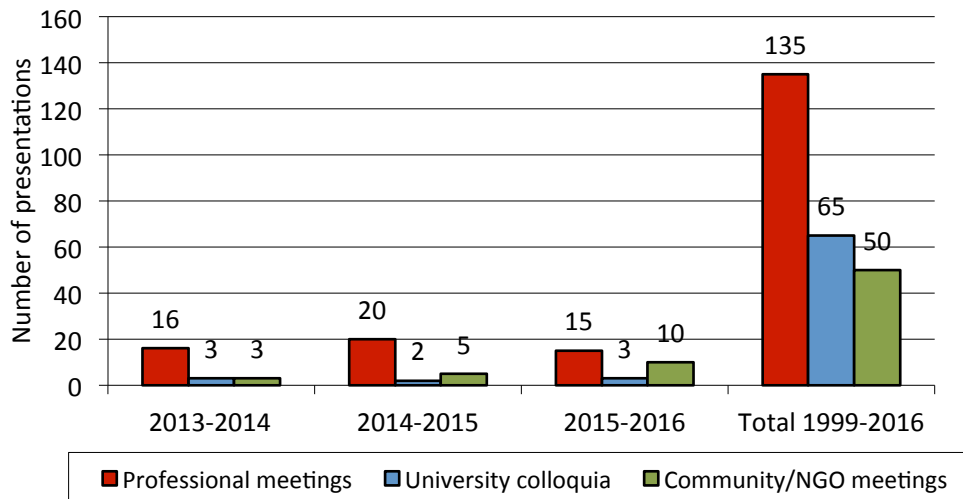
### Scholarly Paper Presentations

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 2015-2016 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the 17 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 28 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 2015-2016.

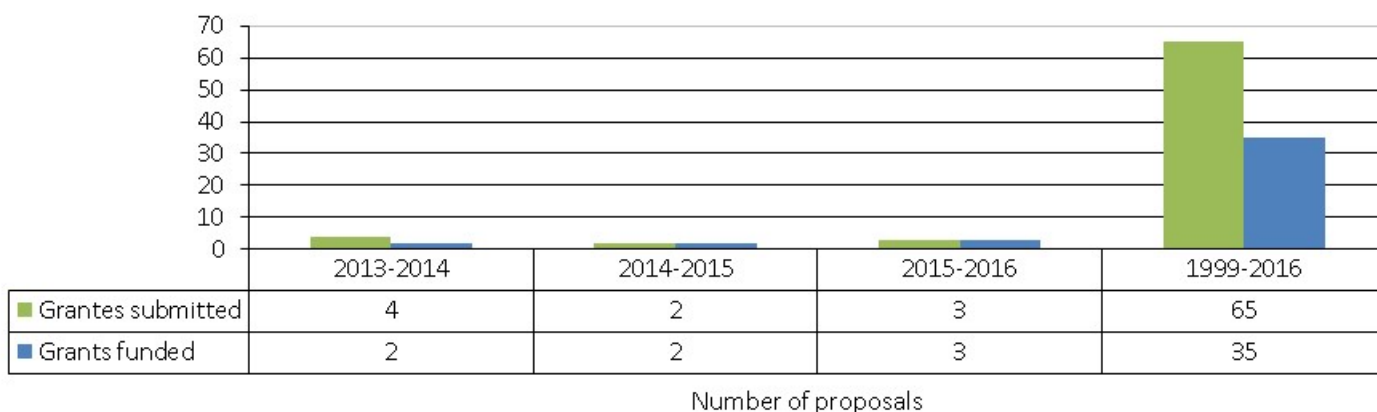
Figure 2. Scholarly and professional presentations



## 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, three grant proposals were submitted during the 2015-2016 fiscal year and three were funded. In total, the Institute has submitted 65 grant proposals since its inception, 35 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 2015-2016 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

