

2004-2005

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

December 2005

Richard M. Lerner

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

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A TREE GROWS IN MEDFORD...

Report from Richard M. Lerner

**Bergstrom Chair in Applied Developmental Science
Director, Institute for Applied Research in Youth Development**

The Institute for Applied Research in Youth Development conducts scholarship that seeks to promote positive human development – among young people and, as well, among the adults (parents, teachers, mentors, coaches) and institutions seeking to help adolescents have a healthy and productive journey towards being a fully contributing and engaged citizen of civil society. There was a lot of positive human development occurring with our lab over the course of the 2004-2005, and not only in the data sets we have collected and analyzed in the course of our research.

The Institute has grown in personnel over the course of the year. At the same time, many students and staff have left the Institute to “put down roots” elsewhere. I believe they carry with them the Institute’s strength-based vision of young people and the conviction that if we can align the strengths of youth with the resources for healthy development present in their homes, schools, and neighborhoods, we can promote positive development among all adolescents. Both those who left and those who joined us continue to be vital collaborators in implementing this vision.

The Institute has been blessed across its existence by the presence of smart and talented students, professional and dedicated staff, and generative and collegial faculty. During the 2004-2005 year, three new colleagues joined the Institute:

- Dr. Lawrence Gianinno, formerly Vice President, Strategic Communication, of the William T. Grant Foundation joined us as a Research Professor.
- Dr. Robert Roeser, formerly of Stanford University and most recently a Fulbright Research Scholar in India, joined us as Project Director of the John Templeton Foundation funded project, “The role of spiritual development in growth of purpose, generosity and psychological health in adolescence.”
- Dr. Christina Theokas, formerly a doctoral student in the Institute for Applied Research in Youth Development joined us as a Post-Doctoral Fellow.

Christina was one of four doctoral students completing their degree requirements during the academic year. In addition to Christina, Aida Balsano, Sophie Naudeau, and Steinunn Gestsdottir completed their Ph.D.s and moved on to new opportunities:

- Aida Balsano transitioned from her role as a Jacobs Foundation Fellow in the Institute to a Post-Doctoral Fellow in the Institute for the 2005-2006 academic year;

- Steinunn Gestsdottir is now Assistant Professor in Psychology, Kennaraháskóla Íslands/Iceland University of Education, Stakkahlíð, Iceland;
- Sophie Naudeau is now Operations Officer for Education/East Asia & Pacific Region, World Bank, Washington, D.C.; and
- Finally, in the 2005-2006 academic year Christina Theokas joined Child Trends in Washington D.C. as a Research Associate.

Several Master's students transitioned from the Institute to other graduate training programs or to the world of work:

- Daniel Miller is now a doctoral candidate at the School of Social Work, Columbia University, New York;
- Peter Osborn, the first Kirschenbaum-Cohn scholar, is now a clinical psychology doctoral candidate at University of Utah, Salt Lake City;
- Dave Richman-Raphael is now a teacher at the Francis Parker School in San Diego, California; and
- Lisa Smith is now a Research Specialist for the National Center for Family Literacy, Lexington, KY.

Institute staff also undertook new paths in their career development:

- Jason Almerigi, former Post-Doctoral Fellow, has taken a position as a project director at Michigan State University.
- Katie Connery, former Assistant Editor in the Institute's Publications Office, is now a freelance editor for the Department of Psychology at the University of Vienna, Austria. She is also running an after-school program in theater for students at the American International School in Vienna and tutoring first-graders in English; and
- Rebecca Gilden, former Research Coordinator for the 4-H Study of Positive Youth Development, is now Program Administrator for the Mellon Learning Associates Program in Humanities and Social Sciences at Bates College, Lewiston, Maine.

I should note that we have had a transition in the Dean overseeing the work of the Institute. After years of distinguished and creative service to Tufts as the Dean of Arts and Sciences and, of course, to the Institute as a member of our Faculty Steering Committee, Susan Ernst has returned to her home department, Biology, to pursue her research and teaching. Susan was our "founding Dean." She envisioned the opportunity that existed for Eliot-Pearson and Tufts to take the scholarly initiatives grouped within a

set of activities and goals labeled the “applied developmental science initiatives” and recast them as a research and training institute with aspirations to impact youth, families, and communities at local, state, national, and international levels. It was her vision and her unflaggingly enthusiastic support that enabled the Institute to not only be created and launched but, as well, to prosper. I remain deeply personally and professionally indebted to Susan Ernst and I am grateful that she has graciously agreed to remain an active contributor to the future of the Institute by joining its International Leadership Committee.

Transitions into the Institute occurred as well. Two new M.A./Ph.D. students joined the Institute in the 2004-2005 academic year; Yibing Li, from China, and Stacy Zimmerman, from Colorado. Stacy was named the second Kirschenbaum-Cohn scholar. Yibing and Stacy quickly became vital and productive members of the research team within the Institute, focusing their work on the 4-H Study of Positive Youth Development. As I write this, other students, Kristen Fay, Jack Peltz, and Sonia Issac have also joined the Institute, and Lisa Mills joined the Institute as the Research Coordinator of the 4-H Study of Positive Youth Development.

Over the course of the 2004-2005 academic year we were also fortunate to receive a generous grant from the John Templeton Foundation. The award from the Foundation has allowed us to launch a major, new project, “The role of spiritual development in growth of purpose, generosity and psychological health in adolescence.” There are two goals of the project. First, we seek to conduct a pilot study that will provide the foundation for a new longitudinal investigation of the links between spiritual development and positive youth development across the adolescent years. Second, we seek through our research to contribute significantly to build the field of spiritual development as a major facet of the scholarly agenda of the human developmental sciences.

I am especially grateful to Dr. Arthur Schwartz, Executive Vice President of the John Templeton Foundation, for supporting my efforts to develop this project and for mentoring me through the grant process. I appreciate, as well, all the support and guidance of Dr. Kimon Sargeant, Vice President of Human Sciences of the John Templeton Foundation. The collegiality and support of both Arthur and Kimon are vital assets for the work and goals we are pursuing.

As we closed the 2004-2005 academic year, the receipt of the John Templeton grant has led us to recast the research foci of the Institute into two broad and interrelated areas; Positive Youth Development and Spirituality and Human Development. In addition, during the year we were at the final stages of completing a Strategic Plan for the Institute that would help us sharpen our research, teaching/mentoring, and service capacities, manage our work more effectively, and align our aspirations for excellence in the qualitative and quantitative dimensions of our work with the corresponding goals that are present in the Strategic Plans of both Eliot-Pearson and the College of Arts and Sciences.

In addition, we were excited that the world-renowned developmental and cognitive scientist, Robert Sternberg, joined Tufts as the new Dean of Arts and Sciences. We know that we will be able to gain enormously from working with Bob, both in his role as an administrative leader seeking to enhance the research, teaching, and service excellence of the University, and as a colleague accompanying us on the journey of using developmental science as an instrument for the enhancement of the lives of young people and communities around the nation and world.

