



Institute for Applied Research in Youth Development

2010-2011 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**

TRANSITIONS

The study of human development involves a focus on transitions. Change is the constant across the life span, as we move from prenatal development to birth and to the neonatal period, to infancy and early childhood, through middle childhood and into and across the adolescent decade, and then into the successive periods of the adult years, including aging and, ultimately, dying and death. The institutions of our social world also undergo transitions. The nature of the American family has undergone enormous transformations in structure and function across the history of our nation and, today, the nature of social relationships, education, and business are being transformed in the face of rapidly occurring technological changes associated with the digital revolution. Conceptualizing and studying such transitions is perhaps the fundamental task of developmental scientists.

In turn, managing and adjusting effectively to such transitions is also the task of a director of those institutions of society that fall within the category of “academic unit.” The Institute for Applied Research in Youth Development is no exception of course, and the 2010-2011 academic year brought the reality of this point to the forefront of my attention. The 2010-2011 academic year was the first in the Institute’s 12-year history that we had to work with only the memory of our late colleague, friend, benefactor, and exemplar, Joan Bergstrom, to inspire us. We missed her intellect, enthusiasm, and guidance, but we also were dedicated to engaging in our work in a manner that reflected the standards of excellence she modeled for us.

The 2010-2011 academic year was also the first in more than a half decade that we worked without the daily presence and contributions of our colleague and friend, Erin Phelps, who – because of serious medical problems – had to leave the institute. We were gratified that Erin remained an affiliate of the Institute and we were able to call on her occasionally to benefit from her vast scholarly knowledge, great academic wisdom, and warm collegiality.¹

Selva Lewin-Bizan, who joined the Institute in the 2008-2009 academic year as a post-doctoral fellow and then, during this year, was promoted to Research Assistant Professor, moved on to other academic opportunities. Her numerous scholarly contributions and collegiality remain greatly appreciated. Edmond Bowers, who joined the Institute in 2009-2010 as a post-doctoral fellow was also promoted to Research Assistant Professor this year. Ed remains at the Institute, where his great scholarly acumen, commitment to the highest standards of scientific quality, and impressive productivity stand as a model of early-career generativity. After nine years as my assistant, Nancy Pare retired and moved with her husband Bob (who also retired from Tufts) to Pennsylvania, where they could be near their children and grandchildren. Nancy’s steady hand, and her ability to handle my peripatetic

nature with skill and great humor, will be sorely missed. I am fortunate, however, that Dee Pratti was willing to join the Institute as my new assistant, and she is already making a positive contribution with her skills, efficiency, and cordiality.

There are other transitions within academic units that are both normative and joyous. These transitions pertain to the completion of training of doctoral students and their Ph.D. graduations. Hooding a student with whom I have worked for five years, and seeing him or her launched as a new Ph.D. in developmental science, is the most fulfilling experience I have as a professor. No personal recognition, grant award, or publication gives me greater pleasure. At the end of the 2010-2011 academic year I had the distinct honor of hooding five new Ph.D.s who had worked with me in the Institute: Dr. Aerika Brittian, Dr. Sonia Koshy, Dr. Kristen Fay, Dr. Yibing Li, and Dr. Alicia Doyle Lynch. All of these superb young scientists have moved on to important next steps in their respective academic careers. It was an honor for me to have had the chance to work with them and to chair their dissertations, and it will remain a gratifying experience to observe their growth as applied developmental scientists in the years ahead.

The opportunity for the Institute to attract and train such superb young scholars rests on our ability to garner significant grants for our research and, in turn to produce and publish good science from the research that these grants enable us to conduct. Grant funding also undergoes transitions and the 2010-2011 year saw important transitions in several of the major grants within the Institute.

Due to the visionary, generous, and courageous support of Don Floyd, President and CEO of the National 4-H Council, and his colleagues within the Council and across the 4-H system in our nation and, as well, the equally generous and visionary support of the Altria Corporation, my colleagues, students, and I have been able to conduct the 4-H Study of Positive Youth Development – a national longitudinal investigation from Grades 5 to 12 that has identified the bases and implications of positive development among the diverse youth in our nation. We believe that this work has changed for the better the developmental science of youth development and the work of practitioners dedicated to enhancing the lives of our nation's young people. In 2010-2011 we entered the 10th year of this major study, and completed data collection (through the assessment of youth in Grade 12). We began the final phase of our work – analyses of the overall data set and the publication of a final report. In addition, we are preparing an integrative set of empirical papers as a special issue of a journal and, in turn, a book that will “translate” our findings into recommendations for policy makers and practitioners.

The Thrive Foundation for Youth, its Executive Director, Carol Gray, and its founders, Bob and Dottie King, have generously allowed us to have the resources needed to begin to undertake some of these translations. In work that we have labeled Project GPS (Goal Selection, Pursuit of Strategies, and Shifting Gears in the face of challenge), we have transformed several of the measures in the 4-H Study that were used to identify the bases of positive youth development into tools that

mentors, teachers, or coaches could use to assess and promote the skills needed to thrive across adolescence. In spring, 2011 we entered into the final year of Project GPS, undertaking an evaluation of the usefulness of these tools in different youth-serving programs across the nation.

Grants also begin as well as end, and one such welcomed transition occurred in regard to a project generously funded by the John Templeton Foundation. With my colleague William Damon, Professor and Director of the Center for Adolescence at Stanford University, as a collaborator, the Institute has received an award from the Foundation to conduct the first-ever longitudinal study of the development of entrepreneurship among youth. We will collect longitudinal data from diverse 18 to 24 year-old youth in the greater-Boston area, in the San Francisco Bay area, and in Indiana. We are grateful to the John Templeton Foundation for the opportunity to launch this unique and important project, and we look forward greatly to generating new information about the character and development of youth having entrepreneurial interests and engaging in entrepreneurial activities and, perhaps, achievements as well.

Findings from the study of life-span development tell us that individuals and institutions cope with transitions in different ways. Sometimes adjustment is positive. At other times changes produce problems for adjustment. In most cases, life involves an integration of both positive and problematic changes. However, if we are fortunate, the former type of change is more prevalent than the latter type. For 12 years I have been very fortunate to have experienced an abundance of positive changes. However, this experience has not been adventitious or serendipitous. I have been blessed by wonderful mentors, inspirational exemplars, supportive colleagues, incredibly gifted students, and a loving and supportive family. Across all the transitions of the Institute these people have remained a constant convoy of social support. I anticipate they will continue to carry the Institute forward into its next years of work and contribution to science and society.

