

**2001-2002 ANNUAL REPORT
OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE**

August 31, 2002

Richard M. Lerner



**APPLIED DEVELOPMENTAL SCIENCE INSTITUTE
ELIOT-PEARSON DEPARTMENT OF CHILD DEVELOPMENT
TUFTS UNIVERSITY**

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REPORT FROM RICHARD M. LERNER

Holder of the Bergstrom Chair in Applied Developmental Science

As a longitudinal researcher, I know that three points in time are the minimal number of observation points needed to estimate a developmental trajectory. As my third year of service as the Bergstrom Chair in Applied Developmental Science draws to a close, I am struck by the fact that the data that my colleagues, students, staff, and I have assembled to date about the work I have been pursuing and, of more importance, about the work being conducted through the auspices of the Applied Developmental Science Institute (ADSI) in the Eliot-Pearson Department of Child Development indicates strongly that applied developmental science within Eliot-Pearson is on a very healthy developmental course. The strength of these data underscores my deep sense of gratitude to the Bergstrom family—Drs. Joan and Gary Bergstrom and their son, Craig Bergstrom—for the opportunity they have given me to enact my scholarly activities within Eliot-Pearson and Tufts University and to develop, along with the members of the ADSI Faculty Steering Committee, the ADSI International Leadership Committee (ILC), and my colleague and collaborator Deborah Bobek, Managing Director of ADSI, the vision, mission, and programs of ADSI.

There is no better place in the world than Eliot-Pearson to develop the vision and scholarly activities associated with applied developmental science. There is no more appropriate context to launch, and after three years see evidence for the growing impact of, an institute devoted to establishing on local, state, national, and international levels the contributions to the children, families, and communities of the world that can be made by applying cutting-edge developmental science.

Eliot-Pearson and ADSI have been blessed by the support of a world-class department faculty who seamlessly integrate theory, research, and application across their scholarly endeavors; of enormously talented, creative, and committed graduate students and incredibly smart, civically engaged, and genuinely compassionate undergraduates; of dedicated, professional, innovative, and unflaggingly good spirited staff; of administrative leaders dedicated to excellence and to providing hard-to-come-by resources to make a difference in the lives of children, adolescents, and families, and to making Tufts University a value-added, engaged institution making meaningful contributions to communities from Medford and Somerville to across the globe; and of colleagues and units across the University—and most significantly by the University College for Citizenship and Public Service (UCCPS) and the Tufts University Center for Children (TUCC)—who constitute like-minded scholars of inestimable ability and incalculable energy devoted to promoting positive development among young people and enhancing their ability to actively contribute to civil society.

Given the richness of the colleagues with whom I have worked and the context within which ADSI and I have developed over the last three years, it may not be surprising that the developmental trajectory of the applied scholarship we have conducted is marked by several signs of positive growth. Nevertheless, as a means both to offer a framework to

evaluate quantitatively and qualitatively the progress of ADSI and, as well, to extrapolate its growth curve forward—under conditions of both the current and a potentially increased resource base—it is useful to discuss the indicators of ADSI's and my functioning within the current, 2001-2002 academic year, and across the three data points comprising our developmental trajectory.

As an applied developmental scientist whose career is devoted to understanding how to promote positive human development and to act on this knowledge to improve the lives of children, families, and communities, I am struck, at the close of my third year of service to the Eliot-Pearson and the Tufts community, as I was at the close of each of my first two years of service, by the profound good fortune I have to have been given the opportunity to do, each day, the work I love to do and, as well, to do it with such wonderful colleagues, students, and community partners. Each morning I rise with a renewed commitment to advance the work further. Now, with the data contained in this report about the exciting developmental trajectory being evidenced by ADSI, I am convinced that next academic year will be filled with such mornings and with great opportunities to serve the young people and parents of our communities across the world.

ACCOMPLISHMENTS OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE AND OF ADSI: QUANTITATIVE AND QUALITATIVE INDICATORS

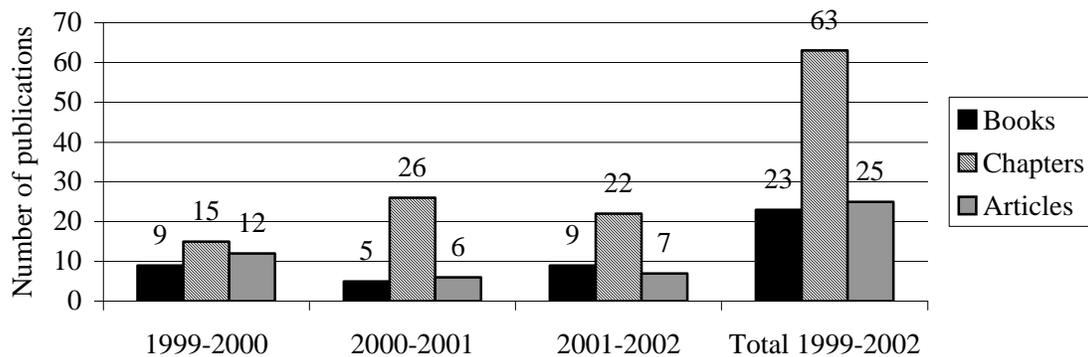
There are several indicators that may be used to evaluate the progress and current status of ADSI and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, submitted and funded grant proposals, direct and indirect dollars of grant support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

QUANTITATIVE INDICATORS

Publications

The histograms in Figure 1 show the number of books, chapters, and scholarly articles the Bergstrom Chair published or placed in press for each of the three years that the Applied Developmental Science Publications Program has been at Tufts. In addition, the figure shows the cumulative total of all published or in press works across the three years. 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 2001-2002 academic year. A list of publications for the 1999-2000 and 2000-2001 academic years is available upon request.

