



Institute for Applied Research  
in Youth Development

**2006-2007 ANNUAL REPORT**  
**OF THE BERGSTROM CHAIR**  
**IN APPLIED DEVELOPMENTAL SCIENCE**

**Richard M. Lerner**

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**TUFTS UNIVERSITY**

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**EXTENDING THE PROMISE OF POSITIVE YOUTH DEVELOPMENT  
AND CIVIC ENGAGEMENT:  
NATIONAL AND INTERNATIONAL COLLABORATIONS**

**Richard M. Lerner**

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

Here is another inconvenient truth. Tens of millions of children around our nation and world do not believe they matter. They see no role for themselves in the future of their nations or the world. They have little hope for a positive future for their countries or for themselves. They do not believe that their lives will be marked by health, that they will have the opportunity to learn important life skills, or that there will be any chance for them to contribute to a democratic and socially just society.

In his film, *An Inconvenient Truth*, former Vice President Gore explained that around the globe young people are beset by increasingly more apparent challenges of global climate change – and associated calamities of ravaging storms and floods, drought and crop failure, livestock death, or the unchecked spread of carriers of disease. They also face lives wherein they must struggle to survive in the context of persistent and pervasive poverty, racism, religious or ethnic persecution, lack of fundamental resources for survival including health care, war, conscription as child soldiers, or enslavement in the worlds of child prostitution or illicit drug use and sales.

In the United States and abroad all too many children are deprived of the opportunity to thrive in their personal lives and to participate in leading their countries to a better future. Millions are disengaged, disenfranchised, and cynical about whether civil society includes them. Children and adolescents are having their life chances needlessly squandered.

Vice President Gore asked Americans to face up to the moral challenge of climate change so that our children and grandchildren will have a habitable planet where the diversity of the world's people can flourish. Many leaders in child and youth-serving organizations, the philanthropic world, business, arts, academe, and occasionally in government believe that the world faces an equally momentous moral challenge: To assure that our children and grandchildren – and indeed young people – will have the opportunity to optimize their chances for healthy development and to contribute in positive ways to their families, communities, and civil society.

The Institute has always had the goal of working to make contributions at local, state, national, and international levels. While not backing away from this ambitious agenda, my colleagues, students, and I had opportunities in 2006-2007 to increasingly focus our efforts across the United States and internationally. I believe that people have been attracted to our strength-based conception of youth, and to the fact that our research – which continues to be funded generously by the National 4-H Council, by Philip Morris USA, by the John Templeton Foundation, and by the William T. Grant Foundation – provides increasingly stronger evidence that when the strengths of youth are aligned with the resources in families, schools, and communities that support positive development, youth thrive.

In 2006-2007, we were given several opportunities to play central roles in major national and international initiatives aimed at enhancing the positive development of youth and at increasing the contributions of young people to social cohesion, social justice, and civil society. In all candor, the Institute did not have the explicit mandate or position within Tufts to play these roles. In addition, the Institute did not have the budget or infrastructure. However, the singularity of the challenges we were asked to undertake, and the rare opportunity to apply our developmental science in ways that could impact significantly policies, programs, and the lives of youth at scales heretofore unanticipated, led us (in the words of Saul Bellow) to “seize the day.”

For example, in 2006-2007, I was commissioned by the Bertelsmann Foundation to write a White Paper to help frame the criteria they would use to search for the recipient of the 2007 Carl Bertelsmann Prize, one of the world’s most prestigious international awards in education and human development. The 2007 Prize was to be given to the person, organization, or nation that best instantiated educational programs for active citizenship among youth; they sought to find initiatives that integrated in-school and out-of-school programs to engage youth in contributions to their communities and to social cohesion and, through such participation, that promoted positive youth development. The White Paper, “Thriving youth, flourishing civil society: How positive youth development strengthens democracy and social justice,” was written with Institute senior doctoral student Amy Alberts and doctoral student Deborah Bobek (who has since completed her Ph.D. and is now the Manager of Visitor Education at the New England Aquarium). The paper provided theory and research that reflected the Foundation’s long-term conceptions about the strengths of youth and the importance of community programs for empowering young people to play a vital role in the sustainability and enhancement of civil society. The paper explained also that, through such community engagement, the potential for positive development among all youth could be instantiated. A synopsis of the White Paper was presented at the Carl Bertelsmann Prize Symposium, held on September 4 and 5, 2007, to honor the 2007 Prize winner, the Citizenship Foundation of England.

During the 2006-2007 academic year, the Institute also saw the fruits of the Jacobs Foundation Doctoral Fellowship Program we conducted for several years. This program was aimed at recruiting and training doctoral students from Eastern Europe, developing nations, or nations underrepresented within the application of developmental science to youth development, and assisting them in launching careers that would promote positive development internationally. Although funds from the Jacobs Foundation were limited and have now been fully allocated, the three students recruited into the program – Aida Bilalbegovic Balsano, from Bosnia, Helena Jelicic, from Croatia, and Lang Ma, from China, have now all graduated. The careers on which these young applied developmental scientists have embarked demonstrate in grand ways the wisdom of the Jacobs Foundation in making its investment in the Institute’s training program. Dr. Balsano has just been appointed as the Vice President for Policy Analysis and Evaluation at the Milton S. Eisenhower Foundation in Washington, D.C., where she is overseeing enhancing the scale of the Foundation’s youth development programs, both within the United States and internationally. Dr. Jelicic is currently the Research Officer/Data Analyst at the Effective Pre-school, Primary, and Secondary Education 3-14 (EPPSE 3-14) Project at the Institute of Education at the University of London. Dr. Ma is currently Director of Child Development at the Half the Sky Foundation in Beijing, China, where she develops and evaluates programs and policies aimed at enhancing the development of orphaned girls in China.

The wisdom of the Jacobs Foundation's investment is reflected by the enormous contributions being made by Drs. Balsano, Jelacic, and Ma to research and applications promoting positive development among diverse children around the world. In addition, the Jacobs Fellowship program attracted other students to the Institute with interests in enhancing the lives of children in nations around the world and resulted in our creating an *ortgeist* (a spirit of our place, so to speak) that facilitated other doctoral students pursuing careers of international scope. For instance, Dr. Elizabeth Dowling is currently the Director of Research for the ImagineNations Group, which is led by Rick Little and is promoting global youth employment and youth entrepreneurship. Dr. Sophie Naudeau is an Education Specialist for the World Bank, where she works to add a youth development perspective to the Bank's economic development initiatives. Dr. Steinunn Gestsdottir is currently an Assistant Professor in Psychology at the Iceland University of Education, where she is conducting research using the Selection, Optimization, and Compensation model of Paul Baltes to understand how young people may attain the life skills needed to be active contributors to their own positive development.

Moreover, although we do not at the moment have a grant to support our international training efforts, we continue to work to provide such training to students. For instance, Yibing Li, from China, is currently participating in a graduate internship assessing programs in southeast Asia that are aimed at promoting positive development among late adolescent and young adult female factory workers. In addition, Neda Bebiroglu, from Turkey, spent the summer of 2007 as an intern at UNICEF in Yerevan, Armenia, where she helped the Child Protection Department with their midterm review, consulted for the "Child Labor in Armenia" study, and visited and evaluated orphanages and childcare centers in different regions of Armenia. She is currently participating in a graduate internship at the Council of Europe in Strasbourg, France, where she works for the "Building a Europe for and with children" program, which was implemented to promote children's rights, especially the right to participate in decision-making, to protect children from various forms of violence and, to advance citizenship and human rights education.

During 2006-2007, the Institute also continued its collaboration with the Center for Applied Developmental Science of the Friedrich Schiller University in Jena, Germany. Professor Dr. Rainer K. Silbereisen, the Director of the Jena Center, and I published an edited volume, *Approaches to positive youth development* (Sage Publications), which was derived from a conference at Jena he and I co-chaired.

Given the successes of the Institute and its faculty, staff, and – especially – students in research and applications pertinent to enhancing in unique ways the lives of diverse young people around the world, I will work in 2007-2008 to find the institutional means and the extramural support to sustain and enhance our international work. At the same time I will work to maintain our capacity to contribute through our scholarship and our students to the positive development of youth across the United States.

In 2006-2007, I participated in three important national initiatives aimed at enhancing the lives of America's children and adolescents. First, I served on the Research and Advisory Board of MENTOR/National Mentoring Partnership, which promotes, advocates, and is a resource for mentors and mentoring initiatives nationwide. In this role, I collaborate with MENTOR in developing and disseminating theoretically-framed and research-based information about "best practice" in the programmatic delivery of sustained and positive

adult-youth relations that appear to be – based on our findings within the 4-H Study of Positive Youth Development -- the fundamental ecological resource promoting youth positive development and protecting against risk/problem behaviors.

Second, I was a member of the Research Council of America's Promise, which is a collaborative network of national, youth-serving organizations that facilitates volunteer actions for children and youth. In my role here I helped the leadership of America's Promise to understand the research base pertinent to promoting the positive and healthy development of youth and, as well, advised them in regard to their own research program. Third, I served on the National Task Force on Children's Safety, a collaboration between The Creative Coalition and Safety4Kids. The National Task Force on Children's Safety is dedicated to awareness, education, and lasting change by impacting national policy on safety education and media literacy. My role on the Task Force is to discuss and help translate the research base regarding safety education and media literacy from ideas into action.

