



Institute for Applied Research in Youth Development

2021-2022 ANNUAL REPORT OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE

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Report from Richard M. Lerner

Bergstrom Chair in Applied Developmental Science

Director, Institute for Applied Research in Youth Development

Professor, Eliot-Pearson Department of Child Study and Human Development

“Keeping on Keeping on”

The Covid-19 pandemic continues through this writing, the nation is grappling with political polarization and the aftermath of the January 6, 2021 insurrection, continuing racial reckoning is gripping our nation, there is a war against democracy and freedom ongoing in Europe, the reproductive rights of American women have been taken away, and the epidemic of gun violence in the United States is a malevolence so great and so historically unprecedented that the leading cause of death of children in the nation is gun violence.

Against this backdrop, the Institute for Applied Research in Youth Development (IARYD) continued to try to be a hybrid organization. In 2021, I “celebrated” the 50th anniversary of my earning my Ph.D. degree. However, nothing in my graduate training or in my half-century-plus of post-Ph.D. experience prepared me to transform IARYD into a productive hybrid, applied developmental science lab, a lab with projects across the nation and around the world. I was also not prepared to be an effective “hybrid” teacher and mentor to Tuft’s remarkable undergraduate students and stellar master’s and doctoral students or a contributing “hybrid” member of my communities at Tufts and in the organizations and disciplinary and multidisciplinary fields in which I work.

Fortunately, I had great help. In 2003, I hooded my first Tufts University doctoral student, Elizabeth M. Dowling. After her graduation from Tufts, Elizabeth became the Director of Research for ImagineNations Group, an international organization that aligned funders with programs in the majority world that sought to promote positive youth development (PYD) among the world’s poorest youth. After flourishing in this role, I persuaded Elizabeth to return to IARYD about six years ago at this writing. I asked her to become the leader of our then new collaboration with Compassion International (CI) which partners with churches in 25 nations within the majority world to promote PYD among more than two million of the world’s poorest children and adolescents. In collaboration with Dr. Alistair Sim, the scientist leading CI’s research and evaluation work around the world, Elizabeth led our work with CI in El Salvador, Rwanda, and Uganda. She led an IARYD team involving Research Assistant Professor, Jonathan Tirrell, master’s degree students Julia

Dennis and Elise Rollman, a spectacularly skilled and smart undergraduate student, Katelyn Malvese, and me, both in these nations and in our collaborative work with the Templeton World Charity Foundation (TWCF) in their Global Innovations in Character Development initiative.

Elizabeth has also led the contributions made by IARYD to the continuation of TWCF efforts to build a platform to enhance the theoretical and methodological expertise among researchers and practitioners in the majority world. These colleagues are striving to develop and deliver effective character virtue development programs. The IARYD platform work involves a collaboration with Dr. Marc H. Bornstein, of NICHD and UNICEF. In addition to the opportunity to collaborate with Dr. Bornstein, who is an internationally- eminent developmental scientist, the work of IARYD in the platform project involves an inter-university collaboration with colleagues at the Jubilee Centre of Birmingham University in the UK and with colleagues from the Institute for Research on Youth Thriving and Evaluation of Montclair State University. Elizabeth, again in collaboration with Jonathan Tirrell, has also provided leadership in another TWCF-funded project in South Africa; here we are collaborating with the Thanda after-school program, led by Angela Larkan, to enhance health and character development of youth challenged by poverty.

In addition to all of these international efforts that Elizabeth has led, we also capitalized on her extensive professional experience in the Kindergarten through Grade 12 educational ecosystem, where she has been a classroom teacher at several grade levels within this system. Because our work in and with schools and educators burgeoned across the past year, I needed her knowledge and skills in our domestic work as well as in our international scholarship. I knew of no better developmental scientist and person to ask to be my partner in leading IARYD forward in its work. Accordingly, I asked Elizabeth to become the IARYD Deputy Director. She graciously accepted this expanded role.

I was very fortunate to have her join me and, as well, to work along with the three other colleagues whose leadership is involved in all facets of the work of IARYD. Heidi Johnson, the Managing Director of IARYD, masterfully plans and implements all the administrative, budget, personnel, and space management efforts of IARYD. Lori Campbell, IARYD Administrator, has been the person handling a perhaps more difficult management task: Me. Lori is known across the nation and world as the go-to person to work magic with my schedule, to be the person who people turn to in order to enable me to be the colleague, mentor, and teacher I aspire to be, and who provides sage advice about how to maximize the balance between my work and family life – so that I can do everything I wish to do as a scholar and, as well, also be the husband, father, grandfather, friend, and community member I aspire to be. Jarrett Lerner is involved in every scholarly product that is generated by lab members. He makes certain that the products that leave the lab reflect the highest standards of professional dissemination.

Because of the complexities of creating a hybrid IARYD, the substance and cadence of the work of these three colleagues have had to change and, at the same time, to be integrated in new ways. For example, Lori's role has had to be expanded to coordinate both my hybrid work and the hybrid work of Elizabeth, Heidi, and Jarrett. Although still maintaining her role as Assistant to the Bergstrom Chair in Applied Developmental Science, she has now taken on the role of being Director of the Offices of the Director, Deputy Director, and Managing Director. In turn, Heidi has had to create and oversee maintaining the functional excellence of IARYD personnel so that we can still be effective collaborators, mentors, and teachers within a hybrid format, one that involves people working in different locations across disparate time zones. Similarly, and again across very different time zones and hybrid schedules, Jarrett has had to work effectively in generating the scholarly products of IARYD that are being produced with a growing set of scholarly and practitioner organizations collaborating with IARYD.

The staff of IARYD serves as the infrastructure for all the research, education and training, and service activities of the lab. This infrastructure enables a truly remarkable group of developmental scientists and graduate students to continue to conduct theoretically predicated and methodological rigorous research and program evaluation and to generate associated scholarly products (e.g., scholarly publications, webinars, and presentations at professional meetings) in an almost exclusively virtual environment. Research Assistant Professor Paul A. Chase led our research within the lab's Measures and Methods Across the Developmental Continuum (MMDC) project. Paul played a leading role in designing MMDC studies and in collecting data with a sample of students from the Comer Education Campus in Chicago and with a sample of Tufts undergraduate students. He was assisted by doctoral students Natasha Keces and Carolina Goncalves and by master's student Shayari Peiris.

Research Assistant Professor Dian Yu has been the lead developmental scientist analyzing MMDC data that were collected in our pandemic-shortened intensive longitudinal research among elementary-, middle-, and high-school students. Despite the disruption of our research design caused by the pandemic, Dian has also been the lead author of several important empirical articles derived from this research. Her articles present information about person-specific trajectories of skills (e.g., those involved in Executive Functioning) among ethnically and racially diverse youth in the MMDC project. Once again, Carolina Goncalves and Natasha Keces have been the doctoral students working with Dian on the MMDC analyses and publications. Dian had devoted herself to upgrading their methodological knowledge and skills to collect and analyze intensive longitudinal data within research conducted within a dynamic systems perspective about human development. In addition to mentoring our students. Dian created a workshop series for all members of the IARYD lab and for colleagues around the nation and world to

learn more about methods of analyses used to describe person-specific developmental trajectories and the coaction of these pathways with scores derived from indices of well-being and context.

