

2003-2004

**ANNUAL REPORT
OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE**

January 31, 2005

Richard M. Lerner

**INSTITUTE FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT
ELIOT-PEARSON DEPARTMENT OF CHILD DEVELOPMENT
TUFTS UNIVERSITY**

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Report from Richard M. Lerner

Holder of the Bergstrom Chair in Applied Developmental Science

"What's in a name? That which we call a rose
By any other word would smell as sweet."
Romeo and Juliet (II, ii, 1-2)

We answer the phone differently now. The indecipherable acronym of “ADSI” no longer follows our cheery “hello.” Instead, enunciated as carefully as possible so that callers will understand fully where their speed dialing has taken them, we say “Institute for Applied Research in Youth Development.” After two years of discussion about the name of the Institute, and perhaps hundreds of conversations explaining what we meant by applied developmental science, we culminated several months of searching for a new name by deciding to state clearly what we have always been about: Conducting high quality and theoretically-predicated applied research about youth development. This is the work we have always done, are doing, and are committed to continue to pursue in the future. Having long-time stakeholders and new friends respond with statements invariably close to “Oh, well, NOW I get it!” has reinforced the opinion that we made a wise – if markedly belated – decision.

The 2003-2004 academic year was filled, however, with work other than finding a new name and ordering new stationery and signage. The Institute grew in its staff—Lauren Mirel, Assistant to the Managing Director, and Katie Connery, Editor, joined us— and in the number of doctoral and master’s students working in the Institute. New master’s students were Daniel Miller, Peter Osborn, Dave Richman-Raphael, and Lisa Smith. Overall, in the 2003-2004 academic year there were 9 staff, 1 post-doctoral fellow, 21 graduate students, and 18 undergraduate work study or volunteer students in the Institute. Depending on the nature of the work occurring on a particular day (and a bit on the vicissitudes of the Red Sox or Patriots), the number of people present in the Institute created an ambience akin to either a New York City subway car at rush hour or a cozy family together at the holidays.

Indeed, it was fortunate that the Institute had so many good folks working in it during 2003-2004. There was a lot of work to do and a lot was accomplished. Three major grant projects were continuing during this period. Wave 2 of the National 4-H Council-sponsored, 4-H Study of Positive Youth Development was being collected and, as well, we were writing the first empirical report from the study, which was going to be the opening article in a special issue of the *Journal of Early Adolescence* on positive youth development that I was editing along with Jackie Lerner, Christine Theokas, and Jason Almerigi. We were completing the analysis of Waves 3 and 4 of the William T. Grant Foundation-sponsored Overcoming the Odds study, and preparing a report of these data for the special issue of the *Journal of Early Adolescence*. We were also completing our

work on the Thriving Indicators Project, a study done in collaboration with Search Institute and supported by the THRIVE Foundation for Youth. A report of this work was also being readied for inclusion in the *Journal of Early Adolescence* issue.

Our three Jacobs Foundation-supported Fellows – Aida Balsano, Helena Jelcic, and Lang Ma – were also busy. In December, 2003, Aida and Helena made a presentation on positive youth development to the 16th Ramiro Bujas' Days Conference, held at the University of Zagreb in Croatia. Lang continued her work with NGOs in China (e.g., Save the Children) to develop programs to diminish cycles of bullying and victimization through promoting positive development among youth. Other students were busy as well and, in fact, a total of 15 publications and 26 conference presentations were authored by Institute students. Perhaps most notably here, Elizabeth M. Dowling became the first Institute Ph.D. graduate and, upon completion of her doctoral work, Dr. Dowling took a position as the Director of Research at the ImagineNations Group, the new international NGO established by International Leadership Committee member Rick Little.

The Institute's long-time collaboration with the Innovation Center for Community and Youth Development reached an exciting point in 2003-2004, with the launching of the Planning and Evaluation Resource Center (PERC) website (www.evaluationtools.org). In addition, the Institute became the Business Office of the Society for the Study of Human Development and, through our Editorial Office, continued to be the home of its journal, *Research in Human Development*. The Institute also sponsored a workshop for Tufts faculty, students, and staff on effective parenting that was led by Hettie Wolgumouth. The success of this event resulted in our commitment to invite Hettie to lead future parenting workshops.

We also continued our partnership with the Child Policy Center at Vanderbilt University to co-sponsor Al and Tipper Gore's annual Family Re-Union conferences, and during 2003-2004 we conducted the Family Re-Union Planning and Development Institute focused on higher-education-community partnerships in low-income communities. In addition, a product of the Planning and Development Institute was a plan to develop a new journal, tentatively titled *Family Centered Community Building*, which would have the mission of bringing together researchers, policy makers, and practitioners in order to understand more about how to enable communities to better strengthen the capacities of families to raise healthy, thriving children.

Despite our name change, we were very much the same place in 2003-2004. Bigger and more hectic but, nevertheless, seeking to build an Institute for Applied Research in Youth Development that produces scholarship that makes a genuine difference in the world for youth; that trains students to pursue research or applied careers that are theoretically informed, methodologically rigorous, and attuned to the voices of the diverse communities we seek to serve; and that, through its dissemination and outreach, provides a forum for advancing understanding of how to improve the policies, programs, and life chances of all young people. We continue to move closer to creating and sustaining such an Institute. Indeed, as I complete this report, embedded in the activities of the 2004-2005 academic year, which is already filled with new grants, new personnel, new

publications, and new outreach activities, I am reminded not of Shakespeare but of Henry David Thoreau:

If you have built castles in the air,
your work need not be lost;
that is where they should be.
Now put the foundation under them.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

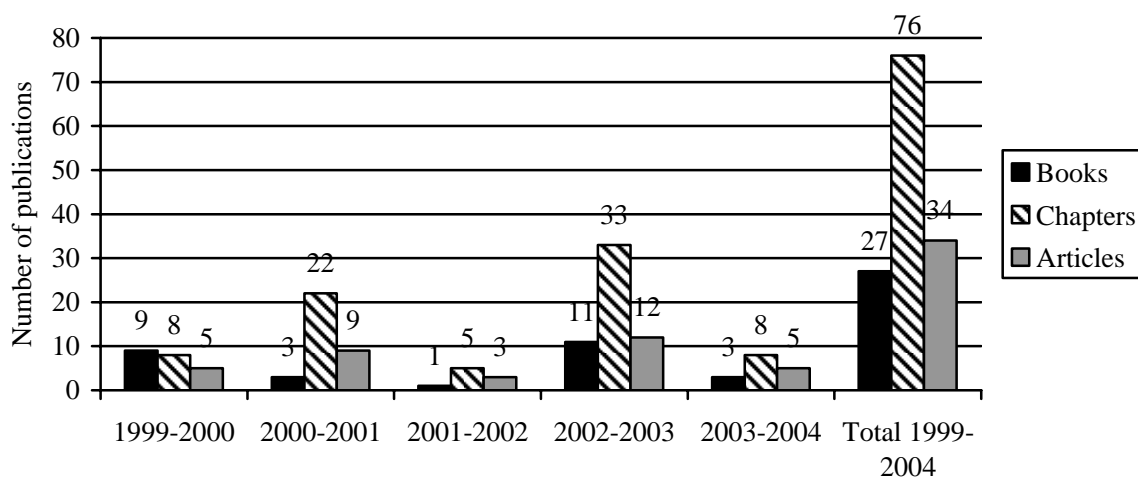
There are several indicators that may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, submitted and funded grant proposals, direct and indirect dollars of grant support generated, gift dollars generated, the allocation of the Institute spending, and the applied developmental science courses taught 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

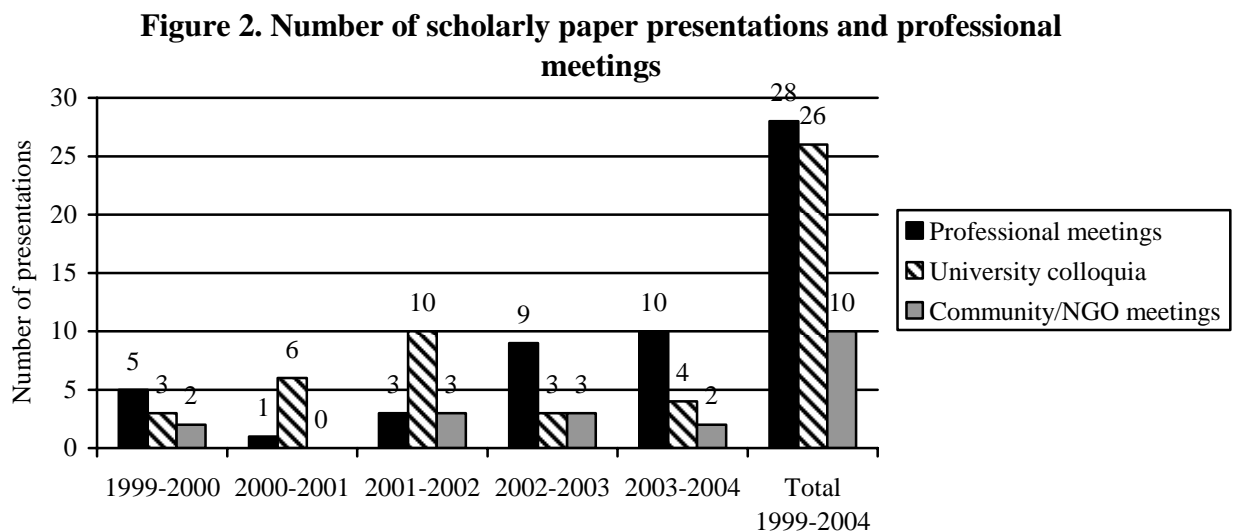
The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published in each of the five years that the Institute for Applied Research in Youth Development has been at Tufts. In addition, the figure shows the cumulative total of all published works across the five years. For the current (2003-2004) year and for the computation of total publications “in press” contributions are included. 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 2003-2004 academic year. A list of publications for the 1999-2003 academic years is available upon request.