¹ At the time this report went to press we were saddened to learn that Erin Phelps passed away on February 16, 2012.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

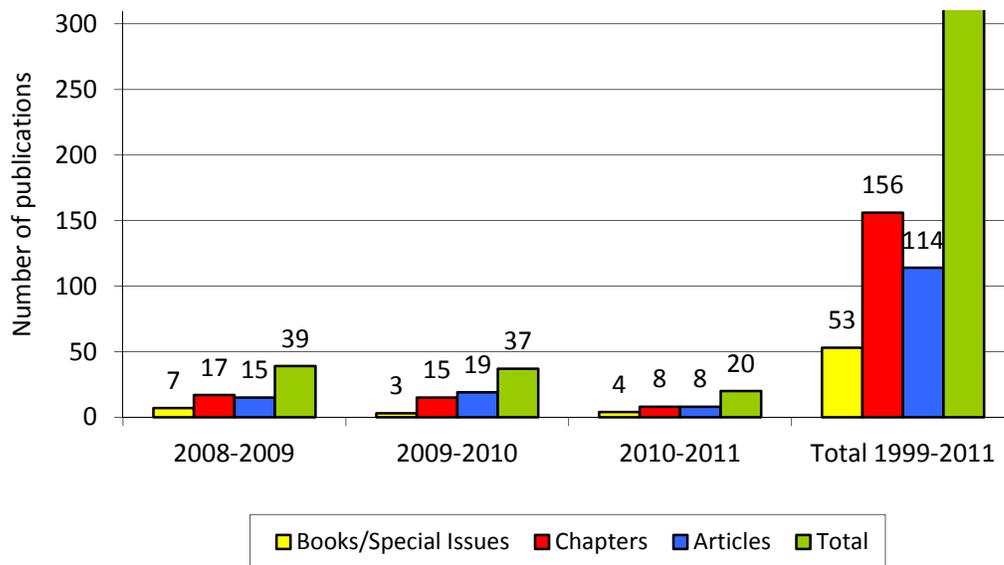
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, 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 2010-2011, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's twelve years at Tufts is noted as well. A footnote to the histogram reports the averages over the twelve 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 2010-2011 academic year. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair's published works ¹



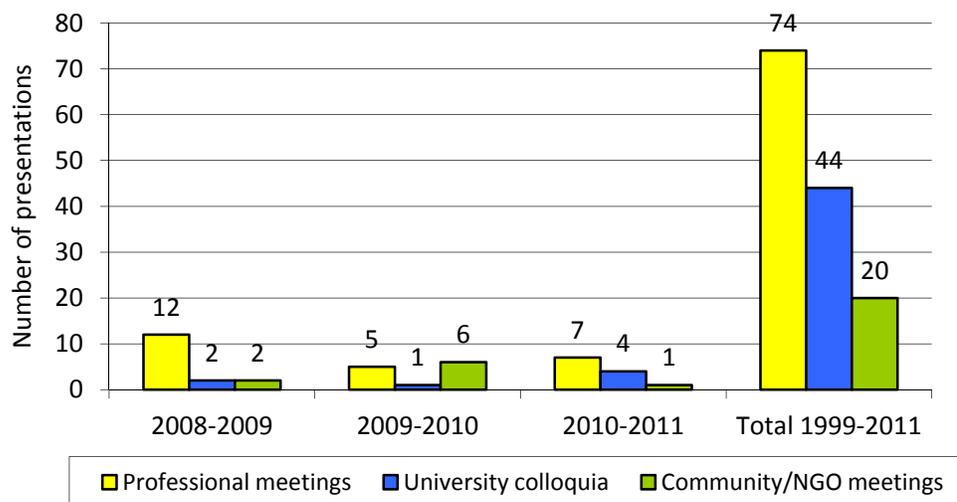
¹ Across the Bergstrom Chair's 12 years at Tufts, 1999-2011, the average per year for books/special issues, chapters, articles, and total number of publications are 4.4, 13, 9.5 and 26.9, respectively.

Scholarly Paper Presentations

Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, and community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2010-2011 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the 12 years of data combined since the inception of the Bergstrom Chair.

This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the last academic year, Richard Lerner made 12 presentations at professional meetings, university colloquia, and community/NGO meetings to hundreds of university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity to his work, as well as the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University. The presentations further advance the work of the Bergstrom Chair and the Institute and allow the Institute to continue to develop a network of collaborations with both governmental and non-governmental organizations. Appendix 2 lists all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair and as well professional meetings he attended in 2010-2011.

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, 11 grant proposals were submitted during the 2010-2011 fiscal year. One proposal was funded and one was revised, resubmitted and is pending review. In total, the Institute has submitted 54 grant proposals since its inception, 22 of which were funded. See Table 1 for a listing of grant proposals submitted over the last three years. Appendix 3 provides a brief description of active Institute grants during the 2010-2011 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

Figure 3. Grant proposals submitted and funded by fiscal year

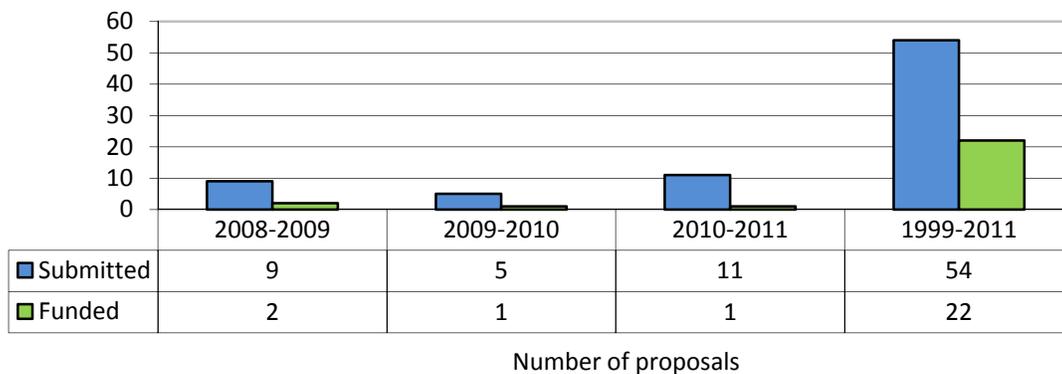
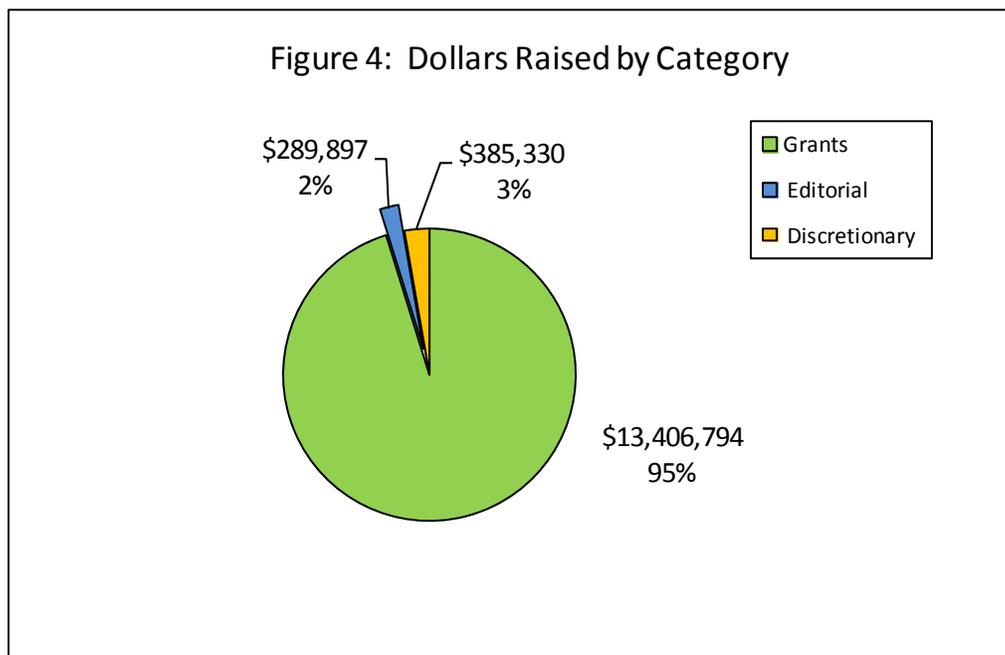


