



Institute for Applied Research in Youth Development

2023-2024 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

Hi-Ho, Silver!

At some point this past spring, I realized this this year's *Annual Report* was going to be written on the occasion of the 25th – the silver – anniversary of my joining Tufts University and therefore of the founding of the Institute for Applied Research in Youth Development within the Eliot-Pearson Department of Child Study and Human Development. As soon as I made this connection, the title of this Director's message immediately came to mind...

At the beginning and end of each 30 minutes episode of his 1950s television show, the Lone Ranger would rear up on his trusted horse, and call him to action with the phrase, Hi-ho, Silver!

My infatuation with *The Lone Ranger* television show is so long-lasting that, if given a word association test today, my response to silver would be the Lone Ranger's horse. Not surprisingly, then, the immediate association I made to the idea of a silver celebration was the Lone Ranger and hence the title of this report. However, on reflection, I realized that this title was very apt for a 25th year discussion of the work of IARYD...

I grew up in the East New York section of Brooklyn from the late 1940s through the 1950s. My Mom, Dad, brother, and I lived in a small, three-room apartment on the third floor of a four-story walk-up on the corner of Willmohr Street and East 95th Street, just one block north of Church Avenue. During my childhood the famous Church Avenue Trolley Line was still running, and the pedestrians who tried to cross the avenue either to traverse it without undue delay or unharmed had to dodge the trolleys that were always passing in both east and west directions.

The plight of these Brooklynites resulted in them being labeled Trolley Dodgers and, when a professional baseball team was organized to represent Brooklyn in the major leagues, they took the name of Trolley Dodgers. Later the word trolley was dropped from the name of the team, and they became just the Brooklyn Dodgers – until, as was the case with many residents of the borough during this period – they decided to leave Brooklyn for greener pastures. They migrated (after the end of their 1957 baseball season) to Los Angeles.

During these years, my Dad worked as a salesman in his cousin's radio and television store, which both sold new units and repaired old ones. We owned one television set but often had another one or two in the apartment that we sort of borrowed from the store after they had been repaired but before their owners were scheduled to pick them up. I spent a lot of days during these years absent from school because of severe seasonal allergies or asthma attacks that both the seasons and air quality issues elicited. I had a lot of time at home to watch television and, with more than one TV set on hand, I was often able to watch both baseball games (involving the Dodgers, the Giants, or the Yankees) and, as well, my other type of favorite program – westerns: for example, Gunsmoke, Maverick, Have Gun, Will Travel, Hopalong Cassidy, Roy Rogers, Davy Crockett, The Cisco Kid, and of course The Lone Ranger.

The TV viewing choices I made before I reached my 13th birthday have sort of imprinted me through the time of writing this report. If given a choice, I will still watch baseball games and the 1950s westerns that can be found on streaming services. Even when not given a choice I still negotiate for these viewing options.

But I digress. To paraphrase what the announcers on the westerns used to say after a commercial break, “And now back to our program” or, in this case, back to the Institute Director’s *Annual Report* essay.

When the Lone Ranger said “Hi-ho, Silver!” at the beginning of each show, I knew that he would use his numerous cowboy skills to make the world better for the people of the Texas towns he served. And when he ended the episode with the words “Hi-ho, Silver! Away” I knew he was riding off to find another town, group of people, or situation that needed his skills to “put things right.” I was certain that he would work as hard and as effectively in next week’s episode as he had done in the show I had just watched.

Perhaps I was only channeling the mind of a pre-pubescent boy from Brooklyn living in the 1950s, but my immediate association between the silver anniversary of IARYD and the Lone Ranger’s calls to his horse each week seemed to me to be what I have been trying to do for the past quarter century at Tufts. I was trying to use my scholarly skills to put things right for the youth of Massachusetts, our nation, and the world.

Our Institute’s tag line – Discovering what goes right in the lives of youth – might be seen to be a version of the Lone Ranger’s call to action. As we have started each year at IARYD we see before us an opportunity to use our skills to discover the resources needed to put things right for the young people involved in our research or program evaluations. At the end of each academic year, I write this report to explain what we have accomplished towards this goal, and what we hope to do in our next episode –

our next academic year – to set things right for the youth in the research and evaluation we will undertake.

We keep on trying because, just as the problems that the Lone Ranger tried to resolve seemed endless – there was always another episode coming (or so I believed at age 10) – our work needs to continue because there are more youth that need to be reached.

Notice, here, of course, that, in describing the commonality between the mission of the Lone Ranger and the mission of IARYD, I have moved from “I” to “we.” Even the Lone Ranger needed his faithful companion, Tonto, to collaborate with him in setting things right; but he was the Lone Ranger and he only needed one person to help him.

In truth, however, I have needed much more than one colleague to continue to work with me to identify what does or could go right in the lives of the diverse young people we have tried to serve through our scholarly skills. I have been blessed by having superb colleagues and students over the past quarter century. Nothing of value could have been accomplished without them.

Indeed, although we are proud that we have published more than 575 scholarly works, made more than 180 scholarly presentations at professional meetings, been awarded more than 55 grants, and generated more than \$37 million in grants and gifts, the truly important contributions of IARYD have involved the collaborations that have occurred with the more than 35 Ph.D. graduates, the scores of master’s students and undergraduates, and the more than two dozen post-doctoral scholars whose work has been sponsored by the lab.

The history of academic scholarship indicates that our publications will be outdated as years go by, that our professional presentations will be forgotten, and certainly that our grant dollars will be spent. Nevertheless, IARYD’s contributions will continue to occur.

It is through the careers of the young people who have been facilitated by IARYD that our work will touch the future. They and their students will be using their skills to continue to discover how to promote positive development and health among diverse young people – including especially the marginalized and minoritized, the poorly served, the underserved, and the unserved – of our nation and world.

Twenty-five years from now it will be their privilege to exclaim Hi-ho Silver! And after them their students, and then their students, will have their opportunities to serve through the application of their scholarly skills.