Figure 1. Published works for each academic year and total for 1999-2003



Scholarly Paper Presentations

Figure 2 presents data for the five years in regard to the total number of scholarly papers presented and to the subtotals in regard to papers presented at professional meetings, papers presented at university colloquia, and papers presented at community or non-governmental organization meetings. Figure 2 presents as well a set of histograms for the five years of data combined. This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the past year alone he has made ten presentations at professional meetings and six presentations to university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity about his work as well as about the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University.



Appendix 2 lists all scholarly paper presentations given by the Bergstrom Chair during the 2003-2004 academic year. A cumulative list of all presentations given during the 1999-2003 academic years is available upon request.

Grant Proposals Submitted and Funded

As shown in Figure 3, which presents the total grants submitted and funded for each of the five years since the Institute's inception, two grant proposals were submitted during the 2003-2004 fiscal year (FY). One of these proposals was funded during the 2004-2005 FY while the other was not funded. In total, the Institute has submitted 18 grant proposals since its inception, 13 of which were funded. Please see Table 1 for a listing of all grant proposals submitted by year. Appendix 3 provides a brief description of active Institute grants during the 2003-2004 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

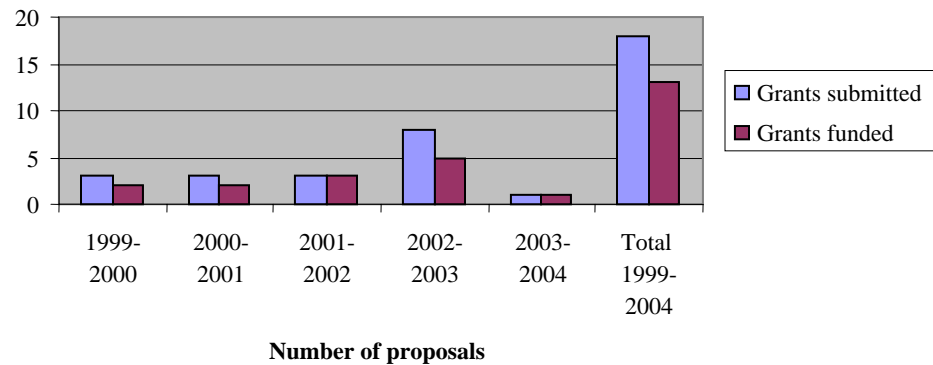


Table 1. Grant proposals submitted from FY 1999-2000 to FY 2003-2004

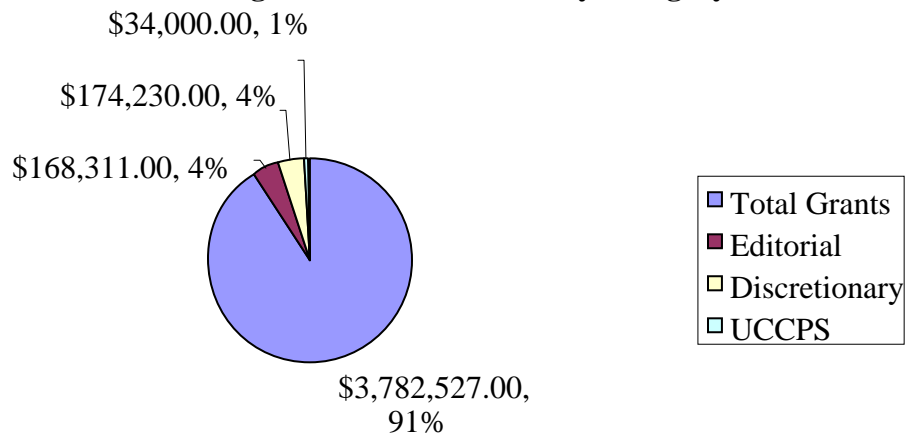
Fiscal Year	Grant Proposal
1999-2000	<ol style="list-style-type: none"> 1. Non-competitive transfer proposal for Overcoming the Odds to the W. T. Grant Foundation (funded) 2. Proposal to the Jacobs Family Foundation to fund graduate fellows (funded) 3. Proposal to NIH to study forced sex among adolescent girls (not funded)
2000-2001	<ol style="list-style-type: none"> 1. Proposal to the Innovation Center for Community and Youth Development for a Planning and Evaluation Resource Center (funded) 2. Proposal to the National 4-H Council to study positive youth development (funded) 3. Proposal to NSF to create a collaborative center between Land Grant and private universities (not funded)
2001-2002	<ol style="list-style-type: none"> 1. Proposal to the Innovation Center for Community and Youth Development for a clearinghouse related to PERC (funded) 2. Competitive renewal grant for Overcoming the Odds to the W. T. Grant Foundation (funded in FY 2002-2003) 3. Proposal to Search Institute for the Thriving Indicators Project (funded in FY 2002-2003)
2002-2003	<ol style="list-style-type: none"> 1. Proposal to the IYF for an evaluation of the Global Alliance program, with UEPP, Economics, and Child Development (funded in FY 2003-2004) 2. Proposal to Search Institute for additional funding for the Thriving Indicators Project (funded) 3. Proposal to the Innovation Center for additional Clearinghouse funding (funded) 4. Proposal to the 484 Phi Alpha Foundation for an evaluation of the Tutoring Plus program (funded)

	<ol style="list-style-type: none"> 5. Proposal to CIRCLE to study spirituality and civic engagement (not funded) 6. Sub-contract proposal to TERC for NICHD grant on building math ability (not funded) 7. Proposal to Waitt Family Foundation for additional PERC funding (not funded) 8. Proposal to the Sudbury Foundation for an Institute/community partnership (funded in FY 2003-2004)
2003-2004	<ol style="list-style-type: none"> 1. Proposal to the National 4-H Council for a three year extension of the 4-H Study of Positive Youth Development (funded in FY 2004-2005) 2. Proposal to SSHRC (Canada) to partner with Canadian researcher on brain research and PYD (not funded)

Dollars of Support Generated by Category

As shown in Figure 4, during the first five years of operations, the Institute raised \$4.16 million for its research, outreach, educational, and publishing activities. Of this total, \$3.8 million was raised via grant proposals, \$168k was raised through the editorial office, and \$174k of discretionary dollars were raised. In addition to these funds, the Bergstrom Chair was awarded a UCCPS Faculty Fellowship in 2002-2003, which brought an additional \$36,000 of funding to support students and visits by outside speakers.

Figure 4. Dollars Raised by Category

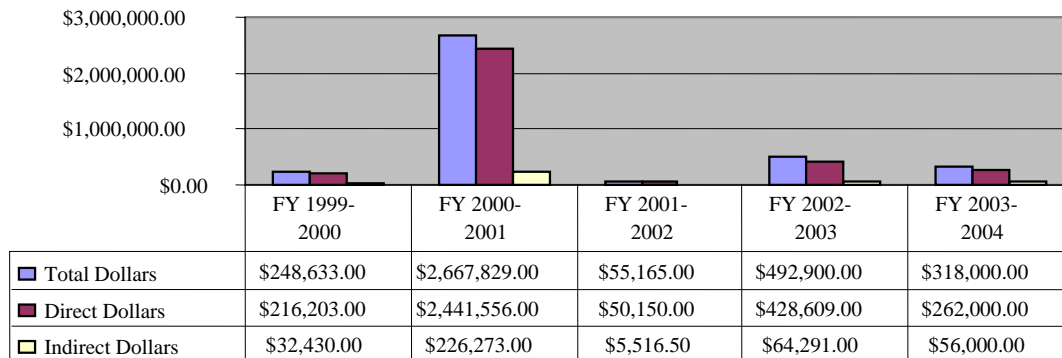


Direct and Indirect Dollars of Grant Support Generated

Of the \$3.8 million in grant support generated, \$3.4 million was for direct costs, and \$384.5k was for indirect cost recovery (See Figure 5). In 2003-2004 the grant money was raised from the Global Alliance grant, which is a collaboration with the Urban and Environmental Policy and Planning department, Economics, and Child Development. The Institute facilitated the receipt of the grant and maintains the business office for the

grant. In addition, the Institute received a grant from the Sudbury Foundation to support a community collaboration with Concord and Carlisle, MA to promote positive community development. The Institute has maintained its commitment to ensuring that each grant that it applies for includes a minimum amount of support for the infrastructure of the Institute as well as a minimum of 15% indirect cost recovery. All grants received during fiscal year 2002-2003 met the 15% goal and the average indirect cost recovery rate was 21.4%.