Table 1. Grant Proposals Submitted FY 2008-2009 through FY 2010-2011

2008-2009	1. Proposal to the Thrive Foundation for a 2 year grant "Promoting the Thriving Journey for America's Adolescents: Igniting the Sparks for PYD through Enhancing SOC " (funded)
	2. Proposal to the National Science Foundation for a one year grant "The Role of Intentional Self Regulation in Achievement in Engineering" (funded)
	3. Proposal to the Department of Education for a grant entitled "Maximizing Academic Success: Optimizing the Development of Intentional Self Regulation and Positive Youth Development" (not funded)
	4. Proposal to the National Institutes of Health for a grant entitled "PYD: A Sequential Longitudinal Study" (not funded)
	5. Proposal to the National Institutes of Health for a grant entitled "Linking Developmental Systems Theory with Econometric Methods" (not funded)
	6. Proposal to the Robert Wood Johnson Foundation for a grant entitled "Promoting the Selection and Optimization of Healthy Life-Style Behaviors Among Diverse Adolescents" (not funded)
	7. Proposal to the University of Notre Dame/Templeton Foundation Science of Generosity Program to for a grant entitled "Ecological and Individual Bases of Generosity and Positive Development among Adolescents" (not funded)
	8. Proposal to the NIH Challenge Grant program for a grant entitled "Selecting and Optimizing Healthy Life-Style Behaviors Among Diverse Adolescents" (not funded)
	9. Proposal to the Spencer Foundation for a grant entitled "Ecological and Individual Bases of Civic Contributions and Positive Development Among Adolescents" (not funded)
2009-2010	1. Proposal to the Thrive Foundation for a six month extension of current grant, "Promoting the Thriving Journey for America's Adolescents" (funded)
	2. Proposal submitted to NSF, "Contextual Research Topics - Pathways - The Role of STEM Skills and Self-Regulation Abilities in Achievement in Veterinary Medicine" (not funded)
	3. Proposal to Health and Human Services, Co-P.I., (P.I. Edmond Bowers), "Experiential Goal Guidance (Project EGG): Using the Experiences of Others, Skill Building, and Support to Prevent Pregnancy and Promote Thriving in Adolescent Females" (not funded)
	4. Proposal to IES with School of Engineering, "An Efficacy Study of the Engineering-Design-Based Science Approach in Elementary School" (not funded)
	5. Proposal to the National Science Foundation, "The role of intentional self regulation in the enhancement of the missing middle in young children, the T and E of STEM: An intraindividual analysis of developmental trajectories of robotics-based computational thinking," Co-P.I., (P.I. Marina Bers) (not funded)
2010-2011	1. Proposal to the Spencer Foundation, "Programming Robots in Early Childhood Education: The Role of ISR in the Enhancement of the Missing T and E of STEM Education" (P.I. Marina Bers) (not funded)
	2. Proposal to the National Science Foundation, "The Role of STEM Skills and Self-Regulation Abilities in in Veterinary Medicine" (not funded)
	3. Proposal to the National Institutes of Health "Assessing Intergenerational Continuity of ISR" (not funded)
	4. Proposal to the National Institutes of Health, "The Structure and Functional Significance of ISR from Late Adolescence to Early Adulthood" (not funded)
	5. Proposal to the John Templeton Foundation, "Closing the Moral Gap through the Development of ISR Skills among Adolescents" (P.I. Jackie Lerner) (revise and resubmit, review pending).
	6. Proposal to the National Institutes of Health, "ISR Development from Early Adolescence to Early Adulthood: a Longitudinal Analysis of Structure, Function, and Parental Influences" (not funded)
	7. Proposal to the National Institute of Health, "The Big 3 of Developmental Context and Goal-Directed Skills" (P.I. Bowers) (not funded)
	8. Proposal to The Alcohol Research Foundation, "A Longitudinal Analysis of Intentional Self-Regulation and Parenting Attributes on the Initiation and Development of Alcohol Abuse" (P.I. Bowers) (not funded)
	9. Proposal to National Institutes of Health, "A Longitudinal Analysis of Intentional Self-Regulation and Parenting Attributes on the Initiation and Development of Alcohol Abuse," (P.I. Bowers) (not funded)
	10. Proposal to NIFA, "Identifying Obesity Trajectories from Late Childhood to Early Adolescence" (not funded)
	11. Proposal to the John Templeton Foundation, "The Development of Entrepreneurship in Adolescents and Young Adults: A Longitudinal Study of the Individual Basis for American Free Enterprise " (funded)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised \$14.08 million through the end of FY 2010-2011 for its research, outreach, educational, and publishing activities, an average of \$1.2 million a year across the Bergstrom Chair's 12 years at Tufts. Of this total, the Institute raised \$13.4 million through grant proposals, \$289k through editorial office grants, and \$385k in discretionary dollar donations.

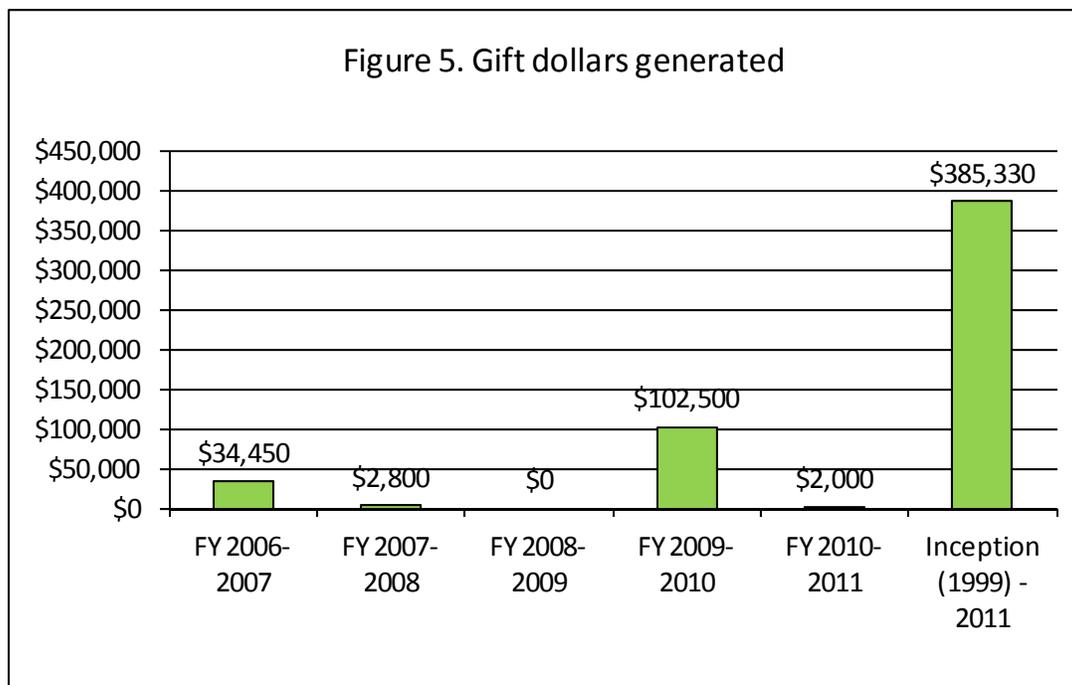


Direct and Indirect Dollars of Grant Support Generated

Of the \$13.4 million in grant support generated, \$11.7 million was for direct costs and \$1.7 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.