Research Assistant Professor Mary Buckingham has provided extraordinary leadership of the two components of the *4-H Study of Positive Youth Development (PYD): Reconnection and Replication* project. In addition to working with Professor Jacqueline V. Lerner and her team of students at Boston College, and with Professor Mary Arnold of Oregon State University, who is also the Director of Youth Development Research and Practice at the National 4-H Council, Mary has worked with doctoral student Yerin Park and master's degree student, Katherine C. (KC) Hambleton to conduct a short-term conceptual replication of the original, 2002-2012 4-H Study of PYD. Data collection has focused on youth participating in New York State 4-H programs and, as well, a counterfactual youth sample recruited from the YVote program led by Sanda Balaban. In addition, Mary and her team have been contacting 4-H and non-4-H participants from the original 4-H Study to assess their developmental status as young adults (most of these "reconnection" participants are now in their late 20s/early 30s). All data collection with the hundreds of participants from both the reconnection and the replication samples has occurred via online methods. The uniqueness of, and challenges associated with, conducting through virtual means the two facets of this project are singular and formidable. The ability of Mary to conduct rigorous and high-quality instantiations of each of the facets of this project under the conditions within which she had to work is more than impressive. It is spectacular.

In addition to all of the collaborative international research and evaluation that Research Assistant Professor Jonathan Tirrell has done with IARYD Deputy Director Elizabeth Dowling, I should note the ground-breaking scholarship in post-genocide Rwanda that Jonathan has conducted about the character virtue of forgiveness. In addition to leading IARYD's quantitative research and publications in the CI Study of PYD, his work with Rwandan genocide survivors who are exemplars of this virtue has provided timely and innovative research about a character attribute that is in short supply in the politically polarized world within which we all exist at this writing. Indeed, the fact that survivors can manifest forgiveness despite a history of the trauma of genocide among their families and neighbors provides some hope that young people can transcend other traumas and challenges that beset them.

The hope Jonathan's research provides about youth being able to thrive even in the face of trauma is underscored by the collaborations that IARYD colleagues, students, and I have had with Pamela Cantor, the internationally renowned child psychiatrist and founder and Senior Science Advisor of Turnaround for Children and, as well, with Brigid Ahern, the President and CEO of Turnaround, and her Turnaround team. Pam founded Turnaround in the aftermath of 9/11 with the goal of transforming the education ecosystem to enhance thriving among all young people but, in particular,

youth who have been traumatized and marginalized because of poverty, racism, non-normative life and historical events (e.g., 9/11, gun violence, physical assault, or the Covid-19 pandemic), and inequities, in health, education, safety, and opportunities for life fulfillment, personally and in regard to family and work. Under Brigid's leadership, Turnaround has created evidence-based services and tools for school administrators and teachers to use in creating equitable whole-child education and development. With Brigid's research and evaluation team – Supraja Narayanaswamy, Emily Martin, and Claudia Hebert – Elizabeth Dowling and doctoral students Carolina Goncalves and Natasha Keces and I have been collaborating with these Turnaround colleagues to assess if and how the services and tools of Turnaround change the design of and practices within schools and classrooms in the service of promoting well-being and equitable whole-child development and learning in each and every student.

The emphasis on holistic development and learning of each student is of course also the focus of the MMDC project. In this work, Pam Cantor's vision, knowledge, and leadership have been essential in creating a collaborative team to develop person-specific measures of well-being; of "learning to learn" skills, as represented in the five-tier, developmental Building Blocks for Learning framework developed by Brooke Stafford-Brizard; of academic skills and competencies; and of context. Initially through funds provided by the Chan Zuckerberg Initiative, Pam created and led a truly unique group of colleagues in research dedicated to changing educational and developmental measurement and practices in the service of knowing each child holistically, and of finding the specific child and contextual facets that needed to be coactive to enhance the probability of equitable whole-child development, learning, and thriving. This team has been composed of IARYD faculty (Paul Chase, Elizabeth Dowling, Dian Yu, and me) and doctoral students (Carolina Goncalves and Natasha Keces); of David Osher and his colleagues at the American Institutes for Research – Juliette Berg, Laura E. Michaelson, Michelle J. Boyd-Brown, and Whitney Cade; and of a group of superb MMDC advisors – Sy-Miin Chow, of The Pennsylvania State University; Pascal Debeock, of University of Utah; John Geldhof, of Oregon State University; Velma McBride Murry, of Vanderbilt University; Nilam Ram, of Stanford University; and Emilie Smith, of Michigan State University.

The work of this team has been framed, both theoretically and methodologically, by a dynamic, relational developmental systems-based conception of human development. To advance this conception within educational and developmental science, Pam led an authorship team in writing a short book that framed both her transformational vision for education and, as well, the conceptual and methodological approaches that needed to be in place to instantiate her vision:

Cantor, P., Lerner, R. M., Pittman, K., Chase, P. A., & Gomperts, N. (2021). *Whole-Child Development, Learning, and Thriving: A dynamic systems approach*. New York: Cambridge University Press.

With no false modesty on my part, I have been fortunate to have Pam as a colleague and MMDC leader. I often tell Pam (only half-jokingly) that I have in effect been her graduate assistant in this work and that, as such, I may hold the record for being the oldest graduate research assistant on the planet.

As IARYD has navigated the challenges of becoming a productive and valued hybrid lab, I think it is providential that we have had the opportunity to collaborate with so many extraordinary colleagues across the U.S. and internationally. At this writing, we are still not beyond the challenges created by Covid-19 and, even when the pandemic is functionally in our rear-view mirror, we will emerge into a world of historically-unprecedented challenges. As I have noted, the peoples of our planet are faced with the confluence of dramatic climate change, racial and economic inequities, political tribalism and authoritarian demagoguery, war, and threats to democratic institutions and freedom, both in the U.S. and around the globe.

At times, I have wondered if it is foolish, arrogant, or even meaningless to keep trying to maintain and sustain a lab dedicated to the application of development science in the service of promoting positive development, social justice, equity, and freedom for the youth of our nation and world. Is IARYD, am I, just tilting at windmills?

When these doubts arise, I think about the extraordinary colleagues and students I have been blessed to have in my life. I might be the wrong person or an inadequate one to succeed in the course I have set for IARYD. However, the vision and enormous and singularly impressive talents of these colleagues, and the fact that they continue to want IARYD to be part of their work, keeps me keeping on. I think we will stay the course.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

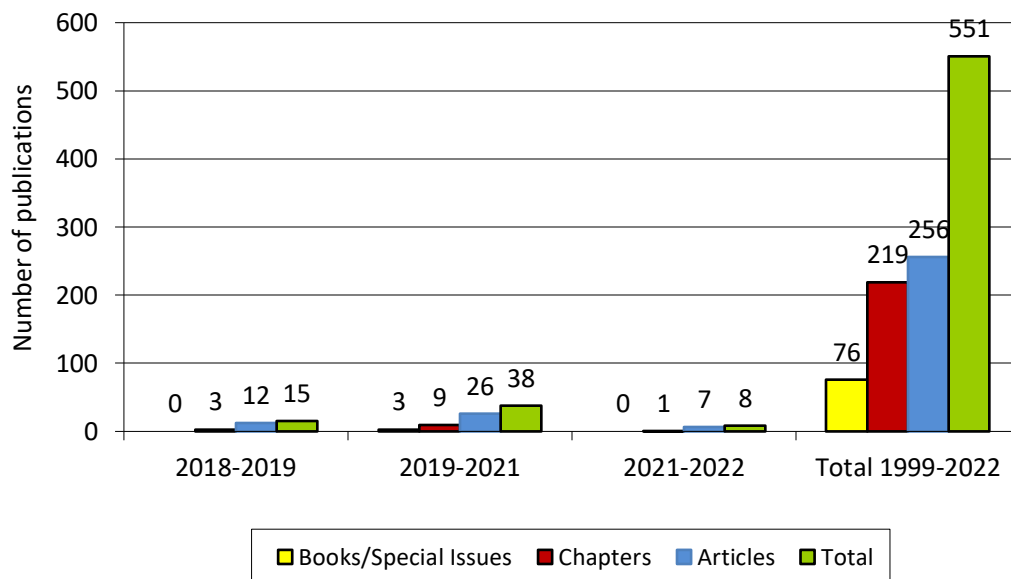
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, 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 2021-2022, and as well, during the prior three years. The cumulative total of all published works across the Bergstrom Chair's 23 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 23 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 2021-2022 fiscal year. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair's published works ¹



¹ Across the Bergstrom Chair's 23 years at Tufts, 1999-2022, the average per year for books/special issues, chapters, articles, and total number of publications are 3.3, 9.5, 11.1, and 24, respectively. Overall, 551 publications have been produced across 23 years.