For 25 years I have had the distinct honor of working with these young scientists. I am struck by the enormous gift I have been given by Tufts University and, especially,

by the Bergstrom Family. Their generosity, thoughtfulness, support, advice, and friendship are incomparable. Their vision has given me the career I have had and, at this writing, still seek to continue having...

I awoke one morning in 1957 to recognize that things do come to an end. The final episode of The Lone Ranger aired on June 6, 1957 and the Dodgers announced they were leaving Brooklyn on October 8, 1957, two days before the official end of the baseball season.

Boyhood dreams may not have to end, however, if there are people in one's life to transform a childhood fascination with a model for making things go right for others into a career that will continue to generate "Collaborative Rangers" for decades to come.

Report from Elizabeth M. Dowling

Research Professor in the Department of Child Study and Human Development

Deputy Director, Institute for Applied Research in Youth Development

It is hard for me to believe that we are celebrating the 25th anniversary of IARYD. I was, in fact, Rich's first doctoral student to join (in 1999) and graduate (in 2004) from the lab. Eight years ago, I had the honor and privilege of returning to the lab to manage the Compassion International Study of Positive Youth Development, a nine-year partnership that has taught me and the members of our lab so much about the humble approach to research-practice partnerships, particularly those conducted with partners working in the majority world. In addition to our partnerships with program partners in the United States, with the support of funders such as Templeton World Charity Foundation, the partnership with CI has led to more international partnerships and opportunities to learn and contribute to the field of developmental science.

In fact, as I write this, I am sitting in Kigali, Rwanda, after spending a week with research colleagues from Tufts (including Jonathan Tirrell from the Generous Listening and Dialogue Center at Tisch College, Erin Kelly from the Department of Philosophy, and Bridget Conley from the World Peace Foundation) and colleagues from Aegis Trust, curators of the Kigali Genocide Memorial Museum. With Aegis Trust and others, Tufts was a co-host of a three-day conference called *Listening and Leading: The Art and Science of Peace, Reconciliation, and Justice, From Rwanda to the World*. The conference brought together scholars, practitioners, artists and authors, faith leaders, policy makers, healers, and funders from around the world to share learnings about the practice of forgiveness, reconciliation, peace, and justice, including after the experience of genocide. It was an incredible three days.

In last year's Annual Report, Rich wrote about the humble approach to research and research-practice partnerships. We lead with that approach in all our work. The lessons from the people of Rwanda, including those living in reconciliation villages--perpetrators living in peace side-by-side with survivors--are almost too big and miraculous to wrap your head and heart around. For our team, as scientists from the minority world but also as human beings, the humble approach has never been more important and relevant to building the trusting relationships that are necessary for conducting good science. We understand and value the need for humility and generous listening if we are going to be able to contribute and then share, with our partners, our collective learning. We also deeply appreciate and value the strength, leadership, and grace of the Aegis Trust team as we work together to co-create a vision and plan for evidence-based learning around peace, forgiveness, reconciliation, and justice so that we can, together, share those lessons with the world.

On day three of the conference, as I was engaged in a discussion about the potential impact for the world as lessons from Rwanda are captured and shared via the Isoko

Institute for Peace that Aegis is building in Rwanda and our growing partnership with them, I immediately thought about the current and future students of IARYD and the potential ripple effect of this important partnership on our students' learning and, as a result, the learning that can be shared in the field of applied developmental science. Just as this partnership with Aegis and our other research-practice partnerships humble and excite me, I look forward to our lab continuing to build the evidence base around the power of investing in positive human development and flourishing communities and nations. Hi-Ho, Silver!

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

QUANTITATIVE AND QUALITATIVE INDICATORS

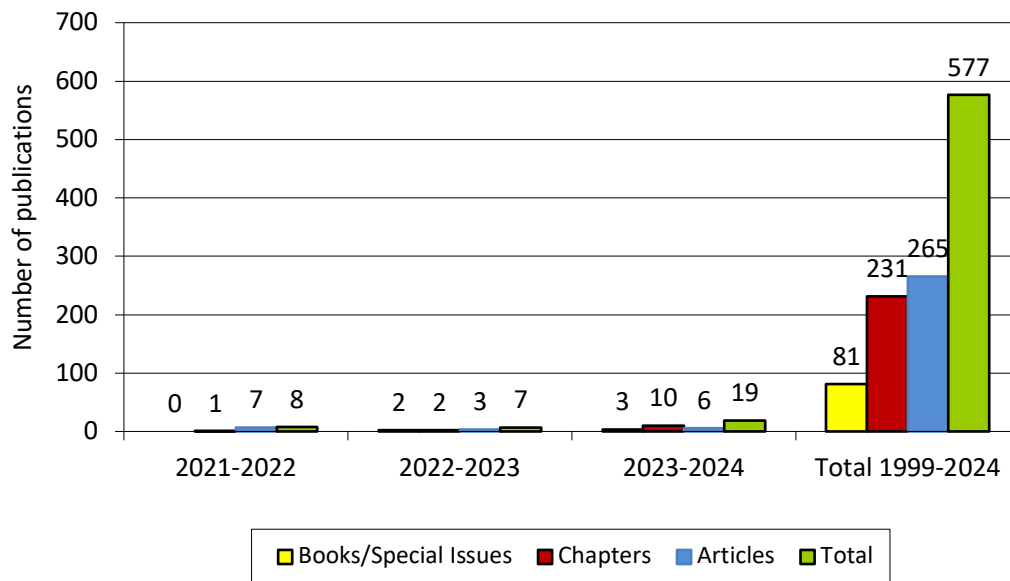
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, 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 2023-2024, and as well, during the prior three years. The cumulative total of all published works across the Bergstrom Chair's 25 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 25 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 2023-2024 fiscal year. A complete list of publications is available upon request. This list, which names the colleagues and students co-authoring these publications, underscores the collaborative character of the publications that have been produced.