Gift Dollars Raised

Since its inception, the Institute has raised a total of \$385k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and travel in the pursuit of additional grants or donations, as well as other expenses that cannot be specifically covered by one of our grants. Appendix 4 contains a listing of all donors during the 2010-2011 fiscal year.

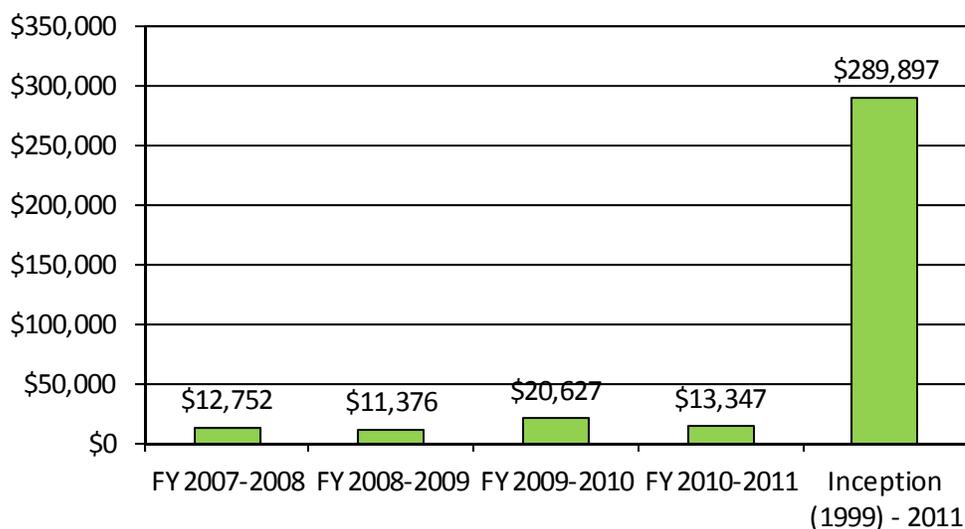


Editorial Account Dollars Raised

Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past eleven years, this allocation has amounted to over \$289k in donations by the Bergstrom Chair to the Institute.

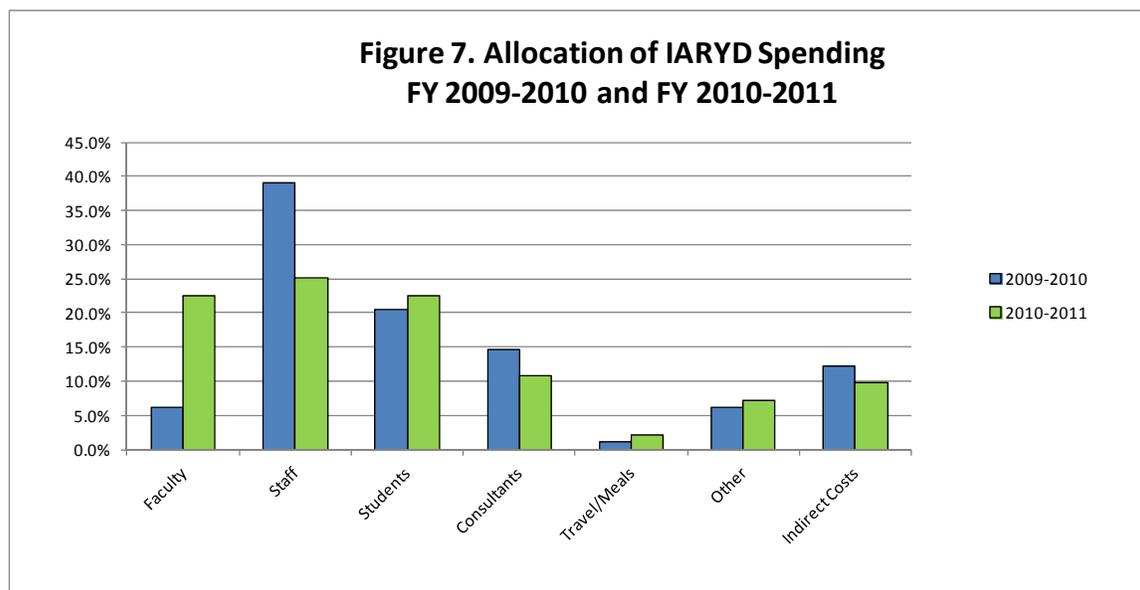
Figure 6 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute's history.

Figure 6. Editorial dollars generated



Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year the majority (70.2%) of Institute spending went to supporting faculty, staff, and students (47.7% on full-time faculty and staff positions and 22.5% on graduate research assistants and undergraduate student support).



Consultants, honoraria, and awards (10.8% of spending) goes to supporting the Scientific Director for the 4-H Study of Positive Youth Development, statistical consultants, data collectors, and speakers. Travel and meals account for 2% of all costs and is associated with attending meetings, conferences, etc. Other expenses account for 7.2% of spending and include computer hardware and software expenses, Tufts Catering and Facilities IDR's, office supplies, furniture, copying, printing, books, mail, telephone, photography, and other miscellaneous expenses, including the printing and scanning of questionnaires used in research. Indirect costs total 9.9% of spending.

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

Theoretical Foundations Course Taught by the Bergstrom Chair

During the 2010-2011 academic year, the Bergstrom Chair taught two courses in applied developmental science. In Fall 2010, he taught CD285 – Advanced Research Methodology Applied Development Science. In Spring 2011, Dr. Lerner taught CD143 – Special Topics Adolescence Development Research Methodology.

QUALITATIVE INDICATORS

Several qualitative indicators demonstrate the continuing growth of academic and civic leadership of the Institute. Many of the quantitative indicators of the Institute's performance (e.g., regarding publications or grant funds generated) bear on the productivity of the research, outreach, education/training, publications, and collaborative components of the Institute. However, there are additional details about the work of these programs that provide qualitative information regarding the productivity and impact of these programs.

The Institute for Applied Research in Youth Development Publications Program

Under the direction of the Bergstrom Chair, the Publications Program is a set of scholarly and outreach publications as well as special, one-time publications in applied developmental science that are aimed at enhancing knowledge and practice pertinent to promoting the positive development of children and families. The Publications Program seeks to use theory and research about human development to advance understanding of, and policies and programs for, diverse youth and for the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

The following sets of activities comprised the scholarly and outreach publications of the Publications Program this year. In most cases Richard M. Lerner was the Editor or Senior Editor of these works. These publications are described below.

Applied Developmental Science (ADS)

ADS is a quarterly journal published by Taylor & Francis. The journal is co-edited by Richard M. Lerner and Celia B. Fisher of Fordham University. The focus of *ADS*, which completed its 15th volume year in 2010-2011, is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both interindividual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for *ADS* includes developmental, clinical, school, counseling, educational, and community psychologists; life course

and family sociologists; demographers; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and non-governmental organizations.

Thriving and Spirituality among Youth: Research Perspectives and Future Possibilities

During 2010-2011, Amy Eva Alberts Warren, Richard M. Lerner, and Erin Phelps put into press the book *Thriving and Spirituality among Youth: Research Perspectives and Future Possibilities*, a follow-up to the 2008 book, *Positive Youth Development and Spirituality: From Theory to Research*. The book is the second of two volumes derived from a John Templeton Foundation-supported research project, "The Role of Spiritual Development in Growth of Purpose, Generosity, and Psychological Health in Adolescence." The project brought together researchers from multiple disciplines and nations around the world to advance theory-predicated research about the links between spirituality and positive development among diverse youth. In addition, as exemplified by this book, the project created a network of young and senior scientists to work collaboratively on this research and to make the study of spirituality among youth a central focus of scholarship in developmental science.