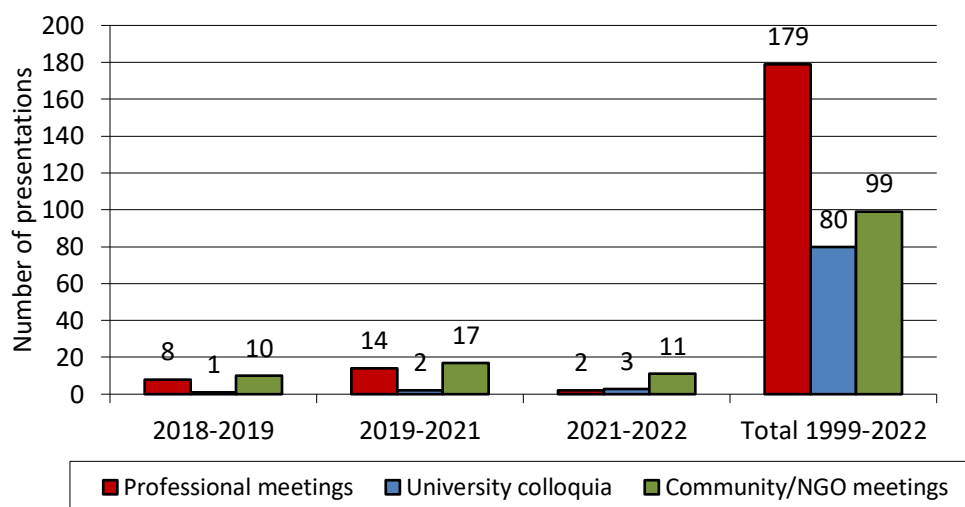
Scholarly Paper Presentations

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 2021-2022 fiscal year, as well as for the three years prior. Figure 2 also presents a set of

histograms for the 23 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 fiscal year, Richard Lerner made 16 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 the addresses, colloquia, and scholarly papers presented by the Bergstrom Chair and as well professional meetings he attended in 2021-2022.

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, six grant proposals were submitted during the 2021-2022 fiscal year and four were funded. In total, the Institute has submitted 95 grant proposals since its inception, 56 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 2021-2022 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

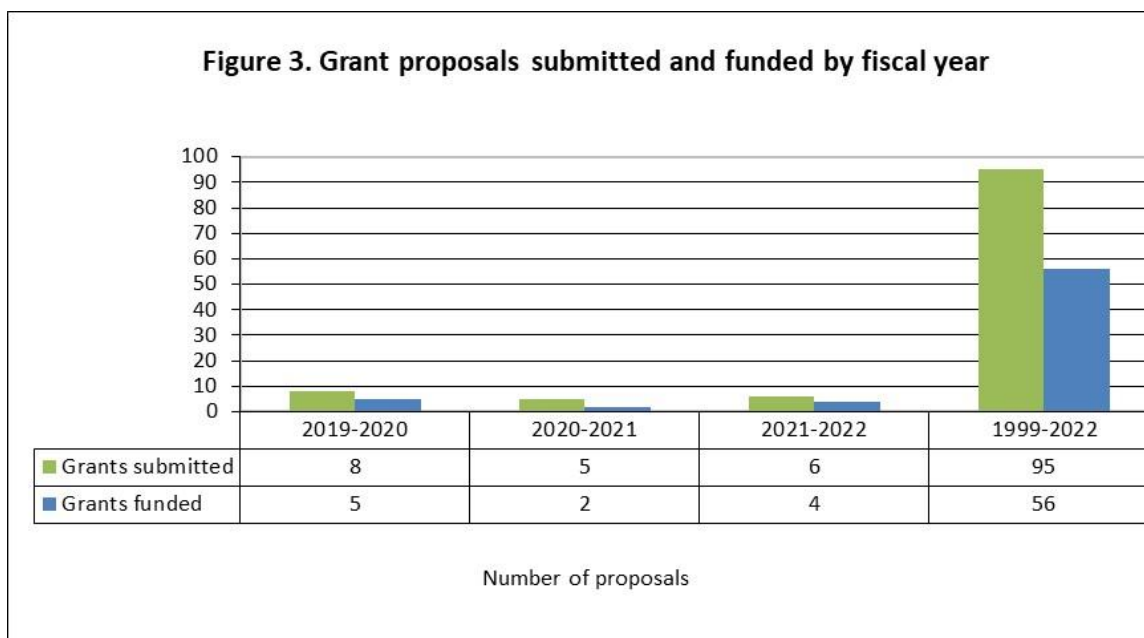
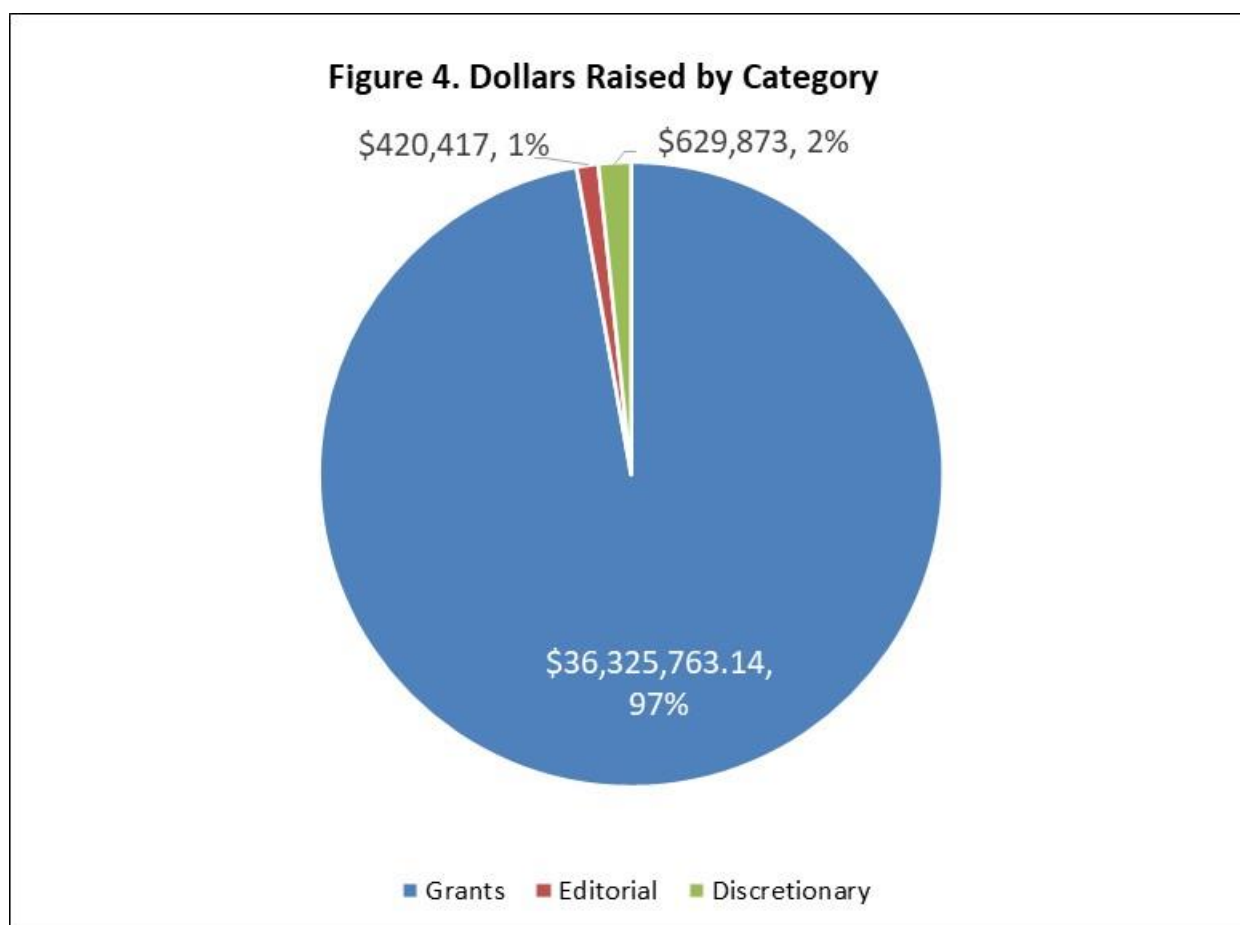