Figure 1. Published or in press works for each academic year and total for 1999-2002



Appendix 2 lists all of the faculty, staff, and students of the Tufts University community who have published books, chapters, articles, or webguides with the Bergstrom Chair or

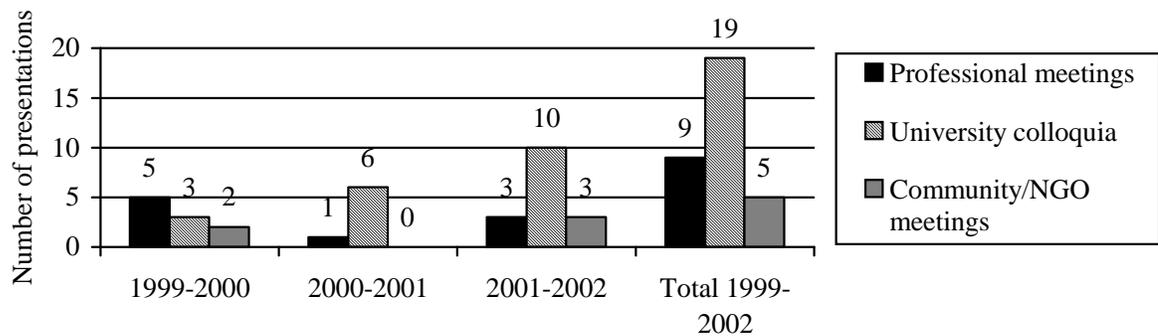
through the Applied Developmental Science Institute’s Publications Program. This list demonstrates that in addition to publishing his own work, the Bergstrom Chair has been able to facilitate publications for 13 colleagues and 12 students. Given the importance of publishing for building academic careers, the publishing accomplishments of the students—both graduate and undergraduate—is of great note.

The Bergstrom Chair expects to publish the 50th book of his career (and the 25th of his time at Tufts) by the end of the 2002 calendar year. The Applied Developmental Science Institute, the Eliot-Pearson Department of Child Development, and his Tufts colleagues will celebrate this accomplishment at a reception in his honor in early April 2003.

Scholarly Paper Presentations

Figure 2 presents data for the three years of data in regard to the total number of scholarly papers presented and to the subtotals in regard to papers presented at professional meetings, papers presented at university colloquia, and papers presented at community or non-governmental organization meetings. Figure 2 presents as well a set of histograms for the three years of data combined. This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. In the past year alone he has made 16 presentations to university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity to his work as well as to the work of the Applied Developmental Science Institute, the Eliot-Pearson Department of Child Development, and Tufts University.

Figure 2. Number of scholarly paper presentations



Appendix 3 lists all scholarly paper presentations during the 2001-2002 academic year. A cumulative list of all papers presented by the Bergstrom Chair during the 1999-2000 and 2000-2001 academic years is available upon request.

Grant Proposals Submitted and Funded

As shown in Figure 3, during each of the three years since September 1, 1999, the Bergstrom Chair submitted three grant proposals to extramural governmental or foundation funders. During the first year, he submitted a non-competitive transfer grant proposal for Overcoming the Odds to the W.T. Grant Foundation, a proposal to the

Jacobs Foundation to fund graduate fellows, and a proposal to National Institute of Health to study forced sex among adolescent girls. Figure 3 also shows that two of these grant proposals, the OTO grant and the Jacobs grant, were funded. During the second year, the Bergstrom Chair submitted a planning grant proposal to the Innovation Center for Community and Youth Development for a Planning and Evaluation Resource Center, a grant to National 4-H Council to study positive youth development and a grant to National Science Foundation to create a collaborative center between Land-Grant and private universities. The grant proposals to the Innovation Center and to 4-H were both funded. During the third year, he submitted a grant proposal to the Innovation Center for a clearinghouse related to the Planning and Evaluation Resource Center, a competitive renewal grant proposal to the W.T. Grant Foundation for the OTO longitudinal study, and a grant proposal to Search Institute for ADSI's work on the Thriving Indicators Project. Both the Innovation Center proposal and the W.T. Grant proposal were funded prior to August 31, 2002. Although it did not receive funding by the end of the reporting period, it is anticipated that funding will be received for the TIP project by October 2002. Table 1 lists all of these grants proposals submitted during the past three years.

Figure 3. Grant proposals submitted and funded by academic year

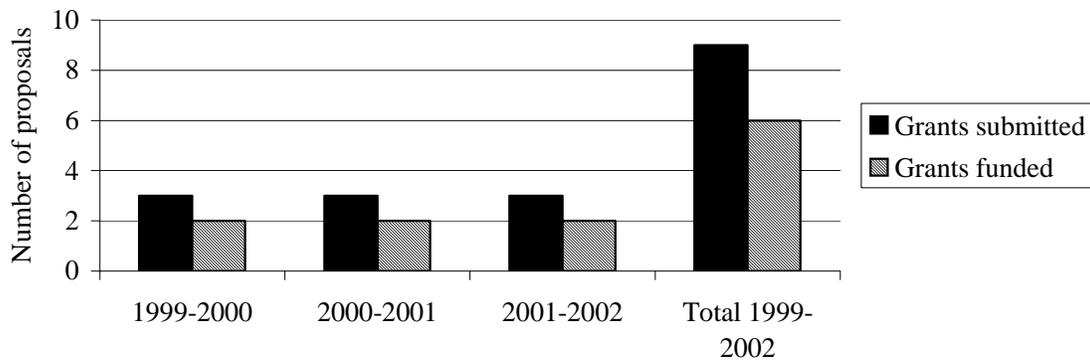


Figure 4 presents data for the three years in regard to the subtotal of grant proposals submitted to extramural governmental or to foundation funders. Appendix 4 provides a brief description of current ADSI grants. Additional information on any of ADSI's grant activities is available upon request.