The Developmental Science of Adolescence: History through Autobiography

In late 2010, Jeanne Brooks-Gunn, Richard M. Lerner, Anne C. Petersen, and Rainer K. Silbereisen began work on *The Developmental Science of Adolescence: History through Autobiography*, a collection of autobiographies from senior scholars of adolescent development. The goal of the project is to demonstrate the interweaving of the personal and the professional facets of life into a volume that provides an understanding of how eminent scientists work to create and enhance a domain of scholarship. The volume brings together the life-span stories of scholars from multiple disciplines and many continents and will provide a unique glimpse into the nature and place of scientific creativity within the life span.

New Directions for Child and Adolescent Development

In 2010-2011, Richard M. Lerner, Jacqueline V. Lerner, Edmond P. Bowers, Selva Lewin-Bizan, Steinunn Gestsdottir, and Jennifer Brown Urban launched work on an issue of *New Directions for Child and Adolescent Development*. Entitled, "Thriving in Childhood and Adolescence: The Role of Self-Regulation Processes." This work is predicated on the important role of individuals' purposive behavior on their own development and on the social and physical ecologies within which they live. Healthy human development involves mutually beneficial relations between an active person and the complex and changing settings of his or her life (e.g., families, schools, after-school programs, and neighborhoods). The ways in which individuals choose to govern their behavior in these settings – for instance, their goals, purposes, and intentions; their strategies for recruiting resources or the executive functioning they enact to pursue their goals; and their capacity to compensate effectively when original goals are blocked or when strategies fail – is termed

intentional self regulation. This volume will bring together authors who study intentional self regulation across the first two decades of life. The chapters present theory and research that suggests ways that policies and programs promoting intentional self regulation may improve individuals' chances for positive development and health.

Advances in Child Development and Behavior (Special Volume)

In 2010-2011, Richard M. Lerner, Jacqueline V. Lerner, and Janette B. Benson launched work on a special volume of *Advances in Child Development and Behavior*. Entitled, "Positive Youth Development," the volume brought together theory-predicated research testing the relational developmental systems model of positive youth development (PYD) tested by Lerner and Lerner in their 4-H Study of PYD. Chapters will include contributions by scientists both within Tufts and from other institutions interested in this model and/or the use of the 4-H Study data set. The volume will be dedicated to Donald T. Floyd, President and CEO of the National 4-H Council, because of his vision and leadership in creating the support of the 4-H Study and, more broadly, of the building of the PYD perspective among researchers and practitioners in the United States and internationally.

Journal of Adolescence (Special Issue)

In 2010-2011, Richard M. Lerner, Jacqueline V. Lerner, Alexander von Eye, Edmond P. Bowers, and Selva Lewin-Bizan launched work on a special issue of the *Journal of Adolescence*. Entitled, "Individual and Contextual Bases of Thriving in Adolescence: Findings from the 4-H Study of Positive Youth Development." This special issue of the journal will use the 4-H Study data set to bring together the theoretical and empirical talents of researchers from several disciplines and, as well, from universities around the world and, in addition, practitioners from several governmental and non-governmental organization. These diverse colleagues have collaborated because of their common interest in using the 4-H Study data set to test various facets of the relational developmental systems model of positive youth development. Commentaries from both the world of research and the world of practice will also be included in the special issue.

Handbook of Child Psychology and Development Science (7th edition)

In early 2011, Richard M. Lerner agreed to serve as editor-in-chief of the seventh edition of the *Handbook of Child Psychology*, which he and the editors of individual volumes decided to rename by adding the phrase "and Developmental Science." This change reflects the evolution of the study of human development from an area of inquiry associated with either biogenic or psychogenic interpretations of the bases of the course of life to a multidisciplinary field that focuses on relational developmental systems theories. These conceptions emphasize that the fundamental process of human development involves mutually influential relations of variables from all levels of organization within the ecology of human

development, ranging from genes, physiology, and brain functioning, through the cognitive, emotional, and behavioral facets of the individual, to the social relations that are found in institutions such as families, schools, out-of-school-time programs, neighborhoods and communities, to the cultural and physical-ecological levels, and ultimately the historical level of organization. Volume editors are Willis F. Overton (Temple University) and Peter C. M. Molenaar (The Pennsylvania State University), for Volume 1 on Theory and Method; Lynn S. Liben (The Pennsylvania State University) and Ulrich M. Müller (University of Victoria), for Volume 2 on Cognitive Processes; Michael E. Lamb (Cambridge University) and Cynthia Garcia Coll (Brown University), for Volume 3 on Socioemotional Processes; and Marc H. Bornstein (NICHD) and Tama Leventhal (Tufts University), for Volume 4 on Ecological Settings and Processes in Developmental Systems.

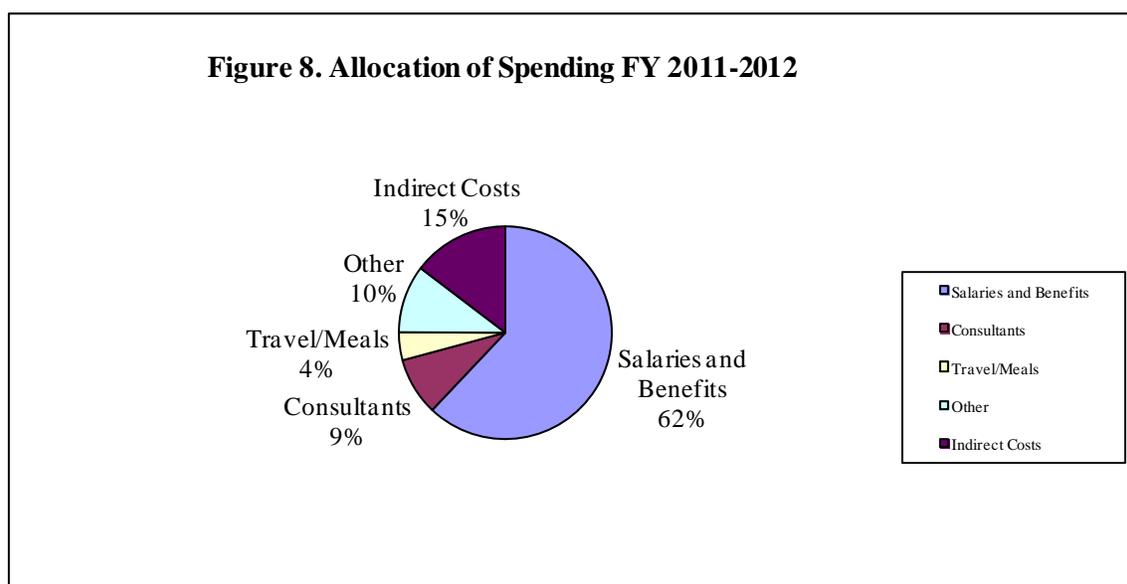
MCEC: New Advisory Board Membership in 2010-2011

During the academic year, Richard M. Lerner joined the Board of Directors of the Military Child Education Coalition (MCEC). The Board, chaired by General (Ret.) Ben Griffin, oversees the work of MCEC, which is the nation's largest NGO promoting educational achievement and positive development among the children of America's military families. Lerner also serves as co-chair of the Scientific Advisory Board of MCEC. MCEC is led by Dr. Mary Keller, its President and CEO.