Table 1. Grant Proposals Submitted FY 2019 through FY 2022
2019-2020
1. Proposal to the Templeton World Charity Foundation, "Creating a Platform for Global Innovation and Capacity Building in the Design, Implementation, and Evaluation of Character Development Programs" (funded)
2. Proposal to Templeton Religion Trust's The Self, Virtue & Public Life project , "Building Youth Resilience and Communal Justice: Forgiveness as a Civic Virtue in Rwanda, " Jonathan Tirrell PI (funded)
3. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
4. Proposal the National 4-H Council, "The 4-H Study of Positive Youth Development (PYD): Reconnection and Replication," (funded)
5. Proposal to the Templeton World Charity Foundation, Inc., "Toward Idiographic Methods and Measures for Evaluating Positive Youth Development Intervention Programs Promoting Chracter Virtues Among Ugandan Youth Living in Poverty," (collaboration with Compassion International, Tirrell, PI) (funded)
6. Proposal to the John Templeton Foundation, "Character Development Among Cadets of the United States Military Academy at West Point: Continuing the Analyses of Data from Project Areta," (not funded)
7. Proposal to the Wallace Foundation, "The Out of School Time Sector," (not funded)
8. Proposal to the Spencer Foundation, "Promoting Civic Leadership and Character Virtues Among College Students: A Multimethod Longitudinal Study," collaboration with Tisch College, (not funded)
2020-2021
1. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
2. Proposal to the Templeton World Charity Foundation, Inc., "Promoting Healthy Development in South African Youth through Thanda's Character Virtues Development Programs," (funded)
3. Proposal to the Chan Zuckerberg Initiative, "SoLD Measures and Methods Across the Developmental Continuum: Phase 2" (funded)
4. Proposal to the Institute of Education Sciences, "Measurement's New Frontier: Assessing Individuality in Context," (not funded)
5. Proposal to the U.S. Department of Defense, "The Road to Civic Engagement: Educating Military Youth and Peers as a Model for the Nation," (not funded)
2021-2022
1. Proposal to Templeton World Charity Foundation, "Global Innovations for Character Development - Character Platform, Phase 2" (funded)
2. Proposal to Turnaround for Children, "Tufts IARYD and Turnaround for Children Collaboration" (funded)
3. Proposal to Cajon Valley Union School District, "Cajon Valley Union School District Extended Learning Opportunities" (not funded)
4. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
5. Proposal to Templeton World Charity Foundation, "The Early Emergence and Development of Human Flourishing: First Steps to Advancing a Developmental Science of Character Strengths" (funded)
6. Proposal to John Templeton Foundation, "Forgiveness, Gratitude, Resilience, and Justice: A Mixed-Methods Study of Conflict and Character Virtue Development in Post-Genocide Rwanda" (Tirrell, PI not funded)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised over \$37 million through the end of FY 2021-2022 for its research, outreach, educational, and publishing activities, an average of \$1.6 million a year across the Bergstrom Chair's 23 years at Tufts. Of this total, the Institute raised \$36.3 million through grant proposals, \$420,417 through editorial office grants, and \$629,873 in discretionary dollar donations.

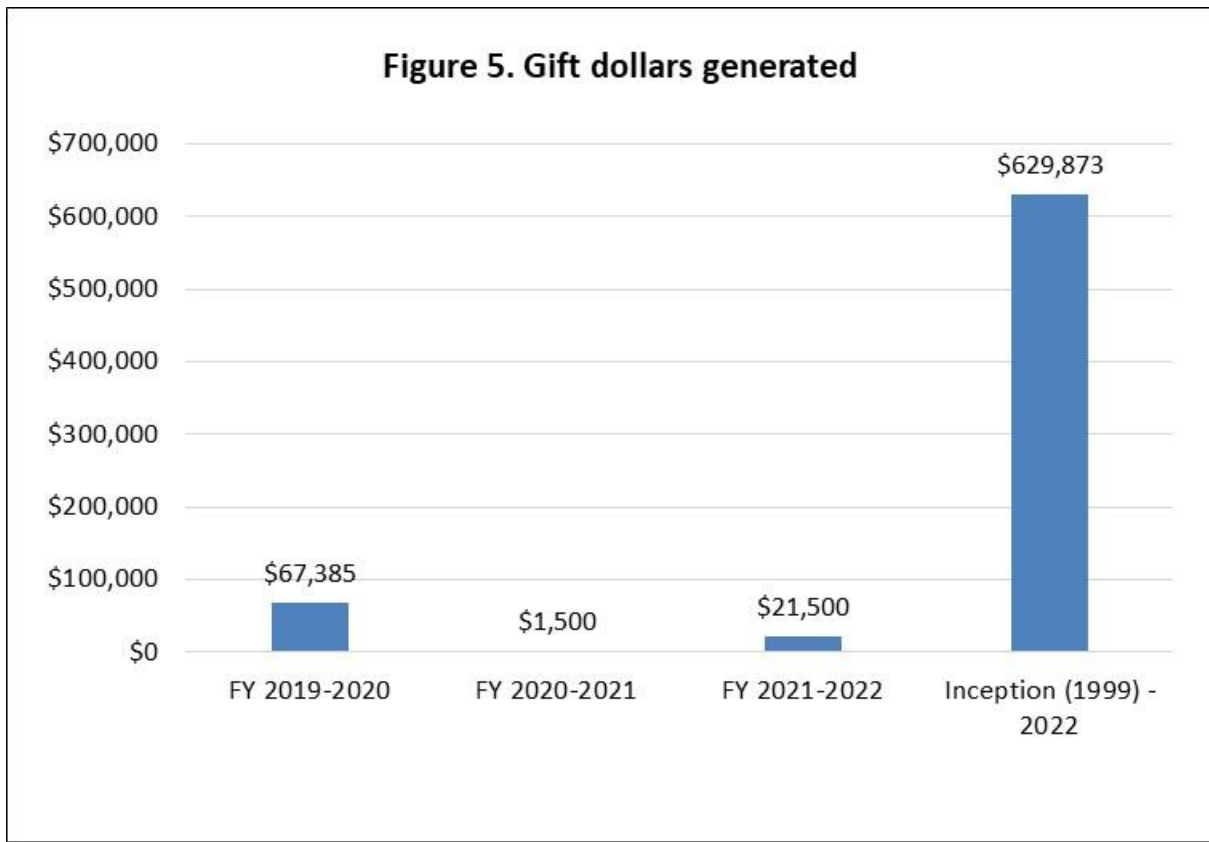


Direct and Indirect Dollars of Grant Support Generated

Of the \$36 million in grant support generated, \$31.5 million was for direct costs and \$4.5 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