We are excited about the opportunities for scholarship and application that lie before us. Times of transition are of course periods of risk and challenge as well of opportunity. However, with the strong roots of research and training we have established, we believe the future will be marked by positive productivity and increasing opportunity to contribute to science and society.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

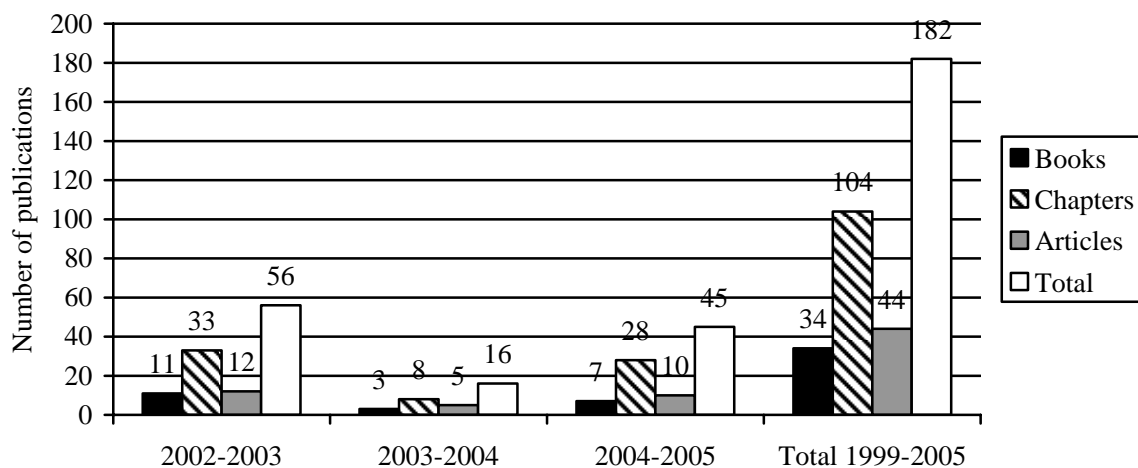
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations and meetings, grant proposals submitted and funded, direct and indirect dollars of grant support generated, gift dollars generated, the allocation of the 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 the 2004-2005 academic year, and as well, during the prior two academic years. Finally, the cumulative total of all published works across the Bergstrom Chair's six years at Tufts is noted. 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 2004-2005 academic year. The Bergstrom Chair's complete publications list is available upon request.

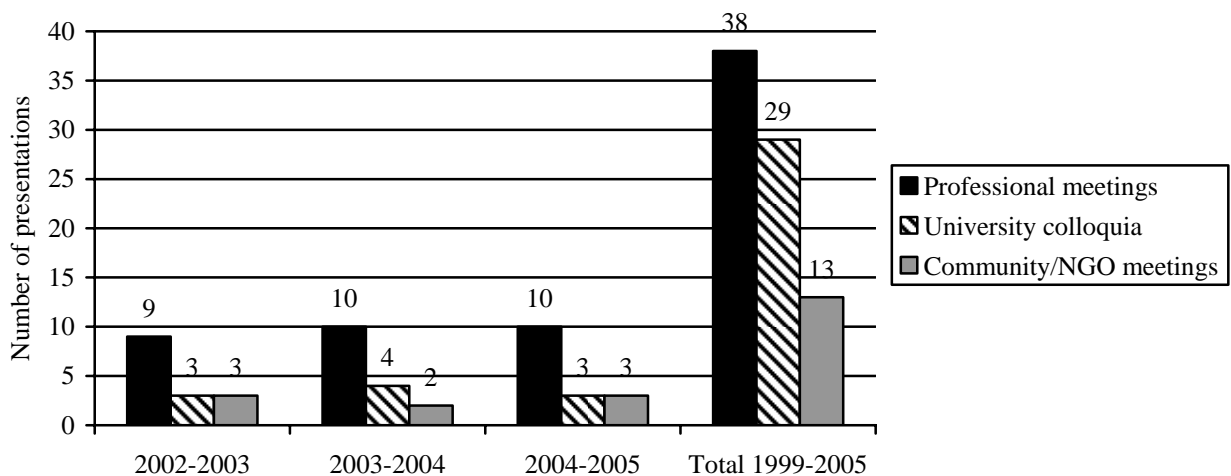
Figure 1. The Bergstrom Chair's published works



Scholarly Paper Presentations

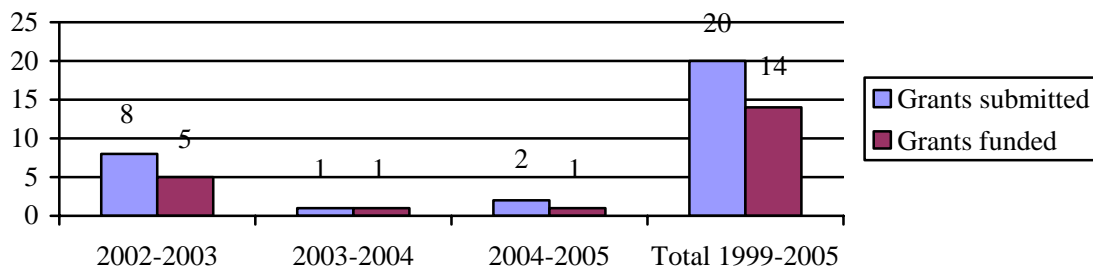
Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2004-2005 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the six 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 past academic year, Richard Lerner made 10 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 the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University. They 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.

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, two grant proposals were submitted during the 2004-2005 fiscal year (FY). One of these proposals was funded while the other was not funded. In total, the Institute has submitted 20 grant proposals since its inception, 14 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 2004-2005 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

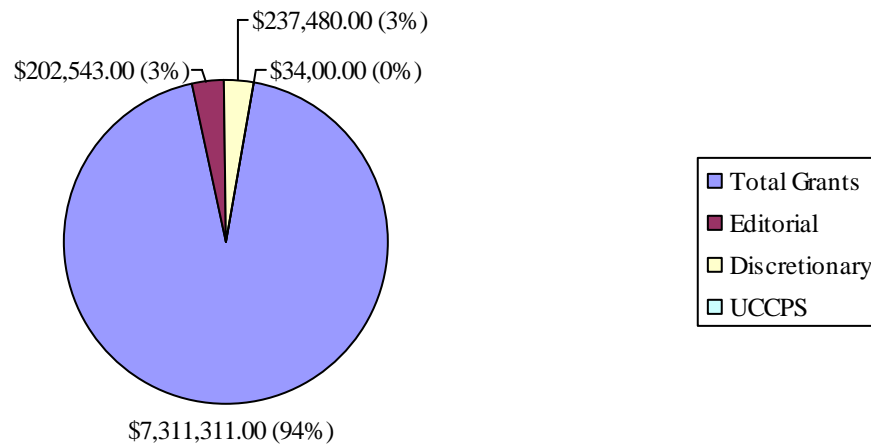
Figure 3. Grant proposals submitted and funded by fiscal year**Table 1. Grant proposals submitted from FY 1999-2000 to FY 2004-2005**

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 the Search Institute for the Thriving Indicators Project (funded in FY 2002-2003)
2002-2003	<ol style="list-style-type: none"> 1. Proposal to 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) 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 a Search Institute/ADSI/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)
2004-2005	<ol style="list-style-type: none"> 1. Proposal to the John Templeton Foundation for a three-year pilot study of the role of spiritual development in growth of purpose, generosity and psychological health in adolescence (funded) 2. Proposal to the William T. Grant Foundation for an extension of the 4-H Study of Positive Youth Development to examine actual ecological assets (not funded)

Dollars of Support Generated by Category

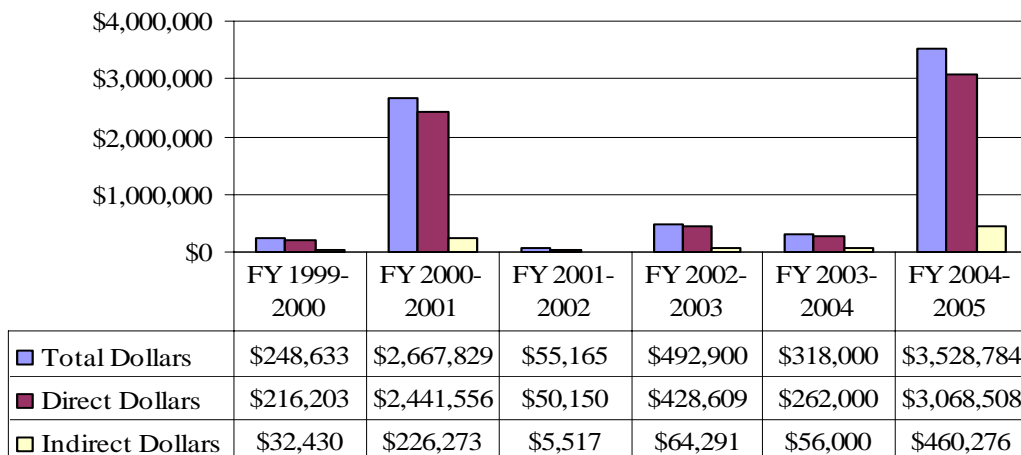
As shown in Figure 4, since its inception, the Institute has raised \$7.79 million through the end of FY 2004-2005 for its research, outreach, educational, and publishing activities. Of this total, the Institute raised \$7.3 million through grant proposals, \$203k through the editorial office, and \$237k of discretionary dollars. In addition to these funds, the Bergstrom Chair was awarded a UCCPS Faculty Fellowship in 2002-2003, which brought an additional \$36k of funding to support students and visits by outside speakers.