Figure 4. Subtotals of grant submissions to extramural governmental or foundation funders

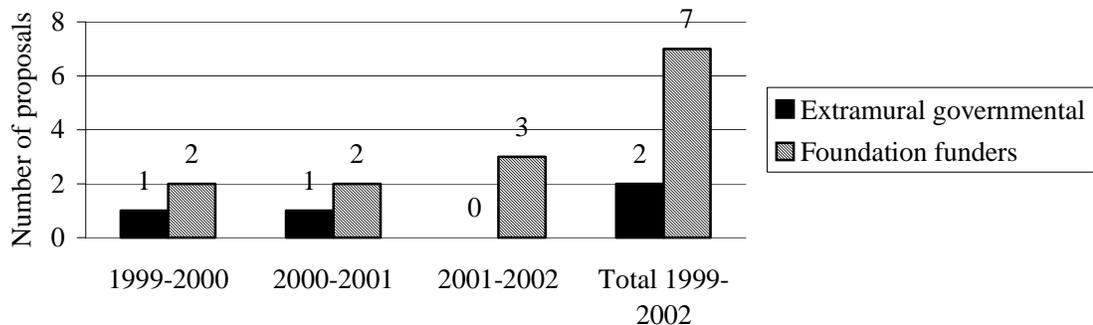


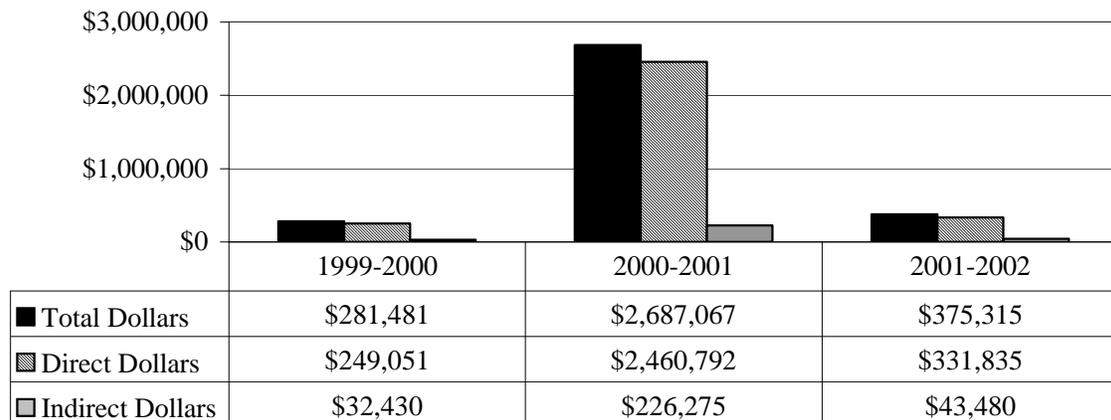
Table 1. All grant proposals submitted from 1999-2002

Year	Grant Proposal		
1999-2000	Non-competitive transfer grant proposal for Overcoming the Odds to the W. T. Grant Foundation (Funded)	Proposal to the Jacobs Family Foundation to fund graduate fellows (Funded)	Proposal to NIH to study forced sex among adolescent girls (Not funded)
2000-2001	Proposal to the Innovation Center for Community and Youth Development for a Planning and Evaluation Resource Center (Funded)	Proposal to the National 4-H Council to study positive youth development (Funded)	Proposal to NSF to create a collaborative center between Land Grant and private universities (Not funded)
2001-2002	Proposal to the Innovation Center for Community and Youth Development for a clearinghouse related to PERC (Funded)	Competitive renewal grant proposal for Overcoming the Odds to the W. T. Grant Foundation (Funded)	Proposal to the Search Institute for the Thriving Indicators Project (Funding anticipated in October 2002)

Direct and Indirect Dollars of Grant Support Generated

During the first three years of operations, ADSI has raised \$3.4 million for its research, outreach, educational, and publishing activities. As shown in Figure 5, of this money, \$3.1 million is for direct costs, and \$300,000 is for indirect cost recovery. During Year 1, the source of funding is the Overcoming the Odds grant and grant monies for the publication office. During Year 2, ADSI received funding for the 4-H Study of Positive Youth Development, for the Bergstrom Family International Fellows program, for the Jacobs Fellowship and for the Planning and Evaluation Resource Center, in addition to the grants for the Publication Office and some discretionary gift dollars. During Year 3, ADSI received funding for a renewal grant for the Overcoming the Odds project as well as additional funding for the Planning and Evaluation Resource Center, funding for the Publication Office, and some discretionary gift dollars, which will be discussed next.

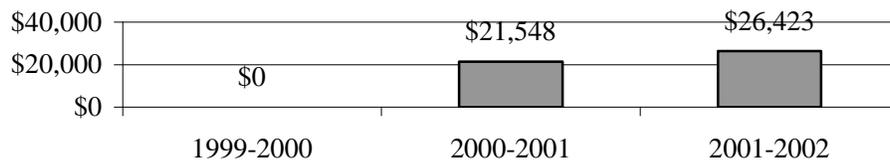
Figure 5. Dollars of Grant Support Generated



Gift Dollars Generated

During the first three years of operations, ADSI has received a total of \$47,971 in discretionary gift dollars. As shown in Figure 6, while no discretionary funds were raised during the first year of operations, in Year 2 (2000-2001), ADSI received discretionary gift dollars in the amount of \$21,548 and in Year 3 (2001-2002), received discretionary gift dollars in the amount of \$26,423. During Year 2, the Institute received donations ranging from \$50 to \$9,848 from a total of nine different donors. During Year 3, ADSI received donations ranging from \$20 to \$10,903 from a total of six different donors. Of these six, four were repeat donors of discretionary funds and one \$5,000 donation was given to specifically support the Symposium on Youth Development with Vice President Al Gore. Given the current economic climate and the difficulty of raising discretionary dollars, we estimate that we will be able to raise \$16,000 in discretionary gift dollars over the coming academic year. The discretionary money is primarily used to support meetings and travel in the pursuit of additional grants or donations, as well as other non-grant expenses.