I alone would not have been able to provide these three instances of national service. Colleagues and students in the Institute supported, extended, and enhanced these activities. An exemplary case occurred in regard to our collaboration with The Creative Coalition (TCC), which is the premier nonprofit, nonpartisan social and political advocacy organization of the entertainment industry. Founded in 1989 by prominent figures in the creative community, TCC educates and mobilizes leaders in the arts community on issues of public importance, specifically in the areas of First Amendment rights, arts advocacy, and public education.

Our work with the Creative Coalition involved a January 2007 Institute-wide effort, led by Heidi Johnson, Managing Director of the Institute, and Lauren White, Assistant to the Managing Director and Assistant Editor. They organized at Tufts the initial Boston screening of the film, *Canvas*, which was written and directed by Joe Greco, and starred Joe Pantoliano, TCC Co-President, and Marcia Gay Harden. The film tells the story of the challenges faced by a family when one of its members becomes mentally ill (in this case, Harden, playing the mother in the film, becomes schizophrenic). The story is told from the perspective of the 10 year-old son, played (in his film debut) by Devon Gearhart. The director, stars, and producers of the film, as well as leaders of the Creative Coalition, for example, CFO John Hook, joined with members of the Tufts faculty (from Psychology, Psychiatry and the Eliot-Pearson Department of Child Development) and with members of the greater Boston community to hold a forum on mental health research and practice and how the resources of a Research I university could be used to collaborate with community and governmental organizations in addressing issues, such as mental health, in ways that enhanced best practice and that served the needs of diverse families.

The collaboration the Institute catalyzed with the TCC led the leaders of the organization to again look to us when another issue of pertinence to the youth and families of America arose – child safety. In addition to serving on the Task Force, I also contribute a column on positive youth development to the National Task Force website, which appears as part of WebMD.

Other examples exist of the Institute-wide contributions made to the national efforts I have described. For instance, doctoral students Aerika Brittian and Kristen Fay and I contributed an article, "Mentoring: A Key Resource for Promoting Positive Youth Development," to MENTOR's *Research in Action Series*.

Of course, perhaps the most visible national activities of the Institute occurred in regard to the three major research projects we are currently conducting. The Institute's research activities are led by Erin Phelps, the Director of Research and Research Professor in the Eliot-Pearson Department of Child Development. She collaborates with the Scientific Directors of each of the studies and with their staff, post-doctoral fellows, and doctoral students in making certain that the theoretically-predicated research of the Institute continues to reflect the cutting-edge of developmental methodology and substantive significance.

During the 2006-2007 year, the 4-H Study of Positive Youth Development, supported by the National 4-H Council and by Philip Morris USA, and led by its Scientific Director, Dr. Jacqueline V. Lerner (Professor of Applied Developmental and Educational Psychology at Boston College, Lynch School of Education), continued to generate new discoveries about the individual and ecological bases of positive development and community contributions in youth and, as well, to provide youth-serving professionals, in 4-H and other youth development programs with important ideas for revising and enhancing their practices.

The John Templeton Foundation-supported project, the Role of Spiritual Development in Growth of Purpose, Generosity, and Psychological Health in Adolescence, led by its Scientific Director, Robert Roeser, Associate Research Professor in the Eliot-Pearson Department of Child Development, has provided provocative pilot data about spirituality and positive development, data which at this writing have been used by a group of developmental and neuroscientists from around the United States and internationally to establish the measures and methods of, and to provide a basis for, what is envisioned to be a field-shaping, longitudinal study of spirituality and human development and its relation to neural growth, generosity, purpose, and exemplary healthy development during adolescence, that is, to "thriving."

The William T. Grant Foundation-supported project, the Economic Socialization of Children of Immigrants: Lebanese Maronites and Muslims, led by its Scientific Director, Lawrence Gianinno, Research Professor in the Eliot-Pearson Department of Child Development, continues to generate unique data about the ways in which culture, ethnicity, and religion may influence the economic socialization of immigrant children, and seeks to identify family and community-related experiences that contribute to the development of effective economic values and practices.

Each of these three research projects has been quite productive in regard to instances of scholarly dissemination. The record of productivity for 2006-2007 is presented later in this Annual Report.

I believe that the Institute's 2006-2007 record of national and international contributions and collaborations attest to the fact that we are poised to move to a new level of contribution to the youth of our nation and world. Nevertheless, while we hope to garner the support of Tufts and our colleagues and friends from across the United States and internationally in this evolution of our work, we remain committed to retaining and strengthening our local and state partnerships. A chief indicator of this commitment was the partnership the Institute entered into in 2006 with the Medford Public Schools. Working on a completely *pro bono* basis, my colleagues, doctoral students, and I have established a program of applied research with Roy Belson, the Superintendent of Schools for Medford. We are collecting information from the youth of Medford about their strengths and their characteristics of positive youth

development. To accomplish this work we are building off of the approaches to youth assessment we have developed in both the 4-H Study and in our John Templeton Foundation-supported research. Our goal is to work with the School District across at least the next five years to, first, assess students' characteristics of positive development; second, use the results of our research to frame community-wide discussions of actions that educators, parents, and youth wish to take to change for the better the profile of findings we report; third, help the Medford schools to tap into the student community engagement resources of Tufts to derive assistance for implementing the actions plans that are developed; and, fourth, to re-assess students after these actions have been implemented across a school year – so that refinements of the planning process can be made and the collaborative processes reiterated again in subsequent years.

In summary, the truth about the position of the Institute at the end of the 2006-2007 year is that we have gained enormous national and international visibility and, a singular set of exciting and important opportunities to make important differences in the lives of diverse children, adolescents, families, and communities. Through our training of doctoral students and our research and consultation we have been able to serve as one example of the vision and mission of Tufts University, as a civically engaged university making local, national, and international communities better by virtue of the excellence of scholarship and unwavering commitment to service.

It is a great privilege for me to be part of such a university. Although I am proud of what the Institute has accomplished, I am humbled to be part of an institution of higher education that is elevating the concept of the engaged university to a level arguably unparalleled among other private universities. My challenge is to gain the structural characteristics and to garner the financial resources to enable the Institute to capitalize on the opportunities before us. We wish to become an increasingly more prominent example of the vision and mission of Tufts. I know I will have the continued support of colleagues, students, and friends of the Institute in this effort. I remain committed, with my highest levels of enthusiasm and energy, to succeed in this work.

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

**QUANTITATIVE AND QUALITATIVE INDICATORS**

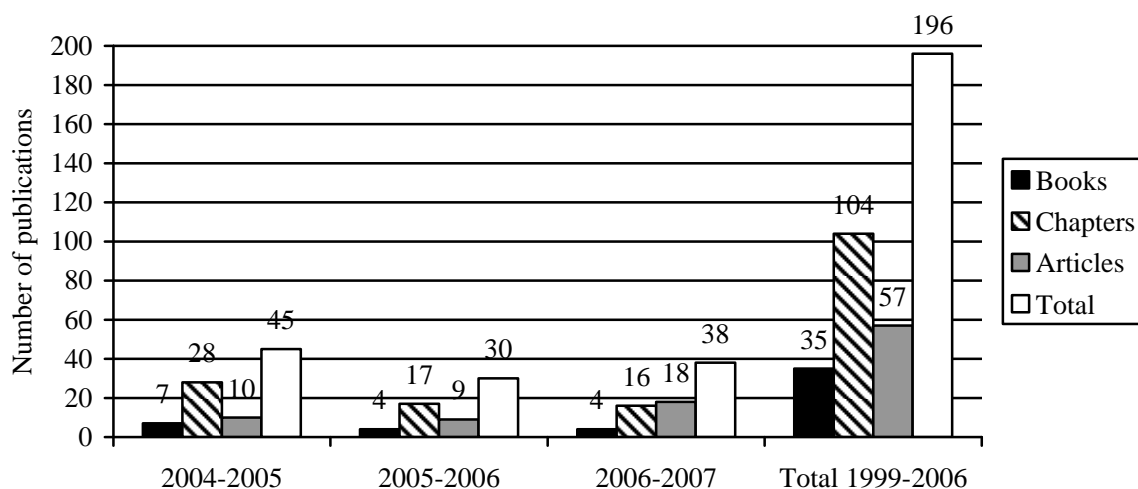
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, gift dollars generated, the allocation of Institute spending, and the applied developmental science courses taught at the University and the evaluations they received. Qualitative indicators include reports of leadership roles played by the Institute within the national and international scholarly and practitioner communities.

**QUANTITATIVE INDICATORS**

**Publications**

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2006-2007, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's eight years at Tufts is noted as well. 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 2006-2007 academic year. A complete list of publications is available upon request.