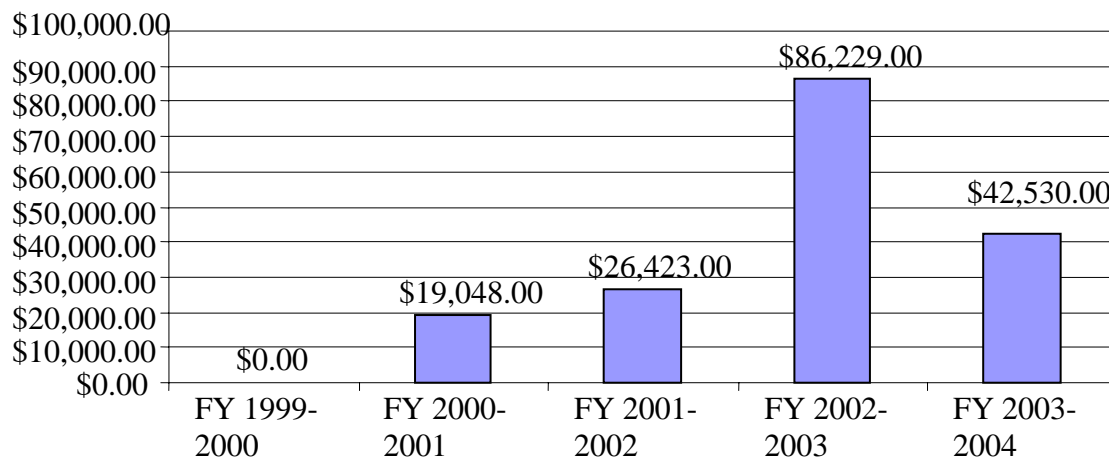
Figure 5. Dollars of Grant Support Generated



Gift Dollars Raised

During the first five years of operations, the Institute has raised a total of \$174k in discretionary gift dollars. Figure 6 shows the distribution of gifts across the five years of the Institute. During the 2003-2004 FY, the Institute received gifts from 12 donors, ranging in size from \$25k for a multi-year gift to \$30. Of the 12 donors, 4 were new donors and 8 were repeat donors. 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 2003-2004 fiscal year.

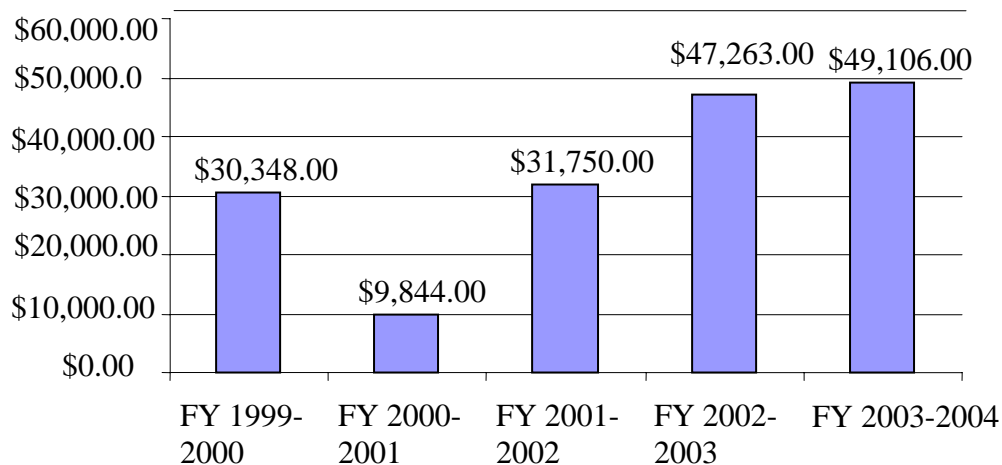
Figure 6. Gift dollars generated



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 Applied Developmental Science Publications Program. Over the past five years, this has amounted to over \$168k in donations. Figure 7 shows the distribution of editorial dollars received over the 5 years of the Institute's history. In addition, Dean Susan Ernst provides additional support for the Editor/Writer of the Institute's Publications Program. See page 13 for a more detailed description of the work of the Applied Developmental Science Publications Program.

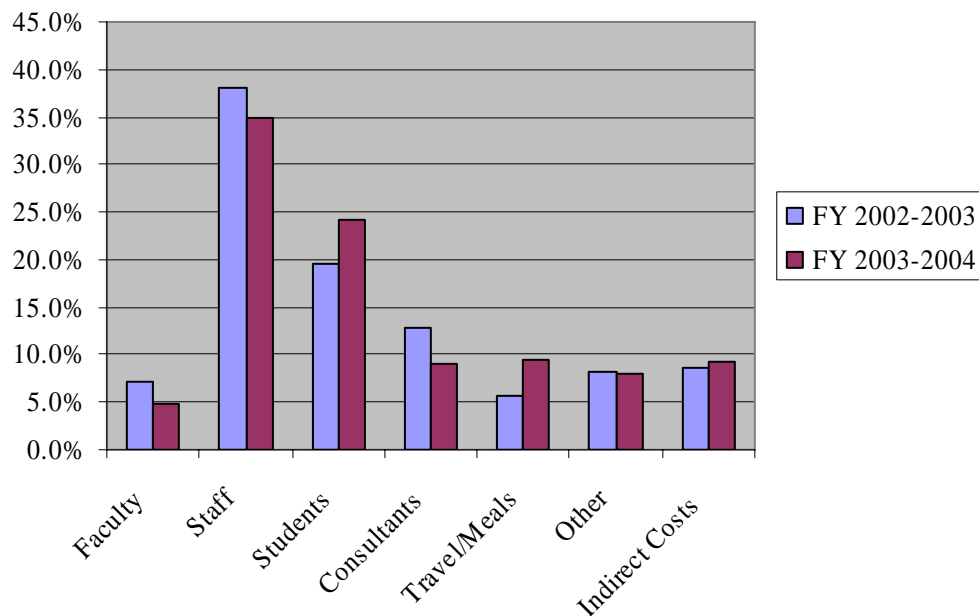
Figure 7. Editorial dollars generated



Allocation of Institute Spending

As shown in Figure 8, during the last fiscal year the majority (64.1%) of Institute spending went to supporting faculty, staff, and students. During fiscal year 2003-2004, in addition to the Bergstrom Chair's position as Director of the Institute for Applied Research in Youth Development, we employed seven full-time staff positions and nine months of a post-doctoral fellow (35% of spending), 12 graduate students for a minimum of nine months, 9 additional graduate students for under nine months, and 3 graduate students on the Global Alliance grant (23% of spending), 4 undergraduate students for a minimum of nine months, and 14 undergraduate students for under nine months (1.2% of spending). The additional 4.9% of personnel costs are associated with the summer salary for the Bergstrom Chair and for two professors on the Global Alliance grant.

Figure 8. Allocation of Institute Spending FY 2002-2003 and FY 2003-2004



The next largest category of spending is for travel expenses (9.5% of spending) associated with attending meetings, conferences, etc. Following travel, indirect costs were the next largest category at 9.3% of spending. Consultants, honoraria, and awards (9.1% of spending) goes to supporting the Scientific Director for the 4-H Study of Positive Youth Development, statistical consultants, data collectors, and speakers. Other expenses, which accounted for 8% of all spending during the year, include computer hardware and software expenses, Tufts Catering and Facilities IDRs, office supplies, furniture, copying, printing, books, mail, telephone, photography, and other miscellaneous expenses.

The allocation of spending for students, travel, and indirect costs increased from last fiscal year to this fiscal year, while the allocation to all other categories decreased. The Institute has continually strived to keep its infrastructure low while still supporting a large number of students. See Appendix 5 for a comparison of revenues and expenses between the 2002-2003 FY and the 2003-2004 FY.

Applied Developmental Science Courses Taught by the Bergstrom Chair and the Evaluations They Received

During the 2003-2004 academic year, the Bergstrom Chair taught two courses on applied developmental science. Table 2 lists these courses, one graduate and one undergraduate. Table 3 lists students' evaluations for the Spring 2004 and Fall 2003 courses. Evaluations for the Spring 2004 course have not been released as of publication of this report. The Spring 2003 evaluations, which had not been released as of publication of the 2002-2003 annual report, are listed as well. Evaluations are measured in terms of the mean overall rating of both the instructor and the course and a sample of the student's comments.