Figure 1. The Bergstrom Chair's published works ¹



¹ Across the Bergstrom Chair's 25 years at Tufts, 1999-2024, the average per year for books/special issues, chapters, articles, and total number of publications are 3.24, 9.24, 10.6, and 23.1, respectively. Overall, 575 publications have been produced across 25 years.

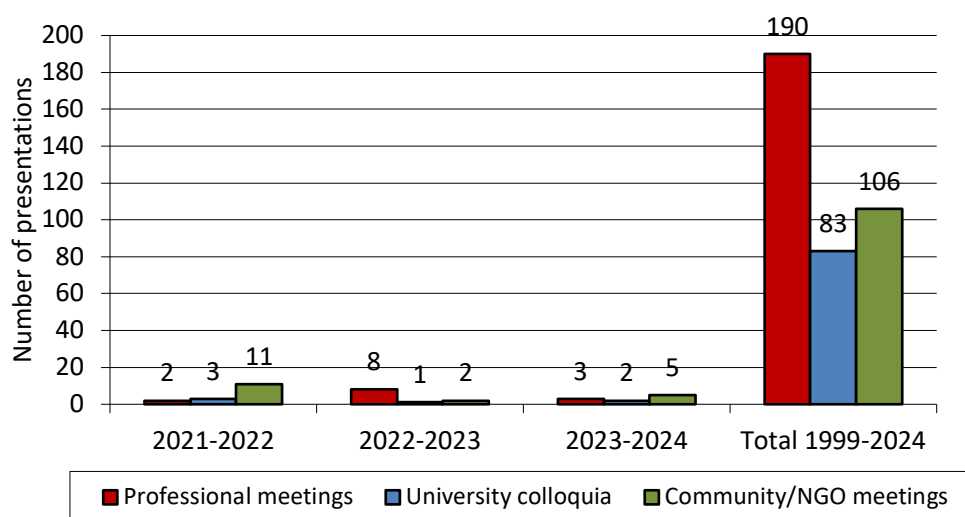
Scholarly Paper Presentations

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 2023-2024 fiscal year, as well as for the three years prior. Figure 2 also presents a set of histograms for the 25 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 10 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 IARYD, the Eliot-Pearson Department of Child Study and Human 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 2023-2024.

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 2023-2024 fiscal year and two were funded. In total, the Institute has submitted 108 grant proposals since its inception, 59 of which were funded (a success rate of 54.6%). 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 2023-2024 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