**Figure 1. The Bergstrom Chair's published works**

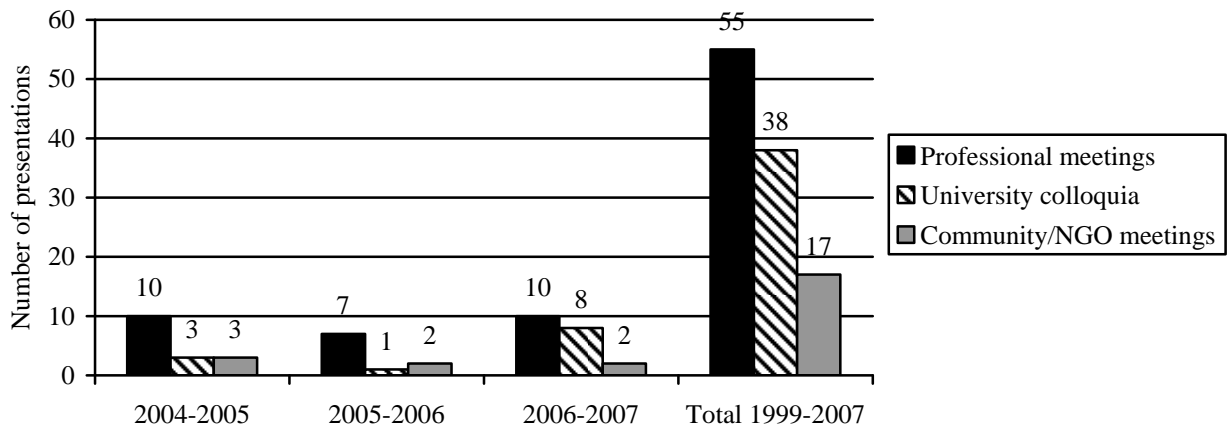


## Scholarly Paper Presentations

Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, and community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2006-2007 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the eight years of data combined since the inception of the Bergstrom Chair.

This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the last academic year, Richard Lerner made 20 presentations at professional meetings, university colloquia, and community/NGO meetings to hundreds of university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity 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. The presentations further advance the work of the Bergstrom Chair and the Institute and allow the Institute to continue to develop a network of collaborations with both governmental and non-governmental organizations. Appendix 2 lists all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair in 2006-2007.

Figure 2. Scholarly and professional presentations

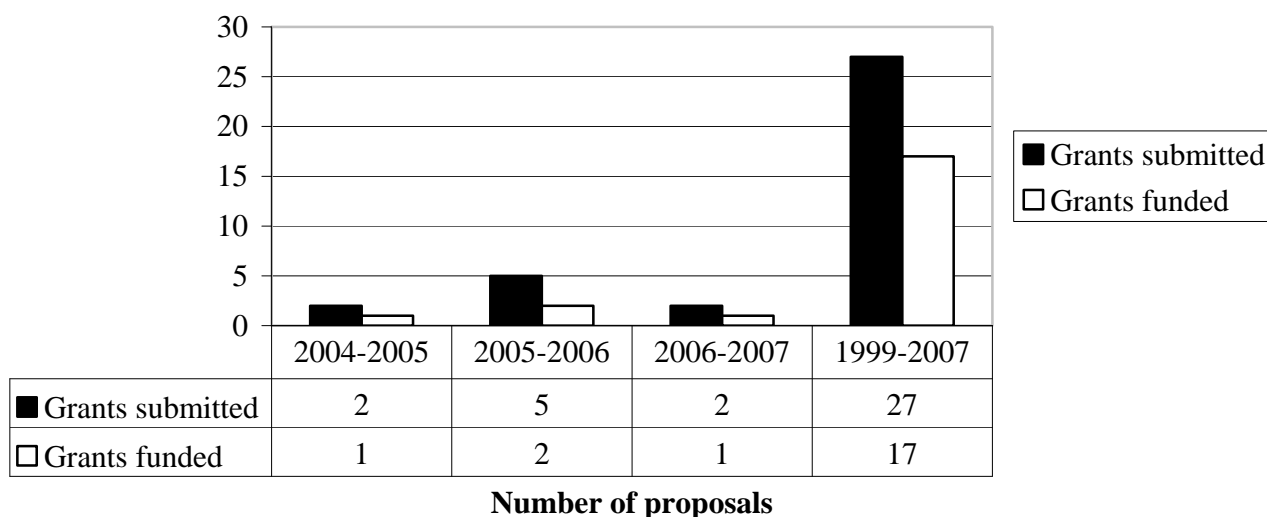


In addition to these scholarly and professional presentations, Richard Lerner appeared on national and local television including *Good Morning America*, *Fox 25 Morning News* in Boston, and *New England Cable News*. He also spoke on over 20 radio programs to promote his new book, *The Good Teen*.

### 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 2006-2007 fiscal year (FY). One proposal was funded while the other was not funded. In total, the Institute has submitted 27 grant proposals since its inception, 17 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 2006-2007 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**



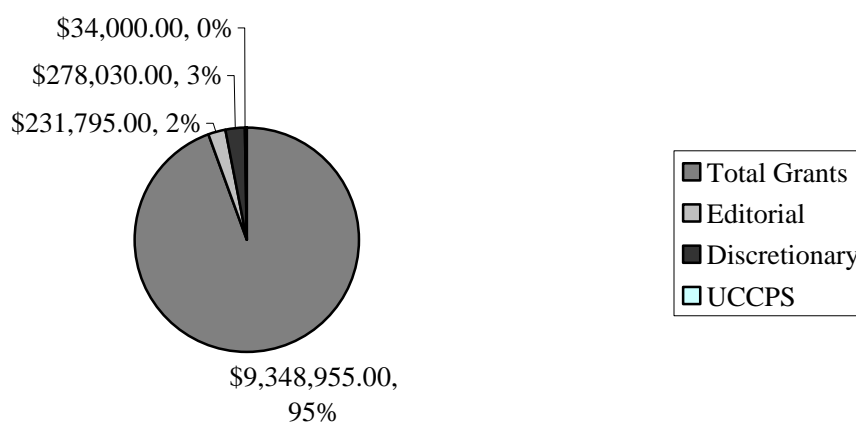
**Table 1. Grant proposals submitted from FY 1999-2000 through FY 2006-2007**

<b>Year</b>	<b>Grant Proposal</b>
1999-2000	<ol style="list-style-type: none"> <li>1. Non-competitive transfer proposal for Overcoming the Odds to the W.T. Grant Foundation (funded)</li> <li>2. Proposal to the Jacobs Family Foundation to fund graduate fellows (funded)</li> <li>3. Proposal to NIH to study forced sex among adolescent girls (not funded)</li> </ol>
2000-2001	<ol style="list-style-type: none"> <li>1. Proposal to the Innovation Center for Community and Youth Development for a Planning and Evaluation Resource Center (funded)</li> <li>2. Proposal to the National 4-H Council to study positive youth development (funded)</li> <li>3. Proposal to NSF to creat a collaborative center between Land Grant and private universities (not funded)</li> </ol>
2001-2002	<ol style="list-style-type: none"> <li>1. Proposal to the Innovation Center for Community and Youth Development for a clearinghouse related to PERC (funded)</li> <li>2. Competitive renewal grant for Overcoming the Odds to the W.T. Grant Foundation (funded in FY 2002-2003)</li> <li>3. Proposal to the Search Institute for the Thriving Indicators Project (funded in FY 2002-2003)</li> </ol>
2002-2003	<ol style="list-style-type: none"> <li>1. Proposal to IYF for an evaluation of the Global Alliance program, with UEPP, Economics, and Child Development (funded in FY 2003-2004)</li> <li>2. Proposal to Search Institute for additional funding for the Thriving Indicators Project (funded)</li> <li>3. Proposal to the Innovation Center for additional Clearinghouse funding (funded)</li> <li>4. Proposal to the 484 Phi Alpha Foundation for an evaluation of the Tutoring Plus program (funded)</li> <li>5. Proposal to CIRCLE to study spirituality and civice engagement (not funded)</li> <li>6. Sub-contract proposal to TERC for NICHD grant on building math ability (not funded)</li> <li>7. Proposal to Waitt Family Foundation for additional PERC funding (not funded)</li> <li>8. Proposal to the Sudbury Foundation for a Search Institute/ADSI/community partnership (funded in FY 2003-2004)</li> </ol>
2003-2004	<ol style="list-style-type: none"> <li>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)</li> <li>2. Proposal to SSHRC (Canada) to partner with Canadian researcher on brain research and PYD</li> </ol>
2004-2005	<ol style="list-style-type: none"> <li>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)</li> </ol>
2005-2006	<ol style="list-style-type: none"> <li>1. Proposal to the WT Grant Foundation for extension of the 4-H Study of Positive Youth Development (not funded)</li> <li>2. Proposal to NIH as subcontractor for OTO grant (not funded)</li> <li>3. Proposal to NIH (Nida) for extension of the 4-H Study of Positive Youth Development (not funded)</li> <li>4. Noncompetitive transfer of Robert Roeser WT Grant Foundation Scholar award (funded)</li> <li>5. Noncompetitive grant to Larry Gianinno for Youth Economic Understanding Study, WT Grant Foundation (funded)</li> </ol>
2006-2007	<ol style="list-style-type: none"> <li>1. Proposal to National 4-H Council for a two year extension of the 4-H Study of Positive Youth Development (funded)</li> <li>2. Proposal to the John Templeton Foundation for a three year study on positive purpose (not funded)</li> </ol>

### Dollars of Support Generated by Category

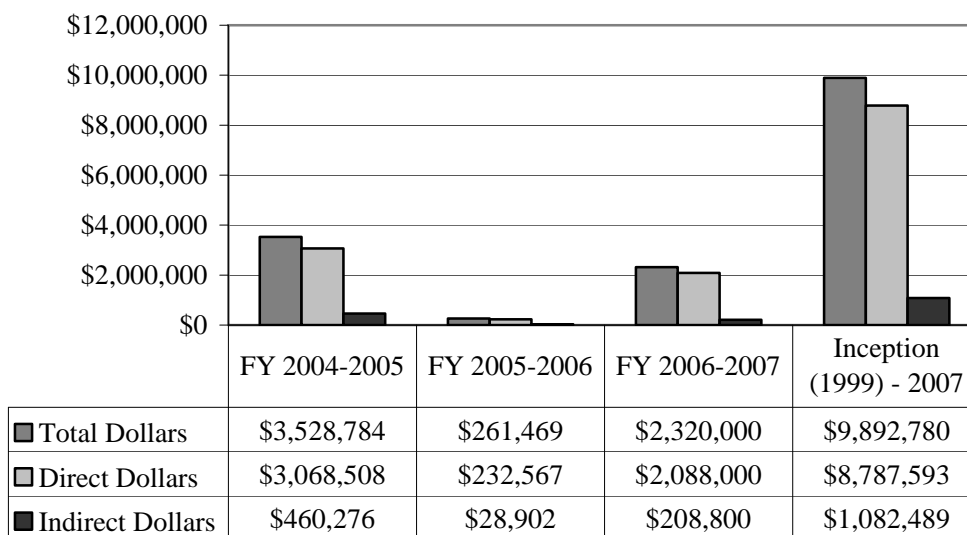
As shown in Figure 4, since its inception, the Institute has raised \$9.89 million through the end of FY 2006-2007 for its research, outreach, educational, and publishing activities. Of this total, the Institute raised \$9.3 million through grant proposals, \$232k through the editorial office, and \$278k of discretionary dollars. In addition to these funds, the Bergstrom Chair was awarded a UCCPS Faculty Fellowship in 2002-2003, which brought an additional \$34k of funding to support students and visits by outside speakers.