Table 2. Undergraduate and graduate courses in applied developmental science that the Bergstrom Chair taught in 2003-2004

Semester	Course Number	Course Title
Fall 2003	CD243RL	Applied Developmental Science: Theoretical, Methodological, and Empirical Foundations
Spring 2004	CD143RL	Special Topic Seminars in Applied Developmental Science

Table 3. Students' evaluations for applied developmental science courses taught by the Bergstrom Chair at Tufts University based on overall rating of instructor and overall rating of the course

Course	Number of Students	Mean Overall Rating ²		Sample of Students' Comments
		Instructor	Course	
CD143 Spring 2003	12	5	4.9	<p>"Not only was Dr. Lerner extremely enthusiastic, but his concern for us as students made us feel invested in the course as well."</p> <p>"I really enjoyed this class, one of the best parts of it was being able to see the application of child development theory and concepts in the real world."</p> <p>"I strongly recommend this course to anyone interested in being active community members, not only because the class teaches logistics and concepts for creating programs and policies, but also because of the wonderful class dynamic created by a very enthusiastic professor, TA's, and a small class size."</p>
CD243 Fall 2003	11	4.5	4.6	<p>"Great course! Very thought provoking! Pushed me intellectually. Lerner was passionate and I left each class full of new and exciting thoughts!"</p> <p>"Great course – learned a lot, really synthesized ideas about ADS and its practical implications."</p> <p>"Incredibly useful readings!"</p>

² The mean overall rating is based on students' responses on a scale from 1-5 where 1 = poor, 2 = below average, 3 = average, 4 = above average, and 5 = excellent.

QUALITATIVE INDICATORS

There are several qualitative indicators of the growing productivity and 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 collaborations components of the Institute. However, there are additional details about the work of these programs that provide qualitative information about the productivity and impact of these programs.

Professional Meetings Attended by the Bergstrom Chair

In addition to the formal presentations the Bergstrom Chair conducted in the 2003-2004 academic year and discussed in the Quantitative Indicators section, he attended a wide range of professional meetings over the past year. These meetings 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 nongovernmental organizations. See Appendix 6 for a complete list of professional meetings attended by the Bergstrom Chair in 2003-2004.

The Applied Developmental Science Publications Program

Under the direction of the Bergstrom Chair, the Applied Developmental Science Publications Program (ADSPP) 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 ADSPP seeks to use theory and research about human development to advance understanding of, and policies and programs for, diverse youth and the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

Scholarly and Outreach Publications

Eleven sets of activities comprised the scholarly and outreach publications of the Applied Developmental Science Publications Program this year. In most cases the Bergstrom Chair was the Editor or Senior Editor of these activities. These publications are described below:

1. Applied Developmental Science (ADS)

ADS is a quarterly journal published by Lawrence Erlbaum Associates. The focus of *ADS* is the synthesis of research and application to promote positive development across the life span. Applied developmental scientists use descriptive and explanatory knowledge about human development to provide preventive and/or enhancing interventions. The conceptual base of *ADS* reflects the view that individual and family functioning is a combined and interactive product of biology and the physical and social environments

that continuously evolve and change over time. *ADS* emphasizes the nature of reciprocal person-environment interactions among people and across settings. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both individual 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, aging, educational, and community psychologists; life course, family, and demographic sociologists; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and nongovernmental organizations.

2. *Contemporary Youth Issues (CYI)*

CYI is a series of outreach resource books published by Greenwood Publishing Group for adolescents, parents, and youth serving professionals. The series is aimed at providing readers with accessible and authoritative information about the challenges to, and the potentials for, positive youth development across the first two decades of life.

Each book in this series treats an issue pertinent to both challenges to healthy adolescent development (e.g., substance use, unsafe sex, violence, poverty, homelessness, incarceration, racism, sexism, and war) and potentials for positive youth development (e.g., community-based youth programs, mentorship, service learning, educational programs for diverse adolescents, developmental assets, innovations in public policy, youth legal representation, and advocacy). Books in the series include: authoritative and accessible chapters that provide a substantive understanding of the issue of focus; chapters that present a chronology of key developments in scholarship, programs, and policies pertinent to the topic; brief biographical discussions of key contributors to the topic; a discussion of key print and non-print resources (e.g., CD ROMs) available to the audiences for the volume; a organizations pertinent to the topic; and other features (e.g., indices or presentation of key glossaries). The Bergstrom Chair serves as the Senior Editor for the series. In 2003 the first three books of the series were published. They include *Teenagers and Community Service*, by Maureen E. Kenny and Laura A. Gallagher; *Mentoring Children and Adolescents* by Maureen A. Buckley, Sandra Hundley Zimmerman; and *Children, Health, and Learning* by Mary E. Walsh and Jennifer A. Murphy.

3. *Applied Developmental Science: An Encyclopedia of Research, Policies, and Programs (ADSE)*

ADSE, edited by the Bergstrom Chair and Professor Celia B. Fisher of Fordham University, is a two-volume encyclopedia released by Sage Publications in 2005. Entries are written by both scholars and practitioners from a wide variety of disciplines and professions in applied developmental science. The encyclopedia seeks to explore positive youth development, family life enhancement, community building, and policy engagement for civil society in regard to theory and research, professional practice, and evaluation.

4. *Research in Human Development (RHD)*

RHD, a quarterly journal published by Lawrence Erlbaum Associates, is edited by Jacquelynne S. Eccles of the University of Michigan. *RHD* is the official journal of the Society for the Study of Human Development. The journal entries focus on lifespan development research to promote the field of human development. The Bergstrom Chair serves as a member of the Editorial Board. He is the guest editor of the first issue in the inaugural volume of the journal. Housed in the Institute for Applied Research in Youth Development, *RHD* completed its first volume year in the December of 2004.

5. *The Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence*

This encyclopedia's entries focus on spiritual development in the first two decades of life. The encyclopedia will have entries from a wide range of topics related to spiritual development from diverse cultural and theoretical perspectives. This encyclopedia, housed in the Institute for Applied Research in Youth Development and edited by Elizabeth Dowling and George Scarlett, will be published 2005. This encyclopedia will complement and supplement the work of applied developmental scientists and youth-serving practitioners whose work focuses on positive youth development. The entries in the encyclopedia will highlight the links between spiritual and religious development and the contribution that spiritual development makes to positive personal and social development in youth. The encyclopedia will be a useful curriculum supplement for high school and college level courses as well as individual and group discussions within community-based organizations that address wide-ranging issues of the spiritual domain.

6. *The Handbook of Adolescent Psychology*

This handbook, edited by the Bergstrom Chair and Professor Laurence Steinberg of Temple University and published by John Wiley & Sons, Inc. is a handbook for social scientists, practitioners, policy-makers, and students interested in psychological development during the second decade of life

7. *Nature and Nurture: The Complex Interplay of Genetic and Environmental Influences on Human Behavior and Development*

This book, edited by Professor Cynthia Garcia Coll and Professor Elaine Bearer of Brown University and the Bergstrom Chair, was released in 2004 by Lawrence Erlbaum Associates. The book's contributors are distinguished scholars from developmental and comparative psychology, molecular biology, psychiatry, economics and ethics who use their current and past research to argue for an inclusive yet highly dynamic view of the interplay of nature and nurture. Traditional questions of how much variance or significance is attributed to genetics versus environment are seen as limited or irrelevant to our current understanding. This volume represents a timely contribution to a highly visible and controversial area with very important policy implications.

8. *Liberty: Thriving and Civic Engagement Among America's Youth*

Liberty, published in 2004 by Sage Publications, uses the Bergstrom Chair's approach to developmental systems theories of human development to propose that an historically singular integration exists between human evolutionary change and the changes across people's lives that comprise exemplary, healthy, or optimal development, called thriving. This link involves a recognition that for human life to exist optimally people and their social worlds must be in a relationship wherein each support the other.

9. *The Sage Publication Program in Applied Developmental Science*

This publication program is a partnership formed between Sage Publications and the Bergstrom Chair that publishes books that will develop the field of Applied Developmental Science. The series will publish reference works, authored and edited monographs, and textbooks pertinent to the four substantive foci of ADS (positive youth development, family life enhancement, community building, and policy engagement for civil society) and to the academic and professional efforts comprising the three domains of ADS activity (theory/research, practice, and evaluation). Publications published or currently in development as part of the program include the *Handbook of Applied Developmental Science* (Richard M. Lerner, Francine Jacobs, and Donald Wertlieb, Editors), *Community Youth Development: Programs, Policies, and Practices* (Francisco A. Villarruel, Daniel F. Perkins, Lynne M. Borden, and Joanne G. Keith, Editors); *The Youth Development Handbook* (Stephen F. Hamilton and Mary Agnes Hamilton, Editors); a two-volume *Applied Developmental Science Encyclopedia* (Celia B. Fisher and Richard M. Lerner, Editors); the *Encyclopedia of Spiritual Development in Childhood and Adolescence* (Elizabeth M. Dowling and W. George Scarlett, Editors); *The Handbook of Spiritual Development in Childhood and Adolescence* (Peter L. Benson, Eugene C. Roehlkepartain, Pamela Ebstynne King, and Linda Wagner, Editors); the *Handbook of Youth Mentoring* (David L. DuBois and Michael J. Karcher, Editors); *Making human beings human* (Urie Bronfenbrenner); and *Applied Developmental Science: An Advanced Text* (Richard M. Lerner, Francine Jacobs, Donald Wertlieb, Editors).

10. *The Handbook of Child Psychology, 6th Edition*

This four volume handbook is edited by Professor William Damon and the Bergstrom Chair for John Wiley & Sons, Inc. The sixth edition of the *Handbook* builds on the enormous success of the fifth edition of the *Handbook*. The *Handbook* will identify the significant, emerging areas of scholarship for each *Handbook* volume—theoretical models of human development; cognition, perception, and language; social, emotional, and personality development; and child psychology in practice. The *Handbook* commissions chapters in these areas. Through this process, the sixth edition will reflect, when it is published in 2005 (but with a 2006 publication date), not only where the field is at that point in time but where it is likely to go over the course of the succeeding decade.