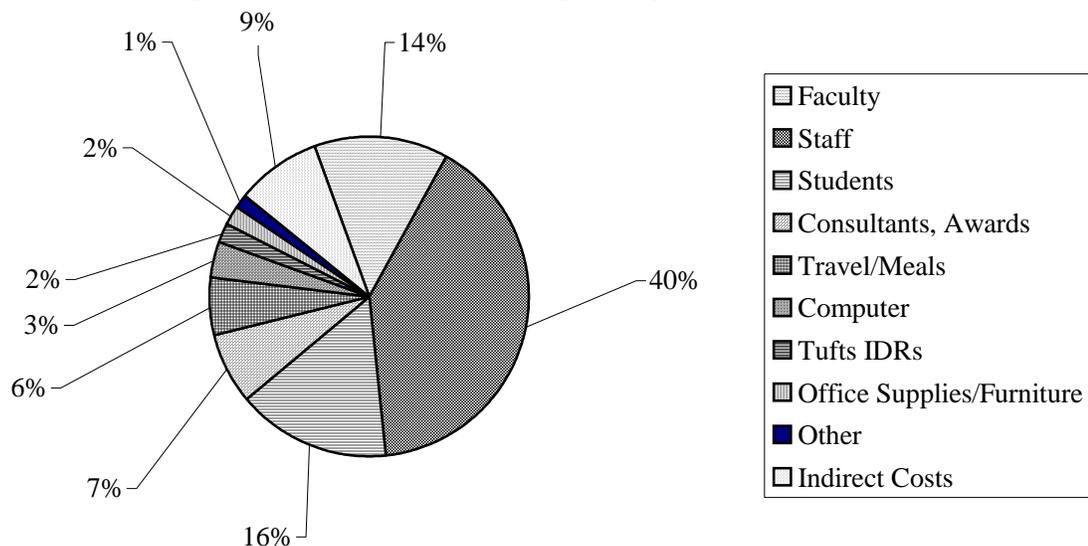
Figure 6. Gift dollars generated



Allocation of ADSI Spending

Research, outreach, publication, and educational services ADSI provides are highly labor-intensive. As presented in Figure 7, over the past three years, 70% of all ADSI spending has gone to support faculty, staff, and students. Currently, in addition to the Bergstrom Chair's position as Director of ADSI, we employ seven full-time staff people and one post-doctoral fellow (40% of spending in the past three years), and 11 graduate students and six undergraduate students (16% of spending in the past three years). The additional 14% of personnel costs are associated with the summer salary for the Bergstrom Chair and one year's salary for a Research Assistant Professor/Project Director. Over the past three years, 9% of all ADSI spending has been for indirect cost recovery.

Figure 7. Allocation of ADSI Spending



New Applied Developmental Science Courses and the Evaluations They Received

Table 2 lists the new undergraduate and graduate courses in applied developmental science introduced into the curriculum at Tufts since 1999. Table 3 lists the student evaluations of the new courses. As shown in Table 3, the Bergstrom Chair has not only been successful in bringing applied developmental science to those already engaged in youth work, but has also been successful in training a new group of potential applied developmental scientists. Syllabi for these classes are available upon request.

Table 2. New undergraduate and graduate courses in applied developmental science that the Bergstrom Chair introduced into the curriculum at Tufts University, 1999-2002

Semester Introduced	Course Number	Course Title
Fall 1999	CD243RL	Applied Developmental Science: Theoretical, Methodological, and Empirical Foundations (Also taught Fall 2000)
Spring 2001	CD143RL (CD40)	Special Topic Seminars in ADS: Building Civil Society Through Community-Based Child Development
Fall 2001	CD143RL (CD40)	Special Topic Seminars in ADS: Family-Centered Community Building for Youth
Spring 2002	CD243RL	Advanced Research Methods in Applied Developmental Science

Table 3. Students' evaluations for applied developmental science courses taught by the Bergstrom Chair at Tufts University based on overall rating of instructor and overall rating of the course¹

Course	Number of Students	Mean Overall Rating ²		Sample of Students' Comments
		Instructor	Course	
CD143 Spring 2001	13	4.8	4.8	"I feel this course was very valuable to my overall education." "Wonderful enthusiasm and a great intro to ADS." "[Dr. Lerner is] so enthusiastic about the course—really loves the students and will make any effort to provide them with opportunities in and outside Tufts—he's just a great prof!"
CD243 Fall 2001	12	4.8	4.9	"The course was an excellent, integrated theoretical overview that should be required of all doctoral students in the department." "Dr. Lerner is very impressive and very enthusiastic about the material he discusses." "Dr. Lerner is a dynamic professor."

¹ Student evaluations for the Spring 2002 CD243 course have not been released as of publication.

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

QUALITATIVE INDICATORS

There are several qualitative indicators of the growing productivity and academic and civic leadership of ADSI. Many of the quantitative indicators of ADSI performance (e.g., regarding publications or grant funds generated) bear on the productivity of the research, outreach, education/training, publications, and collaborations components of ADSI. However, there are additional details about the work of these ADSI programs that provide qualitative information about the productivity and impact of these programs.