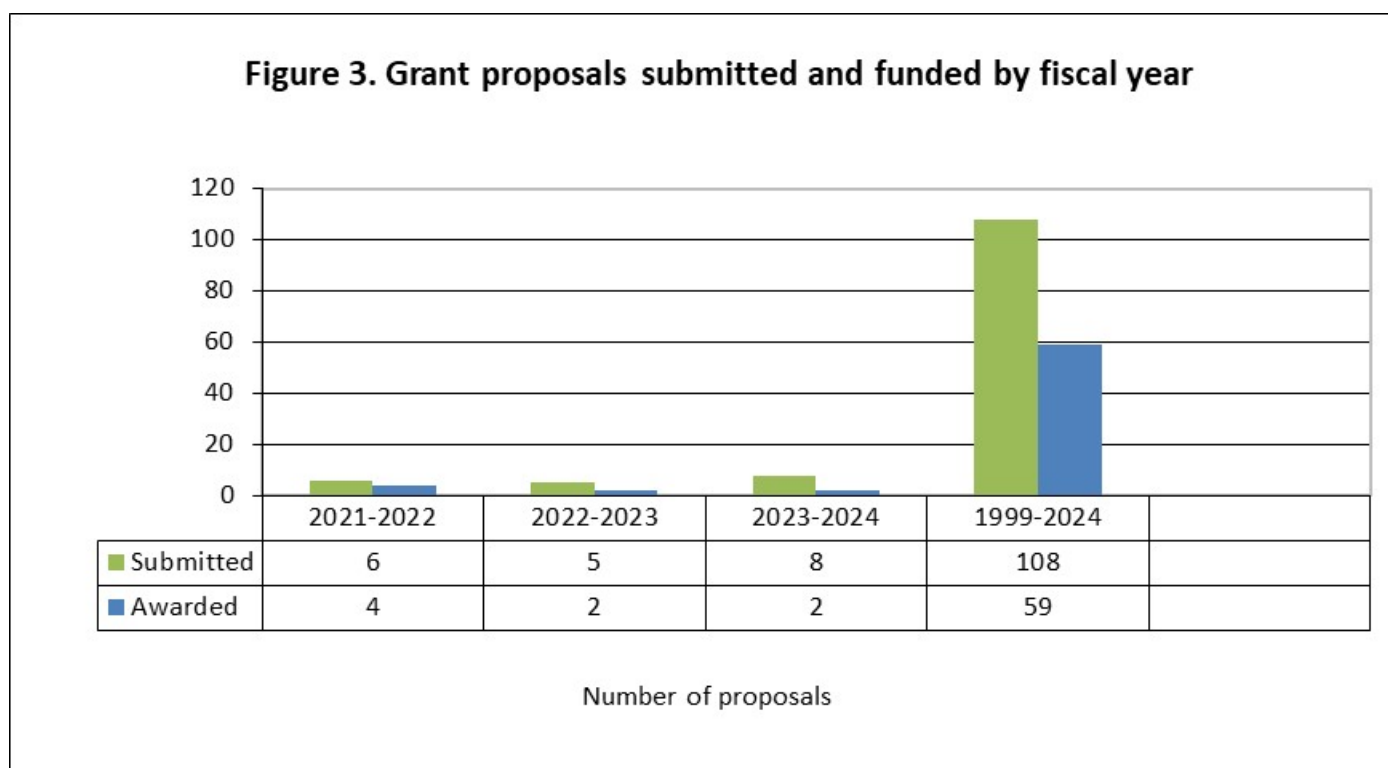
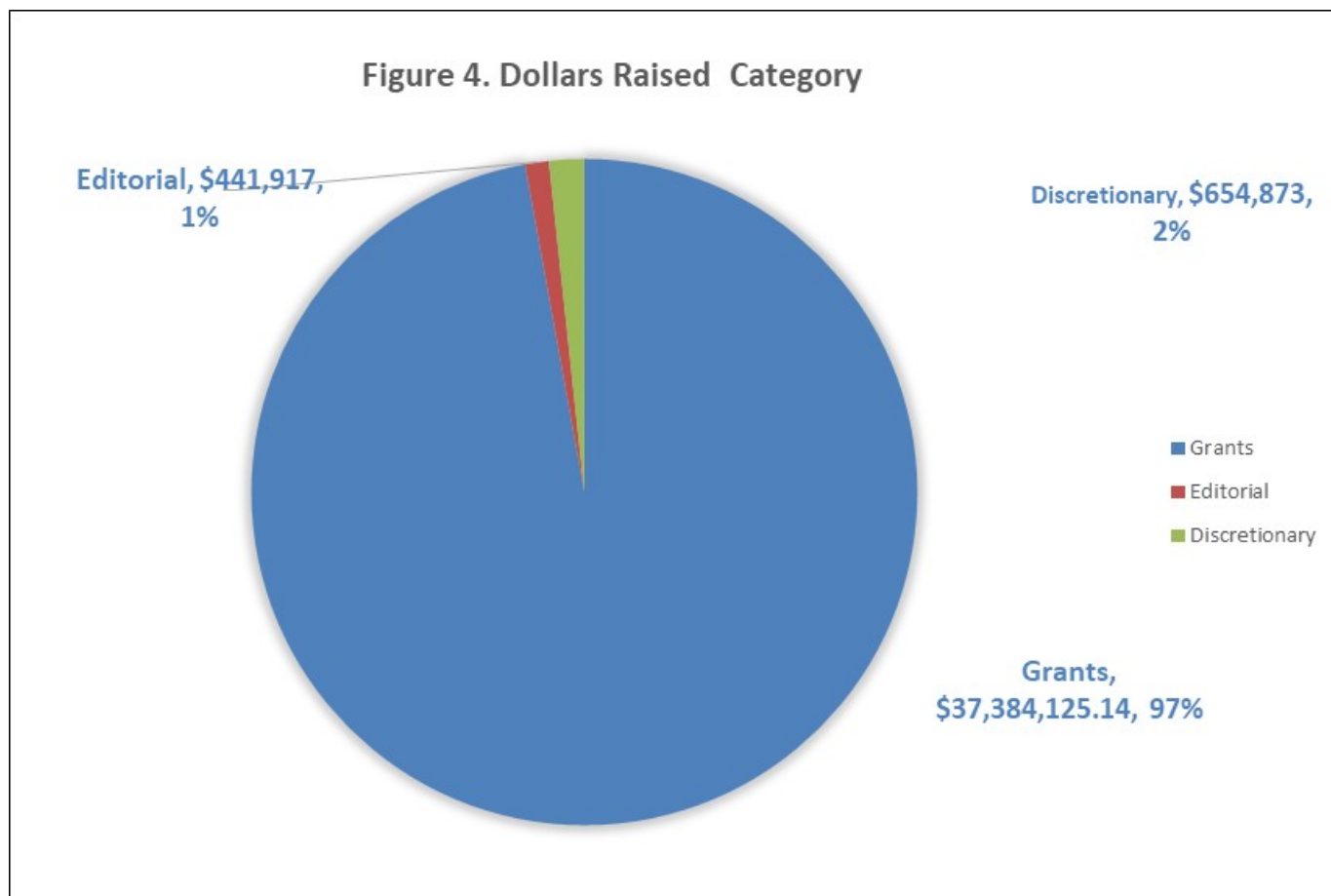


Table 1. Grant Proposals Submitted FY 2021 through FY 2024
2021-2022
1. Proposal to Templeton World Charity Foundation, "Global Innovations for Character Development - Character Platform, Phase 2" (funded)
2. Proposal to Turnaround for Children, "Tufts IARYD and Turnaround for Children Collaboration" (funded)
3. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
4. 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)
5. 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)
2022-2023
1. Proposal to Templeton World Charity Foundation, "From Resolving Conflicts to Building Peace: Applying Lessons from Post-Genocide Rwanda to Develop and Test a Character-Virtue and Restorative-Justice Model of Depolarization" (Tirrell PI, not funded)
2. Proposal to the Spencer Foundation, "Towards the Transformation of Educational Measurement of African American and Latinx Middle School Youth: An Intensive Longitudinal Study" (not funded)
3. Proposal to Templeton World Charity Foundation, "Global Innovations for Character Development Character Platform, Phase 2 Supplement" (funded)
4. Proposal to Templeton World Charity Foundation, "Landscaping Regional Research and Leadership Capacities for the Study of Human Flourishing" (Dowling PI, not funded)
5. Proposal to Templeton World Charity Foundation, "Landscaping Regional Research and Leadership Capacities for the Study of Human Flourishing" (Dowling PI, not funded)
6. Proposal to Templeton World Charity Foundation for subcontract with Aegis Trust, "Forgiveness: A Pathway to Peace, Justice, and Strong Institutions from Rwanda to the World" (Tirrell PI, funded)
2023-2024
1. Proposal to Spencer Foundation, "Transforming Early Childhood Education, Literacy, and Early School Engagement in Rural South African Schools" (Dowling PI, not funded)
2. Proposal to Wake Forest Character Initiative, "Changing the Zeitgeist: Creating a U.S. Higher Education System Prioritizing the Development of Leaders of Character"(not funded)
3. Proposal to the John Templeton Foundation, "Promoting Feelings of Mattering, Purpose, Agency, and Self-Esteem Among Diverse Youth: Using the GAB-on! App to Enhance Character Virtue Development" (not funded)
4. Proposal to Templeton World Charity Foundation, "Global Innovations for Character Development – Character Platform, Phase 3" (funded)
5. Proposal to Wake Forest Character Initiative, "Professional Development Grant" (Roya Abbasi-Asl, funded)
6. Proposal to Spencer Foundation, "Restorative Justice as Transformative Education: A Mixed Methods Study of Community-Based Learning through Restorative Justice" (Tirrell PI, pending)
7. Proposal to Spencer Foundation. "Transforming Education through Restorative Justice: A Collaborative Research-Practice Initiative" (Tirrell PI, pending)
8. Proposal to Spencer Foundation, "Reimagining Measurement to Promote Thriving for Every Learner" (pending)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised over \$38 million through the end of FY 2023-2024 for its research, outreach, educational, and publishing activities, an average of \$1.5 million a year across the Bergstrom Chair's 25 years at Tufts. Of this total, the Institute raised \$37.3 million through grant proposals, \$441,917 through editorial office grants, and \$654,873 in discretionary dollar donations.