Figure 4. Dollars Raised by Category

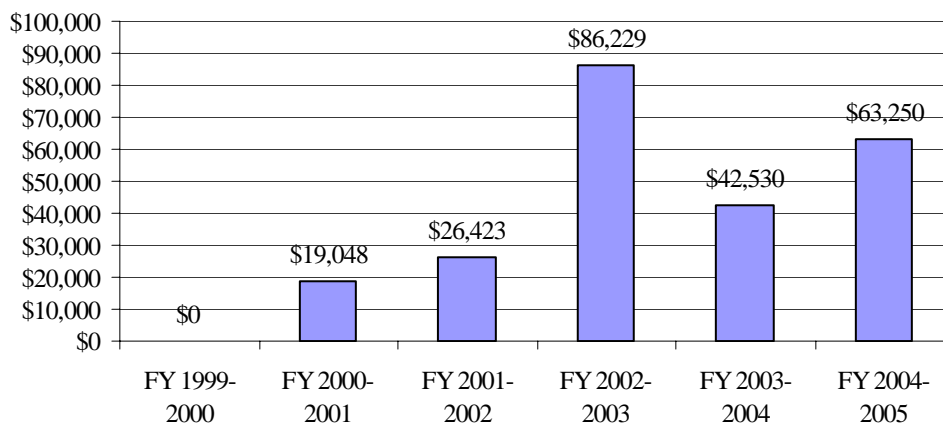


Direct and Indirect Dollars of Grant Support Generated

Of the \$7.3 million in grant support generated, \$6.5 million was for direct costs and \$844.8k was for indirect cost recovery (See Figure 5 on the following page). In 2004-2005 the grant money was raised from an extension of the 4-H Study of Positive Youth Development and from a grant proposal entitled “The Role of Spiritual Development and Growth of Purpose, Generosity, and Psychological Health in Adolescence” and funded by the John Templeton Foundation. 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 2004-2005 met the 15% goal.

Figure 5. Dollars of Grant Support Generated**Gift Dollars Raised**

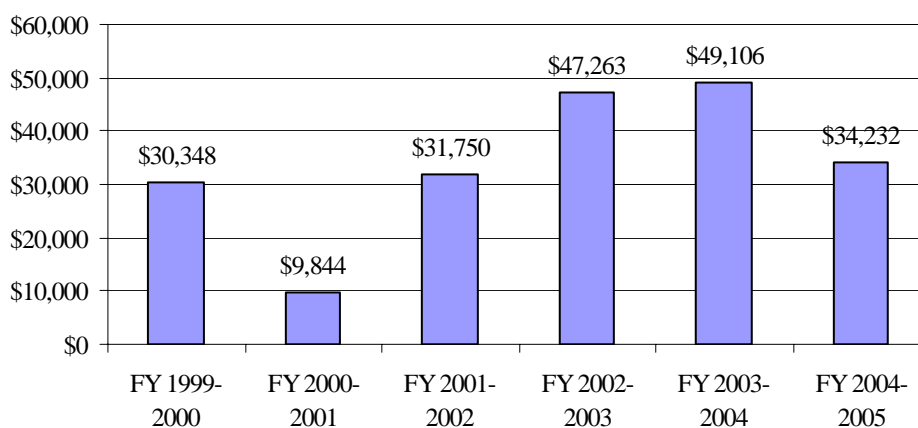
Since its inception, the Institute has raised a total of \$237k in discretionary gift dollars. Figure 6 shows the distribution of gifts across the six years of the Institute's history. During the 2004-2005 FY, the Institute received gifts from 11 donors, ranging in size from \$250 to \$50k. Of the 11 donors, four were new 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 2004-2005 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 six years, this allocation has amounted to over \$202k in donations. Figure 7 shows the distribution of editorial dollars received over the six years of the Institute's history. In addition, Dean Susan Ernst provided additional support for the Editor/Writer of the Institute's Publications Program. See page 14 for a more detailed description of the work of the Applied Developmental Science Publications Program.

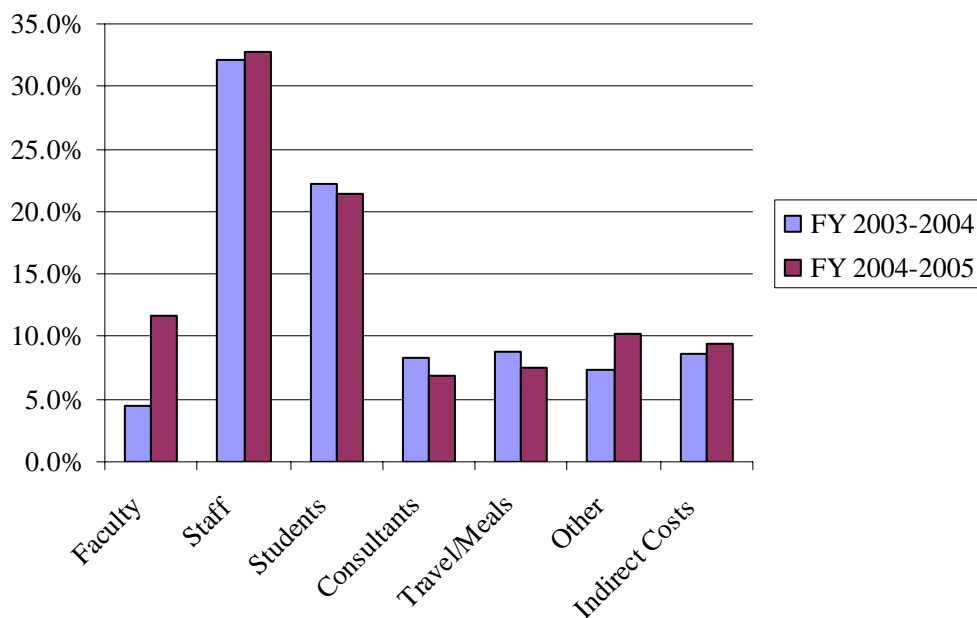
Figure 7. Editorial dollars generated



Allocation of Institute Spending

As shown in Figure 8, during the last fiscal year the majority (66%) of Institute spending went to supporting faculty, staff, and students. During fiscal year 2004-2005, in addition to the Bergstrom Chair's position as Director of the Institute for Applied Research in Youth Development, we employed nine full-time staff positions and three months of a Project Director (33% of spending), 11 graduate students for a minimum of nine months, five additional graduate students for under nine months, and four graduate students on the Global Alliance grant (21% of spending), one undergraduate student for a minimum of nine months, and 16 undergraduate students for under nine months (.9% of spending). The additional 11.7% of personnel costs are associated with the summer salary for the Bergstrom Chair and for the salaries of professional colleagues on the grants.