In addition to the indicators below, in the last year ADSI has been officially recognized as an Institute and moved into a new space at Lincoln Filene. A new web site (<http://ase.tufts.edu/adsi>) and ADSI logo have also been developed to allow for continued branding of the Institute.

Professional Meetings Attended by the Bergstrom Chair

In addition to the formal presentations the Bergstrom Chair conducted in the 2001-2002 academic year and discussed in the Quantitative Indicators section, he attended a wide range of professional meetings over the past year. These meetings further advance the work of the Bergstrom Chair and ADSI and allow ADSI to continue to develop a network of collaborations with both governmental and nongovernmental organizations. See Appendix 5 for a complete list of professional meetings attended by the Bergstrom Chair in 2001-2002.

The Applied Developmental Science Publications Program

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

Scholarly and Outreach Publications

In 2001-2002 four sets of activities comprised the scholarly and outreach publications of the Applied Developmental Science Publications Program. In all cases the Bergstrom Chair was the Editor or Senior Editor of these activities. These publications are described below:

1. *Applied Developmental Science (ADS)* is a quarterly journal published by Lawrence Erlbaum Associates. The focus of *ADS* is the synthesis of research and application to promote positive development across the life span. Applied developmental scientists use descriptive and explanatory knowledge about human development to provide preventive

and/or enhancing interventions. The conceptual base of *ADS* reflects the view that individual and family functioning is a combined and interactive product of biology and the physical and social environments that continuously evolve and change over time. *ADS* emphasizes the nature of reciprocal person-environment interactions among people and across settings. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both individual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development.

The audience for *ADS* includes developmental, clinical, school, counseling, aging, educational, and community psychologists; life course, family, and demographic sociologists; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and nongovernmental organizations.

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

Each book in this series treats an issue pertinent to both challenges to healthy adolescent development (e.g., substance use, unsafe sex, violence, poverty, homelessness, incarceration, racism, sexism, and war) and potentials for positive youth development (e.g., community-based youth programs, mentorship, service learning, educational programs for diverse adolescents, developmental assets, innovations in public policy, youth legal representation, and advocacy). Books in the series include: authoritative and accessible chapters that provide a substantive understanding of the issue of focus; chapters that present a chronology of key developments in scholarship, programs, and policies pertinent to the topic; brief biographical discussions of key contributors to the topic; a discussion of key print and non-print resources (e.g., CD ROMs) available to the audiences for the volume; a presentation of key organizations pertinent to the topic; and other features (e.g., indices or glossaries).

3. *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments (HEE)*, published by ABC-CLIO, is a 400,000 word, two-volume authoritative resource encompassing the range of concepts and topics involved in the study of human ecology. Through the substance and features of *HEE*, the volumes are of value to young people ranging in age from middle school through the beginning of college, and for their parents, teachers, and program leaders. The breadth of disciplinary and professional information in *HEE* spans theories and methods pertinent to the individual, the family, the community, and the designed and natural environment. In addition, sociocultural, human built, and physical biological environmental levels of organizations are included. In particular, issues of racial, ethnic, gender, age, cultural, life style, and physical disability diversity are emphasized throughout *HEE*.

This encyclopedia includes short entries written by specialists from various human disciplines and professions. Entries are designed to be accessible to young people and the key adult stakeholders in their healthy future: parents, teachers, counselors, and leaders of youth-serving organizations.

4. *Outreach Scholarship* is a scholarly book series published by Kluwer Academic Publishers that both reflects and advances the cutting-edge application of developmental science by publishing the best theoretical, methodological, and empirical work of leading scholars in the several fields involved in using human development scholarship to enhance the life chances of diverse children, youth, families, and communities.

Developmental scholars, scholars of higher education, university administrators, graduate and undergraduate students, policy makers, human service and youth-and family-program professionals, and community volunteers now have one identifiable source for a rich range of scholarship and applications being generated by applied developmental scientists. This scholarship spans fields as diverse as family and consumer sciences (home economics or human ecology), psychology, sociology, political science, education and higher education, social work, nursing, and medicine, and involves people from academe, community-based agencies, NGOs, religious organizations, governmental bodies, and corps of volunteers working to improve the lives of their fellow citizens.

*Upcoming Projects and Publications for the
Applied Developmental Science Publications Program*

1. *Research in Human Development (RHD)*, a quarterly journal to be published by Lawrence Erlbaum Associates, is the official journal of the Society for the Study of Human Development. The journal entries will focus on lifespan development research to promote the field of human development. The Bergstrom Chair will serve as a member of the Editorial Board and as a consultant to the journal's editor. The first issue of *RHD* will be published in early 2004.

2. *Applied Developmental Science: An Encyclopedia of Research, Policies, and Programs*, edited by the Bergstrom Chair and Celia Fisher of Fordham University, is a two-volume encyclopedia that Sage Publications will publish. Entries will be written by both scholars and practitioners from a wide variety of disciplines and professions in applied developmental science. The encyclopedia seeks to explore positive youth development, family life enhancement, community building, and policy engagement for civil society in regard to theory/research, professional practice, and evaluation.

3. *Positive Youth Development: Integrating Science and Practice*, is a journal that will focus on interdisciplinary issues from biological, psychological, sociological, anthropological, economic, historical, and practitioner perspectives. In June 2002 the Bergstrom Chair met with a group of scientists, practitioners, and scholars from around the country to discuss plans for this quarterly journal of positive youth development. The Bergstrom Chair will serve as a consultant to the four journal editors. It is anticipated that a contract from Lawrence Erlbaum Associates will be signed in the first quarter of the

2002-2003 academic year. The first issue would be published in the beginning of the 2004 calendar year.