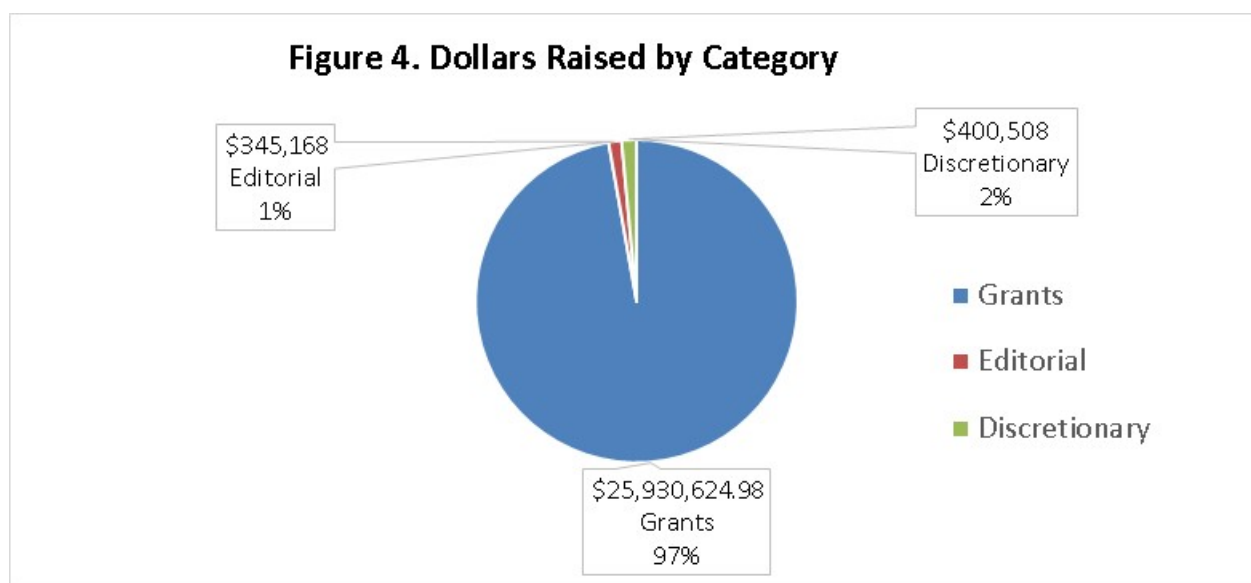
**Figure 3. Grant proposals submitted and funded by fiscal year**



<b>Table 1. Grant Proposals Funded FY 2013 through FY 2016</b>
<b>2013-2014</b>
1. Proposal to the John Templeton Foundation, "Intentional Self Regulation and the Promotion of Character Development", collaboration with Boston College (funded)
2. Proposal to the John Templeton Foundation, "Evaluating the Positive Coaching Alliance Model: Developing Competitors of Character", collaboration with the Positive Coaching Alliance (funded)
<b>2014-2015</b>
1. Proposal to the John Templeton Foundation, "Arthur Interactive Media Study: Evaluation of a Technology-Based Curriculum to Develop Character Development & Prosocial Behavior," collaboration with WGBH Education Foundational Foundation (funded)
2. Proposal to Girl Scouts USA, "Measure Creation for Girl Scouts USA" (funded)
<b>2015-2016</b>
1. Proposal to the Templeton Religious Trust, "Duty, Honor, Country: A Study of the Development of Leaders of Character at the United States Military Academy," collaboration with United States Military Academy West Point (funded)
2. Proposal to Girl Scouts USA, "Measure Creation for Girl Scouts USA Phase 2" (funded)
3. Proposal to the S.D. Bechtel Foundation with the Positive Coaching Alliance, "Improving Adult Practice in Character Development to Transform the Culture of Youth Sports," collaboration with Positive Coaching Alliance (funded)

### Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised over \$26 million through the end of FY 2015-2016 for its research, outreach, educational, and publishing activities, an average of \$1.5 million a year across the Bergstrom Chair's 17 years at Tufts. Of this total, the Institute raised \$25.9 million through grant proposals, \$345k through editorial office grants, and \$400k in discretionary dollar donations.