11. *Family Centered Community Building*

Family Centered Community Building is a new journal to be launched in 2006 by John Wiley & Sons. Former Vice President Al Gore will serve as the Executive Editor, and Richard M. Lerner will serve as the Managing Editor. The journal is designed to be a forum for practitioners, policy-makers, and researchers to share and discuss work that strives to enhance the lives of children, families, and communities. While maintaining the standards of a highly refereed scholarly publication, articles by researchers will be accompanied by brief commentaries by practitioners and policy makers. Similarly, articles by members of these latter two audiences will be accompanied by brief commentaries by members of the other audiences. Thus, readers of *FCCB* will be presented with a journal that not only spans the three key academic and applied audiences pertinent to family-centered community building but, as well, integrates these communities of interest within its pages.

Advisory Board Memberships in 2003-2004

In 2003-2004, the Bergstrom Chair was nominated to serve on several advisory boards. He sits on the Board of Advisors for the John Templeton Foundation. He is the Chair of the Board of Advisors at the Center for Applied Developmental Science at Friedrich-Schiller-Universität Jena, Germany. He is a member of the Advisory Board for the Arctic Identity and Youth Research Programme, he serves on the National Advisory Committee at the Merrill-Palmer Institute for Child and Family Development, and he is a member of the Board of Scientific Counselors of the National Institute of Child Health and Human Development (NICHD).

Other Programs, Projects, and Collaborations of the Institute of Applied Research in Youth Development

In addition to publications, during the 2003-2004 year the Bergstrom Chair and the Institute were involved in a number of other activities. Three of these programs, projects, and collaborations are described here.

1. Family Re-Union

Family Re-Union is a policy initiative informed by a series of annual conferences held in Nashville, TN that are moderated by Al and Tipper Gore. The Institute co-sponsored the Family Re-Union Planning and Development Institute, held in March, 2004 and will co-sponsor Family Re-Union 12 with Vanderbilt's Child and Family Policy Center. The conferences bring together families and those who work with them to discuss and design better ways to strengthen family life in America.

2. International Leadership Committee

The International Leadership Committee (ILC) is the advisory board that helps the Institute envision and capitalize on the special opportunities Eliot-Pearson and Tufts have to be leaders in the application of applied developmental science for children, youth, and families. The ILC also helps us to identify and obtain new resources that are needed to bring this work to scale and to sustain it. This year's meeting was held June 7-8, 2004 on the Tufts campus. See Appendix 7 for a summary of that meeting and see Appendix 8 for a list of the members of the committee during 2003-2004.

3. The International Fellows Program in Applied Developmental Science

The International Fellows Program in Applied Developmental Science, created through a gift from the Bergstrom family, honors and celebrates the career achievements of colleagues whose work has significantly enhanced the lives of children, adolescents, and families. The International Fellows in Applied Developmental Science Program brings to Tufts University leaders who have made contributions to knowledge, community-based programs, and public policies in order to promote positive youth development.

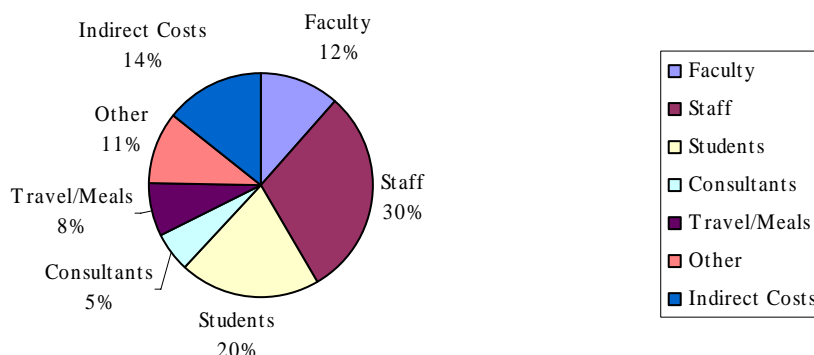
The contributions of the people honored each year as International Fellows in Applied Developmental Science stand as exemplars of how the ideas and actions of gifted and dedicated people may make the world better for children. The selection committee for the International Fellows is comprised of members of the Tufts University community (faculty, administrators, students, and staff) as well as community partners. Receiving the annual award for excellence in applied developmental science stands as a visible recognition of exemplary contributions to the health and positive development of children. The award honors distinguished contributors to application and scholarship pertinent to advancing knowledge, policies and programs that promote positive child, family, and community development. The International Fellows are asked to visit Tufts to serve as scholars-in-residence for two days during the academic year to present a public lecture, participate in seminars, and meet with faculty, staff, and students. See Appendix 9 for a list of the 2003-2004 class of Bergstrom Family International Fellows.

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

During FY 2004-2005, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars. In fact, at this writing, the Institute has secured two new grants that will begin in the 2005-2006 FY totaling over \$3.4mm from the John Templeton Foundation and from an extension of the 4-H Study of Positive Youth Development. We are currently awaiting decision on one additional grant totaling approximately \$1.0mm in direct and indirect funds. As a rule of thumb, the grants the Institute pursues must pay for at least 20% of infrastructure costs and include a minimum of 15% indirect cost recovery.

As shown in Appendix 10, we anticipate an operating budget in FY 2004-2005 of approximately \$1 million in direct and indirect costs. As shown in Figure 9, 62% of our next year's budget will be used to support faculty, staff, and students. Travel expenditures make up an additional 8% of the budget and indirect costs account for 14% of the budget.

Figure 9. Expected Allocation of Spending FY 2004-2005



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 gives back to the Institute. Supporting the infrastructure of the Institute over time continues to be a major concern and we continue to look for both grant and donor resources for such support. We will continue to support graduate and undergraduate students as well as offer unpaid internship opportunities on the variety of research projects we are undertaking.

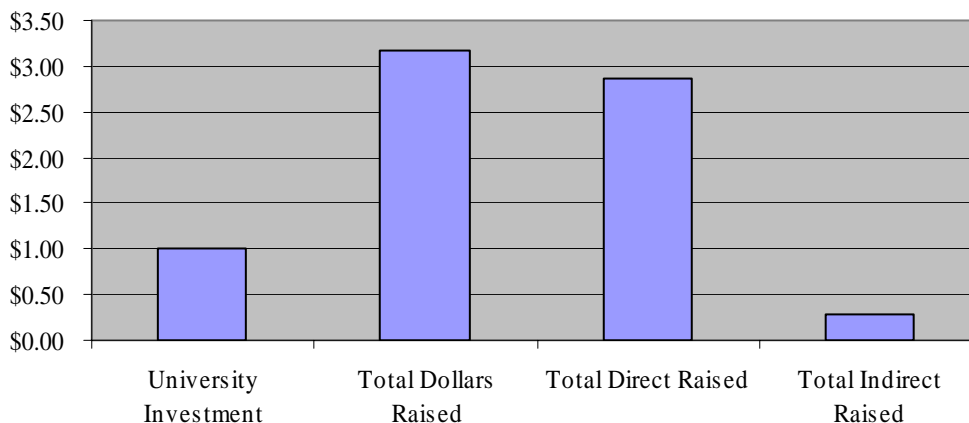
Dollars Raised Compared to University Investment

The Institute continues to be quite successful in giving opportunities for students to apply their education while working on the various research projects, making them more successful scholars. We also continue to reach a diverse audience through our outreach and publications. In addition to these immeasurable benefits, one way to measure our effectiveness to the University is by comparing the money we have raised in grants and donations to the amount of money the University has spent to directly support the work we are doing.

Over the past four years, the University has been incredibly generous in their support of the Institute and has given \$1.3 million to support the Bergstrom Chair and the work of the Institute. This money includes annual salary and benefit expenses for the Bergstrom Chair (73% of his total salary and benefits) and for a Writer/Editor (\$20,000/year + benefits). In addition, the University contribution reflects the Year 1 starting bonus, summer salary, and research fund for the Bergstrom Chair totaling \$65,000, two years of tuition and stipend support for a graduate student, \$15,000 for three months of salary support (without benefits) for the Managing Director in Year 2, and \$150,000 for renovations to the Lincoln Filene Building.

The total University contribution of \$1.3 million may be compared to \$4.2 million in total dollars raised – which involves \$3.8 million in direct dollars raised and \$384K in indirect dollars raised. As shown in Figure 10, for every \$1 of University investment, the Institute has raised \$3.17 in total dollars, \$2.88 in direct dollars, and 29 cents in indirect dollars.

Figure 10. Dollars Raised versus University Investment



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

success, it is important to have a minimal infrastructure in order to provide the administrative and staff support to maintain the current level of productivity and to continue to raise resources. We continue to work to raise both grant and discretionary dollars to support the important work we are doing for the University and for the youth, families, and communities of the nation and world.