4. The *Encyclopedia of Spirituality* is an encyclopedia that will focus on spiritual development in the first two decades of life. The encyclopedia will have entries from a wide range of topics related to spiritual development from diverse cultural and theoretical perspectives. This encyclopedia will be housed at the Applied Developmental Science Institute. It is anticipated that a contract for this publication will be signed in the beginning of the 2002-2003 academic year.

Other Programs, Projects, and Collaborations of ADSI

1. In May 2002, UCCPS named the Bergstrom Chair one of six members to the first group of UCCPS Faculty Fellows. The University College of Citizenship and Public Service at Tufts University is committed to promoting active citizenship among Tufts students. As a Fellow, he will integrate citizenship and public service with child development. The Bergstrom Chair also serves on the UCCPS Advisory Board.

2. Based on a challenge given to Al Gore at his Family Re-Union conference several years ago, Mr. Gore convened a consortium of universities to help him develop a curriculum for a course on Family-Centered Community Building to help train community builders in a family centered way. One of the topics of the course is Family-Centered Community Building and Youth Development. The Bergstrom Chair in Applied Developmental Science at Tufts was one of the guest speakers in Mr. Gore's course. Based on the work in that course, Tufts hosted a symposium with former Vice President Gore in January 2002 concerning the issue of youth development. The primary purpose of Mr. Gore's visit to the Tufts University campus was for him to attend a gathering of the preeminent experts in youth development from both academia and the community. The work that began at this symposium will be continued at this year's Family Re-Union conference in October.

3. Family Re-Union is an annual conference that stimulates discussion of issues surrounding positive youth and family development that is moderated by Al and Tipper Gore. The Bergstrom Chair was a presenter at Family Re-Union 10: Back to the Future, Accomplishments and Next Steps in November 2001. The October 2002 conference, Family Re-Union 11: Families and Youth, in Nashville, Tennessee is co-sponsored by the Applied Developmental Science Institute and the Child and Family Policy Center at Vanderbilt University. This conference builds on the work begun during the January 2002 Symposium on Youth Development with Al Gore.

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

enhancing thriving can be gauged. Funding for this project is anticipated in October 2002.

5. The International Leadership Committee (ILC) is the advisory board that helps ADSI envision and capitalize on the special opportunities Eliot-Pearson and Tufts have to lead the way in the application of applied developmental science to the concrete problems of children. 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 on May 13-14, 2002 on the Tufts campus. See Appendix 6 for the minutes of that meeting and see Appendix 7 for a list of the current members.

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

The contributions of the people honored each year as International Fellows in Applied Developmental Science stand as exemplars of how the ideas and actions of gifted and dedicated people may make the world better for children. The selection committee for the International Fellows is comprised of members of the Tufts University community (faculty, administrators, students, and staff) as well as community partners. Receiving the annual award for excellence in applied developmental science stands as a visible recognition of exemplary contributions to the health and positive development of children. The award honors distinguished contributors to application and scholarship pertinent to advancing knowledge, policies and programs that promote positive child, family, and community development. The international fellows are asked to visit Tufts to serve as scholars-in-residence for two days during the academic year, presenting a lecture, participating in seminars and teaching a class. See Appendix 8 for a list of the 2002-2003 class of Bergstrom Family International Fellows.

7. In collaboration with Search Institute and Fuller Theological Seminary, ADSI is exploring spiritual development as an important part of human development, with links to identity development, moral development, civic engagement, as well as being a moderator of mattering. Using working definitions offered by leading scholars and data sets provided by Search Institute the spiritual development project will frame the current understanding of the spiritual dimension of human development and discuss spiritual development as a life span phenomenon. There are several planned publications including a special issue of the ADS journal, a supplemental issue of the ADS journal, a chapter in the book *Beyond the Self: Issues of Transcendence and Identity Development* a handbook of spiritual development, an encyclopedia of spiritual development, and a chapter in the Gil Noam series *New Directions for Youth Development: Theory, Practice, and Research*. The work derived from this project will also be presented at several conferences. In addition, ADSI will be submitting grant proposals to various funders to analyze data sets related to spiritual development and civic engagement.

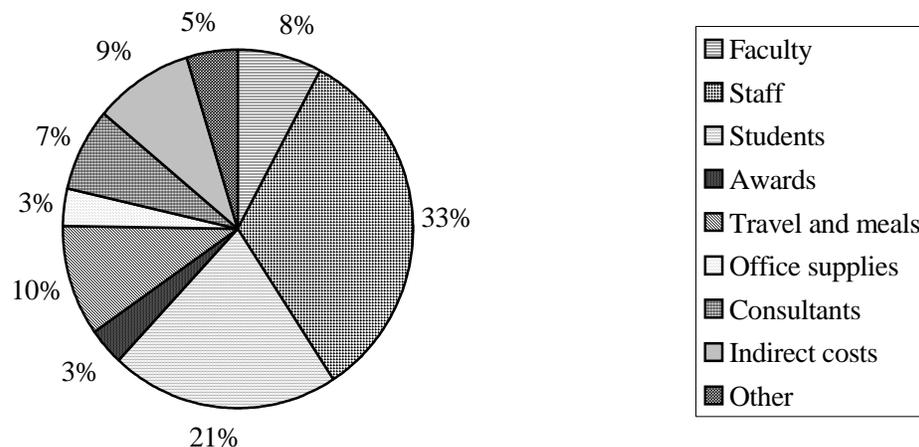
8. The first Jacobs Foundation Graduate Fellow, Aida B. Balsano, launched a project currently titled the Sarajevo-Tufts Youth Development Initiative (STYDI). Through a collaboration between Eliot-Pearson and the Psychology Department at Sarajevo University, STYDI seeks to establish annual youth development symposia in Bosnia and Herzegovina and a training certification program in evaluation and advanced research methods and design. This proposed certification program would offer faculty and graduate students from the Psychology Department at Sarajevo University, as well as practitioners from youth-serving programs in Bosnia & Herzegovina and the surrounding region, experiential learning opportunities in the evaluation of community-based youth-serving programs. This training certification project is titled Collaborative Initiative for Tomorrow's Youth (CITY). In August of 2002 Ms. Balsano traveled to Sarajevo to further discuss the Sarajevo-Tufts Youth Development Initiative with the chair of the Psychology Department at Sarajevo University, a number of students at the department, the Sarajevo representative of the Balkan Children and Youth Foundation, and representatives of several local youth-serving NGOs.