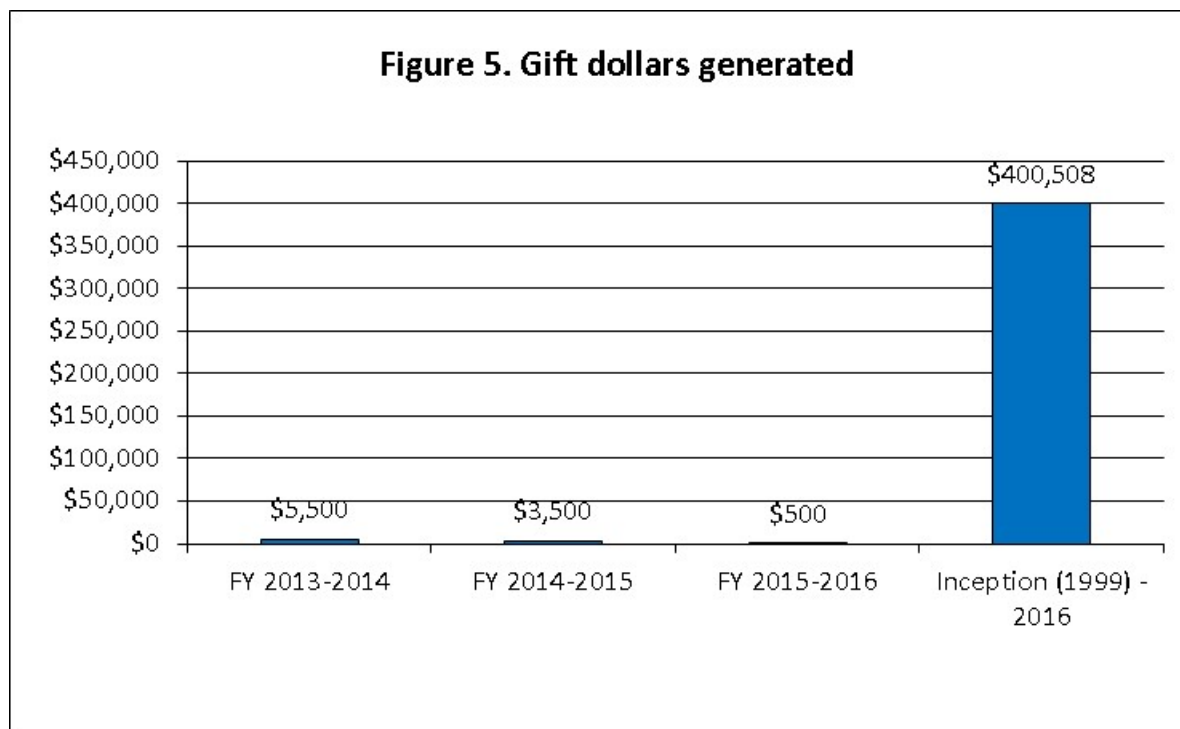


### Direct and Indirect Dollars of Grant Support Generated

Of the \$25.9 million in grant support generated, \$22.7 million was for direct costs and \$3.2 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

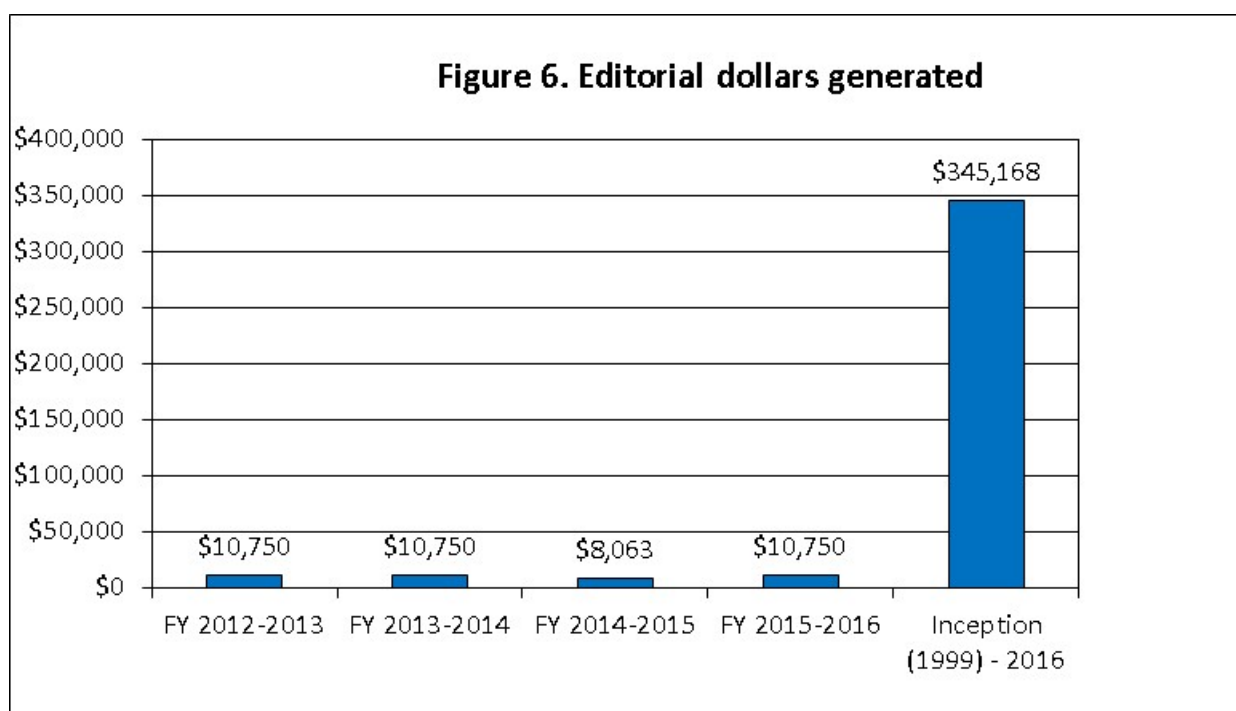
Since its inception, the Institute has raised over \$400k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and travel 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 2015-2016 fiscal year.