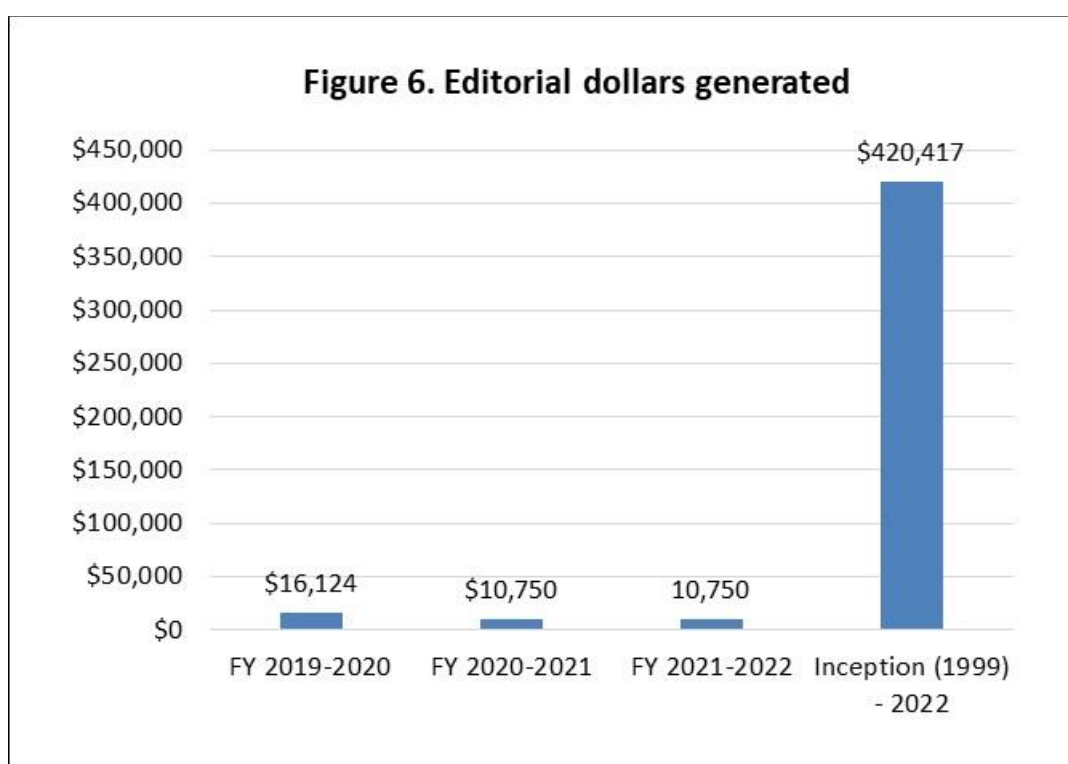
Since its inception, the Institute has raised over \$629,873 in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and travel 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 the donors during the 2021-2022 fiscal year.



Editorial Account Dollars Raised

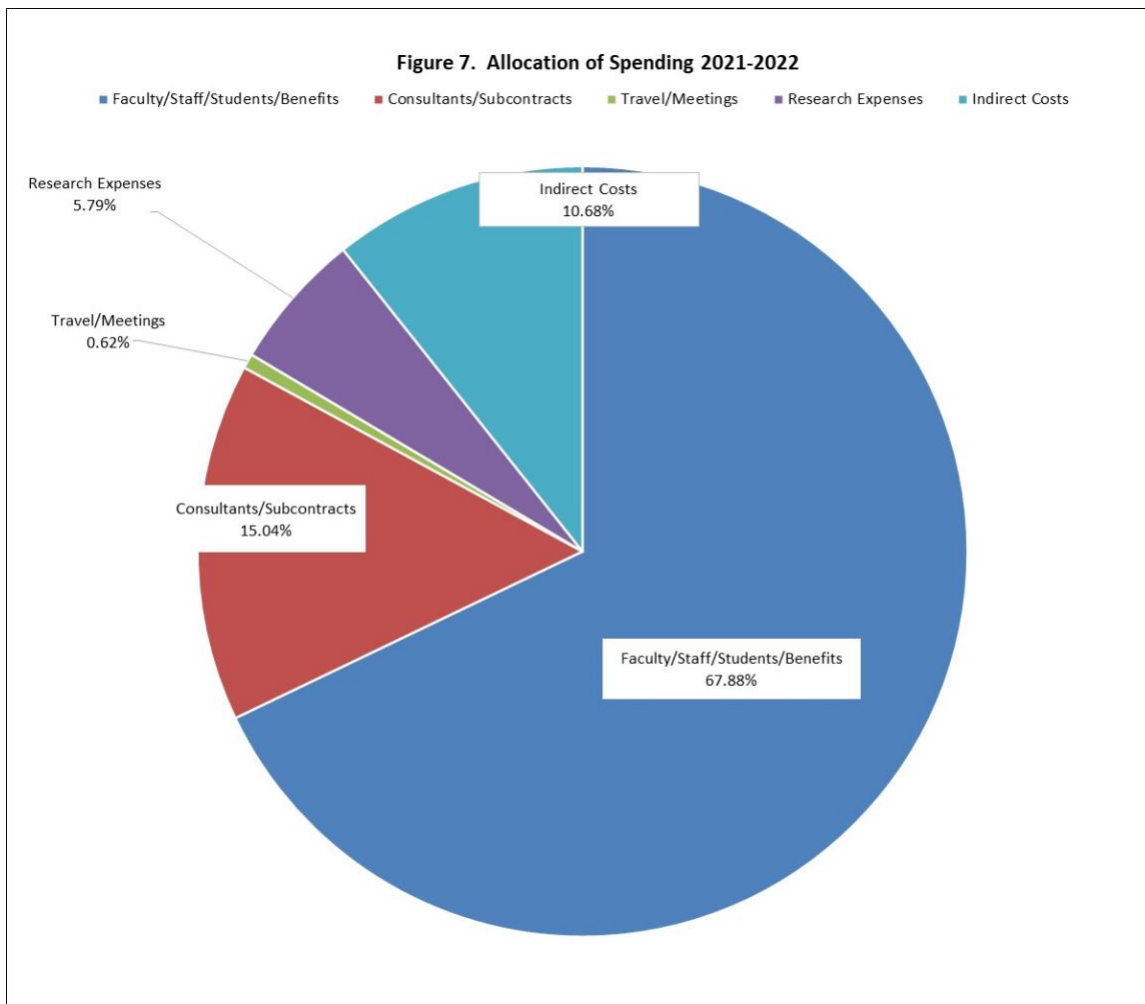
Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 23 years, this allocation has amounted to over \$420,417 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 year more than half (68%) of Institute's \$1.4 million budget went to supporting faculty, staff, students and benefits. 15% went to subcontracts with research partners.