**Figure 4. Dollars Raised by Category**

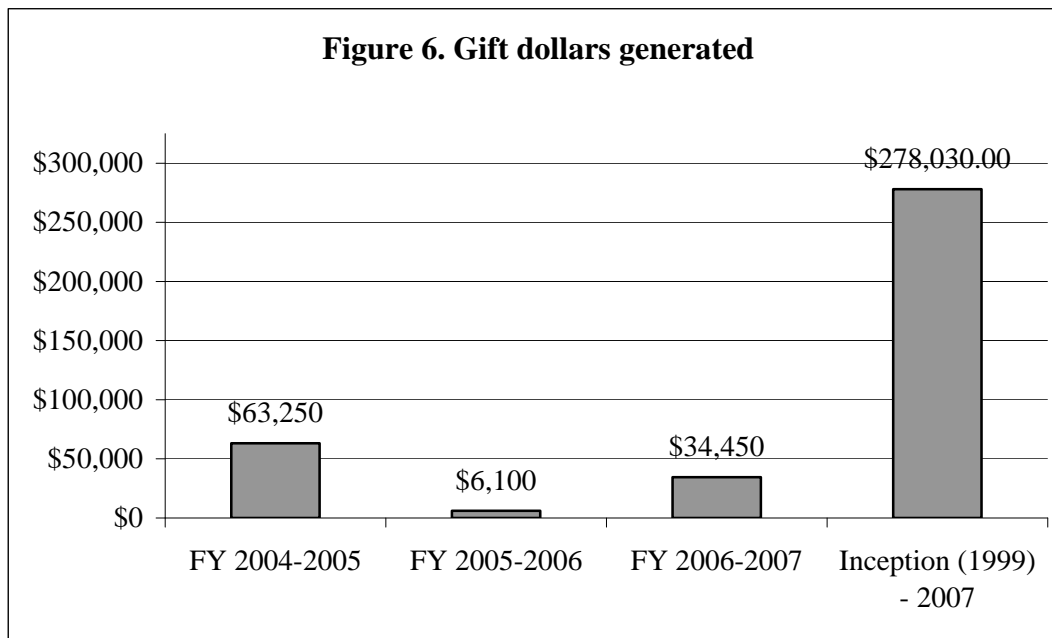


### Direct and Indirect Dollars of Grant Support Generated

Of the \$9.89 million in grant support generated, \$8.78 million was for direct costs and \$1.08 million was for indirect cost recovery (see Figure 5). In 2006-2007 the grant money was raised through National 4-H Council for a two year extension of the 4-H Study of Positive Youth 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. In addition, this extension grant will provide 10% of indirect cost recovery.

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

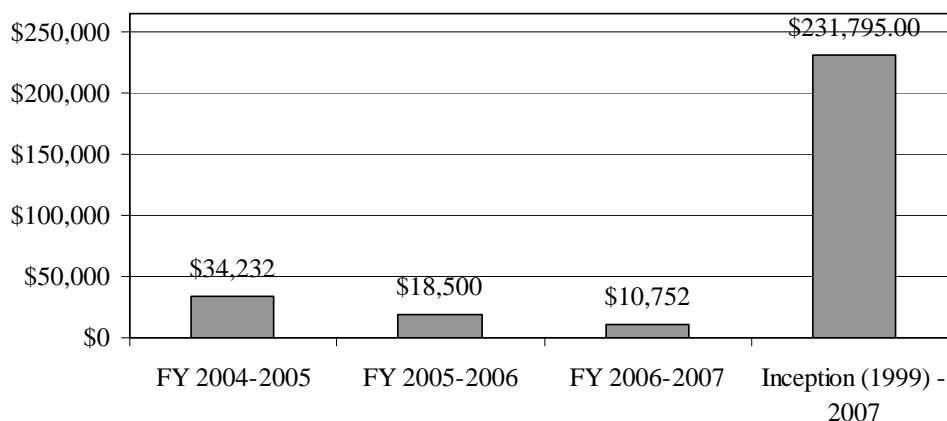
Since its inception, the Institute has raised a total of \$278k in discretionary gift dollars. Figure 6 shows the distribution of gifts across the previous three years as well as the total since the Institute's eight year history. During the 2006-2007 FY, the Institute received gifts from eight donors, ranging in size from \$500 to \$20,000. All donors have generously supported the Institute in the past. 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 2006-2007 fiscal year.



### Editorial Account Dollars Raised

Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Applied Developmental Science Publications Program. Over the past seven years, this allocation has amounted to over \$231k in donations. Figure 7 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute's history. In addition, Dean Robert J. Sternberg provided additional support for the Editor/Writer of the Institute's Publications Program. See page 16 for a more detailed description of the work of the Applied Developmental Science Publications Program.

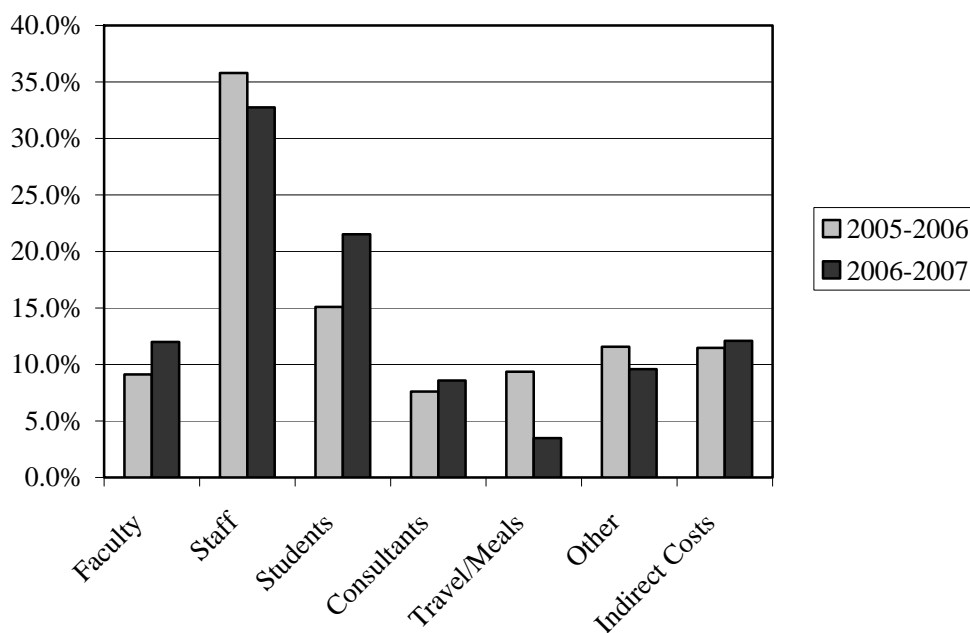
**Figure 7. Editorial dollars generated**



## 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 2006-2007, 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 (32.8% of spending) and 11 graduate students for a minimum of nine months (21.5% of spending).

**Figure 8. Allocation of IARYD Spending FY 2005-2006 and FY 2006-2007**



The next largest category of spending is for other expenses (9.6% 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 used in research. Following other expenses, indirect costs were the next largest category at 12.1% of spending. Travel and meals account for the next largest expense at 3.5% of all costs and is associated with attending meetings, conferences, etc. Consultants, honoraria, and awards (8.6% 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 from last fiscal year to this fiscal year, while the allocation to all other categories decreased slightly this fiscal year. The Institute continually strives to keep its infrastructure costs low while

still supporting a large number of students. See Appendix 5 for a comparison of revenues and expenses between the 2005-2006 fiscal year and the 2006-2007 fiscal year.

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

As shown in Table 2, during the 2006-2007 academic year, the Bergstrom Chair taught two courses on applied developmental science. Table 3 lists students' evaluations for these courses. Evaluations are measured in terms of the mean overall rating of both the instructor and the course. A sample of the students' comments is presented as well.