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

During fiscal year 2011-2012, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

We anticipate an operating budget in FY 2011-2012 of approximately \$1.03 million in direct and indirect costs. As shown in Figure 8, 62% of next year's budget will be used to support faculty, staff, and students. Travel and other expenditures make up an additional 4% of the planned budget and indirect costs will account for 15% of the budget. Consultants and other expenses will each account for 19% of the budget.



For the coming year we are able to maintain our current employee roster by funding portions of salaries from various accounts, as well as through the donation of Editorial grants that Richard Lerner receives and donates to the Institute. Supporting the Institute's infrastructure over time continues to be a major concern. We continue to seek both grant and donor resources. We will continue to support graduate and undergraduate students, as well as offer unpaid internship opportunities on the several research projects we undertake.

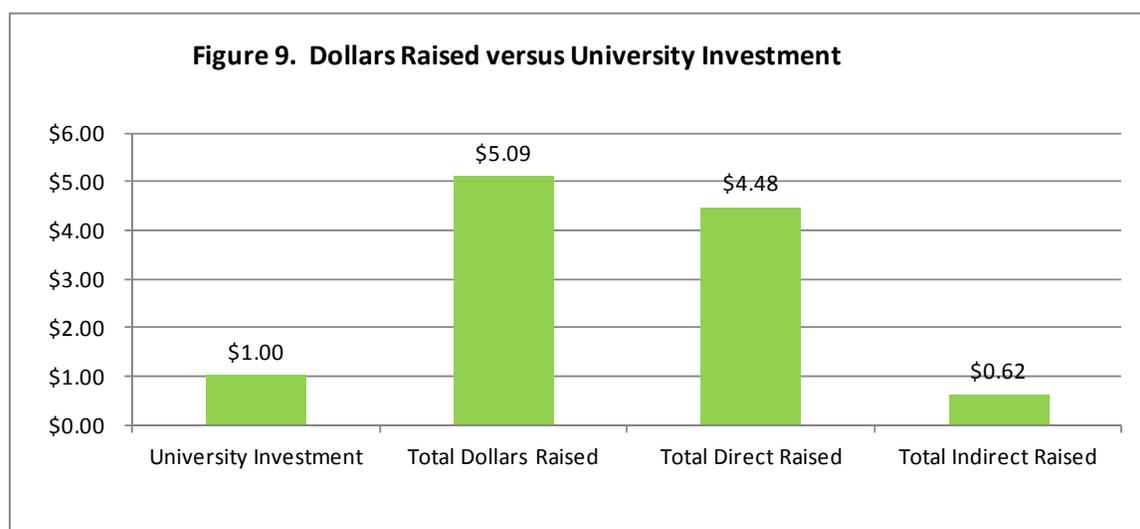
Dollars Raised Compared to University Investment

The Institute continues to be quite successful in helping students become productive scholars by giving them the opportunity to apply their education while working on our several research projects. We also continue to reach a diverse audience through our pro bono community outreach work and our publications. In addition to these contributions, we may measure our effectiveness by comparing the

money we have raised in grants and donations to the amount of money the University has spent to directly support our work.

The University has been quite generous in their support of the Institute and has given \$2.42 million to support the Bergstrom Chair and the work of the Institute. This past year, this support consisted of the annual salary and benefit expenses for the Bergstrom Chair. Past support has also included staff salary and benefit support as well as infrastructure support.

The University contribution of \$2.63 million may be compared to \$13.4 million in total dollars raised – which involves \$11.7 million in direct dollars raised and \$1.7 million in indirect dollars raised. As shown in Figure 9, for every \$1 of University investment, the Institute has raised \$5.09 in total dollars, \$4.48 in direct dollars, and 62 cents in indirect dollars.



The Institute has obviously had success in bringing in grants that return a great deal financially to the University while at the same time supporting staff, graduate and undergraduate students, and bringing great visibility to the Institute, the Eliot-Pearson Department, and to Tufts as a whole.

In order to continue our success, it is important to have a minimal infrastructure to provide the administrative and staff support needed to maintain the current level of productivity and to continue to raise resources. We look forward to meeting the challenges associated with these goals.

For additional information related to the Bergstrom Chair and the Institute for Applied Research in Youth Development, Appendices 5 and 6 present a brief history of the Bergstrom Chair and a biography of Richard M. Lerner.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2010-2011

BOOKS:

Published

Warren, A.E.A., Lerner, R. M., & Phelps, E. (Eds.). (2011). *Thriving and spirituality among youth: Research perspectives and future possibilities*. Hoboken, NJ: Wiley.

Lerner, R. M., Lerner, J. V., & Benson, J. B. (Eds.). (2011). *Positive Youth Development: Research and Applications for Promoting Thriving in Adolescence*. London, England: Elsevier.

In press

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

In preparation

Lerner, R. M. & Warren, A. E. A. (In preparation). *Concepts and theories of human development* (4th ed.). New York: Taylor & Francis.

Lerner, R. M. & Ohannessian, C. (In preparation). *The Developmental Science of Adolescence: Diversity, Context, and Application*. Hoboken, NJ: Wiley.

Lerner, J. V., Lerner, R. M., & Zaff, J. (In preparation). *The Developmental Science of Childhood: Diversity, Context, and Application*. Hoboken, NJ: Wiley.

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

Lerner, R. M. (Editor-in-Chief). (In preparation). *Handbook of Child Psychology and Developmental Science* (7th ed.). Hoboken, NJ: Wiley.

CHAPTERS:

Published

- Lerner, R. M., Lerner, J. V., Bowers, E. P., Lewin-Bizan, S., Gestsdottir, S., & Urban, J. B. (2011). Self-regulation processes and thriving in childhood and adolescence: A view of the issues. In R. M. Lerner, J. V. Lerner, E. P. Bowers, S. Lewin-Bizan, S. Gestsdottir, & J. B. Urban (Eds.), *Thriving in childhood and adolescence: The role of self-regulation processes. New Directions for Child and Adolescent Development, 133*, 1–10.
- Gestsdottir, S., Urban, J. B., Bowers, E. P., Lerner, J. V., & Lerner, R. M. (2011). Intentional self-regulation, ecological assets, and thriving in adolescence: A developmental systems model. In R. M. Lerner, J. V. Lerner, E. P. Bowers, S. Lewin-Bizan, S. Gestsdottir, & J. B. Urban (Eds.), *Thriving in childhood and adolescence: The role of self-regulation processes. New Directions for Child and Adolescent Development, 133*, 61–76.
- Lerner, R. M., Lerner, J. V., & Benson, J. B. (2011). Research and applications for promoting thriving in adolescence: A view of the issues. In R. M. Lerner, J. V. Lerner, & J. B. Benson (Eds.). *Advances in Child Development and Behavior*.
- von Eye, A., Martel, M. M., Lerner, R. M., Lerner, J. V., & Bowers, E. P. (2011). Interpreting theory and method in the study of positive youth development: The sample case of gender-specificity and longitudinal stability of the dimensions of intentional self-regulation (selection, optimization, and compensation). In R.M. Lerner, J.V. Lerner, & J.B. Benson (Eds.). *Advances in Child Development and Behavior*. (pp. 347-372). London, England: Elsevier.
- Lerner, R. M., Boyd, M., Kiely, M., Napolitano, C., Schmid, K., & Steinberg, L. (2011). History of adolescence. In B. Brown, M. Prinstein (Eds.), & R. K. Silvereisen (Volume ed.). *Encyclopedia of adolescence*. (pp. 169-176). New York, NY: Academic Press.
- von Eye, A., Lerner, R. M., Lerner, J. V., & Bowers, E. P. (2011). The development of delinquent behavior: Variable- and person-oriented methods of analysis. In T. Bliesener, A. Beelmann, & M. Stemmler (Eds.), *Antisocial behavior and crime: Contributions of developmental and evaluation research to prevention and intervention*. (pp. 293-313). Cambridge, MA: Hogrefe Publishing.
- Lerner, R. M., Wiatrowski, M., Kiely, M. K., Napolitano, C., Schmid, K.L., & Pritchard, A. (2011). The Positive Youth Development Perspective as a New Framework for the Juvenile Justice System: Issues and Answers. In F. Sherman & F. Jacobs (Eds.). *Health and Wellbeing in the Juvenile Justice System: Youth in Context*. Hoboken, NJ: Wiley.