Travel and meals account for .6% of all costs and is associated with attending meetings and professional conferences. Research expenses account for 5.8% of spending and include data collection expenses, incentives, computer hardware and software, office supplies, copying, books, mail, and other miscellaneous expenses. Indirect costs total 11% of spending.

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.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED AND IN PRESS, 2021-2022

CHAPTERS:

Published

Hilliard, L. J., Stacey, D. C., McClain, A. K., Batanova, M., & Lerner, R. M. (2021). Media, technology, and the family: Exploring the “CASIE” model of medi use in youth development. In V. P. Jackson, J. M. Holland & J. R. Miller Arline (Eds.), *Black Women in the Human Sciences: Past, Present, and Future* (pp. 261-275). Lanham, MD: Lexington Books.

Lerner, R. M. (2021). Foreword: A vision for promoting positive development among Roma youth. In R. Dimitrova, D. L. Sam & L. Ferrer-Wreder (Eds.), *Roma Minority Youth across Cultural Contexts: Taking a Positive Approach to Research, Policy, and Practice*. Oxford, UK: Oxford University Press.

In press

Lerner, R. M., Lerner, J. V., & Buckingham, M. H. (in press). Prosocial behavior, positive youth development, and character virtues: A dynamic, relational developmental systems-based model. In T. Malti & M. Davidov (Eds.), *Handbook of prosociality: Development, mechanisms, promotion*. New York: Cambridge University Press.

Lerner, R. M., Lerner, J. V., & Buckingham, M. H. (in press). The development of the developmental science of adolescence: Then, now, next – and necessary. In L. Crockett, J. E. Schulenberg, & G. Carlo (Eds.), *APA Handbook of Adolescent and Young Adult Development*. Washington, D.D.: APA Publications.

Lerner, R. M., Chase, P. A., Dowling, E. M., Tirrell, J. M., Buckingham, M. H., Yu, D., Park, Y., Gonçalves, C., & Gansert, P. (in press). Resilience and positive youth development: A dynamic, relational developmental systems-based perspective. In S. Goldstein and R. Brooks (Eds.), *Handbook of Resilience in Children* (3rd ed.). New York: Springer Publications.

Chase, P. A., Yu, D., Tirrell, J. M., Buckingham, M. H., Gansert, P., Park, Y., Goncalves, C., & Lerner, R. M. (2022). Conceptualizing and measuring character virtues and related attributes through use of the Bornstein Specificity Principle: A relational developmental systems-based perspective. In S. M. Jones, N.K. Lesaux, & S.P. Barnes (Eds.), *Measuring and Assessing Non-Cognitive Skills to Improve Teaching and Learning* (pp. 126-146). New York: Guildford Press.

Lerner, R. M. (in press). Preface: Back to the Future of the Study of Adolescent Development. In R. M. Lerner & T. T. Foch, (Eds.) (1987/2021), *Biological-Psychosocial Interactions in Early Adolescence*. New York: Routledge.

ARTICLES:

Published

Tirrell, J. M., Gansert, P. K., Dowling, E. M., Williams, K., Iraheta, Lerner, J. V., King, P. E., Sim, A. T. R., & Lerner, R. M. (2021). Interrogating ergodicity and specificity in youth development programs in El Salvador. *Journal of Applied Developmental Psychology*. <https://doi.org/10.1016/j.appdev.2021.101243>

Tirrell, J. M., Hay, S. W., Gansert, P. K., Le, T. U., O'Neil, B. C., Vaughn, J. M., Bishara, L., Tan, E., Lerner, J. V., King, P. E., Dowling, E. M., Williams, K., Iraheta, G., Sim, A. T. R., & Lerner, R. M. (2021). Exploring the role of the "Big Three" features of effective youth development programs in El Salvador: The sample case of programs of Compassion International. *International Journal of Behavioral Development*, 45(6), 524-532.

Michaelson, L. E., Berg, J., Boyd-Brown, M. J., Cade, W., Yu, D., Geldhof, G. J., Yang, P-J., Chase, P. A., Osher, D., & Lerner, R. M. (2021). Intraindividual fluctuations in sleep predict subsequent goal setting in adolescents. *Journal for Person-Oriented Research*, 7(2) 78-87.

Lerner, R. M., Bornstein, M. H., & Jervis, P. (2021). The Development of positive attributes of character: On the embodiment of specificity, holism, and self-system processes. *Human Development*. DOI: 10.1159/000521583.

Schaefer, H. S., Farina, A., Cotting, D. I., Proctor, E. S., Cook, C., & Lerner, R. M. (2022). The benefits and liabilities of risk-taking propensity and confidence at the United States Military Academy. *Armed Forces & Society*, 48(2), 410-439.

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APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED AND PROFESSIONAL AND COMMUNITY MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2021-2022

July 2021

July 8, 2021

National 4-H Council invited webinar

- Keynote Speaker: *"The 4-H Study of Positive Youth Development (PYD): Reconnection and Replication Project"*

Virtual

July 19-21, 2021

Military Child Education Coalition – National Training Seminar

Virtual event

September 2021

September 7, 2021

Jacobs Foundation, Learning Session on Whole-Child Development, Learning, and Thriving

- Keynote Speaker: *"The Cantor et al. (2021) Approach to Measurement of Learning and Development"*

Virtual

September 27-29, 2021

Pontifical Academy for Life

Virtual convening

October 2021

October 14, 2021

USAID

Connecting Conversations: Emerging Trends and Transformational Approaches in AYSRH!

- Panelist: *"Promoting Positive Youth Development: The Meaning of Models and the Modeling of Measures"*

Virtual

October 15, 2021

Saudi Arabia, Youth Workers Empowerment Program

- Keynote Speaker: *"Promoting Positive Youth Development: Implications for Global Youth"*

Virtual

November 2021

November 18, 2021

American Camp Association: PYDRE Workshop

- Keynote Speaker: *"Towards a Person-Specific Approach to Measuring Youth Development: A Dynamic Systems Approach"*

Virtual

December 2021

December 2, 2021

TWCF- IARYD/Thanda webinar

- Presenter: *"On the Nature of Character Development and the TWCF GICD Thanda-IARYD Project"*

Virtual

January 2022

January 19, 2022

United States Military Academy and United States Naval Academy

Character Assessment Discussions

Virtual

February 2022

February 11, 2022

P.C.M. Molenaar Festschrift

- Speaker: *"The Molenaar Manifesto and the Re-Creation of Developmental Science"*

Virtual

February 18, 2022

Universidad de los Andes

2nd Latinamerican Symposium of positive competences: Promotion of gratitude in the school context

- Speaker: *"Character development and well-being: How research on gratitude informs education"*

Virtual

February 23-27, 2022

Cajon Valley School District – Thrive Conference

- Presenter: *"Toward a Person-Specific Approach to Measuring Whole-Child Development: A Dynamic Systems Approach"*

San Diego, California

March 2022

March 29, 2022

USAID

Youth Power2: Learning & Evaluation, Understanding Advances in PYD Research Approaches

- Presenter: *"Innovations in the Development and Measurement of PYD Constructs and Indicators"*

Virtual

April 2022

April 22, 2022

Universitas Bergensis – Positive Youth Development in a Cross-national Perspective