**Table 2. Undergraduate and graduate courses in applied developmental science, taught in 2006-2007**

Semester	Course Number	Course Title
Fall 2006	CD285	Advanced Research Methods in Applied Developmental Science
Spring 2007	CD85	Promoting Positive Youth Development

**Table 3. 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 <sup>2</sup>		Sample of Students' Comments
		Instructor	Course	
CD285 Fall 2006	11	3.9	3.8	"This was the course that I learned the most at Tufts. Very challenging, very stressful, but very rewarding."
CD85 Spring 2007	20	4.6	4.5	<p>"The speakers were great and they helped bring the course material in touch with reality. I LOVED having the speakers and the reaction papers helped me think about applying PYD to the real world."</p> <p>"This class was interesting and did a great job of combining current relevant research with practical learning – the information from this class is relevant for all child development majors."</p> <p>"Amazing class! Although some of the readings were difficult and overly scholarly, the overall course was inspirational and intriguing. Dr. Lerner's enthusiasm for the course and little anecdotes made the lectures fun and engaging."</p>

<sup>2</sup> 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 Good Teen*

*The Good Teen: Rescuing our Teens from the Myths of the Storm and Stress Years* was published in October 2007 by Crown/Random House. The book supports a new conception of adolescence based on strengths rather than weaknesses. Every teen, whatever their ability or background, has the same potential for healthy and successful development. In *The Good Teen*, Richard Lerner presents five characteristics, called the 5 Cs, that are proven to fuel positive development: Competence, Confidence, Connection, Character, and Caring. When the 5 Cs coalesce, a sixth emerges, Contribution, where young people contribute to their own development in an energetic and optimistic way. He also prescribes specific ways parents can foster the 5 Cs at home and in their communities.

#### 2. *Approaches to Positive Youth Development*

*Approaches to Positive Youth Development*, edited by Rainer Silbereisen of the Friedrich-Schiller-Universität in Jena, Germany and Richard M. Lerner was published by Sage in August 2007 in time to debut at the European Conference on Developmental Psychology in Jena. The volume combines basic and applied scientific approaches to positive youth development, and seeks to inform practitioners and academics respectively. It is cross-national and cross-cultural with an internationally eminent set of authors.

### 3. *Child and Adolescent Development: An Advanced Course*

Edited by William Damon of Stanford University and Richard M. Lerner, *Child and Adolescent Development*, to be published in 2008 by Wiley, offers students an advanced textbook exploring forefront issues in the study of child and adolescent development. The book's chapters are written as "state-of-the science" reviews by leading scholars who themselves have been making groundbreaking contributions to the topics that they discuss. The book's twenty chapters cover development in the biological, cognitive, linguistic, social, cultural, moral, personality, emotional, and aesthetic domains.

### 4. *Positive Youth Development and Spirituality: From Theory to Research*

The purpose of this book, edited by Richard M. Lerner, Robert W. Roeser, and Erin Phelps and to be published in 2008 by the John Templeton Foundation Press, is to explore the study of spiritual development during the adolescent period and to ascertain the possible links among spirituality and the healthy, positive development of youth. Chapters are written by participants in the Conference on Positive Youth Development and Spirituality held at Tufts University in April 2006. The book presents key conceptual and definitional issues useful in framing the understanding of the association between positive development in adolescents, spiritual development, and the attainment of a sense of self that moves the young person to make contributions to (or, in other words, be generous towards) self, family, community, and society. In addition the book discusses the biological covariates of these links among positive youth development, spirituality, and generosity linkage and, as well, the individual level, social level, and cultural level covariates of this linkage. All chapters in the book focus as well on the research that needs to be done to advance understanding of these linkages.

### 5. *Applied Developmental Science (ADS)*

*ADS* is a quarterly journal published by Taylor & Francis. The journal is co-edited by Richard M. Lerner, Celia Fisher of Fordham University, and Lawrence Gianinno of the Institute for Applied Research in Youth Development and Eliot-Pearson. The focus of *ADS*, which completed its eleventh volume year in 2006-2007, is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both interindividual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for *ADS* includes developmental, clinical, school, counseling, 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.

## 6. *Developmental Psychology*

The Bergstrom Chair served his fourth year 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.

## 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 Taylor & Francis and edited by Erin Phelps of the Institute for Applied Research in Youth Development and Eliot-Pearson, is managed in the Institute for Applied Research in Youth Development. The journal's articles focus on life-span developmental research. Richard M. Lerner serves as the chair of the Editorial Board. *RHD* completed its fourth volume year during 2006-2007.

## 8. *The Handbook of Developmental Science, Behavior and Genetics*

*The Handbook of Developmental Science, Behavior and Genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb* is edited by Kathryn E. Hood (Penn State University), Carolyn Tucker Halpern (University of North Carolina), Gary Greenberg (Wichita State University), and Richard M. Lerner, to be published by Blackwell in 2009. The *Handbook* will commemorate the historically important and profound contributions made by Gilbert Gottlieb across a scholarly career spanning more than four decades. Gottlieb was preparing this handbook when his untimely death in 2006 brought his work on this project to a halt. However, with the permission and support of the Gottlieb Family, the editors of this work have decided to complete Gottlieb's "last book," which was designed to bring together cutting-edge theory, research, and methodology that afford the modern scientific understanding of the role of genes in the developmental system.

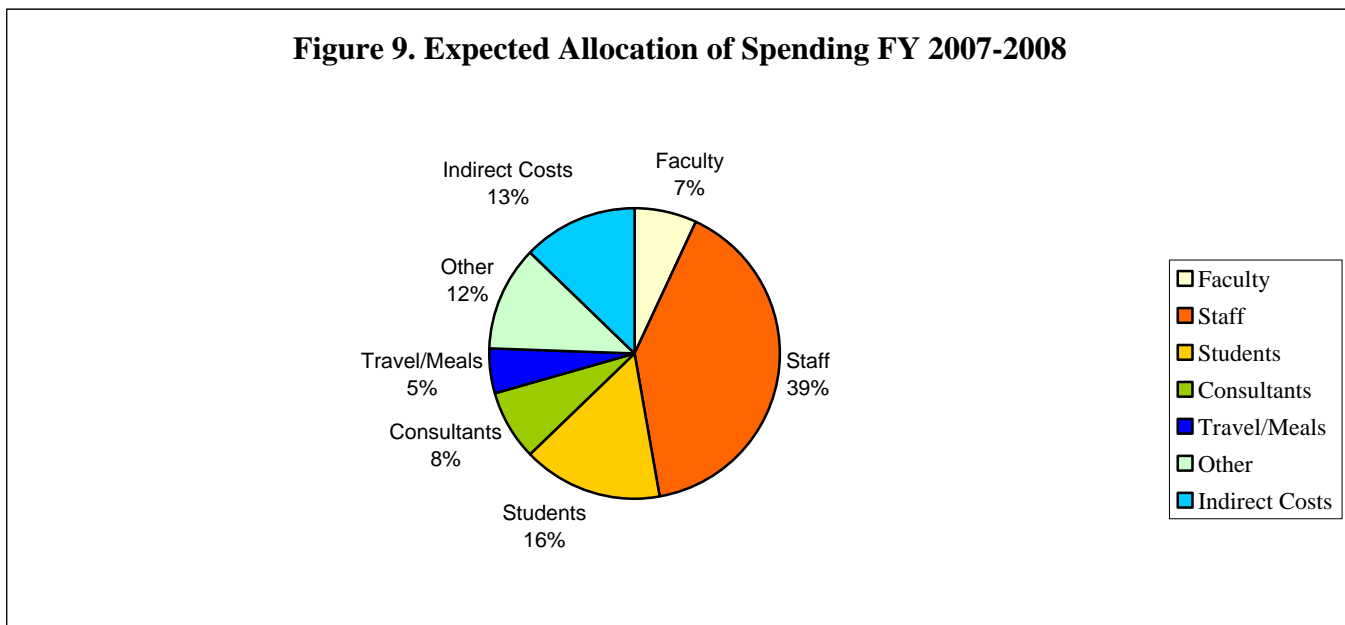
## **Advisory Board Memberships in 2006-2007**

In October 2006, Richard Lerner was appointed to the Massachusetts Children's Trust Fund Program Committee. In November 2006 he was appointed to serve on the Board of Trustees of the Milton S. Eisenhower Foundation. In April 2007, he was appointed to the Mount Sinai Adolescent Health Center Evaluation and Research Expert Group. During the past year, the Bergstrom Chair continued to sit on the National Task Force on Children's Safety; to serve on the National Mentoring Partnership's Research and Policy Council; to be an adjunct faculty member of the Tisch College of Citizenship and Public Service at Tufts; to be a member of the Child Trends Applied Research Roundtable; to serve on the Advisory Council for the America's Promise Alliance; to serve on the Board of Advisors for the John Templeton Foundation; and to serve as the Chair of the Board of Advisors for the Center for Applied Developmental Science at Friedrich-Schiller-Universität, Jena, Germany.

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

During fiscal year 2007-2008, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

As shown in Appendix 8, we anticipate an operating budget in FY 2007-2008 of approximately \$1.5 million in direct and indirect costs. As shown in Figure 9, 62% 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 13% of the budget. Consultants and other expenses will each account for 20% of the budget.