CONCLUSIONS: EXTRAPOLATING ADSI GROWTH INTO THE FUTURE

As shown in Appendix 9, which details a budget for the period September 1, 2002 to August 31, 2003, we anticipate undertaking at least three new projects during the upcoming year. With a grant from Search Institute, we will undertake a “Voice of the Practitioner” study for the Thriving Indicators Project. This grant will provide additional support for staff and students while allowing them to participate in a national study of indicators of exemplary development. The second anticipated grant is from the International Youth Foundation and is an evaluation of their Global Alliance program. ADSI will not participate directly in the evaluation work, but will provide both fiscal and administrative support for the project. The third new project is related to the Bergstrom Chair’s receipt of the UCCPS Faculty Fellowship. This two-year grant will be used to provide support for a graduate student as well as to bring renowned experts in youth development to the University for a lecture series.

With the addition of the three new grants to our already existing grant base, we anticipate an operating budget of approximately \$1.1 million in direct costs and an additional

Figure 8. Anticipated Allocation of ADSI Spending 2002-2003



\$110,000 in indirect costs for the upcoming year. As shown in Figure 8, 62% of next year’s budget will be used to support faculty, staff, and students. Travel expenditures make up an additional 10% of the budget and indirect costs account for 9% 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 the summer salary for the Bergstrom Chair to the support of such salaries. We will continue to support graduate and undergraduate students as well as offer unpaid internship opportunities on the variety of research projects we are undertaking.

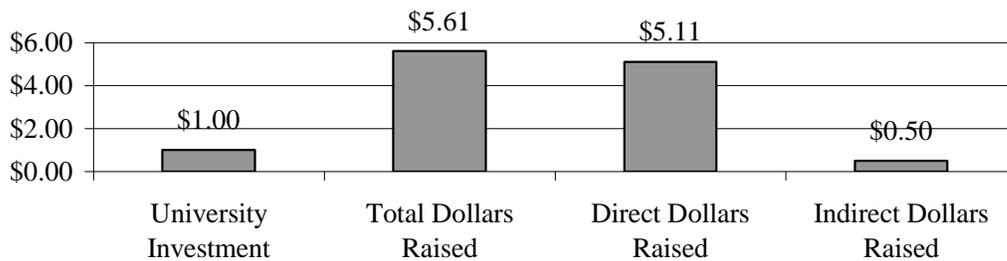
Evaluating ADSI’s Financial Productivity

While it would be impossible to put a dollar value on the success ADSI has had in regard to student satisfaction, outreach, publications, and the positive impact of our research, one way to measure our effectiveness to the University is by comparing the money we have raised in grants and donations to the amount of money the University has spent to directly support the work we are doing.

Over the past three years, the University has given \$605,000 to support the Bergstrom Chair and the work of ADSI. This money includes annual salary expenses for the Bergstrom Chair (73% of his total salary) and for a Writer/Editor (\$20,000 per year plus benefits). In addition, the University contribution reflects the Year 1 starting bonus, summer salary, and research fund totaling \$65,000 and \$15,000 for three months of salary support (without benefits) for the Managing Director in Year 2. The total University contribution of \$605,000 was compared to \$3.4 million in total dollars raised—the \$3.1 million in direct dollars and the \$302,000 in indirect dollars raised.

As shown in Figure 9, for every \$1 of University investment, ADSI has raised \$5.61 in total dollars, \$5.11 in direct dollars, and 50 cents in indirect dollars.

Figure 9. Dollars Raised for Every Dollar of University Investment



ADSI has obviously had much success in bringing in grants that return a great deal financially to the University while at the same time supporting staff, graduate students, undergraduate students, and bringing great visibility to ADSI, the Eliot-Pearson Department and to Tufts as a whole. **In order to continue this success, it is important to have a minimalist infrastructure in order to provide the administrative and staff support to maintain the current level of productivity and to continue to raise resources.**

In terms of infrastructure support needed, at a minimum we would request approximately \$185,000 to support the salaries and benefits for the Managing Director, a staff assistant, a secretary, and a minimal travel and supplies budget. The office of the Managing Director is vital to the success of the Institute, as this role serves to act as a liaison between the Institute and the outside constituencies with which we deal with by writing grants, fundraising, planning educational symposia and visiting lecture series, overseeing the creation of all publicity materials including the website and brochures, maintaining fiscal responsibility for the many different accounts contained within the Institute, hiring and overseeing all staff and students, and contacting donors.

Given the success that we have had in bringing new resources to the University, we believe a cost-sharing arrangement with the University at this juncture would allow us to continue to provide productive contributions to the University and to the communities it serves. This support of infrastructure is needed in order to ensure the sustainability of the Institute, and even more importantly, to allow us to increase our productivity. In addition, a commitment by the University to help support infrastructure is also seen as a sign of confidence by grant foundations and government organizations that would allow us to continue to increase our grant receiving activities and to return more indirect costs to the University.