### Editorial Account Dollars Raised

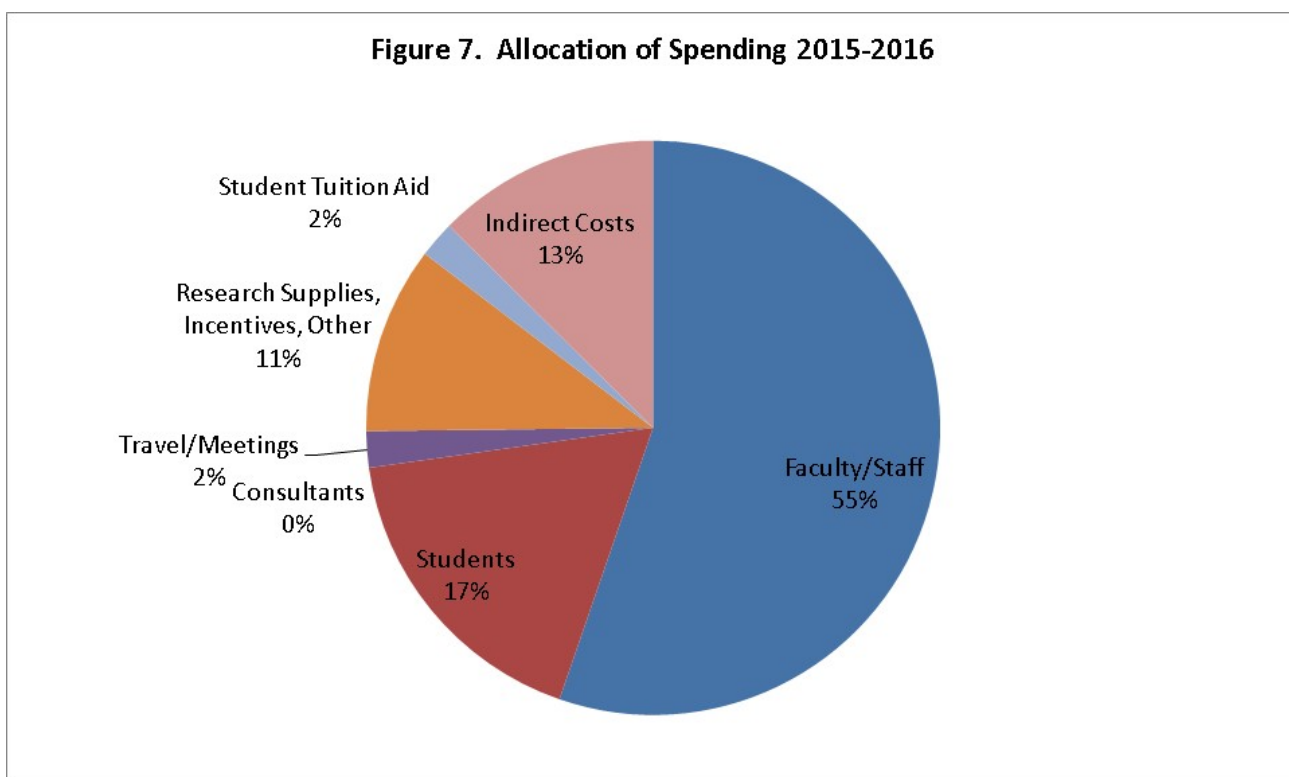
Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 16 years, this allocation has amounted to over \$345k in donations by the Bergstrom Chair to the Institute.

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



## Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year over half (72%) of Institute's \$1.9 million fiscal year budget went to supporting faculty, staff, and students (55% on full-time faculty and staff positions and 17% on graduate research assistants and undergraduate student support).