For additional information related to the Bergstrom Chair and the Institute for Applied Research in Youth Development, Appendices 11-13 present a brief history of the Bergstrom Chair, a biography of Richard M. Lerner, and a list of the Institute's Faculty Steering Committee.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2003-2004

BOOKS

Published

Lerner, R. M., & Benson, P. L. (Eds.). (2003). *Developmental assets and asset-building communities: Implications for research, policy, and practice*. Norwell, MA: Kluwer Academic Publishers.

Lerner, R. M., Jacobs, F., & Wertlieb, D. (Eds.). (2003). *Applying developmental science for youth and families: Historical and theoretical foundations*. Volume 1 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Editors: Richard M. Lerner, Francine Jacobs, and Donald Wertlieb. Thousand Oaks, CA: Sage Publications.

Jacobs, F., Wertlieb, D., & Lerner, R. M. (Eds.). (2003). *Enhancing the life chances of youth and families: Public service systems and public policy perspectives*. Volume 2 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Editors: Richard M. Lerner, Francine Jacobs, and Donald Wertlieb. Thousand Oaks, CA: Sage Publications.

Wertlieb, D., Jacobs, F., & Lerner, R. M. (Eds.). (2003). *Promoting positive youth and family development: Community systems, citizenship, and civil society*. Volume 3 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Editors: Richard M. Lerner, Francine Jacobs, and Donald Wertlieb. Thousand Oaks, CA: Sage Publications.

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Miller, J. R., Lerner, R. M., Schiamberg, L. B., & Anderson, P. M. (Eds.). (2003). *Human ecology: An encyclopedia of children, families, communities, and environments*. Santa Barbara, CA: ABC-Clio.

Garcia Coll, C., Bearer, E., & Lerner, R.M. (Eds.). (2004). *Nature and nurture: The complex interplay of genetic and environmental influences on human behavior and development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lerner, R. M., & Steinberg, L. (Eds.). (2004). *Handbook of Adolescent Psychology*. New York: Wiley.

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Lerner, R. M., Jacobs, F., & Wertlieb, D. (In press). *Applied developmental science: An advanced textbook*. Thousand Oaks, CA: Sage Publications.

In Preparation

Lerner, R. M. (Ed.). (In preparation). *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: W. Damon & R. M. Lerner. New York: Wiley.

Kuhn, D. & Siegler, R, Damon, W., Lerner, R. M., (Eds.). (In preparation). *Cognitive perception and language*. Volume 2 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: W. Damon & R. M. Lerner. New York: Wiley.

Eisenberg, N, Damon, W., Lerner, R. M. (Eds.). (In preparation). *Social, emotional, and personality development*. Volume 3 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: W. Damon & R. M. Lerner. New York: Wiley.

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JOURNAL SPECIAL ISSUES

Published

Lerner, R. M. (Ed.) (2004). Innovative Methods for Studying Lives in Context [Special Issue]. *Research in Human Development*, 1(1&2).

APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2003-2004

- Oct. 22-25, 2003 Attended the Healthy Communities/Healthy Youth Conference at the Search Institute in San Jose, CA, where he presented "*Thriving Indicators Project: Promoting Optimal Positive Youth Development*".
- Nov. 7-8, 2003 Received NEPA Award for Distinguished Contribution, and presented "*Promoting positive development among children and adolescence: Integrating theory, research, and application*" during award ceremony at Salem State College, Salem, MA.
- March 19-20, 2004 Presented a lecture, "Promoting Positive Development among Children and Adolescence: Integrating Theory, Research and Application", at the Roger Williams College's Institute for Teaching and Learning Lecture Series.
- June 14-15, 2004 Presented "*Evidence-Based practice in 4-H youth development programs: New wine in an old bottle*" at the Evidence-Based Practice and the Land Grant University conference held at Cornell University.
- June 24, 2004 Presented "The 4-H study of positive youth development: The story so far..." at Philip Morris's corporate headquarters in Richmond Virginia.
- June 28-30, 2004 Panelist at the Youth Engagement Taskforce in Los Angeles, California.
- July 7, 2004 Presented "*Promoting positive youth development among children and adolescence: Integrating theory, research, and application*" to the Clinton Democracy Fellows at Tufts University.

APPENDIX 3

GRANT ACTIVITIES THROUGH JULY 1, 2003 THROUGH JUNE 30, 2004

RESEARCH

4-H Study of Positive Youth Development

The 4-H Study of Positive Youth Development is a longitudinal investigation involving three waves of data collection. A sample varying in racial, ethnic, socioeconomic, family, rural-urban location, and geographic region characteristics is being assessed beginning in Grade 5, in regard to arrays of positive development. The contextual strengths/assets of participants' families and communities will be appraised as well. The project has completed the second wave of data collection. The official 4-H Study website is http://ase.tufts.edu/4hstudy_pyd/

Thriving Indicators Project (TIP)

The Thriving Indicators Project (TIP) involves a collaboration among the Institute, Stanford University, Fuller Theological Seminary, Search Institute, and the THRIVE Foundation. The project will develop a nationally applicable measure of thriving among diverse American youth and will use this measure in longitudinal research aimed at providing benchmark data to gauge community-based policy and program initiatives aimed at enhancing thriving.

"Overcoming the Odds" Longitudinal Study (OTO)

The "Overcoming the Odds" Longitudinal Study (OTO) examines the bases of positive development among African American male adolescent gang youth living in Detroit, and seeks to identify the assets for positive development among the subset of gang youth who are able to "overcome the odds" and live healthy, productive lives. The project has completed four waves of data collection.

UCCPS Faculty Fellows Project

As a UCCPS Faculty Fellow, the Bergstrom Chair collaborated with graduate and undergraduate students to develop an educational pathway for undergraduates interested in becoming community youth development professionals. Aspects of the project include curriculum development based on applied developmental science, outreach scholarship, a series of community-based internships, and a senior honors thesis.

The Global Alliance Evaluation

The Global Alliance Evaluation is a three year project designed to evaluate programs of the Global Alliance for Workers and Communities. Global Alliance programs are being implemented in the Asian factories to improve working conditions and enhance the lives

of factory workers, most of whom are young women. This evaluation is a unique collaboration that includes faculty and students from three schools at Tufts: Arts and Sciences, the Medical School, and the Fletcher School of Law and Diplomacy. The Institute facilitated the receipt of this grant and operates the business office for it.

OUTREACH

Planning and Evaluation Resource Center (PERC)

The Planning and Evaluation Resource Center (PERC) is a collaboration between the Institute and the Innovation Center for Community and Youth Development that brings together the current best practices in youth program development, and facilitates access to the best resources for communities to conduct, evaluate, and sustain effective youth programs. PERC involves both a high-tech component, through the Planning and Evaluation Resource Center Clearinghouse (PERC-C) led by the Institute, and a high-touch component through direct training, material development, courses, workshops, and technical assistance for community based organizations nationwide. The website was launched in 2003-2004 and can be seen at www.evaluationtools.org.

Enhancing the Tutoring Plus Program

Enhancing the Tutoring Plus Program of Cambridge, Massachusetts is a grant that allowed a doctoral student to collaborate with Tutoring Plus to design and implement a data collection and data management program. Our work enabled Tutoring Plus to institute and institutionalize an evaluation system affording specification of the goals for the program, collecting information pertinent to these goals, and learning what program elements are associated with what sorts of outcomes among children of what specific characteristics.

Sudbury Foundation Grant

The Institute for Applied Research in Youth Development collaborated with the town of Concord, MA to implement a variety of trainings and consultations to help Concord become an asset-building community. The consultations and trainings provided by the Institute and Search Institute through a grant provided by the Sudbury Foundation focused both on bringing the ideas of assets and positive youth development to scale by reaching all of the people in the community, and on the sustainability of the effort. The Institute and Concord also used the funds to conduct a developmental asset survey in the community.

EDUCATION

Jacobs Foundation International Graduate Fellowships

The Jacobs Foundation International Graduate Fellowships supports the doctoral education of individuals who have experience and/or interest in youth-serving NGOs in

developing nations and Eastern Europe. These individuals study at the Institute, Eliot-Pearson, and Tufts to enhance their understanding of contemporary child and adolescent development theory, research, and methods; promote skills in program evaluation; and increase their ability to further public policies promoting positive child and adolescent development. Currently there are three Jacobs Fellow, Aida Balsano from Bosnia/Herzegovina, Lang Ma from the People's Republic of China, and Helena Jelcic from Croatia.

APPENDIX 4

DONOR LISTING – JULY 1, 2003 – JUNE 30, 2004

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2003-2004 fiscal year.