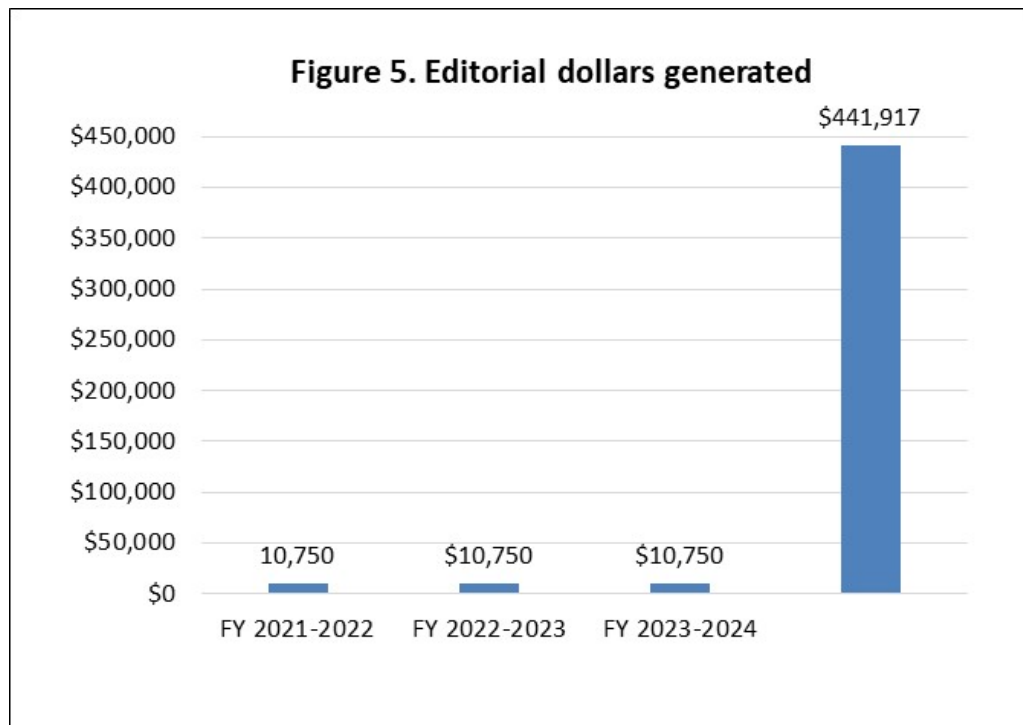
Direct and Indirect Dollars of Grant Support Generated

Of the \$37.4 million in grant support generated, \$32.4 million was for direct costs and \$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.

Editorial Account Dollars Raised

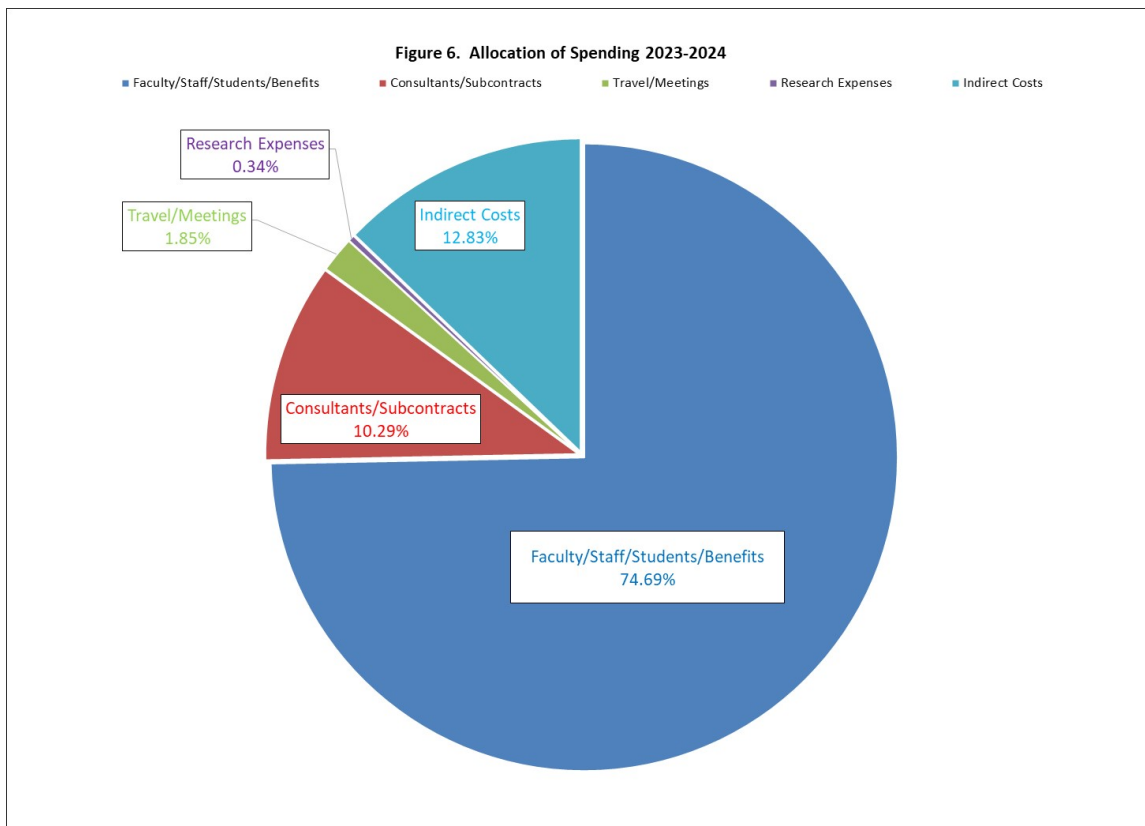
Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 25 years, this allocation has amounted to over \$441,917 donations by the Bergstrom Chair to the Institute. Figure 5 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute's history.