Travel and meals account for 2% of all costs and is associated with attending meetings and professional conferences. Other expenses account for 11% 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*, which completed its 19th and began its 20th volume year in 2015-2016, is a quarterly journal published by Taylor & Francis. The journal is edited by Richard M. Lerner, along with a board of Associate Editors, each overseeing all submissions related to their particular areas of expertise. The 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”).

The focus of *ADS* 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.

*Promoting Positive Youth Development: Lessons from the 4-H Study*

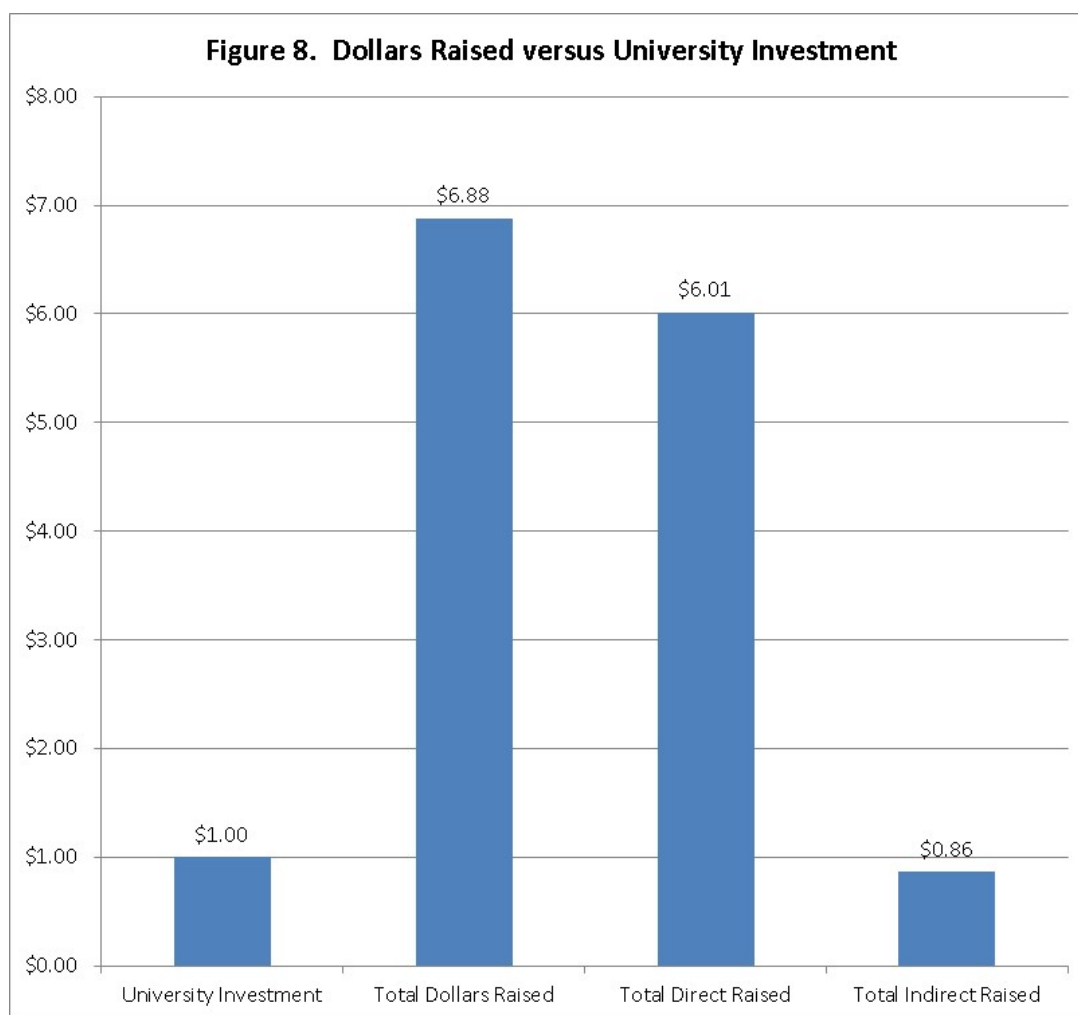
This book presents the results of the longitudinal 4-H Study of Positive Youth Development. The volume discusses how self-regulation and contextual resources (e.g., strong relationships with parents, peers, and the community) can be fostered in young people to contribute to the enhancement of functioning 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 2016-2017, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars. With the addition of a new grant from Compassion International, we project an operating budget in FY 2016-2017 of approximately \$2 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.