Warren, A. E. A., Lerner, R.M., & Phelps, E. (2011). Research perspectives and future possibilities in the study of thriving and spirituality: A view of the issues. In A. E. A. Warren, Lerner, R. M., & Phelps, E. (Eds.). *Thriving and spirituality among youth: Research perspectives and future possibilities*. Hoboken, NJ: Wiley.

Paus, T., Leonard, G., Lerner, J. V., Lerner, R. M., Perron, M., Bruce Pike, G., Richer, L., Toro, R., Veillette, S., & Pausova, Z. (2011). Positive youth development and age-related changes in cortical thickness during adolescence. In A. E. A. Warren, Lerner, R. M., & Phelps, E. (Eds.). *Thriving and spirituality among youth: Research perspectives and future possibilities*. Hoboken, NJ: Wiley.

In press

Lerner, R. M. & Lerner, J. V. (In press.) Developmental psychology. In N. P. Azari, A. Runehov, & L. Oviedo (Ed.). *Encyclopedia of Sciences and Religions*. Hilo, Hawaii: Springer.

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

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

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

Lerner, R. M., Lerner, J. V., Bowers, E., & Lewin-Bizan, S. (In press.) Promoting the positive development of immigrant youth: Towards an applied developmental science research agenda. In A. Masten, D. Hernandez, & K. Liebkind (Eds.), *Capitalizing on migration: The potential of immigrant youth*. New York, NY: Cambridge University Press.

Lerner, R. M., Boyd, M., Kiely, M., Napolitano, C., & Schmid, K. (In press). Mentoring and positive youth development. In D. DuBois and M. Karcher (Eds.). *Handbook of youth mentoring: Mentoring and positive youth development*. (2nd ed.). Thousand Oaks, CA: Sage Publications.

Lerner, J. V., Bowers, E. P., Minor, K., Lewin-Bizan, S., Boyd, M. J., Mueller, M. K.,

Schmid, K. L., Napolitano, C. M., & Lerner, R. M. (In press). Positive youth development: Processes, philosophies, and programs. In R. M. Lerner, M. A., Easterbrooks, & J. Mistry (Eds.), *Handbook of Psychology, Volume 6: Developmental Psychology* (2nd edition). Editor-in-chief: I. B. Weiner. Hoboken, NJ: Wiley.

In preparation

Li, Y., Lerner, R. M., Agans, J., Weiner, M., Arbeit, M., & Chase, P. (In preparation). Positive youth development and its relationship to engagement: A developmental systems perspective. In D. J. Shernoff & J. Bempechat (Eds.). *NSSE Yearbook: Engaging Youth in Schools: Empirically-Based Models to Guide Future Innovations*.

ARTICLES:

Published

Lerner, R. M. (2011). Structure and process in relational, developmental systems theories: A commentary on contemporary changes in the understanding of developmental change across the life span. *Human Development, 54*, 34-43.

Li, Y., & Lerner, R. M. (2011). Developmental trajectories of school engagement across adolescence: Implications for academic achievement, substance use, depression, and delinquency. *Developmental Psychology*.

Schmid, K. L., Phelps, E., Kiely, M. K., Napolitano, C. M., Boyd, M. J., & Lerner, R. M. (2011). The role of adolescents' hopeful futures in predicting positive and negative developmental trajectories: Findings from the 4-H Study of Positive Youth Development. *The Journal of Positive Psychology, 6*(1), 45-56.

Fay, K., Economos, C., Lerner, R. M., Becker, A. E., & Satchek, J. (2011). The association between sports participation and athletic identity with eating pathology among college-aged males and females. *Eating and Weight Disorder*.

Lerner, R. M., Lerner, J. V., von Eye, A., Bowers, E. P., & Lewin-Bizan, S. (2011). Individual and contextual bases of thriving in adolescence: A view of the issues. *Journal of Adolescence, 34*(6), 1107-1114.

Mueller, M. K., Phelps, E., Bowers, E. P., Agans, J., Urban, J. B., & Lerner, R. M. (2011). Youth development program participation and intentional self-regulation skills: Contextual and individual bases of pathways to positive youth development. *Journal of Adolescence, 34*(6), 1115-1126.

Schmid, K., Phelps, E., & Lerner, R. M. (2011). Constructing positive futures:

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Bowers, E. P., Gestsdóttir, S., Geldhof, J., Nikitin, J., von Eye, A., & Lerner, R. M. (2011). Developmental trajectories of intentional self regulation in adolescence: The role of parenting and implications for positive and problematic outcomes among diverse youth. *Journal of Adolescence*, 34(6), 1193-1206.

Lerner, R. M., Lerner, J. V., Lewin-Bizan, S., Bowers, E. P., Boyd, M., Mueller, M., Schmid, K., Napolitano, C. (2011). Positive youth development: Processes, programs, and problematics. *Journal of Youth Development*, 6(3), 40-64.

In press

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

Li, Y., Lynch, A. D., Kevin, C., Liu, J., & Lerner, R. M. (In press). Peer relations as a context for the development of school engagement. *International Journal of Behavioral Development*.

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

JOURNAL SPECIAL ISSUES:

Published

Lerner, R.M., Lerner, J.V., Bowers, E.P., Lewin-Bizan, S., Gestsdottir, S., & Brown Urban, J. (2011). Thriving in childhood and adolescence: The role of self regulation processes. *New Directions for Child and Adolescent Development*.

In press

Lerner, R.M., Lerner, J.V., Bowers, E.P., Lewin-Bizan, S., & von Eye, A. (In press).
Individual and contextual bases of thriving in adolescence: Findings from the 4-H
Study of Positive Youth Development. *Journal of Adolescence*.

APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2010-2011

July 15-16, 2010 presentation: “*The Strengths of Diverse Youth*,” Michigan State University

August 1-12, 2010 meeting: Federal Partners in Bullying Prevention Summit, sponsored by the U.S. Department of Education, and the Office of Safe and Drug Free Schools, Washington, D.C.

October 19-24, 2010 presentation: “*Promoting Youth Contributions to Civil Society*,” Civic Engagement Conference= Learning by Participation Symposium, Integrating Development, Education, and Civic Engagement, Bertelsmann Foundation, Gütersloh, Germany

October 25-26, 2010 presentation: “*Understanding the Strengths of America's Military Youth: Towards a Study of Positive Development in the Face of Challenge*,” AUSA Family Forums II, US Army, Washington, D.C.