Figure 5 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 6, during the last year, most (almost 75%) of Institute's \$1.3 million budget went to supporting faculty, staff, students and benefits. 10.3% went to subcontracts with research partners. Travel and meals account for 1.8% of all costs and is associated with attending meetings and professional conferences. Research expenses account for .34% of spending and include data collection expenses, incentives, computer hardware and software, office supplies, copying, books, mail, and other miscellaneous expenses. Indirect costs total 13% 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.

Richard M. Lerner appointed as Editor of *Review of General Psychology*

As of July 1, 2024, the Bergstrom Chair began a five-year term as Editor of *Review of General Psychology*, the flagship journal of Division 1 of the American Psychological Association. Professor Lerner is a past recipient (2015) of the Division's Ernest R. Hilgard Lifetime Achievement Award for Distinguished Career Contributions to General Psychology. Consistent with the vision of the Division, he hopes to further develop the leadership of the journal as a premier outlet for integrative scholarship across the areas of psychology and for interdisciplinary inquiry involving psychological science. He seeks to expand the journal's editorial board and its publications to reflect greater diversity of people and place, with particular emphasis on colleagues and scholarship from the majority world.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED AND IN PRESS, 2023-2024

BOOKS:

Published

Lee, C. D., Lerner, R. M., Gadsden, V. L., Osher, D. (Eds.). (2023). *The science of learning and development. Review of Research in Education, Volume 47*. Sage Publications.

Matthews, M. D., & Lerner, R. M. (Eds.). (2024). *Routledge International Handbooks of Multidisciplinary Perspectives on Character Development, Volume I: Conceptualizing and Defining Character*. New York, NY: Routledge.

Matthews, M. D., & Lerner, R. M. (Eds.). (2024). *Routledge International Handbooks of Multidisciplinary Perspectives on Character Development, Volume II: Moderators, Threats, and Contexts*. New York, NY: Routledge.

In press

Lerner, R. M., & Greenberg, G. (Eds.). (in press). *The Heredity Hoax: Challenging flawed genetic theories of human development*. New York, NY: Routledge.

CHAPTERS:

Published

Lerner, R. M., Lerner, J. V., & Buckingham, M. H. (2023). 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* (pp. 847-865). New York: Cambridge University Press.

Lee, C. D., Lerner, R. M., Gadsden, V. L., Osher, D. (2023). The science of learning and development: A view of the issues. In C. D. Lee, R. M. Lerner, V. L. Gadsden, & D. Osher (Eds.), *The science of learning and development. Review of Research in Education, Volume 47* (pp. ix-xviii). Sage Publications.

Matthews, M. D., & Lerner, R. M. (2024). Contemporary character development scholarship: Multidisciplinary and international perspectives. In M. D. Matthews and R. M. Lerner (Eds.), *Routledge International Handbooks of Multidisciplinary Perspectives on Character Development, Volume I: Conceptualizing and Defining Character* (pp. 3-10). New York, NY: Routledge.

Lerner, R. M. & Matthews, M. D. (2024). Character development: Then, now, and next. In M. D. Matthews and R. M. Lerner (Eds.). (Eds.). *Routledge International Handbooks of Multidisciplinary Perspectives on Character Development, Volume II: Moderators, Threats, and Contexts* (pp. 684-704). New York, NY: Routledge.

In press

Lerner, R. M., Dowling, E. M., Abbasi-Asl, R. (in press). The Development of Positive Character: A Relational Developmental Systems Perspective. In L. Nucci, T. Krettenauer, & W. C. Thompson (Eds.). *Handbook of Moral and Character Education* (3rd ed.). Routledge.

Johnson, S. K., Klimstra, T. A., & Lerner, R. M. (in press). Concepts and theories of human development. In M. H. Bornstein and M. E. Lamb (Eds.), *Developmental science: An advanced textbook*, 8th edition. Routledge.

Lerner, R. M. (in press). Addressing the heredity hoax: A view of the issues. In R. M. Lerner and G. Greenberg (Eds.), *The Heredity Hoax: Challenging Flawed Genetic Theories of Human Development*. Routledge.

Lerner, R. M., & Greenberg, G. (in press). Rejecting genetic reductionism and embracing relationism and the complexity of dynamic systems. In R. M. Lerner and G. Greenberg (Eds.), *The Heredity Hoax: Challenging Flawed Genetic Theories of Human Development*. Routledge.

Lerner, R. M. (in press). On being human: Developmentally-nurturant relationships in dynamic systems. In V. Paglia & R. Pegoraro (Eds.), *Human: Meanings and challenges. XXIX General Assembly of Members*. Pontifical Academy for Life.

Lerner, R. M., Lerner, J. V., Buckingham, M. H., Le, T. U., & Kim, E. J. (in press). Promoting positive youth development: The meaning and significance of models. In M. E. Arnold & T. M. Ferrari (Eds.), *Positive Youth Development: Integrating Research and Practice*. Springer.