- Keynote Speaker: *"Bridging Research & Practice Cross-Nationally: a PYD Approach to Social Justice"*

Virtual

April 29, 2022

Hong Kong Polytechnic University

International Scholar Talk Series: Department of Applied Social Sciences

- Hosted Speaker: *"Promoting Positive Youth Development Around the World: Models, Measures, and Making Contributions to Social Justice"*

Virtual

May 2022

May 3-7, 2022

Collaboration meetings with Google and with Cajon Valley School District

New York City, NY

APPENDIX 3

ACTIVE GRANTS JULY 1, 2021 - JUNE 30, 2022

The Compassion International (CI) Study of Positive Youth Development (PYD), funded by Compassion International

The CI Study of PYD is a three-nation, longitudinal study of the use of the Lerner and Lerner model of Positive Youth Development (PYD) for understanding the bases of PYD among some of the world's poorest youth. Youth are enrolled in Compassion's child development centers. Compassion International (CI) is a faith-based child-sponsorship organization that partners with over 8,000 churches to promote thriving in over 2.1 million children living in poverty in 25 countries located in Central and South America, the Caribbean, Africa, and Asia.

The project, which includes Fuller Theological Seminary and Boston College as research partners, includes both quantitative (in El Salvador, Rwanda, and Uganda) and qualitative (in El Salvador) research studying the development of youth involved in CI's programs. The quantitative work involves a longitudinal study of the development of youth (using a counterfactual causal modeling design in Rwanda and El Salvador) to compare the development of CI program participants to youth who are not participating in CI's programs. This design enables the researchers to identify specific facets of the CI program that work, with specific children, in specific contexts, over specific time periods.

The identification of such specific findings is enhanced by IARYD's measure-development work. We undertake theory-predicated, measurement invariance testing of the constructs involved in the Lerner and Lerner PYD model, including constructs related to faith and spirituality. These constructs are emphasized as key strengths in the lives of youth in CI's theory of change as well as in the model of Lerner and Lerner. We measure spirituality through use of measures developed by Professor Pamela Ebstyne King and her colleagues at Fuller Theological Seminary.

The qualitative work explores cultural and local meanings about beliefs and experiences related to PYD, thriving, spiritual development, and features of effective youth development programs (where effectiveness is operationalized by what are termed the Big Three features of PYD programs, i.e., positive-adult-youth relationships, skill building activities, and opportunities for participation in and leadership of valued activities or programs). This work seeks to gain greater insight into concepts that have arisen since the start of our work with CI (e.g., joy, purpose, being known and loved, mattering, and perceived sense of safety) in the context of CI programming in El Salvador. Boston College, whose work on the project is led by Dr. Jacqueline V. Lerner, provides leadership for mixed methods analyses. The analyses explore youth contribution and the role of the Big 3 features of effective programs in more detail and the relation between spirituality and perceived safety. As we approach the end of Year 6 of the project (the final year of

the partnership), several manuscripts have been published, are in press, or are nearing completion. A renewal grant with CI to continue to support this work has been approved for three more years.

Evaluating Positive Youth Development Intervention Programs Promoting Character Virtues Among Ugandan Youth Living in Poverty: Innovations using Idiographic Methods and Measures
Funded by Templeton World Charity Foundation

Funded by the Templeton World Charity Foundation (TWCF), This project builds on the ongoing [CI Study of Positive Youth Development \(PYD\)](#). After delays from the COVID-19 pandemic, data collection successfully began in April 2022, after Drs. Elizabeth Dowling and Jonathan Tirrell traveled to Uganda with members of the CI research team to train data collectors and pilot the youth survey, which includes measures of character virtue development (CVD) and PYD. The first wave of data collection of 600 Ugandan youth in CI programs, ages 9 to 16 years, is complete. The IARYD and CI teams worked collaboratively to develop measures that are specific and sensitive to the Ugandan culture and context. Data cleaning and preliminary analyses began in Summer, 2022. The second phase of the project involves an idiographic (person-specific) “burst” design, in which a subsample of 200 Ugandan youth in CI program, ages 14 to 16 years, are assessed once a week for 15 weeks. Data collection for this phase should be complete by the end of the summer, 2022. Taken together, our approach combines conventional, variable-centered assessments and idiographic, “burst” design measurements. Using statistical analysis tools including Dynamic structural equation modeling (DSEM), we will assess if and how idiographic CVD pathways among adolescents compare with larger samples of adolescents studied in variable-centered assessments. Results will provide heretofore unavailable data informing CI’s mission to transform their programs in Africa with theory-predicated, evidence-based approaches to fostering positive CVD change, while also building the expertise and capacity of talented Ugandan based staff to rigorously measure CVD. Findings also have the potential to revolutionize youth-development program evaluation worldwide beyond its current variable-centered approach.

SoLD: MMDC Project, funded by the Chan Zuckerberg Initiative DAF, an advised fund of Silicon Valley Community Foundation

The Science of Learning and Development (SoLD) Measures and Methods across the Developmental Continuum (MMDC) project, funded by the Chan Zuckerberg Initiative, is exploring the individual (idiographic) components of developmental trajectories among students in Grades 4 through college. Researchers and practitioners must understand individual developmental pathways to maximize opportunities to enhance the lives of diverse groups of young people, especially children who have experienced trauma and adversity. This project focuses on several constructs within the Building Blocks for Learning (BBFL) model—

including Self-Regulation, Executive Function, Relationship Skills, and Growth Mindset—to better understand how youth-serving professionals can enhance educational and life successes for the young people they serve.

Preliminary SoLD MMDC data collection (in 2020) was partially disrupted by the beginning of the COVID-19 pandemic. However, the preliminary data from students in Grades 4 through 12 served as a proof of concept, and as a basis for early empirical, idiographic exploration of BBFL constructs among diverse students across the country. The SoLD MMDC study is currently collecting weekly data from diverse high school students in Gary Comer College Prep High School, which is located on the south side of Chicago, IL, and daily data from Tufts Undergraduates. Once data collection is complete, we will conduct DSEM and other person-specific analyses to explore the dynamic relations of BBFL measures, well-being, and the academic context.

The ultimate goal of the SoLD MMDC project is to transform classroom and school practices and policies to include the identification of patterns within developmental pathways. The new information about individual development that this project creates will enhance understanding of the personalized (idiographic) pathways that may contribute to holistic life successes (e.g., involving academic, personal, and social achievements) among diverse groups of youth.

The 4-H Study of Positive Youth Development: Reconnection and Replication, funded by National 4-H Council

In collaboration with Dr. Jacqueline Lerner at Boston College, this 2-year grant aims to extend and replicate the 4-H Study of Positive Youth Development. From 2002 to 2012, Drs. Lerner and Lerner conducted the nation's and the world's first longitudinal study of the nature and bases of thriving across the adolescent years. The study involved over 7,000 youth across Grades 5 to 12 from 42 states. The main findings indicated that when PYD – defined as Competence, Confidence, Connection, Caring, and Character – was promoted by youth development programs, youth would contribute positively to their communities and, by the end of the high-school years, become active and engaged citizens. These relations were especially true for youth in 4-H programs than in any other youth program. In addition, the relations were particularly strong for 4-H girls.

The study also confirmed the presence in 4-H youth development programs of the Big 3 facets of youth programs effective in promoting PYD; *these facets that are hallmarks of the 4-H Theory of Change*: 1. Positive and sustained relationships between a young person and an adult; 2. Life-skill building activities; and 3. Opportunities for youth participation in and leadership of valued activities in family, school, or community settings.