For the coming year we are able to maintain our current employee roster by funding portions of salaries from various accounts, as well as through the donation of Editorial grants that Richard Lerner receives and gives back 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

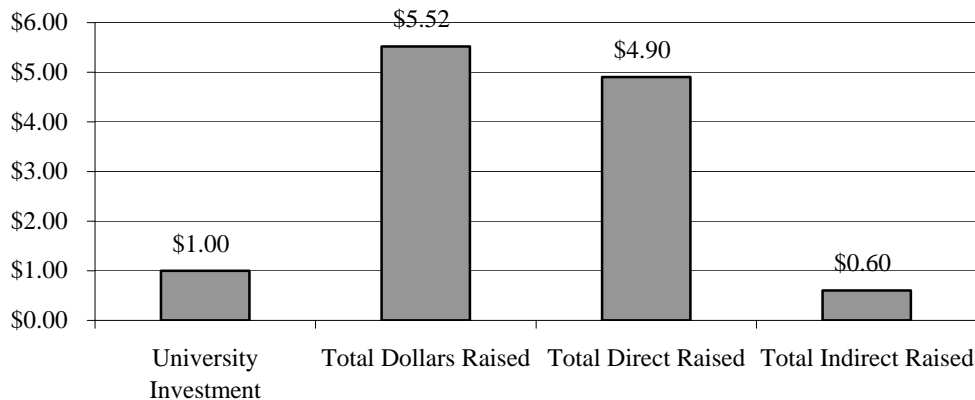
The Institute continues to be quite successful in helping students become productive scholars by giving them the opportunity to apply their education while working on our several research projects. We also continue to reach a diverse audience through our pro bono community outreach work and our publications.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

The University has been quite generous in their support of the Institute and has given \$1.79 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), salary and support for a Writer/Editor (\$20,000/year + benefits), tuition and stipend support for a graduate student (\$18,598), and infrastructure support (\$60,000). 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 \$1.79 million may be compared to \$9.89 million in total dollars raised – which involves \$8.78 million in direct dollars raised and \$1.08 million in indirect dollars raised. As shown in Figure 10, for every \$1 of University investment, the Institute has raised \$5.52 in total dollars, \$4.90 in direct dollars, and 60 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 7 and 8 present a brief history of the Bergstrom Chair and a biography of Richard M. Lerner.

## APPENDIX 1

### BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2006-2007

#### BOOKS

##### Published

Lerner, R. M. (2007). *The Good Teen: Rescuing Adolescents from the Myths of the Storm and Stress Years*. New York, NY: The Crown Publishing Group.

Silbereisen, R. K., & Lerner, R. M. (Eds.). (2007). *Approaches to positive youth development*. London: Sage Publications.

##### In Press

Damon, W., & Lerner, R. M. (In press). *Child and adolescent development: An advanced course*. Hoboken, NJ: Wiley.

Lerner, R. M., Roeser, R. W., & Phelps, E. (Eds.). (In press). *Positive youth development and spirituality: From theory to research*. West Conshohocken, PA: Templeton Foundation Press.

##### In Preparation

Hood, K. E., Halpern, C. T., Greenberg, G., & Lerner, R. M. (In preparation). *The handbook of developmental science, behavior and genetics*. Malden, MA: Wiley Blackwell.

Lerner, R. M., & Steinberg, L. (Eds.). (In preparation). *Handbook of adolescent psychology* (3rd Ed.). Hoboken, NJ: Wiley.

#### CHAPTERS

##### Published

Almerigi, J. B., Gestsdottir, S., & Lerner, R. M. (2007). Developmental Systems Theory. In R. S. New, & M. Cochran (Eds.), *Early Childhood Education: An International Encyclopedia*. Vol. 1, (pp. 286-288). Westport, CT: Praeger.

Jelicic, H., Theokas, C., Phelps, E., & Lerner, R. M. (2007). Conceptualizing and measuring the context within person  $\leftrightarrow$  context models of human development: Implications for theory, research, and application. In T. D. Little, J. A. Bovaird, & N. A. Card (Eds.). *Modeling contextual effects in longitudinal studies* (437-456). Mahwah, NJ: Erlbaum.

- Lerner, R. M. (2006). Resilience as an attribute of the developmental system: Comments on the papers of Professors Masten and Wachs. In B. M. Lester, A. Masten, & B. McEwen (Eds.). *Resilience in children. Annals of the New York Academy of Sciences*, (pp. 40-51). New York: New York Academy of Sciences.
- Lerner, R. M., Alberts, A. E., & Bobek, D. (2007). Thriving youth, flourishing civil society-- How positive youth development strengthens democracy and social justice. In Bertelsmann Stiftung (Ed.). *Civic engagement as an educational goal* (pp. 21-35). Gutersloh, Germany: Verlag Bertelsmann Stiftung.
- Lerner, R. M., Alberts, A. E., & Bobek, D. (2007). *Thriving youth, flourishing civil society: How positively developing young people may contribute to democracy and social justice: A Bertelsmann Foundation White Paper*. Gutersloh, Germany: The Bertelsmann Foundation.
- Lerner, R. M., Anderson, P. M., Ma, L., & Smith, L. M. (2006). Continuity and Discontinuity in Development. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*, pp. 303-306. Thousand Oaks, CA: Sage.
- Lerner, R. M., Phelps, E., Alberts, A., Forman, Y, & Christiansen, E. (2007). The many faces of urban girls: Features of positive development in early adolescence. In B. Leadbeater, & N. Way (Eds.). *Urban Girls Revisited: Building Strengths, Volume 2* (pp. 19-53). New York: New York University Press.
- Lerner, R. M., Zimmerman, S., Li, Y., Fay, K. (2008). Adolescent Psychology. In W. A. Darity (Ed.). *International Encyclopedia of the Social Sciences, 2nd edition* (pp. 24-27). Farmington Hills, MI: Macmillan Reference USA.
- Silbereisen, R. K., & Lerner, R. M. (2007). Approaches to positive youth development: A view of the issues. In R. K. Silbereisen, & R. M. Lerner (Eds.). *Approaches to positive youth development* (pp. 3-30). London: Sage Publications.
- Zarrett, N., Lerner, R. M., Carrano, J., Fay, K., Peltz, J. S., & Li, Y. (2008). Variations in adolescent engagement in sports and its influence on positive youth development. In N. L. Holt (Ed.). *Positive Youth Development through Sport* (pp. 9-23). Oxford: Routledge.

### **In Press**

- Damon, W., & Lerner, R. M. (In press). The scientific study of child and adolescent development: Important issues in the field today. In W. Damon, & R. M. Lerner (Eds.). *Child and Adolescent Development: An Advanced Course* (pp. 3-18). Hoboken, NJ: Wiley.
- 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., & Phelps, E. (In press). Positive development, spirituality, and generosity in youth: A view of the issues. In R. M. Lerner, R. W. Roeser, & E. Phelps (Eds.). *Positive youth development and spirituality: From theory to research.* West Conshohocken, PA: Templeton Foundation Press.
- Lerner, R. M., & Zarrett, N. (In press). Positive human development (PHD) across the life span: A developmental systems perspective about wisdom, noble purpose, spirituality, and generosity across the life span. In W. Damon (Ed.). *Handbook of Longevity and Positive Aging.* Hoboken, NJ: Wiley.
- Ma, L., Phelps, E., Lerner, J. V., and Lerner, R. M. (In press). Adolescents who bully and who are bullied: Ethical issues in longitudinal research on school bullying. In D. Buchanan, C. B. Fisher, & L. Gable (Eds.). *Ethical & Legal Issues in Research with High Risk Populations: Addressing Threats of Suicide, Child Abuse, and Violence.* Washington, D.C.: APA Books.
- Paus, T., Pausova, Z., Abrahamowicz, M., Almerigi, J. Arbour, N., Bernard, M., Gaudet, D., Hanzalek, P., Hamet, P., Evans, A.C., Kramer, M. Laberge, L., Leal, S., Leonard, G., Lerner, J. V., Lerner, R. M., Mathieu, J., Perron, M., Pike, B., Pitiot, A., Richer, L., Séguin, J. R., Syme, C., Tremblay, R., Veillette, S., & Watkins, K. (In press.) Maternal Smoking, Genes and Adolescent Brain and Body: The Saguenay Youth Study. In van Aken, M. A. G, Tremblay, R., & Koops, W. (Eds). *Development of Behaviour Problems: State of Knowledge and Policy Implications.* Sussex UK: Psychology Press.
- In preparation**
- Hood, K. E., Halpern, C. T., Greenberg, G., & Lerner, R. M. (In preparation). Developmental systems, nature-nurture, and the role of genes in behavior and development: On the legacy of Gilbert Gottlieb. In K. E. Hood, C. T. Halpern, G. Greenberg, & R. M. Lerner (Eds.). *The Gottlieb handbook of developmental systems, behavior and genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb.* Malden, MA: Wiley Blackwell.
- Lerner, R. M. (In preparation). Applications of Developmental Systems Theory to Benefit Human Development. In K. E. Hood, C. T. Halpern, G. Greenberg, & R. M. Lerner (Eds.). *The Gottlieb handbook of developmental systems, behavior and genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb.* Malden, MA: Wiley Blackwell.

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

Lerner, R. M., Abo-Zena, M., Bebiroglu, N., Brittan, A., Doyle, A., Isaac, S. (In preparation). Positive youth development: Contemporary theoretical perspectives. In R. DiClemente, R. Crosby, & J. Santelli (Eds.). *Adolescent Health: Understanding and Preventing Risk Behaviors and Adverse Health Outcomes*. San Francisco: Jossey-Bass.

Lerner, R. M., Boyd, M., & Du, D. (In preparation). Adolescent development. In I. B. Weiner & C. B. Craighead (Eds.). *Corsini's Encyclopedia of Psychology* (4th ed). Hoboken, NJ: Wiley.