The University has been quite generous in their support of the Institute and has given over \$3.7 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 \$3.7 million may be compared to \$25.9 million in total dollars raised – which involves \$22.7 million in direct dollars raised and \$3.2 million in indirect dollars raised. As shown in Figure 8, for every \$1 of University investment, the Institute has raised \$6.88 in total dollars, \$6.01 in direct dollars, and 86 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, 2015-2016

#### BOOKS:

##### Published

Bowers, E. P., Geldhof, G. J., Johnson, S. K., Hilliard, L. J., Hershberg, R. M., Lerner, J. V., & Lerner, R. M. (Eds.) (2015). *Promoting Positive Youth Development: Lessons Learned from the 4-H Study*. New York, NY: Springer.

##### In press

Halfon, N., Forrest, C., Lerner, R. M., & Faustman, E. (Eds.) (In press). *Handbook of Life Course Health Development*. New York, NY: Springer.

##### In preparation

Lerner, R. M. (In preparation). *Concepts and theories of human development* (4<sup>th</sup> ed.). New York, NY: Taylor & Francis.

#### CHAPTERS:

##### Published

Lerner, R. M., Harris, E., M. Yalin, C., Rubin, R. O., Gutierrez, A. S., & Greenman, K. N. (2016). Adolescent development, theories of. In Harold L. Miller (Ed.), *The SAGE Encyclopedia of Theory in Psychology* (pp. 10-14). SAGE: Thousand Oaks, California.

##### In press

Agans, J. P., Ettekal, A. V., Erickson, K., & Lerner, R. M. (In press). Positive youth development through sport. A relational developmental systems approach. In N. Holt (Ed.), *Positive Youth Development Through Sport* (2nd ed.). Routledge.

Vest Ettekal, A. E., Lerner, R. M., Agans, J. P., Ferris, K. A., & Burkhard, B. (In press). Youth thriving in the context of sport participation: Idiographic, differential, and nomothetic dimensions. In N. Holt (Ed.), *Positive Youth Development Through Sport* (2nd ed.). Routledge.

Lerner, R. M., Lerner, J. V., Ettekal, A. V., Ferris, K. A., & Hunter, C. (In press). Days of

- future passed: On the prescient relational developmental systems vision of Fred W. Vondracek. In J. A. Ferreira, M. Reitzle, & E. Santos (Eds.), *Development in Context: Festschrift for Fred Vondracek*. University of Coimbra Press.
- Geldhof, G. J., Johnson, S. K., Weiner, M. B., Hunt, D., & Lerner, R. M. (In press). Youth entrepreneurship: A developmental systems perspective. In A. Furlong (Ed.), *The Handbook of Youth and Young Adulthood*. New York: Routledge.
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- Lerner, R. M., & Konowitz, L. S. (In preparation). Commentary: Theoretical and



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#### **JOURNAL SPECIAL ISSUES:**

##### **In press**

- Ettekal, A. V., Callina, K. S., & Lerner, R. M. (In press). The promotion of character through youth development programs. *Journal of Youth Development, 10(3)*.
- Wang, J., Batanova, M., Ferris, K. A., & Lerner, R. M. (In press). Character development: Tests of relational developmental systems models. *Research in Human Development, 13(2)*.

##### **In preparation**

- Seider, S., Jayawickreme, E., & Lerner, R. M. (In preparation). Character Development in Adolescence: Theoretical and Empirical Bases. *Journal of Youth in Adolescence*.

## APPENDIX 2

### ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED AND PROFESSIONAL AND COMMUNITY MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2015-2016

June 30 – July 1, 2015: Boy Scouts – Cradle of Liberty meeting, Philadelphia, PA

- *Presentation: "BSA Final Report"*  
Williamson School visit, Philadelphia, PA
- *Presentation: "Williamson Year 3 Findings"*

July 6 – 7, 2015: John Templeton Foundation Capacity Builders meeting, Philadelphia, PA

- *Presentation: "On the Landscape of Character Development Program Evaluations: Using Relational Developmental Systems Conceptions to Apply Developmental Science"*

July 25 – 26, 2015: John Templeton Foundation Board of Advisors meeting, Philadelphia, PA

July 28 – 30, 2015: Military Child Education Coalition Board of Directors and National Training Seminar, Washington, DC

- *Distinguished Lecture: "Media and Character Development Working Together: The Role of Media in Promoting Social and Emotional Learning"*
- *Master Class: "Promoting Character Through BSA Cub Scout Programs: The Sample Case of the Cradle of Liberty Council "Character and Merit Project" (CAMP)"*