Patrons \$10,000 and above

Joan and Gary Bergstrom[±]
 Joan Cohn[±]
 Richard M. Lerner[±]
 Jon Leven

Major Donor (\$5,000-\$9,999)

Dottie Weber[±]

Special Donor (\$2,500 - \$4,999)

Randi and John Lapidus[±]

Friend (\$500-\$2500)

Janet McLanahan
 Joyce and Paul Barsam[±]
 Jane and Gerald Katcher
 Elaine Kasparian and Robert Watson[±]

Donor (up to \$500)

Penny and Jonathan Altman
 Deborah and Scott Bobek[±]
 Charles Gazarian

[±]Donor has given multiple gifts of support since Institute's inception

APPENDIX 5

REVENUES AND EXPENSES FY 2002-2003 AND 2003-2004

	<u>2003-2004</u>	<u>2002-2003</u>	<u>Change</u>
Carryover from previous fiscal year	\$755,544	\$ 523,160	
Revenues Received	\$786,170	\$1,069,846	
Faculty Salaries and Benefits	\$ 50,108	\$ 59,760	\$-9,653
Staff Salaries and Benefits	\$355,023	\$323,304	\$31,719
Student Salaries and Benefits	\$ 245,305	\$165,378	\$79,927
Consultants	\$ 73,341	\$108,279	\$-15,876
Travel/Meals	\$ 96,258	\$ 47,335	\$48,923
Other	\$100,573	\$ 70,261	\$11,249
Indirect Costs	\$ 94,568	\$ 73,161	\$21,407
Total Expenses	\$1,015,175	\$847,478	\$167,697
Carryover to next fiscal year	\$526,538		

APPENDIX 6

PROFESSIONAL MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2003-2004

- | | |
|--------------------|---|
| Nov. 1-2, 2003 | Participated in the Society for the Study of Human Development's bi-annual meeting held at Harvard University, Cambridge, MA. Presented the presidential address, entitled " <i>Diversity in individual \leftrightarrow context relations as the basis for positive development across the lifespan: A developmental systems perspective for theory, research, and application</i> ". |
| Oct. 9-10, 2003 | Attended the John Templeton Foundation Board of Advisors meeting in Baltimore, MD. |
| Nov. 17-19, 2003 | Attended the Merrill-Palmer Institute National Advisory Board Meeting, held at Wayne State University. |
| March 7-8, 2004 | Participant in the 12 th Family Re-Union Program held at Vanderbilt University, in Nashville, TN. |
| March 11-14, 2004 | Attended the Society for Research in Adolescence's bi-annual meeting held in Baltimore, MD. Presented " <i>The "Six Cs" of Positive Youth Development: The Role of Community-Based Organizations and Developmental Assets</i> " with Amy E. Alberts, Helena Jelacic, Steinunn Gestsdottir, Christina Theokas, Daniel J. Warren, Lang Ma, Elise Christiansen, Isla Simpson, Alexander von Eye, and Jacqueline V. Lerner during the poster session. Served as chair of the Ethnicity, Race, and Gender as Contexts for Development session. |
| March 19-20, 2004 | Presented paper " <i>On making humans human: Spirituality and the promotion of positive youth development</i> " at the Mid-Winter Research Conference on Religion and Spirituality, Division 36 of APA, held at Loyola College, Columbia, MD. |
| April 16, 2004 | Attended the Community Youth Development Professional Meeting at the National 4-H Council in Chevy Chase, MD. |
| April, 21-22, 2004 | Attended the Pasadena Asset Development Conference, Pasadena, CA. |
| June, 2004 | Participant in the board meeting of the National Institute for Health and Human Development, held in Bethesda, MD. |

July 22-23, 2004 Participated in the 4-H Youth Summit in Cleveland, OH. Served as discussant at the roundtable discussion, "Fast Food and Screen Time = Dangerous Mix".

APPENDIX 7

SUMMARY OF THE INTERNATIONAL LEADERSHIP COMMITTEE MEETING JUNE 7-8, 2004

Members in Attendance: Nayad Abrahamian, Suzin Bartley, Joan Bergstrom, Deborah Bobek, Barbara Chase, Allison Cohen, Joan Cohn, Barry Dym, Ann Easterbrooks, Don Floyd, Steinunn Getsdottir, Elaine Kasparian, Richard Lerner, Jon Leven, Ellen Pinderhughes, David Rosenthal, Fred Rothbaum, Abby Shapiro, Dorothy Stoneman, Avanti Taneja, Linda Thompson, Dottie Weber, Eleanor White

June 7, 2004

Greetings and introductions

- Eliot Pearson Department Chair Fred Rothbaum welcomed the ILC members
- ILC members introduced themselves and explained their connection to the Institute for Applied Research in Youth Development

Overview of the agenda and goals of the meeting

- Rich reviewed the agenda and stated the strategic goals of the meeting: to question the assumptions we use in doing our work and to figure out how to position the Institute for Applied Research so we make a meaningful difference for young people.

State of the Institute for Applied Research in Youth Development

Research:

- Rich reviewed the mission of the Institute's research efforts and, as well, the major funded projects: 4-H, OTO, and TIP.
- The ILC suggested that we should use direct prose to discuss the mission of our research: to validate concepts, to prove that PYD exists and that it works as a strategy for enhancing the lives of young people, and to change the frame that people use when discussing youth. Application of the research is also important, but that involves outreach and requires the use of additional Institute resources.
- Rich discussed how research is used for the career development of our students-- to get them engaged in learning how to conduct and use research.
- Rich discussed the need to generate resources so that we can continue to do our work.
- The ILC offered suggestions for various potential funders of our research including the Christian Science Monitor, NIH, environmental funders, etc., and several board members (e.g., Suzin Bartley, Dorothy Stoneman, Eleanor White) expressed interest in potentially collaborating on research projects.
- Potential areas to explore that are in our existing datasets are to look at the long term differences in assets between youth who grow up in densely populated communities, versus youth who grow up in less densely populated communities; and to conduct

brain research, such as in being incorporated in the John Templeton Foundation proposal.

Outreach:

- Rich discussed the importance of making sure that research and application are merged. This integration can be achieved through giving students the opportunity to enact applied work through internships.
- Deb asked ILC members to look at the Planning and Evaluation Resource Center website (<http://ase.tufts.edu/adsi/perc>) and to offer suggestions for tools, trainings, etc. Deb also asked ILC members to link to the website from their websites.
- Rich discussed samples of our outreach work including Family Re-Union and the College Student Foster Care Project. The ILC members suggested we expand the foster care project to include other groups facing similar issues (e.g., GLBT youth).

Education/Training:

- Our mission is that we want to create a new generation of scholars and practitioners who use the ideas of positive youth development in real world situations. Our students need to know theory and research and to be able to use their skills in a real world environment.
- Rich discussed the success of the Jacobs Foundation Fellowship. Funding has ended in the program and the Foundation is not interested in renewing it. Fred Rothbaum expressed concern that with the loss of Jacobs Fellows program we will lose the international dimension that we have had in our projects.
- Deb announced the launching of the Kirschenbaum/Cohn Fellowship program, which is supported by ILC member Joan Cohn. The fellowship provides funding for one student annually to work in the Institute.
- Steinunn Gestsdottir introduced all of the graduate students and undergraduate students who work in the Institute.

Conferences & Symposia

- Rich and Deb announced the Leven Family Lecture Series, a program supported by ILC member John Leven. This year's lecture will take the form of a class co-taught by Rich and Bill Reese, Chief Operating Officer of the International Youth Foundation. The class is tentatively titled "Foreign Aid/International Cooperation: Strategies for Positive Youth Development Locally, Nationally, and Globally."
- Rich and Deb announced the temporary hiatus of the International Fellows program due to a lack of funds. We are hoping to find other resources in order to help keep this program going. Students benefit greatly from having the speakers come to campus. They not only learn about applied scholarship but these fellows often aid the students gain internships on post graduation jobs.

Publications

- Jennifer Davison and Katie Connery presented the editorial work of the Institute. The ILC complimented everyone on their productivity but expressed concern about the financial situation of the editorial office.
- The ILC offered several ideas for enhancing the financial position of the Institute including contacting a literary agent and renegotiating contracts. The idea of a “Tufts University Press” was also discussed. Rich was enthusiastic about these ideas and hopes that he can work with members of the International Leadership Committee to develop them further.

New Name and Vision and Mission Statements

- The ILC expressed unanimous approval of the Institute’s new name.
- Rich reviewed the draft statements of vision and mission, with the ILC members.
- The ILC members believe that we have diverse audiences to whom we aim our work, and that we may therefore want to have different versions of these statements.
- The ILC members also commented on the importance of using the term “professionals” rather than “youth development professionals,” since there are many people who work with children and they may not consider themselves to be youth professionals.
- Many members of the ILC believed that the mission statement should be made simpler. As an example, they drafted the statement that “The Institute for Applied Research in Youth Development is dedicated to the promotion of positive youth development through research, collaborations with communities and organizations, and education.”

Financial and Development Update

- Deb Bobek and Elaine Kasparian reviewed the finances and fundraising of the Institute.
- The Institute is about a one million dollar a year operation. The majority of the money goes towards salaries for staff and graduate students.
- The funds for the Institute comes from grants, through editorial office stipends from publishers, and through discretionary funds provided by donors.
- We need to raise approximately \$134,000 this year to maintain our infrastructure. We have two potential sources for this money, which are a renewal grant for the 4-H Study and the funding of John Templeton Foundation grant proposal.
- The biggest challenge is to make sure we can fund the infrastructure of the Institute.
- Elaine stressed the importance of funding the Bergstrom Family International Fellows program and announced a challenge grant of \$10,000 for the lecture series.
- Rich stressed the importance of involving more tenured faculty on tenure track in the Institute.
- Rich announced that the Institute has brought on board new Ph.D level colleagues: Larry Giannino will be joining the Institutes as a research professor and he is bringing

a William T. Grant Foundation funded research grant with him. Erin Phelps will also be joining as the Institute research professor and as the Director of Research. She will assist on the research projects in the Institute, help mentor students, and help to secure new grants.