Kim, E., Lerner, J. V., Her, S, Zhang, R., Buckingham, M, Le, T, Park, Y., & Lerner, R. M. (in press). The Development of Hopeful Purpose. In M. E. Arnold & T. M. Ferrari (Eds.), *Positive Youth Development: Integrating Research and Practice*. Springer

Buckingham, M. H., Le, T, Park, Y., Kim, E. J, Casey, D. K, Lerner, J. V, & Lerner, R. M. (in press). When every youth thrives, we all thrive. In M. E. Arnold & T. M. Ferrari (Eds.), *Positive youth development: Integrating research and practice*. Springer.

ARTICLES:

Tirrell, J. M., Dowling, E. M., Kibbedi, P., Namurinda, E., Iraheta, G., Dennis, J., Malvese, K., Abbasi-Asl, R., Williams, K., Lerner, J. V., King, P. E., Sim, A. T. R., & Lerner, R. M. (2023). Being known and loved and positive youth development: Cross-national findings from Rwanda and El Salvador. *Child & Youth Care Forum, 52*, 1093-1119.
<https://doi.org/10.1007/s10566-022-09725-6>

Agans, J. P., Ettekal, A. V., Melton, T. N., & Lerner, R. M. (2023). It's not how many sports you play, it's how you play the game: An exploration of adolescent character and youth sport. *Journal of Character Education, 19*(!-2), 17-33.

Hay, S. W., Lerner, J. V., Lerner, R. M., Tirrell, J. M., & Dowling, E. M. (2024). Spirituality as a Key Asset in Promoting Positive Youth Development: Advances in Research and Practice. *Archives for the Psychology of Religion, 1-17*. doi.org/10.1177/00846724241235187

Hay, S. Tirrell, J. M., Lerner, J. V., Dowling, E. M., Sim, A. T. R., King, P. E., Vaughn, J. M., Iraheta, G., & Lerner, R. M. (2024). "We are protected." Examining youth perceptions of safety within a faith-based positive youth development program in El Salvador." *Journal of Youth Development, 19*(1), 15-31.

Agans, J. P., & Lerner, R. M. (2024). "I actually have to decide what I'm doing:" How youth maintain active lifestyles in the transition to young adulthood. *Leisure Sciences, 46*(1), 40-60. <https://doi.org/10.1080/01490400.2021.1913266>

Gastmans, C., Sinibaldi, E., Lerner, R., Yanez, M., Kovacs, L., Palazzani, L., Pegoraro, R., & Vandemeulebroucke, T. (2024). Christian anthropology-based contributions to the ethics of socially assistive robots in care for older adults. *Bioethics, 1-9*.
wileyonlinelibrary.com/journal/bioe

In press

Lerner, R. M., Yu, D., Abbasi-Asl, R., Keces, N., Gonçalves, C., Buckingham, M. H., Dowling, E. M., Tirrell, J. M., Mackin, M., Olander, K., Hasse, A., & Dunham, Y. (in press). Towards a dynamic, idiographic approach to describing, explaining, and enhancing the development of SEL. *Social and Emotional Learning: Research, Practice, and Policy*.

APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED AND PROFESSIONAL AND COMMUNITY MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2023-2024

October 2023

“Positive Youth Development and Moral Development: A Roundtable Discussion”, round table discussion at 49th Annual Conference of the Association for Moral Education. Fort Worth, Texas, October 2023.

“On the Meaning of Being Human in the Study of Human Development: Embodiment, Holism, Dynamic Individual ⇔ Context Relations, Specificity, and Social Justice”, keynote presentation at SSHD Conference. Philadelphia, October 2023.

December 2023

“The 4-H Study of Positive Youth Development”, virtual presentation to the Massachusetts 4-H Foundation Board. December 2023.

January 2024

“The 4-H Study of Positive Youth Development”, panel presentation to the Spirit of Adventure Advisory Council at the Future of Scouting Workshop. Boston, MA. January 2023.

February 2024

“On being human: Developmentally-nurturant relationships in dynamic systems”, presentation to the 29th General Assembly of Members of the Pontifical Academy for Life. Rome, Italy, February 2024.

March 2024

Co-organizer of colloquium featuring Dr. Eleanor Seaton, Professor of Psychology at the University of Illinois, Urbana-Champaign, hosted by Eliot-Pearson Department of Child Study and Human Development in collaboration with Tisch College of Civic Life and with funding from the AS&E Diversity Fund. March 2024

May 2024

“The positive development of young people: Findings from the Reconnection and Replication of the 4-H Study of Positive Youth Development”, virtual presentation to 4-H New York State educators at Cornell University. May 2024.

“The positive development of young people: Findings from the Reconnection and Replication of the 4-H Study of Positive Youth Development”, virtual presentation to the Massachusetts 4-H Foundation Board. May 2024.

“The 4-H Study of Positive Youth Development”, presentation to members of the Rotary Club of Bedford. Bedford, MA. May 2024.

June 2024

“The positive development of young people: Findings from the Reconnection and Replication of the 4-H Study of Positive Youth Development”, presentation to the National 4-H Council-Board of Trustees. Summer Board Meeting. Washington, D.C. June 2024.

APPENDIX 3

ACTIVE GRANTS JULY 1, 2023 - JUNE 30, 2024

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. 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 29 countries located in Central and South America, the Caribbean, Africa, and Asia. The project, which has included 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. In Uganda, we had to make some changes to the method as a result of challenges related to COVID-19. As a result, we did not have a counterfactual sample. However, we did implement both variable-centered and idiographic, person-specific methods in Uganda. 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 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. 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. Boston College, whose work on the project is led by Dr. Jacqueline V. Lerner, has provided 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 middle of Year 9 of the project, several manuscripts have been published, are in press, or are nearing completion.

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 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 extended 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. This project concluded in July 2023.