August 7 – 9, 2015: American Psychological Association Conference, Toronto, ON, Canada

August 19 – 20: Boy Scouts of America Top Hands meeting, Dallas, TX

- *Presentation: "Promoting the Positive Development of Youth Through BSA Programs: The Sample Case of the Cradle of Liberty Council "Character and Merit Project" (CAMP)"*

October 6 – 7, 2015: West Point meeting, West Point, NY

October 15 – 18, 2015: Society for the Study in Human Development conference, Austin, TX

- *Plenary Symposium: "Contemporary Investigations of Character Development in Adolescence and Adulthood"*

- *Symposium: "Self-Regulation and Adaptive Development: A Life Span Perspective"*

- *Symposium: "Mixed Methods Approaches to the Study of Character Development in Early Children and Early Adolescents"*

- *Plenary Symposium: "Just One Wish for the Study of Human Development"*

November 18 – 19, 2015: U.S. Army Human Dimensions Workshop, Washington, DC

- *Presentation: "Project ARETE: Understanding the Development of Leaders of Character at the West Point"*

December 1 – 2, 2015: National Academies of Sciences Character Education Workshop meeting, Washington, DC.

December 14 – 15, 2015: John Templeton Foundation Character Network Planning meeting, Philadelphia, PA

- *Presentation: "Towards a Model of a JTF Character Development Network: Issues and Options"*

January 18 – 20, 2016: John Templeton Foundation Virtue Development Resources for Parents meeting, Philadelphia, PA

- *Presentation: "Engaging Parents and Youth in the Development of Relational Character Virtues: Creating, Adapting, and Evaluating Media Resources for Character Development"*

February 3 – 4, 2016: West Point meetings, West Point, NY

February 7 – 8, 2016: John Templeton Foundation Strengthening Character through Challenges and Failures meeting, Philadelphia, PA

- *Presentation: "Character Virtues Development within the Crucible of Challenge: Theory, Research, and Application"*

February 16 – 20, 2016: Oklahoma University, Institute for the Study of Human Flourishing Evaluation Planning meeting, Norman, OK

March 31 – April 2, 2016: Society for Research on Adolescence, Biennial Meeting, Baltimore, MD

- *Symposium: "Transcending Time and Place: Character, Contribution, and Intentional Self Regulation in the Promotion of Positive Development"*

April 12 – 13, 2016: White House Invited Conference: Operation Educate the Educators: Sharing Successes and Setting Sights for the Future, Washington DC

- *Presentation: "The Future of Children (2013) Volume on Military Children and Families: What Has Been Learned from the Scientific Evidence Base?"*

April 21 – 22, 2016: Williamson College of the Trades meeting

April 24 – 25, 2016: West Point, Psi Chi induction, West Point, NY

- *Presentation: "Psychology 2016: Present and Future Perspectives"*

May 4 – 7, 2016: Fuller Theological Seminary: Peter Benson Chair installation, Pasadena, CA

May 9 – 10, 2016: Children's Hospital of Philadelphia Expert Advisory Board Roundtable, Philadelphia, PA

June 8 – 10, 2016: Compassion International grant planning meeting, Colorado Springs, CO

June 27 – 29, 2016: Military Child Education Coalition Board of Directors and National Training Seminar, Washington, DC

### APPENDIX 3

#### ACTIVE GRANTS JULY 1, 2015- JUNE 30, 2016

##### **Character and Merit Project (CAMP): Evaluating the Effectiveness of the QUE Pilot Program - Boy Scouts, funded by the John Templeton Foundation**

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.

##### **Arthur Interactive Media (AIM) Buddy Project, funded by the John Templeton Foundation**

In a three-year research grant from the John Templeton Foundation, we have designed, implemented, and are currently evaluating an innovative social, emotional, and character development program that involves both digital interactive media and cross-age peer mentoring targeting elementary school students. The program is called the Arthur Interactive Media (AIM) program, developed in collaboration with the WGBH Educational Foundation, a leader in educational children's media and the producer of PBS's Emmy award-winning *Arthur* series. The program primarily seeks to encourage meaningful connections and reflective conversations between cross-age peers, or buddies (e.g., 1st and 4th graders, 2nd and 5th graders), as they engage with five digital interactive features (i.e., comics and games) adapted from Arthur episodes and characters, the ultimate goal being to develop children's character virtues (e.g., generosity, humility). The features are digital, collaborative experiences that allow children to truly engage with the content--to explore, make choices, and delve into the thoughts, feelings, and actions of characters, and in turn, to reflect on their own lives.