Lerner, R. M., & Steinberg, L. (In preparation). The scientific study of adolescent development. In R. M. Lerner, & L. Steinberg (Eds.). *Handbook of Adolescent Psychology* (3rd Ed.). Hoboken, NJ: Wiley.

## ARTICLES

### Published

Alberts, A. E., Christiansen, E. D., Chase, P., Naudeau, S., Phelps, E., & Lerner, R. M. (2006). Qualitative and quantitative assessments of thriving and contribution in early adolescence: Findings from the 4-H Study of Positive Youth Development. *Journal of Youth Development, 1*(2).

Gestsdottir, S., & Lerner, R. M. (2007). Intentional self-regulation and positive youth development in early adolescence: Findings from the 4-H Study of Positive Youth Development. *Developmental Psychology, 43*(2), 508-521.

Gestsdottir, S., & Lerner, R. M. (2007). Hlutverk sjálfstjórnar í æskilegum þroska barna og unglinga. *Sálfræðiritið, 12*, 37-55.

Halpern, C. T., Hood, K. E., & Lerner, R. M. (2007). The scientific contributions of Gilbert Gottlieb: An overview. *European Journal of Developmental Science, 1*(2), 97-101.

Jelicic, H., Bobek, D., Phelps, E., D., Lerner, J. V., Lerner, R. M. (2007). Using positive youth development to predict contribution and risk behaviors in early adolescence: Findings from the first two waves of the 4-H Study of Positive Youth Development. *International Journal of Behavioral Development, 31*(3), 263-273.

Lerner, R. M. (2006). Another nine inch nail for behavioral genetics!: A commentary on Richardson and Norgate. *Human Development, 49*(6), 336-342.

Lerner, R. M., Brittan, A., & Fay, K. (2007). Mentoring: A Key Resource for Promoting Positive Youth Development. *Research in Action, Issue 1*, 3-15.

- Lerner, R. M., Fisher, C. B., Gianinno, L. (2006). Editorial: Constancy and Change in the Development of Applied Developmental Science. *Applied Developmental Science, 10*(4), 172-173.
- Pausova, Z., Paus, T., Abrahamowicz, M., Almerigi, J. Arbour, N., Bernard, M., Gaudet, D., Hanzalek, P., Hamet, P., Evans, A.C., Kramer, M. Laberge, L., Leal, S., Leonard, G., Lerner, J. V., Lerner, R. M., Mathieu, J., Perron, M., Pike, B., Pitiot, A., Richer, L., Séguin, J. R., Syme, C., Toro, R., Tremblay, R., Veillette, S., & Watkins, K. (2007). Genes, maternal smoking and the offspring brain and body during adolescence: Design of the Saguenay Youth Study. *Human Brain Mapping, 28*, 502–518.
- Phelps, E., Balsano, A., Fay, K., Peltz, J., Zimmerman, S., Lerner, R., M., & Lerner, J. V. (2007). Nuances in early adolescent development trajectories of positive and of problematic/risk behaviors: Findings from the 4-H Study of Positive Youth Development. *Child and Adolescent Clinics of North America, 16*(2), 473–496.
- Toro, R., Leonard, G., Lerner, J. V., Lerner, R. M., Perron, M., Pike, B. G., Richer, L., Veillette, S., Pausova, Z., & Paus, T. (2007). Prenatal exposure to maternal cigarette smoking and the adolescent cerebral cortex. *Neuropsychopharmacology, 1*-9.
- Zarrett, N., Peltz, J.S., Fay, K., Li, Y., Lerner, R. M., & Lerner, J. V. (2007). Sports and youth development programs: Theoretical and practical implications of early adolescent participation in multiple instances of structured out-of-school (OST) activity. *Journal of Youth Development, 2*(1).
- Zimmerman, S., Phelps, E., & Lerner, R. M. (2007). Intentional self-regulation in early adolescence: Assessing the structure of selection, optimization, and compensations processes. *European Journal of Developmental Science, 1*(3), 272-299.

### **In Press**

- Balsano, A., Phelps, E., Theokas, C., Lerner, J. V., & Lerner, R. M. (In press). Patterns of early adolescents' participation in youth developing programs having positive youth development. *Journal of Research on Adolescence*.
- Lerner, R. M. (In press). Spirituality, positive purpose, wisdom, and positive development in adolescence: Comments on Oman, Flinders, and Thoresen's Ideas about "Integrating Spiritual Modeling into Education." *The International Journal for the Psychology of Religion*.
- Lerner, R. M. (In press). The contributions of Paul B. Baltes to the transformation of the field of child development: From developmental psychology to developmental science. *Research in Human Development*.

Lerner, R. M., & Overton, W. F. (In press). Exemplifying the integrations of the relational developmental system: Synthesizing theory, research, and application to promote positive development and social justice. *Journal of Adolescent Research*.\*

Paus, T., Toro, R., Leonard, G., Lerner, J. V., Lerner, R. M., Perron, M., Pike, G. B., Richer, L., Steinberg, L., Veillete, S., & Pausova, Z. (In press). Morphological properties of the action-observation cortical network in adolescents with low and high resistance to peer influence. *Social Neuroscience*.

### **In Preparation**

Dowling, E. M., & Lerner, R. M. (In preparation). Goodness of fit between parent and adolescent religiosity and youth thriving.

Forman, Y., Alberts, A. E., Christiansen, E. D. Doyle, A., Phelps, E., & Lerner, R. M. (In preparation). Conceptions of and Pathways to Positive Development among Urban Youth.

Gestsdottir, G., & Lerner, R. M. (In preparation). The development of intentional self regulation in adolescence.

Jelicic, H., Phelps, E., & Lerner, R. M. (In preparation). Treating missing data in longitudinal studies: An analysis of techniques used in top-tier journals.

Jelicic, H., Phelps, E., & Lerner, R. M. (In preparation). Missing data in multivariate longitudinal studies: Results from the 4-H Study of Positive Youth Development.

Lerner, R. M., & Pinderhughes, E. (In preparation). Promoting social justice is the fundamental goal of developmental science: A developmental systems perspective.

Lerner, R. M., Schwartz, S. J., & Phelps, E. (In preparation). Studying the processes of individual development: Theoretical problematics and methodological possibilities.

Li, Y., Zimmerman, S., Phelps, E., Lerner, R. M., & Lerner, J. V. (In preparation). School engagement and adolescent academic competence: Interactive and contextual assets.

Ma, L., Phelps, E., Lerner, J. V., and Lerner, R. M. (In preparation). Pathways to academic competence for adolescents challenged by school bullying: Initial findings from the 4-H Study of Positive Youth Development.

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

- Phelps, E., Zimmerman, S., Alberts, A. E., & Lerner, R.M. (In preparation). Longitudinal evidence for the five Cs of positive youth development: Extensions and revisions based on data from the 4-H Study of Positive Youth Development.
- Zarrett, N., Fay, K., Carrano, J., Li, Y., Phelps, E., & Lerner, R. M. (In preparation). More than child's play: Variable- and pattern-centered approaches for examining effects of sports participation on youth development.
- Zarrett, N., Phelps, E., Brittan, A., Doyle, A., Christiansen, E. D., Lerner, J. V., & Lerner, R. M. (In preparation). Clusters of out-of-school-time activities among rural and urban youth predict positive development in early adolescence.
- Zimmerman, S., Phelps, E., & Lerner, R. M. (In preparation). Positive and negative developmental trajectories in U.S. adolescents: Where the PYD perspective meets the deficit model. *Research in Human Development*.

## **JOURNAL SPECIAL ISSUES**

### **Published**

- Halpern, C. T., Hood, K. E., & Lerner, R. M. (2007). Integrating nature and nurture through developmental systems: The contributions of Gilbert Gottlieb. *European Journal of Developmental Science, 1*(2).

## APPENDIX 2

### ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2006-2007

- Sept. 26, 2006 Presented the keynoted address “Mentoring and Positive Youth Development: Theory, Method and Doing Research that Matters” at the Research and Policy Council meeting in Boston.
- Oct. 25, 2006 Presented the keynoted address “The 4-H Study of Positive Youth Development: Implications of Developmental Change Across Grades 5, 6, and 7” at the 2006 NAE4-HA Conference in Milwaukee.
- Oct. 31, 2006 Presented “Positive Youth Development: What Clinicians, Researchers, and Educators Need to Know” at the University of Miami Center for Family Studies in Miami.
- Nov. 20, 2006 Presented “Developmental Systems Theory and the Legacy of the Penn State Human Development and Family Studies Department: Perspectives from the *Handbook of Child Psychology*, 6th ed. (2006)” at the Penn State Human Development and Family Studies and the Developmental Systems Group College of Health and Human Development in University Park, PA.
- Feb. 15, 2007 Presented “Promoting Thriving and Community Contribution among America’s Youth” at the Brown University Center for the Study of Human Development Colloquium Series in Providence, RI.
- March 12, 2007 Presented “Promoting Positive Youth Development through Community Collaboration: Lessons from the 4-H Study of Positive Youth Development” at the Presidential Symposium at Tufts University.
- March 30, 2007 Presented the paper symposium “Parenting an adolescent with developmental disabilities: Do developmental principles apply? A discussion” at the Society for Research in Child Development (SRCD) Biennial Meeting in Boston.
- March 30, 2007 Presented “The role of spiritual development in growth of purpose, generosity, and psychological health in adolescence” with co-authors Robert W. Roeser, Erin Phelps, Heather Urry, Sara Lazar, Sonia S. Issac, Mona Abo-Zena, Amy E. Alberts, and Dan Du at the Society for Research in Child Development (SRCD) Biennial Meeting Preconference in Boston.
- April 4, 2007 Presented “Positive Youth Development: What Clinicians, Researchers, and Educations Need to Know” at Judge Baker Children's Center 2006-2007 Child Mental Health Forum in Boston.