**Figure 8. Allocation of IARYD Spending
FY 2003-2004 and FY 2004-2005**



The next largest category of spending is for other expenses (10.2% of spending) which 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. Following other expenses, indirect costs were the next largest category at 9.5% of spending. Travel and meals account for the next largest expense at 7.4% of all costs and is associated with attending meetings, conferences, etc. Consultants, honoraria, and awards (6.9% of spending) goes to supporting the Scientific Director for the 4-H Study of Positive Youth Development, statistical consultants, data collectors, and speakers.

The allocation of spending for faculty, staff, other, and indirect costs increased last fiscal year to this fiscal year, while the allocation to all other categories decreased or stayed the same. 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 2003-2004 fiscal year and the 2004-2005 fiscal year.

Advanced Research Methods Course Taught by the Bergstrom Chair and Course and Instructor Evaluations

During the Fall 2004 semester, the Bergstrom Chair taught Advanced Research Methods. Table 2 lists students' evaluations for this course. Evaluations are measured in terms of the mean overall rating of both the instructor and the course and a sample of the students' comments.

Table 2. Students' evaluations for the applied developmental science methods course 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	
CD243 Fall 2004	7	4.3	4.3	<p>"Rich is a superb lecturer. He's interesting, dynamic, and engaging...I would recommend that this class be a requirement of the Ph.D. degree, as it is essential to both being a competent researcher and, as well, a critical consumer of research."</p> <p>"This is one of the most challenging course I have ever taken."</p> <p>"I would suggest that recent stats class(es) should be a prerequisite, or that a T.A. should be made available specifically to help students who do not feel completely comfortable with stats."</p> <p>"The professor was very helpful in terms of providing feedback and suggestions for improving our work."</p> <p>"This is an invaluable course for graduate students wishing to pursue careers in research and academia."</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

Several qualitative indicators demonstrate 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 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 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 for the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

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

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

Currently in press and scheduled for publication in March 2006, 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* identifies 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.

With its publication in 2006, the *Handbook* returns to the academic home—Tufts University—from which it began. Under the Editorship of former Tufts President, Leonard Carmichael, the first edition of the *Handbook of Child Psychology* was published in 1946. The *Handbook* is the “gold standard” for reporting the cutting-edge scholarship in the study of child development. We are pleased that this work is now once again associated with Tufts University.

2. *Applied Developmental Science (ADS)*

ADS is a quarterly journal co-edited by the Bergstrom Chair and Celia Fisher of Fordham University, and published by Lawrence Erlbaum Associates, Inc. The focus of *ADS*,

which completed its ninth volume year in 2004-2005, 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 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 non-governmental organizations.

3. *Developmental Psychology*

The Bergstrom Chair serves as an Associate Editor of the journal *Developmental Psychology*, edited by Cynthia Garcia Coll of Brown University and published by the American Psychological Association. The Bergstrom Chair handles all submissions to the journal that are related to the field of adolescence.

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

Edited by Elizabeth Dowling and George Scarlett and managed in the Institute, the encyclopedia was published in October by Sage Publications. It focuses on spiritual development in the first two decades of life and explores a wide range of topics related to spiritual development from diverse cultural and theoretical perspectives. The entries in the encyclopedia highlight the links between spiritual and religious development and the contribution that spiritual development makes to positive personal and social development in youth.

5. *Approaches to Positive Youth Development*

Currently in preparation, *Approaches to Positive Youth Development* is edited by Rainer Silbereisen of the Friedrich-Schiller-Universität in Jena, Germany and Richard Lerner. To be published by Sage Publications, the volume combines basic and applied scientific approaches to positive youth development, and seeks to inform practitioners and academics respectively. It will be cross-national and cross-cultural with an international eminent set of authors.

6. *Positive Adolescence*

During the 2004-2005 academic year, Richard Lerner was asked by Stonesong Press to write a trade book about his work over the past 30 years on promoting the positive, healthy, and successful development of adolescents. *Positive Adolescence: Rescuing our Teens from the Myths of the Storm and Stress Years* will be published in 2007. Rich is teaming with Roberta Israeloff in writing the book, which will be published by Crown Publishing Group.

7. *Research in Human Development (RHD)*

Research in Human Development is the official journal of the Society for the Study of Human Development. The quarterly journal published by Lawrence Erlbaum Associates and edited by Jacquelynne S. Eccles of the University of Michigan, is managed in the Institute for Applied Research in Youth Development. The journal's articles focus on lifespan development research to promote the field of human development. Richard Lerner serves as the chair of the Editorial Board. *RHD* completed its second volume year during 2004-2005.

8. *Journal of Early Adolescence: Positive Youth Development special issue*

Richard Lerner collaborated with Jacqueline V. Lerner (Boston College) and with Jason Almerigi and Christina Theokas from the Institute to guest edit an issue of the *Journal of Early Adolescence* that focused on Positive Youth Development. The special issue consisted of articles based on research from the 4-H Study of Positive Youth Development, the Overcoming the Odds project, the Thriving Indicators Project, and the Institute's collaboration with Search Institute. This special issue was published in February in Volume 25, Number 1.

9. *Family Centered Community Building: Research, Policies, and Programs*

Family Centered Community Building: Research, Policies, and Programs is a new journal to be launched in 2006 by John Wiley & Sons, Inc. Former Vice President Al Gore is the Executive Editor and Richard M. Lerner is 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 from practitioners and policy makers. Similarly, articles by members of these latter two audiences will be accompanied by brief commentaries from 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 2004-2005

In 2004-2005, the Bergstrom Chair was appointed to the Advisory Council for the America's Promise Alliance. In addition, he will continue this year to sit on the Board of Advisors for the John Templeton Foundation; to serve as the Chair of the Board of Advisors at the Center for Applied Developmental Science at Friedrich-Schiller-Universität, Jena, Germany; and sit as a member of the Advisory Board for the Arctic Identity and Youth Research Programme. He completed his term of membership on two committees, the National Advisory Committee at the Merrill-Palmer Institute for Child and Family Development and 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 and advisory board participation, the Bergstrom Chair and the Institute were involved in a number of other activities during the 2004-2005 year. Three of these programs, projects, and collaborations are described here.

1. Leven Family Lecture Series

The Leven Family Lecture Series supports the visits of outside speakers to the Institute. During the 2004-2005 academic year, two child development majors, Avanti Taneja and Jessica Lessing, organized a three-part lectures series with this funding. The mission of the lecture series was four-fold: (1) to demonstrate the international applicability of the positive youth development model; (2) to publicize the work of the Institute, its underlying concepts, and Professor Lerner's undergraduate seminar in applied developmental science to the wider Tufts community, including disciplines outside of Child Development; (3) to broaden the connection with experts actively incorporating applied developmental science into their professional work; and (4) to provide the student organizers with new knowledge and with opportunities to learn new skills in event-planning and organization.

2. Kirschenbaum-Cohn Fellowship

The Kirschenbaum-Cohn Graduate Student Fellowships support the graduate stipends of Master's or Doctoral students in the Institute, allowing them to gain practical experience on various research projects. The first Kirschenbaum-Cohn Fellow named in 2003-2004, Peter Osborn, graduated with his master's degree in Child Development in May 2005 and is currently attending the University of Utah to pursue a doctoral degree in clinical psychology. In 2004-2005, Stacy Zimmerman was named the second Kirschenbaum-Cohn Fellow. Stacy is in her second year of the MA/Ph.D. program and is working on her thesis, which will extend the research in the laboratory on developmental regulation and positive development. As of this writing, Kristen Fay, a first year MA/Ph.D. student, has been named the 2005-2006 Kirschenbaum-Cohn Fellow.