To test whether children's positive outcomes are a function of the social-emotional and character content in the AIM Program, we have been using both process and

impact evaluation tools as part of our mixed-method (e.g., surveys, classroom and buddy observations, interviews) and multi-informant (e.g., students, teachers, and parents) research design. We are comparing children in the AIM program to children in another WGBH Educational Foundation program – the Martha Speaks Reading Buddies Program – that also has buddy-pairing and less interactive media components, but promotes oral vocabulary and literacy in young children. As such, we would be able to examine whether children's character virtues develop as a function of character-specific and interactive media content beyond buddy-pairing. In addition, we are comparing children in schools using either program to other schools operating as usual, and we will use child self- as well as teacher- and parent-reports to get a comprehensive view of children's development within and across all schools.

***The West Point Character and Leadership Development Project, funded by the Templeton Religion Trust***

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.

**Connecting Adolescents' Beliefs and Behaviors (CABB) Study, *funded by the Templeton Religion Trust***

The "CABB" 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. Exemplars may demonstrate to others, and particularly to youth in the process of developing their moral identities, how one can regulate or control one's behaviors in manners reflecting character virtues.

This project is a four-wave, cohort-sequential, mixed methods study. In Spring 2015, we collected pilot survey data from about 200 young people in the Boston area, and we also collected data 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 those individuals to complete surveys with questions about the young person. These pilot participants will be contacted three more times over the next two years. In Fall 2015, we will recruit a larger sample (about 600 more young people) and survey them twice more over the two year period. Finally, we will also interview a subsample of young people to learn about their perspectives regarding the roles of self regulation skills and character exemplars in their lives. The key goal of the study is to provide new research findings about the development of virtues and moral behavior in adolescence. As such, this project will provide the evidence base for interventions that may substantially narrow the gap between espoused positive character and enacted virtuous behavior.

**Evaluating the Positive Coaching Alliance Model: Developing Competitors of Character, *funded by the John Templeton Foundation***

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 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: Phase 2, funded by Girl Scouts USA**

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.

**Improving Adult Practice in Character Development to Transform the Culture of Youth Sports, funded by the S.D. Bechtel, Jr. Foundation**

Positive Coaching Alliance (PCA) strives to train youth sport coaches to create positive and effective team cultures, so as to use sports as an opportunity to promote character development among athletes. PCA's exemplar "Double-Goal Coach (DGC): Winning and Life Lessons" workshop trains coaches to pursue two goals: success on the scoreboard (i.e., winning) and, more importantly, teaching life lessons through sport. Through support from the S.D. Bechtel, Jr. Foundation, IARYD is collaborating with PCA to conduct a one-year, short-term, mixed-methods longitudinal study to evaluate the impact of DGC workshop on the performance of Little League baseball coaches. From December 2015 to December 2016, we will use self-report survey measures, written open-ended responses, observational assessments, audio recordings, and semi-structured interviews to collect data from participating coaches before and after they attend a DGC workshop. Through the use of a randomized control trial and a triangulated (mixed methods/quantitative-qualitative) evaluation design, the study will assess if and how the different facets of the DGC workshop generate positive changes in coaches. We will use this information to help PCA maximize its efforts to promote character development among athletes, and to inform other youth sport programs about developing athletes of character through positive and effective coaching.

**APPENDIX 4****DONOR LISTING JULY 1, 2015 – JUNE 30, 2016**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2015-2016 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.

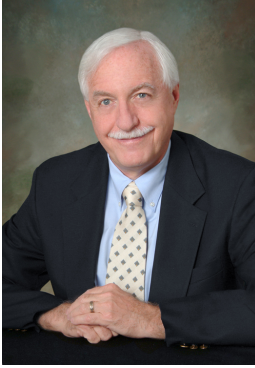
Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom was a professor and director of the Center for International Education and Leadership at Wheelock College. 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.

## 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 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 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 is a director and screenwriter living in Los Angeles. Blair and her husband, Jamie Ramsey, live in Wayland, 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 Medford, Massachusetts. Jarrett is a novelist and editor and Danni is a post-partum doula and early-childhood educator. Jackie and Rich have three grandchildren, Harper Rose Ramsey, 4, and Dylan Maxwell Ramsey, 2, and Bodie Anthony Ramsey, 1 month.