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

Phase 2 and 3 of the Global Innovations for Character Development (GICD) initiative of the Templeton World Charity Foundation (TWCF) extended and enhanced 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 IARYD 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, funded by the Templeton World Charity Foundation (TWCF).

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 have conducted 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. This study is coming to an end in September 2024. However, both Thanda and IARYD are committed to pursuing additional funding. In order to identify what are likely to be nuanced relations between CVD program participation, changes in stress, and indicators of health, IARYD built from our prior measure-development work (e.g., Yu et al., 2020, 2021) and used person-specific (idiographic) methods with a randomly selected subsample of Thanda children and adolescents and a matched sample of non-Thanda youth, once a week for 15 consecutive weeks. Saliva samples and BMI were also collected to measure physiological and morphological concomitants of psychological stress levels (which were assessed by survey measures) over the course of the intervention. IARYD administered 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 be used to inform program design and implementation regarding the ways in which CVD may lessen stress and its deleterious impacts on health and overall thriving.

Collaboration with the Center for Whole Child Education (CWCE), funded by CWCE

Turnaround for Children, now known as the Center for Whole-Child Education at Arizona State University’s Mary Lou Fulton Teachers College, provides resources to school leaders and classroom teachers. CWCE provides professional development training for educators and tools to assess and advance equitable, whole-child learning, development, and thriving. The strategic partnership is an active relationship of exchange and collaboration to enhance the work of the data team at CWCE and develop a strategic agenda for measurement and data analysis to support the mission of CWCE. IARYD provides expertise in measurement enhancement and development, data analysis, and data interpretation to develop a foundation for CWCE’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 CWCE's mission.

Forgiveness: A Pathway to Peace, Justice, and Strong Institutions from Rwanda to the World, a collaboration with Aegis Trust, funded by Templeton World Charity Foundation.

In view of so much seemingly intractable social and political polarization worldwide, understanding effective and ecologically valid approaches to peacebuilding is urgently needed to help overcome conflict, ameliorate injustice, and promote flourishing. Indeed, Goal 16 of the United Nations (2015) Sustainable Development Goals (SDGs) is promoting peace, justice, and strong institutions. Given that polarization, conflict, and violence is a social and relational phenomenon, concerning how individuals and groups respond to and engage with perceived "others" in their social contexts, questions pertaining to social and relational development (i.e., character and community development) are central to understanding and promoting peace and justice.

In the project, we aim to make progress toward SDG 16 by studying forgiveness as an essential key to fostering peace and justice, on both personal and societal levels, using lessons learned from the people of Rwanda. Following the tragic genocide against the Tutsi in 1994, in which state-sponsored polarization and violence took the lives of about one million individuals in 100 days, many Rwandans came to stunningly demonstrate the power of forgiveness by rebuilding their families, communities, and nation toward peace, reconciliation, justice, and prosperity—living together again, victims alongside perpetrators, as one Rwandan people. Important lessons may therefore be learned from the people of Rwanda regarding pathways to peace, reconciliation, and justice in a world so affected by conflict and polarization.

Accordingly, we are engaging in a Lang researcher-practitioner partnership— involving a team of developmental scientists, and program leaders, peacebuilders, and practitioners—dedicated to studying forgiveness as a pathway to peace, reconciliation, justice, and prosperity. Impacts will include increased knowledge of how forgiveness can promote peace, justice, and character- and community development; enhanced peace education curricula and best practices that are theory-predicated and evidence-based; and continued research and scaled practice as the researcher-practitioner partnership grows and launches global Peace Institute.

APPENDIX 4**DONOR LISTING****JULY 1, 2023—JUNE 30, 2024**

The Institute for Applied Research in Youth Development wishes to thank Dr. Lang Ma*, Dr. Richard M. Lerner* and the Bergstrom Foundation* for past financial support of the Institute.

*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.

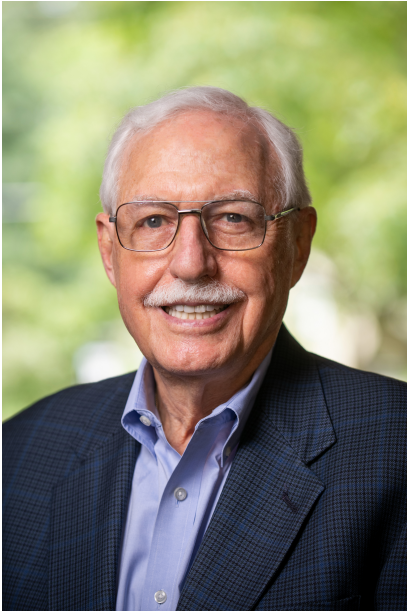
Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom was a professor and director of the Center for International Education and Leadership at Wheelock College. 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 800 scholarly publications, including 90 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*. He is currently the Editor of *Review of General Psychology*, the flagship journal of Division 1 of the American Psychological Association (APA). Lerner 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 APA, and the Association for Psychological Science (APS). He is the 2010 recipient of the 2010 Society for Research on Adolescence John P. Hill Memorial Award for Life-Time Outstanding work; the 2013 APA Division 7 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society; the 2014 APA Gold Medal for Life Achievement in the Application of Psychology; the 2015 APA Division 1 Ernest R. Hilgard Lifetime Achievement Award for distinguished career contributions to general psychology; the 2016 International Society for the Study of Behavioral Development Award for the Applications of Behavioral Development Theory and Research; the 2017 Society for Research in Child Development Distinguished Contributions to Public Policy and Practice in Child Development Award; the 2020 APS James McKeen Cattell Fellow Award winner for lifetime outstanding contributions to applied psychological research; and the 2021 Society for the Study of Human Development 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 for 10 years and still serves on their Scientific Advisory Board. In February 2023, Pope Francis appointed Lerner to a second 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 six grandchildren, Harper Rose Ramsey, Dylan Maxwell Ramsey, Bodie Anthony Ramsey, Isla Terese Lerner, River Rae Lerner, and Soleia J Lerner.