3. International Leadership Committee

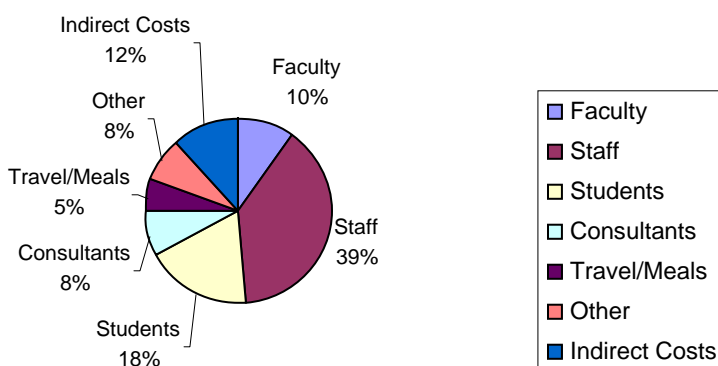
The International Leadership Committee (ILC) is the advisory board that helps the Institute envision and capitalize on the special opportunities Eliot-Pearson and Tufts have to be leaders in the application of applied developmental science for children, youth, and families. The ILC also helps us to identify and obtain new resources that are needed to bring this work to scale and to sustain it. This year's meeting was held July 7-8, 2005 on the Tufts campus. See Appendix 6 for a summary of that meeting and see Appendix 7 for a list of the members of the committee during 2004-2005.

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

During fiscal year 2005-2006, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars. We are currently submitting grant proposals to extend the 4-H Study of Positive Youth Development and the “Overcoming the Odds” Longitudinal Study, and to supplement the conferences associated with the human development and spirituality project. We are, in particular, focusing on federal grants.

As shown in Appendix 8, we anticipate an operating budget in FY 2005-2006 of approximately \$1.2 million in direct and indirect costs. As shown in Figure 9, 67% of next year’s budget will be used to support faculty, staff, and students. Travel expenditures make up an additional 5% of the budget and indirect costs account for 12% of the budget. Consultants and other expenses will each account for 8% of the budget.

Figure 9. Expected Allocation of Spending FY 2005-2006



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. In addition, for the 2005-2006 FY, the university has generously provided additional infrastructure support to the Institute.

Supporting the Institute’s infrastructure over time continues to be a major concern and we continue to look for 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

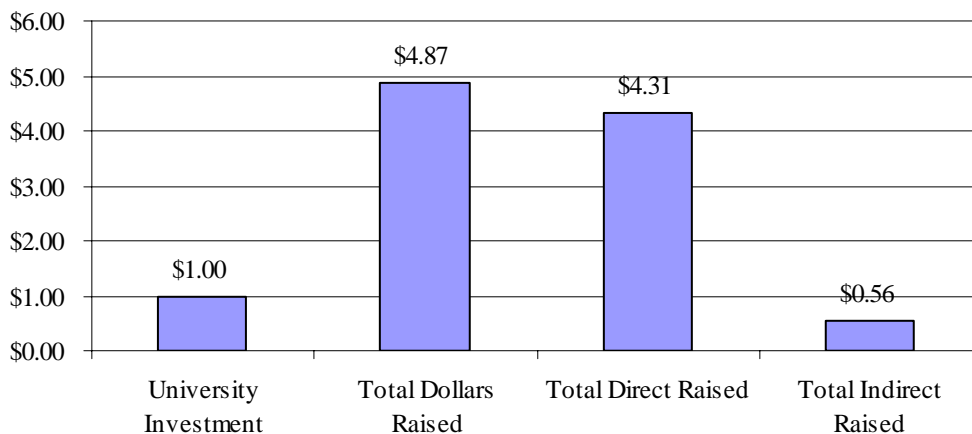
The Institute continues to be quite successful in helping students become productive scholars by giving them the opportunity to apply their education while working on our several research projects. We also continue to reach a diverse audience through our pro

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.

Over the past four years, the University has been quite generous in their support of the Institute and has given \$1.5 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 \$1.5 million may be compared to \$7.3 million in total dollars raised – which involves \$6.5 million in direct dollars raised and \$844k in indirect dollars raised. As shown in Figure 10, for every \$1 of University investment, the Institute has raised \$4.87 in total dollars, \$4.31 in direct dollars, and 56 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 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.

For additional information related to the Bergstrom Chair and the Institute for Applied Research in Youth Development, Appendices 9-11 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, 2004-2005

BOOKS

Published

Lerner, R. M., Brown, J. D., & Kier, C. (2005). *Adolescence: Development, Diversity, Context, and Application. Canadian Edition*. Toronto: Pearson.

Fisher, C. B., & Lerner, R. M. (2005). *Applied developmental science: An encyclopedia of research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Lerner, R. M., Jacobs, F., & Wertlieb, D. (2005). *Applied developmental science: An advanced textbook*. Thousand Oaks, CA: Sage Publications.

In Press

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

Kuhn, D. & Siegler, R. (Vol. Eds.), Damon, W., & Lerner, R. M. (Editors-in-Chief). (In press). *Cognitive perception and language*. Volume 2 of *Handbook of Child Psychology* (6th ed.). Hoboken, NJ: Wiley.

Eisenberg, N. (Vol. Ed.), Damon, W., & Lerner, R. M., (Editors-in-Chief). (In press). *Social, emotional, and personality development*. Volume 3 of *Handbook of Child Psychology* (6th ed.). Hoboken, NJ: Wiley.

Renninger, K. A., & Sigel, I. (Vol. Eds.), Damon, W., & Lerner, R. M. (Editors-in-Chief). (In press). *Child psychology in practice*. Volume 4 of *Handbook of Child Psychology* (6th ed.). Hoboken, NJ: Wiley.

In Preparation

Lerner, J. V., & Lerner, R. M. (In preparation). *Children: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice-Hall.

Lerner, R. M., Lerner, J. V., & Dixon, R. A. (In preparation). *The life span: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice-Hall.

Silbereisen, R. K., & Lerner, R. M. (Eds.). (In preparation). *Approaches to positive youth development*. London: Sage Publications.

Lerner, R. M. (In preparation). *Positive Adolescence*. New York: Crown Publishing Group.

CHAPTERS

Published

Fisher, C. B., & Lerner, R. M. (2005). Introduction. In C. B. Fisher & R. M. Lerner (Eds.) *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. xii-li). Thousand Oaks, CA: Sage Publications.

Lerner, R. M., Dowling, & E. Chaudhuri, J. (2005). Methods of contextual assessment and assessing contextual methods: A developmental contextual perspective. In D.M. Teti (Ed.), *Handbook of research methods in developmental science* (pp. 183-209). Cambridge, MA: Blackwell.

Lerner, R. M. (2005). Spanier, Graham B.: Multidimensional applied developmental scientist. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 1039-1042). Thousand Oaks, CA: Sage Publications.

Lerner, R. M. (2005). Overton, Willis, F.: Philosophical foundations of developmental science. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 771-773). Thousand Oaks, CA: Sage Publications.

Lerner, R. M., Alberts, A. E., & Osborn, P. (2005). Applied developmental science, Concepts of. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 87-88). Thousand Oaks, CA: Sage Publications.

Lerner, R. M., Anderson, P. M., & Banik, R. (2005). Change, quantitative and qualitative aspects of. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 230-233). Thousand Oaks, CA: Sage Publications.

Lerner, R. M., Dowling, E. M., & Anderson, P. M. (2005). Positive youth development, a developmental systems view of. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 859-862). Thousand Oaks, CA: Sage Publications.