Across more than 100 publications and even more talks around the nation and world, Drs. Lerner and Lerner, and their students explained that 4-H was proven to

be the exemplar of a youth program that transformed PYD into contributions vital for enhancing families, communities, and ultimately the institutions of civil society and democracy. Lerner and Lerner predicted that, as adults, 4-H youth would become leaders of a vibrant America.

With the new 4-H Study, we are extending the original 4-H Study by reconnecting with both 4-H and non-4-H, who are now young adults, to collect information about work activities, health, and well-being, and, especially, the family, community, and national contributions and civic engagement of these young people. In addition, to extend the youth-development leadership of 4-H programs to the current generations of American youth, the research team is conducting a small replication of the original 4-H study.

Creating a Platform for Global Innovation and Capacity Building in the Design, Implementation, and Evaluation of Character Development Programs, *funded by Templeton World Charities Foundation*

Phase 2 of the Global Innovations for Character Development (GICD) initiative of the Templeton World Charity Foundation (TWCF) extends and enhances capacity-building support for GICD grantees. Managed by, the Jubilee Centre for Character and Virtues (JCCV), University of Birmingham, UK, the GICD Platform is a collaborative partnership with the Institute of Applied Research in Youth Development (IARYD), Tufts University, and the Institute for Research on Youth Thriving and Evaluation (RYTE), Montclair State University, USA. Bringing together these three platform teams from Phase 1 of the GICD, as well as internationally renowned external consultants, the project builds on the work already undertaken by the three teams to ensure program-specific and culturally-sensitive support for GICD grantees, as well as broadening the grantees' knowledge and theoretical, substantive, and methodological expertise within the field of character development.

Promoting Healthy Development in South African Youth through Thanda's Character Virtues

IARYD is partnered with Thanda (www.thanda.org), a child- and youth-development organization working in the Umzumbe Municipality in KwaZulu-Natal, South Africa. Due to poverty and negative parenting practices, children and youth in Thanda's programs suffer from multiple health challenges, including chronic stress and "failure to thrive," both physically and emotionally. We are conducting a three-year longitudinal study of the impact of Thanda's After-School (AS) programs on character virtue development (CVD) and health of the children and youth it serves. In order to identify what are likely to be nuanced relations between CVD program participation, changes in stress, and indicators of health, IARYD will build from our prior measure-development work (e.g., Yu et al., 2020, 2021) and use person-specific (idiographic) methods in a "burst design" assessment of a randomly selected subsample of Thanda children and youth and a matched sample of non-

Thanda youth, once a week for 15 consecutive weeks. Saliva samples will be used to index cortisol stress-hormone levels, which will measure biological concomitants of psychological stress levels (which will also be assessed by survey measures) over the course of the intervention. IARYD will administer traditional (variable-centered) surveys of CVD to all youth in Thanda's AS programs to provide information about the comparative usefulness of traditional data analytic approaches versus person-specific approaches to data analysis in helping practitioners understand how CVD may change the course of health outcomes among youth experiencing the stressors of poverty. The results will inform program design and implementation regarding the ways in which CVD may lessen stress and its deleterious impacts on health and overall thriving. The IARYD team traveled to South Africa in July of 2022 to pilot and conduct the first wave of the variable-centered survey and to pilot the child-centered survey.

Collaboration with Turnaround for Children
Funded by Turnaround for Children

Turnaround for Children is a national organization providing resources to school leaders and classroom teachers. Turnaround provides professional development training for educators and tools to assess and advance equitable, whole-child learning, development, and thriving. Founded by Pamela Cantor, M.D., an internationally renowned child and adolescent psychiatrist, who is now the chief science advisor, Turnaround's President and CEO is Brigid Ahern. The strategic partnership between IARYD and Turnaround is an active relationship of exchange and collaboration to enhance the work of the data team at Turnaround and develop a strategic agenda for measurement and data analysis to support the mission of Turnaround. IARYD provides expertise in measurement enhancement and development, data analysis, and data interpretation to develop a foundation for Turnaround's journey and story of impact; to validate and improve tools and services; and to make informed decisions to deliver outcomes to support the organization's goals and to serve Turnaround's mission.

APPENDIX 4**DONOR LISTING JULY 1, 2021 - JUNE 30, 2022**

The Institute for Applied Research in Youth Development wishes to thank Richard M. Lerner* , the Bergstrom Foundation* and an Anonymous donor for financial support during the 2021-2022 fiscal year.

*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.

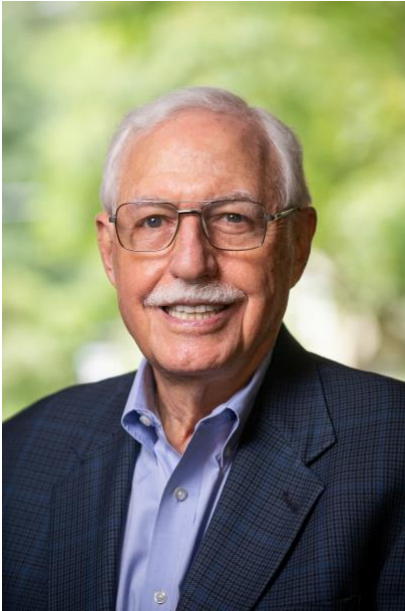
Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom was a professor and director of the Center for International Education and Leadership at Wheelock College. 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 750 scholarly publications, including more than 85 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*. 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 (APA), and the Association for Psychological Science (APS). He is the 2013

recipient of the APA Division 7 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. He is also the 2014 recipient of the APA Gold Medal for Life Achievement in the Application of Psychology and the 2015 recipient of the APA Division 1 Ernest R. Hilgard Lifetime Achievement Award for distinguished career contributions to general psychology. He is also the 2016 recipient of the International Society for the Study of Behavioral Development (ISSBD) Award for the Applications of Behavioral Development Theory and Research, and of the 2017 Society for Research in Child Development (SRCD) Distinguished Contributions to Public Policy and Practice in Child Development Award. The APS named him the 2020 James McKeen Cattell Fellow Award winner for lifetime outstanding contributions to applied psychological research. In 2021, the Society for the Study of Human Development gave Lerner its Distinguished Lifetime Career Award.

Prior to joining Tufts University, he was on the faculty 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 visiting, Tyner Eminent Scholar Chair in the Human Sciences at Florida State University. Lerner served on the Board of Directors of the Military Child Education Coalition 10 years and still serves on their Scientific Advisory Board. In July 2017, Pope Francis appointed Lerner to a five-year term as a Corresponding Member of the Pontifical Academy for Life.

Lerner is known for his theoretical work on the mutually influential relations between individuals and their settings, as the fundamental basis of life-span human development, and for his use of this approach to developmental theory to describe, explain, and optimize the relations between adolescents and their peers, families, schools, and communities. His work integrates the study of family, school, and community-based programs in the promotion of positive youth development and youth contributions to civil society.

He is married to Dr. Jacqueline V. Lerner, Professor in the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. Their children are Justin, a director, screenwriter, and producer, and his wife, Sarah, a novelist, screenwriter, and librettist, Blair, an advertising executive, and her husband, Jamie, a contractor, and Jarrett, an author and illustrator of children's books and an editor, and his wife, Danni, an entrepreneur and concierge business owner. Rich and Jackie have five grandchildren, Harper Rose Ramsey, Dylan Maxwell Ramsey, Bodie Anthony Ramsey, Isla Terese Lerner, and River Rae Lerner.