Summary of the ILC Survey Results

- Deb discussed the feedback from the ILC survey. In general, the committee stressed the need for specific roles for committee members, and members were supportive of the idea of creating subcommittees in order to be able to undertake specific action agendas.
- The ILC recommended thinking about specific functions (e.g. fund raising) and calling people together for that function. After some brainstorming, the ILC agreed to create two sub-committees: "strategic planning and marketing" and "resource development and fundraising." Each member signed up for a particular sub-committee. Don Floyd, the new chair of the ILC, will organize a day long strategic planning session.
- The ILC also recommended more structured communication e.g. providing specific details or actions that need to be taken and providing a time frame for them.
- The ILC agreed to write an annual letter to Dean Ernst, detailing their thoughts about and evaluation of the work of the Institute. Such a letter will enable the Institute to gain greater visibility and leverage with the University.

June 8, 2004

Identifying Strengths, Weaknesses, Opportunities, and Threats

- Deb and Rich reviewed the SWOT chart that the staff members of the Institute completed. The purpose of the SWOT chart is to have individuals identify the internal strengths (S) and weaknesses (W) of the Institute and to identify the external opportunities (O) and threats (T) involved in the Institute as well.
- The ILC suggested several additions to the SWOT chart: the ILC, Faculty Steering Committee, Dean Ernst's engagement, and International Fellows are strengths; lack of awareness on the campus of the Institute is a weakness; center grants are opportunities; and growth and lack of space are threats.
- The ILC used the SWOT chart as a mechanism to discuss development strategies for the Institute.

Strategic Action Planning

- The ILC broke up into small groups to talk about our current position, where we want to be in the future, and strategies for getting there.
- ILC recommended thinking about visibility, marketing, resources, and long-term strategic planning. The ILC also offered several suggestions for enhancing the work of the Institute through new staff, publicity around events, and new grants.

- Don Floyd and Joan Bergstrom asked ILC members to donate funds to the Institute and to have a goal of 100% participation. The ILC also suggested that we use some of their contacts to solicit large donations. The ILC indicated a strong willingness to help with fundraising at key points.
- As noted earlier, Don Floyd volunteered to lead a strategic planning session with the staff of the Institute.
- The ILC agreed to the following follow-up: Adding to the SWOT chart; mobilizing committees; sending an email to Deb or Rich with ideas generated from the meeting; producing a shared letter from the ILC to Dean Ernst; and suggesting names of people to be added to the committee.
- Finally, Rich and Deb thanked Joan Bergstrom and Don Floyd for co-chairing the meeting and thanked the ILC for its time, energy, guidance, and support.

APPENDIX 8

International Leadership Committee July 2003 – June 2004

Dr. Paul B. Baltes
Director
Center for Lifespan Psychology
Max Planck Institute for Human
Development
Berlin, Germany

Ms. Suzin Bartley
Executive Director
Massachusetts Children's Trust Fund
Boston, MA

Ms. JoAnne Bendetson
Andover, MA

Dr. Joan Bergstrom, Ex-Officio Chair
Professor and Director
Center for International Education,
Leadership and Innovation
Wheelock College
Boston, MA

Ms. Barbara Chase
Pediatric Nurse
Concord Public Schools
Concord, MA

Ms. Allison Cohen
Tufts University Undergraduate Student
Medford, MA

Dr. Joan Cohn
Mental Health Clinician
Lloyd Harbor, NY

Dr. John DiBiaggio, Committee Chair
President Emeritus, Tufts University
Medford, MA

Dr. Barry Dym, Past Chair
President
WorkWise Research and Consulting
Newton, MA

Dr. Felton "Tony" Earls
Professor of Social Medicine
Harvard Medical School
Cambridge, MA

Ms. Michelle Farnum
Director of Youth Programs
The Office of Workforce Development
Cambridge, MA

Mr. Donald T. Floyd, Jr.
President and CEO
National 4-H Council
Chevy Chase, MD

Ms. Steinunn Getsdottir
Doctoral Student
Eliot-Pearson Department of Child
Development
Tufts University
Medford, MA

Dr. Jaime Bolaños Cacho Guzmán
Director General
Fundacion Comunitaria Oaxaca
Oaxaca, Mexico

Dr. Joseph M. Hunt
Senior Advisor on Health, Nutrition and
Early Childhood Development
Asian Development Bank
Manila, Phillipines

Dr. John E. Kyle
Program Director
Institute for Youth, Education, and
Families
National League of Cities
Washington, DC

Mr. Jon Leven
Senior Vice President for Marketing
U.S. Franchise Systems, Inc.
Atlanta, GA

Mr. Rick R. Little
President and CEO
ImagineNations Group
Baltimore, MD

Mr. Marty Martinez
Community Health Specialist
Cambridge, MA

Dr. Ellen Pinderhughes
Professor
Eliot-Pearson Department of Child
Development
Tufts University
Medford, MA

Dr. David Rosenthal
Director
Harvard University Health Services
Cambridge, MA

Ms. Abby Shapiro
Senior Consultant
WFD, Inc.
Watertown, MA

Dr. Dorothy Stoneman
President
YouthBuild USA
Somerville, MA

Dr. Linda Thompson
Dean, School of Nursing
Oakland University
Rochester, MI

Dr. Dorothy Weber
Special Education
Boston, MA
Mr. Dan Whalen
Whalen Family Foundation
Oakland, CA

Ms. Eleanor White
President
Housing Partners, Inc.
Watertown, MA

APENDIX 9

2003-2004 INTERNATIONAL FELLOWS IN APPLIED DEVELOPMENTAL SCIENCE

Cynthia Garcia Coll

Professor of Education, Psychology, and Pediatrics, Brown University

Nancy Hoit

Former Director Family Re-Union and Former Policy Consultant and Advisor to Vice President Al Gore

Ralph Smith

Senior Vice President, Annie E. Casey Foundation

Carl Taylor

Professor, Family and Child Ecology, Michigan State University and Principal Investigator, Michigan Gang Project

Linda Whitlock

President & CEO, Boys and Girls Club of Boston

The 2002-2003 class of International Fellows in Applied Developmental Science was David Bell (Chair of the Board of Directors of the International Youth Foundation), Peter Benson (President, Search Institute), Graham Spanier (President, The Pennsylvania State University), Reverend Ray Alexander Hammond, II, M.D. (Bethel AME Church), Dorothy Stoneman (President, YouthBuild U.S.A.), and Wendy Wheeler (President, Innovation Center for Community and Youth Development).

Appendix 10**Institute Budget FY 2004-2005**

From FY 2003-2004	\$526,538
Revenues Expected FY 2004-2005	\$663,859
Faculty	\$125,074
Staff	\$327,898
Students	\$220,821
Consultants	\$58,958
Travel/Meals	\$84,237
Other	\$116,297
Indirect Costs	\$152,824
Total Expenses	\$1,036,770
Carry Over to FY 2005-2006	\$152,824

APPENDIX 11

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 Bergstrom Chair in Applied Developmental Science was established in 1997 by Dr. Joan Margosian Bergstrom (R'62), her husband Dr. Gary Bergstrom, and their son Craig.

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 is a professor and director of the Center for International Education and Leadership at Wheelock College. She is 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 has appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She is 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 have been 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 have chosen 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 12

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 in the Eliot-Pearson Department of Child Development at Tufts University.

A developmental psychologist, Lerner received a Ph.D. in 1971 from the City University of New York. He has been a 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 American Psychological Society. Prior to joining Tufts University, he was on the faculty and held administrative posts at Michigan State University, Pennsylvania 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 the author or editor of 57 books and more than 400 scholarly articles and chapters. He edited Volume 1, "Theoretical Models of Human Development," for the fifth edition of the *Handbook of Child Psychology* (1998), edited (with Francine Jacobs and Donald Wertlieb) the four-volume *Handbook of Applied Developmental Science* (2003), edited (with Laurence Steinberg) the second edition of the *Handbook of Adolescent Psychology* (2004), and is editing (with William Damon) the forthcoming sixth edition of the *Handbook of Child Psychology*. He is the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*. He is known for his theory of, and research about, relations between life-span human development and contextual or ecological change. He has done foundational studies of the mutually influential relations between adolescents and their peer, family, school, and community contexts, and is a leader in the study of public policies and community-based programs aimed at the promotion of positive youth development.

Dr. Lerner's efforts on behalf of promoting healthy children in healthy communities are central to the mission of the Eliot-Pearson Department of Child Development.

APPENDIX 13**2003-2004 FACULTY STEERING COMMITTEE****Susan Ernst**

Dean of Natural and Social Sciences, Office VP Arts, Sciences, Engineering

Fred Rothbaum

Chair, Eliot-Pearson Department of Child Development

Ann Easterbrooks

Associate Professor, Director of Graduate Studies, Eliot-Pearson Department of Child Development

Richard M. Lerner

Bergstrom Chair in Applied Developmental Science, Eliot-Pearson Department of Child Development