Lerner, R. M. & James, J. (2005). Society for the Study of Human Development. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An*

- encyclopedia of research, policies, and programs* (pp. 1035-1037). Thousand Oaks, CA: Sage Publications.
- Lerner, R. M., & Katcher, E. (2005). Lamb, Michael: Applying developmental science to promote positive infant, child, and family development. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 627-630). Thousand Oaks, CA: Sage Publications.
- Lerner, R. M., Ma, L., & Smith, L. M. (2005). Developmental systems theories. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 356-359). Thousand Oaks, CA: Sage Publications.
- Smith, M., Steinman, J., Chorev, M., Hertzog, S., & Lerner, R. M. (2005). Positive youth development promotion through civic engagement: Service-learning versus community collaborative models. In C. B. Fisher & R. M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs* (pp. 863-870). Thousand Oaks, CA: Sage Publications.
- Theokas, C., & Lerner, R. M. (2005). Promoting positive youth development across variations in socioeconomic status and poverty: Framing the Corwin and Bradley structural equation modeling approach within a developmental systems perspective. In A. Acock, K. Allen, V. L. Bengtson, D. Klein, & P. Dilworth-Anderson (Eds.). *Sourcebook of family theory and research* (pp. 488-492). Thousand Oaks, CA: Sage Publications.
- Lerner, R. M. (2005). Foreword: Promoting positive youth development through community and after school programs. In J. L. Mahoney, R. W. Larson, & J. Eccles (Eds.). *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. ix-xii). Mahwah, NJ: Erlbaum.
- Lerner, R. M., Balsano, A. B., Banik, R., & Naudeau, S. (2005). The diminution of hate through the promotion of positive individual \leftrightarrow context relations. In R. J. Sternberg (Ed.). *The Psychology of Hate* (pp. 103-120). Washington, D. C.: American Psychological Association.
- Lerner, R. M., Theokas, C., & Bobek, D. (2005). Concepts and theories of human development: Historical and contemporary dimensions. In M. H. Bornstein, & M. E. Lamb (Eds.). *Developmental science: An advanced textbook (5th ed)*, pp. 3-43). Mahwah, NJ: Erlbaum.
- Lerner, R. M., Theokas, C., & Jelicic, H. (2005). Youth as active agents in their own positive development: A developmental systems perspective. In W. Greve, K. Rothermund, & D. Wentura (Eds.). *The adaptive self: Personal continuity and*

intentional self-development (pp. 31-47). Göttingen, Germany: Hogrefe & Huber Publishers.

Lerner, R. M., Anderson, P. M., & Alberts, A. E. (2006). A developmental systems model of spiritual development: The sample case of adolescent development and the thriving process. In E. C. Roehlkepartain, P. E. King, L. Wagener, & P. L. Benson (Eds.). *The handbook of spiritual development in childhood and adolescence*, (pp. 60-72). Thousand Oaks, CA: Sage.

In Press

Lerner, R. M., Anderson, P. M., Ma, L., & Smith, L. M. (In press). Continuity and Discontinuity in Development. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage.

Gestsdottir, S., Almerigi, J. B., & Lerner, R. M. (In press). Developmental systems theories. In R. S. New & M. Cochran (Eds.) *Early Childhood Education: An International Encyclopedia*. Westport, CT: Greenwood.*

Lerner, R. M. (In press). Foreword: Towards social justice for urban youth. In C. S. Taylor, R. McNeil, P. R. Smith, & V. A. Taylor (Eds.). *Growing up urban: Positively affecting urban youth—a model*. East Lansing, MI: Michigan State University.

Lerner, R. M., Jelcic, H., Smith, L. M., & Alberts, A. E. (In press). Young people are resources to be developed: Adult-youth relations, skill-building, and civic engagement. In E. Gil Clary, & J. E. Rhodes (Eds.). *Mobilizing adults for positive youth development: Lessons from the behavioral sciences on promoting socially valued activities*. (P. Benson, Series Ed.). Minneapolis, MN: Search Institute.*

Hertzog, S. M., Chorev, M., Steinman, J., & Lerner, R. M. (In press). Positive youth development through civic engagement: A community collaborative model. In L. R. Sherrod, C. Flannigan, & R. Kassimir (Eds.). *Youth Activism: An International Encyclopedia*. Greenwood Publishing Company, Westport, CT.*

Lerner, R. M., Anderson, P. M., & Alberts, A. E. (In press). Positive Youth Development and Spirituality. In E. M. Dowling, & W. G. Scarlett (Eds.). *Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence*. Thousand Oaks, CA: Sage.*

Lerner, R. M., Hertzog, S. M., & Naudeau, S. (In press). Civil society and positive youth development. In L. R. Sherrod, C. Flannigan, & R. Kassimir (Eds.). *Youth Activism: An International Encyclopedia*. Greenwood Publishing Company, Westport, CT.*

* Denotes that the publication was in press in the previous academic year

- Lerner, R. M., Lerner, J. V., Almerigi, J., & Theokas, C. (In press). The interactionist perspective as a fundamental paradigm in the study of personality. In J. C. Thomas, & D. L. Segal (Eds.). *Comprehensive Handbook of Personality and Psychopathology : Volume 1. Personality and Everyday Functioning*. Hoboken, NJ: Wiley.*
- Lerner, R. M., Lerner, J. V., Theokas, C., Jeletic, H., Gestsdottir, S., Alberts, A., Ma, L., Christiansen, E., Almerigi, J., Warren, D. Naudeau, S., Simpson, I., Smith, L. M., Bentley, A. (In press). Towards a new vision and vocabulary about adolescence: Theoretical and empirical bases of a “positive youth development” perspective. In L. Balter, & C. S. Tamis-LeMonda (Eds.). *Child Psychology: A handbook of contemporary issues*. New York: Psychology Press/Taylor & Francis.*
- Lerner, R. M., Li, Y., & Zimmerman, S. (In press). Development, Theories of: Developmental Systems Theories. In R. A. Shweder (Ed.). *The Chicago Companion to the Child*. Chicago: University of Chicago Press.
- Lerner, R. M., Zimmerman, S., Li, Y., Fay, K. (In press). Adolescent Psychology. In W. A. Darity (Ed.). *International Encyclopedia of the Social Sciences, 2nd edition*. Farmington Hills, MI: Macmillan Reference USA.

In preparation

- Lerner, R. M., & Phelps, E., Alberts, A., Christiansen, E. (In preparation). Bases of positive development among urban girls: Findings from the 4-H Study of Positive Youth Development. In B. Leadbeater, & N. Way (Eds.). *Urban Girls Revisited: Building Strengths, Volume 2*. New York: New York University Press.

ARTICLES

Published

- Steinberg, L., & Lerner, R. M. (2004). The scientific study of adolescent development: A brief history. *Journal of Early Adolescence, 23(1)*, 45-54.
- Lerner, R. M. (2004). Diversity in individual $\leftarrow \rightarrow$ context relations as the basis for positive development across the life span: A developmental systems perspective for theory, research, and application. *Research in Human Development, 1(4)*, 327-346.
- Lerner, R. M. (2005). Spirituality’s scientific study at core of human development. *Science and Theology News, 6(1)*, 35.
- Lerner, R. M., Lerner, J. V., Almerigi, J., & Theokas, C. (2005). Positive youth development: A view of the issues. *Journal of Early Adolescence, 25(1)*, 10-16.

- Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S., Naudeau, S., Jelicic, H., Alberts, A. E., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence, 25(1)*, 17-71.
- King, P. E., Dowling, E. M., Mueller, R. A., White, K., Schultz, W., Osborn, P., Dickerson, E., Bobek, D. L., Lerner, R. M., Benson, P. L., & Scales, P. C. (2005). Thriving in Adolescence: The voices of youth-serving practitioners, parents, and early and late adolescents. *Journal of Early Adolescence, 25(1)*, 94-112.
- Taylor, C. S., Smith, P., Taylor, V. A., von Eye, A., Lerner, R. M., Balsano, A., Anderson, P. M., Banik, R., Almerigi, J. (2005). Individual and ecological assets and thriving among African American adolescent male gang and community-based organization members: A report from Wave 3 of the "Overcoming the Odds" study. *Journal of Early Adolescence, 25(1)*, 72-93.
- Theokas, C., Almerigi, J., Lerner, R.M., Dowling, E., Benson, P., Scales, P. C., von Eye, A. (2005). Conceptualizing and modeling individual and ecological asset components of thriving in early adolescence. *Journal of Early Adolescence, 25(1)*, 113-143.
- Theokas, C., Phelps, E., & Lerner, R. M. (2005). Developmental assets and the promotion of positive development: Findings from Search Institute data. *Focal Point, 19(1)*, 27-30.

In Press

- King, P. E., Shultz, W., Mueller, R. A., Dowling, E. M., Osborn, P., Dickerson, E., & Lerner, R. M. (In press). Positive youth development (PYD): Is there a nomological network of concepts used in the developmental literature? *Applied Developmental Science, 9(4)*.

In Preparation

- Dowling, E. M., & Lerner, R. M. (In preparation). Religious development in adolescence: A developmental systems perspective.
- Dowling, E. M., & Lerner, R. M. (In preparation). Goodness of fit between parent and adolescent religiosity and youth thriving.
- Lerner, R. M., Wagener, L., Wiatrowski, M. D., & Lopez, E. (In preparation) Promoting the positive development of youth: A new vision for delinquency prevention.

JOURNAL SPECIAL ISSUES**Published**

Lerner, R. M., & Lerner, J. V., Almerigi, J., & Theokas, C. (2005). Positive youth development: Current research perspectives. *Journal of Early Adolescence*, 25 (1).

Lerner, R. M. (2005). Spiritual development in youth. *Science and Theology News*, 6 (1).

APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2004-2005

- Oct. 1, 2004 Presented “Thriving and Civic Engagement Among America’s Youth: Current Findings from the 4-H Study of Positive Youth Development” at the Third International Positive Psychology Summit, Washington, D.C.
- Jan. 18, 2005 Presented “How To Promote Thriving and Civic Engagement Among America’s Youth: Current Findings From The 4-H Study of Positive Youth Development” at the City of Long Beach, CA Commission on Youth and Children.
- March 23, 2005 Presented “The 4-H study of Positive Youth Development: Current Findings and Future Research Development” at the National 4H State Leaders conference in Tucson, AZ.
- April 2, 2005 Presented “Applying Developmental Science in Textbooks and Teaching to Promote Civic Engagement among College Students: The Sample Case of Positive Youth Development” at the Medford Family Network in Medford, MA.
- April 6, 2005 Presented the Keynote Address “Applying Developmental Science in Textbooks and Teaching to Promote Civic Engagement among College Students: The Sample Case of Positive Youth Development” at the Society for Research in Child Development’s Biennial Meeting in Atlanta, GA.
- April 7, 2005 Presented the paper symposium “Too Much of a Good Thing? Longitudinal Analyses of Adolescent Thriving, Risk, and Youth” with coauthor Christina Theokas, at the SRCD Biennial Meeting in Atlanta, GA.
- April 9, 2005 Presented the poster presentation “The Role of Development Regulation in Positive Youth Development” with coauthors Steinunn Gestsdottir and Jason Almerigi, at the SRCD Biennial Meeting in Atlanta, GA.
- April 9, 2005 Presented the paper symposium “Promoting Positive Development in Early Adolescence: Measuring and Modeling Ecological Assets” with coauthor Christina Theokas, at the SRCD Biennial Meeting in Atlanta, GA.
- April 10, 2005 Presented the poster presentation “The 4-H Study of Positive Youth Development: Summary of Findings from Grades Five and Six” with coauthors Helena Jelacic, Amy Alberts, Lisa Smith, Steinunn Gestsdottir, Yibing Li, Lang Ma, Daniel Miller, Sophie Naudeau, David Richman-Raphael, Christina Theokas, Jason Almerigi, Erin Phelps, Stacy Zimmerman, Elise Christiansen, and Jacqueline Lerner, at the SRCD Biennial Meeting in Atlanta, GA.

- April 21, 2005 Presented "Promoting Positive Youth Development in Adolescence" at the Wellesley College Department of Psychology Margaret Hamm Lecture in Wellesley, MA.
- May 4-5, 2005 Presented "The 4-H Study of Positive Youth Development: Current Findings and Future Research Directions" at the National 4H Trustees Meeting in Chevy Chase, MD.
- May 28, 2005 Presented "Promoting Positive Youth Development" at the Medical Institute Conference, Common Ground: Shared Vision for Health in Washington, DC.
- June 16, 2005 Presented "Promoting Positive Youth Development: Current Finding of the 4-H Study of Positive Youth Development" at Temple University in Philadelphia, PA.
- June 23, 2005 Presented "How to Promote Positive Youth Development Through Enhancing the Developmental Assets of Communities: Current Findings from the 4-H Study of Positive Youth Development" at the Annual Conference Building of Family Strengths Research and Training Center on Family Support at Portland University in Portland, OR.
- June 23, 2005 Presented "Is More Better? Developmental Assets and Youth Thriving" at Clark County, Vancouver WA.
- August 9, 2005 Presented "Theoretical Frames for Understanding and Enhancing Adolescent Development" at the National Research Council/ Institute of Medicine Board on Children, Youth, and Families Workshop on the Science of Adolescent Health and Development in Washington, DC.

APPENDIX 3

GRANT ACTIVITIES JULY 1, 2004 THROUGH JUNE 30, 2005

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 is also appraised. The project has completed three waves of data collection and is slated to continue through three more waves. The official 4-H Study website is http://ase.tufts.edu/4hstudy_pyd/

Thriving Indicators Project (TIP)

The Thriving Indicators Project (TIP) which ended during the 2004-2005 FY involved a collaboration among the Institute, Stanford University, Fuller Theological Seminary, Search Institute, and the THRIVE Foundation. The project developed a nationally applicable measure of thriving among diverse American youth. Findings from the study demonstrated that young people, parents, and practitioners used different terminology about thriving than terminology found in the literature. However, the terms used by adults and youth did reflect the six Cs of PYD.

"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. Four waves of data collection have been completed and we are currently seeking continuation funding.

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 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) was a collaboration between the Institute and the Innovation Center for Community and Youth Development that brought 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. The website, which was developed at the Institute, was transferred to the Innovation Center's server at the end of 2004 and continues to be managed by them. The URL is www.evaluationtools.org

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 on bringing the ideas of assets and positive youth development to scale by reaching all of the people in the community, and in addition, on the sustainability of the effort. The Institute and Concord also used the funds to conduct a developmental asset survey in the community. The final report to the Sudbury Foundation was completed in March, 2005 and is available upon request.

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 that promote 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 Jelicic from Croatia.

APPENDIX 4

DONOR LISTING JULY 1, 2004 – JUNE 30, 2005

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2004-2005 fiscal year.