November 12-12, 2010 meeting: Society Research Child Development Governing Council Meeting, Laguna, CA

March 11, 2011 presentation: “*Intentional Self Regulation Predicts Healthy Adolescent Development: Findings from the 4-H Study of PYD*,” Harvard University

March 21-25, 2011 presentation: “*PYD Perspective: Implications for Programs & Policies, Historical & Theoretical Issues, Methodological Issues & Options*,” National University of Ireland, Galway

April 21-22, 2011 presentation: “*Promoting Strength-Based Vision of Adolescence: Implications of the 4-H Study of PYD*,” University of Virginia

May 2, 2011 presentation: “*10 Year Follow Up Promoting Youth Development, Relationships Between Youth Development Programs and Youth Outcomes, What have we learned and what do we need to know about links between youth development programs and positive youth development*,” National Academy of Sciences, Washington, D.C.

May 3-4, 2011 meeting: Military Child Education Coalition, Living in the New Normal Public Engagement, A Community Action Awareness and Planning Session, Boston, MA

May 26-27, 2011 presentation: “*Promoting Youth Development, Relationships Between Youth Development Programs and Youth Outcomes*,” National 4H Council, Washington, D.C.

May 26-27, 2011 meeting: ConvergeUS meeting, Washington, D.C.

June 19-20, 2011 presentation: “*The Developmental Science of Childhood and Adolescence: Theory, Research, and Applications*,” NICHD Summer Institute on Applied Research in Child and Adolescent Development, Washington, D.C.

APPENDIX 3

ACTIVE GRANTS JULY 1, 2010- JUNE 30, 2011

4-H Study of Positive Youth Development

The 4-H Study of Positive Youth Development finished data collection and is undertaking final analysis of the data. In this study, we longitudinally assessed across adolescence the key characteristics of positive youth development, that is the "5 Cs" of positive development -- competence, confidence, character, connection, and caring (or compassion). The research also evaluates the impact on positive youth development of key ecological assets -- found in families, schools, and community-based programs, such as youth development (YD) programs. YD programs are marked by the "Big 3" characteristics of positive and sustained adult-youth relations; life skills-building activities for youth; and opportunities for youth participation in and leadership of valued community activities). We have found that YD programs are key assets in the promotion of PYD. We have also found that the factors representing the "Five Cs" of PYD lead to a 6th C -- Contribution. Both PYD and participation in YD programs independently relate to contribution. In turn, longitudinally, PYD predicts both community contributions and lessened likelihood of risk/problem behaviors. For example, PYD in Grade 5 predicted higher youth contributions and lower risk behaviors and depression at Grade 6. However, the pattern of PYD across time indicates that both promotion of strengths and prevention of risks need to be undertaken when working with youth.

Project GPS - Building Goal Management Skills in Young People

Project GPS is a joint collaboration between the Institute for Applied Research in Youth Development (IARYD) of the Eliot-Pearson Department of Child Development at Tufts University and the Thrive Foundation for Youth of Menlo Park, California. The aim of this project is to promote the positive development of youth across the U.S. by designing a set of materials and pertinent to adolescents goal management skills, or what we term **GPS** (**G**oal Selection, **P**ursuit of Strategies, and **S**hifting Gears in the face of challenge) to be used by mentors in youth-serving organizations. We will also evaluate the efficacy of these materials and activities.

Cutting-edge research conducted by scholars at the IARYD and utilizing data from the 4-H Study of Positive Youth Development indicates that adolescents who exhibit higher levels of goal-directed strategies and behaviors are more likely to be thriving and contributing to society. Project GPS applies the findings from our work, as well as from the work of researchers around the globe, to develop tools that will guide mentors to assist youth in the growth of these GPS skills.

Leveraging the strengths of youths and of mentors, Project GPS aims to improve goal strategies and behaviors as well as positive development through the

implementation of youth-focused multimedia activities and theoretically based, scientifically rigorous instrumentation.

The Young Entrepreneurship Study

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

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

APPENDIX 4**DONOR LISTING JULY 1, 2010 – JUNE 30, 2011**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2010-2011 fiscal year.

Anonymous Donor

Gary Bergstrom*

Larry Gianinno*

John and Randi Lapidus*

Richard M. Lerner*

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

APPENDIX 5

A BRIEF HISTORY OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE

Underscoring their commitment to improving the lives and education of children and their families, the late Dr. Joan Margosian Bergstrom (R'62), her husband Dr. Gary Bergstrom, and their son Craig established the Bergstrom Chair in Applied Developmental Science in 1997.

The Chair is the first endowed professorship at Tufts University's Eliot-Pearson Department of Child Development, and was established to improve the lives of children and families nationally and internationally through scholarship in applied developmental science, an interdisciplinary field that integrates sociocultural, cognitive, and biological processes affecting learning and development across the life span. The work of the Bergstrom Chair in Applied Developmental Science is intended to focus on innovative research and teaching that covers the social, cultural, and biological factors affecting a child's ability to learn and develop.

The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs a Cambridge-Somerville preschool early intervention unit; and Frances Litman of Wheelock College.

Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom was a professor and director of the Center for International Education and Leadership at Wheelock College. She was a member of Tufts' Board of Trustees and the International Board of Overseers. As an author and leading expert on managing children's out-of-school time, she appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She was the founder of The Activities Club, a company that introduces school-aged children to hobbies and interests that can become lifelong pursuits.

Gary and Craig Bergstrom were strong collaborators in Joan's impressive educational programming achievements, sharing her concern that more than 80 percent of a child's waking hours are spent out of school over a given year. The Bergstroms chose Tufts to supplement their considerable achievements and investments in children's programs because the university has the ability to be a true international learning center.

APPENDIX 6

BIOGRAPHY OF RICHARD M. LERNER

Holder of the Bergstrom Chair in Applied Developmental Science



Richard M. Lerner is the Bergstrom Chair in Applied Developmental Science and the Director of the Institute for Applied Research in Youth Development at Tufts University. He went from kindergarten through Ph.D. within the New York City public schools, completing his doctorate at the City University of New York in 1971 in developmental psychology. Lerner has more than 550 scholarly publications, including more than 70 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit.

He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science.

Prior to joining Tufts University, he was on the faculty and held administrative posts at The Pennsylvania State University, Michigan State University, and Boston College, where he was the Anita L. Brennan Professor of Education and the Director of the Center for Child, Family, and Community Partnerships. During the 1994-95 academic year, Lerner held the Tyner Eminent Scholar Chair in the Human Sciences at Florida State University.

Lerner is known for his theory of relations between life-span human development and social change, and for his research about the relations between adolescents and their peers, families, schools, and communities. As illustrated by his 2004 book, *Liberty: Thriving and Civic Engagement among America's Youth*, and his 2007 book, *The Good Teen: Rescuing Adolescence from the Myth of the Storm and Stress Years*, his work integrates the study of public policies and community-based programs with the promotion of positive youth development and youth contributions to civil society.

He is married to Dr. Jacqueline V. Lerner, Professor and Chair of the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. They have three children, Justin, 31, a director and screen writer living in Los Angeles, Blair, 29, an advertising executive at Media Contacts in Boston, and Jarrett, 25, a Tufts graduate deciding what to do next.