- April 19, 2007 Presented “Promoting Positive Youth Development: What Researchers, Practitioners, and Policy Makers Need to Know” at the Duncan and Cynthia Campbell Lectures on Childhood Relationships, Risk, and Resilience at Oregon State University, Corvallis, OR.
- May 2-4, 2007 Presented three lectures, “Current Theoretical and Empirical Frames for Understanding and Enhancing Adolescent Development,” “The 4-H Study of Positive Youth Development: Thriving and Civic Engagement Among Diverse Adolescents,” and “Applying Developmental Science: Promoting Positive Youth Development and Enhancing Communities through Community-University Collaborations” at the University of Alberta as part of the “Applying Developmental Science to Promote Positive Youth Development and to Enhance Community Life” Distinguished Lecture Series in Alberta, Canada.
- June 24, 2007 Presented “Applying developmental science: Definitions and dimensions” at the NICHD Summer Institute in Washington, DC.
- Aug. 1, 2007 Presented the poster “Positive Youth Development in African American Youth is Promoted by Religiosity” with co-author Aerika Brittan at the Association of Black Psychologists Annual International Convention in Houston.
- Aug. 21, 2007 Presented “Developmental Systems Theory, Plasticity, and the Promotion of Positive Development among Adolescents: Recent Findings from the 4-H Study of Positive Youth Development” at the Max Planck Institute, Berlin.
- Aug. 22, 2007 Presented “Transforming Developmental Psychology into Developmental Science: On the Vision and Legacy of Paul B. Baltes at the European Conference on Developmental Psychology, Jena, Germany.
- Aug. 22, 2007 Presented the poster “Understanding the influence of positive and negative models in adolescent spiritual development” with co-authors Sonia Issac, Robert W. Roeser, and Mona Abo-Zena at the European Conference on Developmental Psychology, Jena, Germany.
- Aug. 22, 2007 Presented the poster “Positive youth development in American Youth: Longitudinal findings for 10 to 13-year-olds” with co-authors Stacy Zimmerman, Amy E. Alberts, and Erin Phelps at the European Conference on Developmental Psychology, Jena, Germany.
- Sept. 4, 2007 Presented “Supporting Educational and Developmental Processes: Civil Society as a Place to Learn” for the Carl Bertelsmann Prize 2007 “Civic Engagement as an Educational Goal” in Gütersloh, Germany.

## APPENDIX 3

### GRANT ACTIVITIES JULY 1, 2006 - JUNE 30, 2007

#### RESEARCH

##### **4-H Study of Positive Youth Development**

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

##### **The Role of Spiritual Development in Growth of Purpose, Generosity, and Psychological Health in Adolescence**

The project is a three-year, John Templeton Foundation funded study designed to be both "field building" and "field defining" in the study of spirituality and positive development during adolescence. The project consists of three different phases: 1. the assembly of a national group of scholars interested in studying spirituality and youth development who collaborate in defining the measures and methods relevant to such a study; 2. conducting a collaborative, cross-sectional research study spanning the second decade of life; and 3. disseminating findings and preparing for the launch of a national longitudinal study of spirituality and youth development. Through this project we aim to enlarge the scholarly community directly involved in the study of spirituality and human development. Our work will elucidate the links among neural growth, generosity, purpose, and exemplary healthy development during adolescence.

##### **Culture, Identity and Economic Socialization: A Study of Lebanese Christian and Muslim Immigrant Parents and Their Children**

Helping children develop the skills to function effectively in today's global economic world is an increasingly important challenge for parents and teachers. Given the

widespread absence of school curricula addressing economic and financial literacy, this challenge may be particularly difficult for immigrant parents. The Tufts University research project, "Culture, Identity and Economic Socialization," investigates the ways in which culture, ethnicity, and religion may influence the economic socialization of immigrant children, and seeks to identify family and community-related experiences that contribute to the development of effective economic values and practices. The overall program of study being undertaken is the first to systematically examine the relationship that culture, ethnicity, and religion may have in shaping the economic values and practices of children of immigrants. Critical to this effort is the selection of immigrant groups whose strategies in adapting to, and preparing their children for, the economic environment in this country may serve others as a set of models for successful economic socialization. According to the most recent U.S. Census, the Lebanese are among those immigrant groups that tend to adapt especially well to economic challenges in this country. Thus, the first phase of the planned program of study, which is funded by the William T. Grant Foundation, involves research on Lebanese Muslim and Christian immigrant families who have at least one child between the ages of 8 and 14. In this first phase of the program, we also intend to include other economically successful immigrant groups (e.g., South Asian Indian Hindus, Muslims, and Christians), and to follow their children through high school, contingent on our receiving additional financial support for this project. The project's ultimate goal is to collaborate with school teachers, after-school program providers, curriculum specialists, and others to apply the research findings to the development and/or improvement of curricula focused on the economic and financial literacy of the children of immigrants.

## **EDUCATION**

### **Jacobs Foundation International Graduate Fellowships**

The Jacobs Foundation International Graduate Fellowships supported the doctoral education of individuals who had experience and/or interest in youth-serving NGOs in developing nations and Eastern Europe. These individuals studied 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. During the 2006-2007 academic year, the Institute supported its final Fellow, Lang Ma, M.D., from the People's Republic of China. Lang received her Ph.D. in 2007 and is now the Director of Child Development, Half the Sky Foundation, Beijing, China. Past fellows include Aida Balsano from Bosnia/Herzegovina, who is currently Vice President for Policy Analysis and Evaluation at the Milton S. Eisenhower Foundation in Washington, D.C., and Helena Jelcic from Croatia who is currently Research Officer/Data Analyst at the Effective Pre-school, Primary, and Secondary Education 3-14 (EPPSE 3-14) Project at the Institute of Education at the University of London.

**APPENDIX 4****DONOR LISTING JULY 1, 2006 – JUNE 30, 2007**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2006-2007 fiscal year.

Paul and Joyce Barsam<sup>±</sup>

Joan and Gary Bergstrom<sup>±</sup>

David and Barbara Chase<sup>±</sup>

Peter and Joan Cohn<sup>±</sup>

Charles Gazarian<sup>±</sup>

Gerald and Jane Katcher<sup>±</sup>

John and Randi Lapidus<sup>±</sup>

Richard M. Lerner<sup>±</sup>

<sup>±</sup>Donor has given multiple gifts of support since Institute's inception

## APPENDIX 5

## REVENUES AND EXPENSES FY 2005-2006 AND 2006-2007

	<u>2006-2007</u>	<u>2005-2006</u>	<u>Change</u>
Carry Over from Previous Fiscal Year	\$240,235	\$273,541	-\$33,306
Revenues Received	\$1,226,543	\$1,158,195	\$68,348
Faculty	\$151,013	\$108,020	\$42,993
Staff	\$412,359	\$424,351	-\$11,992
Students	\$270,895	\$178,994	\$91,901
Consultants	\$108,025	\$90,150	\$17,875
Travel/Meals	\$43,821	\$110,891	-\$67,070
Other	\$120,721	\$143,193	-\$22,472
Indirect Costs	\$152,189	\$135,902	\$16,287
<b>Total Expenses</b>	\$1,259,024	\$1,191,501	\$67,523
Carry Over to Next Fiscal Year	\$207,754	\$240,235	

## APPENDIX 6

**INSTITUTE BUDGET FY 2007-2008**

From FY 2006-2007	\$202,231
Revenues Expected FY 2007-2008	\$1,530,101
Faculty	\$107,331
Staff	\$625,969
Students	\$242,673
Consultants	\$120,000
Travel/Meals	\$78,688
Other	\$181,724
Indirect Costs	\$199,699
<b>Total</b>	<b>\$1,556,083</b>

Carry Over to FY 2008-2009	\$176,249
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## APPENDIX 7

### 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 8

### 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 67 books and more than 450 scholarly articles and chapters. He 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 edited (with William Damon) the sixth edition of the four-volume *Handbook of Child Psychology* (2006). He is the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit. He is also the Associate Editor of *Developmental Psychology*.

Lerner 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. As illustrated by his 2004 book, *Liberty: Thriving and Civic Engagement among America's Youth*, and his 2007 book, *The Good Teen: Rescuing Adolescence from the Myth of the Storm and Stress Years*, his scholarship integrates the study of public policies and community-based programs with the promotion of positive youth development and youth contributions to civil society.

**APPENDIX 9****INSTITUTE PERSONNEL**

Back row left to right: Mona Abo-Zena, Neda Bebiroglu, Jennifer Davison, Alicia Lynch, Yulika Foreman, Kristen Fay, Yibing Li, Dan Du, Jackie Lerner

Front row left to right: Stacy Zimmerman, Nancy Pare, Lauren White, Michelle Boyd, Erin Phelps, Rich Lerner, Karla Calvin, Maria McNamara, Katie Leonard, Amy Alberts, Nicole Zarrett

Kneeling: Marie Pelletier, Heidi Johnson, Larry Gianinno, Sonia Issac

Not pictured: Jeannette Belcher-Schepis, Aerika Brittian, Jennifer Carrano, Elise Christiansen, Lang Ma, Jack Peltz, Robert Roeser