Patrons \$10,000 and above

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

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

Special Donor (\$250 - \$4,999)

Randi and John Lapidus[±]
 Dottie Weber[±]

Friend (\$50-\$2500)

Joyce and Paul Barsam[±]
 Randi and Jon Lapidus[±]
 David and Judy Rosenthal
 Dan Whalen

Donor (up to \$500)

Charles Gazarian[±]
 Dorothy Stoneman

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

APPENDIX 5

REVENUES AND EXPENSES FY 2003-2004 AND 2004-2005

	<u>2004-2005</u>	<u>2003-2004</u>	<u>Change</u>
Carryover from previous fiscal year	\$536,245	\$755,544	
Revenues Received	\$840,235	\$786,170	
Faculty Salaries and Benefits	\$129,314	\$50,108	\$79,206
Staff Salaries and Benefits	\$361,447	\$355,023	\$6,423
Student Salaries and Benefits	\$237,089	\$245,305	\$-8,216
Consultants	\$76,675	\$73,341	\$-15,729
Travel/Meals	\$82,045	\$96,258	\$-14,213
Other	\$112,338	\$100,573	\$30,827
Indirect Costs	\$104,493	\$94,568	\$9,925
Total Expenses	\$1,103,401	\$1,015,175	\$88,225
Carryover to next fiscal year	\$273,080		

APPENDIX 6

SUMMARY OF THE ANNUAL INTERNATIONAL LEADERSHIP COMMITTEE MEETING INSTITUTE FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT JULY 7-8, 2005

In Attendance: Joan Bergstrom, Deborah Bobek, Barbara Chase, Joan Cohn, Barry Dym, Ann Easterbrooks, Susan Ernst, Michelle Farnum, Don Floyd, Steinunn Gestsdottir, Larry Gianinno, Joseph Hunt, John Kyle, Richard Lerner, Ellen Pinderhughes, Dorothy Stoneman, Marge Suda, Avanti Taneja, Kerline Theodore, Linda Thompson, Dottie Weber, Eleanor White, Joan Whitney

July 7, 2005

Greetings and introductions

- Don Floyd, Chair of the ILC, Joan Bergstrom, Chair ex-Officio, ILC, Susan Ernst, Dean of Arts and Sciences, and Richard Lerner, Bergstrom Chair, welcomed everyone to Tufts and thanked the ILC members for attending. Dean Ernst's great commitment and support of the Institute was also recognized.
- ILC members introduced themselves and explained their interests and 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 his four goals for the meeting: to highlight the key outcomes of our work, to listen to ILC feedback regarding the strategic plan, to have a great dinner with the ILC members, and to discuss the structure and function of the ILC.

Highlights of the Past Year's Accomplishments for the Institute

Research:

- 4-H Study of Positive Youth Development is finishing the third wave of data collection (7th grade) and was renewed through the 10th grade. We hope to secure funding to collect data through the 12th grade
- We've had numerous opportunities to publicize the work, including the foundational paper in the Journal of Early Adolescence (JEA), the Newsweek article, and 8 reports at the annual conference of the Society for Research in Child Development.
- We received a \$1.4mm grant from the John Templeton Foundation (JTF).
- OTO funding ended this year, but we are putting in a grant proposal to NIH in October.

Outreach:

- We collaborated with Concord to help the create a positive youth development movement in their community.
- The Leven Family Lecture Series held three events. Avanti Taneja, one of the student organizers for the project, reported the great success of these events, both for the students and for the publicity of the Institute on campus. Avanti indicated her desire to institutionalize this project over time.

Education:

- The Kirschenbaum-Cohn Fellowship, given by ILC member Joan Cohn, named its second scholar, Stacy Zimmerman. The first Kirschenbaum-Cohn Fellow, Peter Osborn, graduate with his master's degree in May and is now attending the University of Utah to pursue a doctorate in clinical psychology.
- The Institute had a very productive year in terms of graduating students, with 4 master's, 1 senior honor's thesis, 2 of 12 alumni award winners, and four doctoral students completing their studies.

Publications:

- The JEA special issue was published.
- The 4-volume Handbook of Child Psychology went to press.
- The first draft of the Lerner and Lerner Child Development text was completed.

People:

- In addition to Deb Bobek's six-year tenure at the Institute, we added two new senior colleagues, Dr. Erin Phelps as Director of Research, and Dr. Lawrence Gianinno, Research Professor. Dr. Rob Roeser will also be joining the Institute in the fall, as Director of the JTF funded project.

Challenges:

- We are increasingly asked to take money for new projects and we need to make sure we have the right overhead, the right space, and that we make the right decisions about what to take on.
- There will be changes in leadership, both at the department level (a new Chair) and the University level (a new Dean).

Reviewing the Strategic Plan

Regina Corrao, Organizational Development Consultant, introduced the strategic planning process by outlining the process to date, the immediate next steps, and the future work to be conducted. The ILC Members offered the following feedback:

- We need to be sure that the strategic plan addresses the financial viability of the publications office.
- The strategic plan feels more “operational” than strategic; we need to add some high-level goals.
- Sustainability issue needs to be more clearly addressed. Rich should not be spending time creating an endowment for the Institute. Rather, the Institute will live on through the work, the students, and the legacy of the training and research, which can be articulated by a new leader (although the exact focus and level of opportunity might change). Tufts is invested in this area of scholarship and investments have already been made. Need to link to A&S and Tufts for sustainability. Succession and transition management plans are also needed.
- Need to be clear in the strategic plan about how we will attract the best students.
- Need to put some structure around the work of the Institute. The implementation phase of the plan will also get at some of the hard choices we need to make.
- Need to deal with capacity issue if growth is a strategy. Need to prepare for growth. Rich should recognize his strengths and weaknesses and fill-in around them.

Structure and Function of the ILC

Rich had three items he wanted the ILC to focus on:

1. Internal leverage/external partnerships (partnership group)
2. Validity check (are we doing the right things)? (mission group)
3. Opportunities for connections, grants, donors (development group)

The ILC broke into three groups to discuss these three areas and then reported out.

Development Group (Joan Bergstrom reporting)

- We need to capitalize on the latest findings of 4-H.
- The small group will spell-out a game plan, which will include targeted events for fundraising.
- We need to determine how to create a larger cadre while working with advancement.
- We need to determine good prospects. Elaine Kasparian might also help with maintaining our donor contact.

Partnership Group (Barbara Chase reporting)

- Need to think more about partnerships and what this would mean for how the Institute is run.
- The ILC is willing to send a friendly letter to President Bacow to express their views on the success of the Institute and to confirm that the vision and values of the Institute are in accordance with the vision and values of the University. Eleanor, Barb C., and Barry D. agreed to move the idea forward.
- The strategic plan really needs to address the international idea to determine the purpose, feasibility, desirability etc.

- More capacity building is needed and we should explore a capacity building grant.

Mission Group (Deb Bobek reporting)

- Communications strategy is key if really want to be “applied.” ILC could connect us to dissemination opportunities after we decide our communication strategy.
- We should develop a prepared piece that translates our research results into practice or actions that others could take.
- How the ILC members decide to split into different committees might mean that the ILC needs people with different skills and interests.
- The Institute should decide whether it needs a committee for knowing its impact (an evaluation committee).
- The ILC is not ready for a committee around mission because the communication strategy is not yet set.

Wrap-Up

- ILC members wrote suggestions on index cards for how to better organize the committee, the meeting, and any other salient thoughts.
- Deb and Rich thanked Don, Joan, and all of the ILC members for their attendance and for their thoughtful comments.

APPENDIX 7

2004-2005 INTERNATIONAL LEADERSHIP COMMITTEE

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APPENDIX 8**INSTITUTE BUDGET FY 2005-2006**

From FY 2004-2005	\$543,109
Revenues Expected FY 2005-2006	\$682,715
Faculty	\$115,642
Staff	\$453,891
Students	\$211,825
Consultants	\$96,458
Travel/Meals	\$60,744
Other	\$91,799
Indirect Costs	\$138,858
Total Expenses	\$1,169,217
Carry Over to FY 2005-2006	\$56,607

APPENDIX 9

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, 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 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 10

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 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 the author or editor of 63 books and more than 450 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.

APPENDIX 11**2004-2005 FACULTY STEERING COMMITTEE****Susan Ernst**

Dean of the School of Arts and Sciences

Fred Rothbaum

Chair and Professor, Eliot-Pearson Department of Child Development

Ann Easterbrooks

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

Richard M. Lerner

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