For additional information related to the Bergstrom Chair and ADSI, Appendices 10-13 present a brief history of the Bergstrom Chair, biographies for Richard M. Lerner and Deborah L. Bobek, and lists of the ADSI Faculty Committee and Steering Committee respectively.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2001-2002

BOOKS

Published

Kenny, M., Simon, L. A. K., Brabeck, K., & Lerner, R. M. (Eds.). (2002). *Learning to serve: Promoting civil society through service learning*. Norwell, MA: Kluwer Academic Publishers.

In Press

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

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

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

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

Lerner, R. M., Taylor, C. S., & von Eye, A. (Eds.). (In press). *Pathways to positive development among diverse youth. New directions for youth development: Theory, practice, and research*. San Francisco: Jossey-Bass.

Lerner, R. M., Wertlieb, D., & Jacobs, F. (Eds.). (In press). *Adding value to youth and family development: The engaged university and professional and academic outreach*. Volume 4 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

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

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

In Preparation

Fisher, C. B., & Lerner, R. M. (In preparation). *Applied developmental science: An encyclopedia of research, policies, and programs*.

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

Lerner, R. M. (In preparation). *Liberty: America's moral defense of civil society*.

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

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

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

von Eye, A., Taylor, C., & Lerner, R. M. (In preparation). *Pathways to positive youth development among African American youth. International studies in child and adolescent health*. Oxford: Cambridge University Press.

CHAPTERS

Published

Brady, A., Jacobs, F., & Lerner, R. M. (2002). Social policy and the enhancement of infant development. In M. Lewis, & A. M. Slater (Eds.), *Introduction to Infant Development* (pp. 284-299). Oxford: Oxford University Press.

Lerner, R. M. (2002). Multigenesis: Levels of professional integration in the life-span of a developmental scientist. In R. Lickliter & D. J. Lewkowicz (Eds.), *Conceptions of development: Lessons from the laboratory* (pp. 313-337). New York: Psychology Press.

Lerner, R. M. (2001). Developmental sciences, history of. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (pp. 3615-3620). Oxford: Elsevier.

Lerner, R. M. (2001). Infant and child development, theories of. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (pp. 7387-7393). Oxford: Elsevier.

Lerner, R. M., Rothbaum, F., Boulos, S., & Castellino, D. R. (2002). Developmental systems perspective on parenting. In M. H. Bornstein (Ed.), *Handbook of parenting* (2nd ed.) (pp. 315-344). Mahwah, NJ: Lawrence Erlbaum Associates.

In Press

Jacobs, F., Wertlieb, D., & Lerner, R. M. (In press). Learning from policy and practice: A view of the issues. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), Volume 2 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Lerner, R. M. (In press). Developmental assets and asset-building communities: A view of the issues. In R. M. Lerner, & P. Benson (Eds.), *Developmental assets and asset-building communities: Implications for research, policy, and programs*. Norwell, MA: Kluwer Academic Publishers.

Lerner, R. M. (In press). What are SES effects effects of? A developmental systems perspective. In M. H. Bornstein, & R. H. Bradley (Eds.). *Socioeconomic status, parenting, and child development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lerner, R. M. (In press). Graham B. Spanier: Scholar, practitioner, administrative leader, and advocate for children, families, and communities. In J. R. Miller, R. M. Lerner, & L. B. Schiamberg (Eds.), *Human ecology: An encyclopedia of children, families, communities, and environments*. Santa Barbara, CA: ABC-Clío.

Lerner, R. M., Anderson, P. M., Balsano, A.B., Dowling, E., & Bobek, D. (In press). Models of person-context relations: Applying developmental science to promote positive human development. In R. M. Lerner, M. A. Easterbrooks, & J. Mistry. (Eds.), *Handbook of psychology: Vol. 6. Developmental psychology*. Editor in chief: I. B. Weiner. New York: Wiley.

Lerner, R. M., Balsano, A. B., & Bobek, D. (In press). Adolescent development. In W. E. Craighead & C. B. Nemeroff (Eds.). *Concise Corsini encyclopedia of psychology and behavioral science (4th ed.)*. New York: Wiley.

Lerner, R. M., Bornstein, M. H., & Smith C. (In press). Child well-being: From elements to integrations. In M. H. Bornstein, L. Davidson, C. M. Keyes, K. Moore, & The Center

- for Child Well-Being. *Well-Being: Positive development across the life course*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lerner, R. M., Brentano, C., Dowling, E. M., & Anderson, P. M. (In press). Positive youth development: Thriving as a basis of personhood and civil society. In R. M. Lerner, C. S. Taylor, & A. von Eye (Eds.), *New directions for youth development: Theory, practice and research: Pathways to positive development among diverse youth* (Vol. 95; G. Noam, Series Ed.). San Francisco: Jossey-Bass.
- Lerner, R. M., Chaudhuri, J., & Dowling, E. (In press). Methods of contextual assessment and assessing contextual methods: A developmental contextual perspective. In D. M. Teti (Ed.), *Handbook of research methods in developmental psychology*. Cambridge, MA: Blackwell.
- Lerner, R. M., Dowling, E., & Roth, S. L. (In press). Contributions of life-span psychology to the future elaboration of developmental systems theory. In U. M. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Lifespan psychology in exchange with other disciplines*. Dordrecht: Kluwer Academic Publishers.
- Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (In press). Dynamic systems across the life span: From developmental psychology to developmental science. In R. M. Lerner, Easterbrooks, M. A., & Mistry, J. (Eds.), *Handbook of psychology: Vol. 6. Developmental psychology*. Editor in chief: I. B. Weiner. New York: Wiley.
- Lerner, R. M., & Wertlieb, D. (In press). Historical and theoretical bases of applied developmental science. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), Volume 1 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.
- Lerner, R. M., Wertlieb, D., and Jacobs, F. (In press). University engagement and outreach: A view of the issues. In R. M. Lerner, D. Wertlieb, & F. Jacobs (Eds.), Volume 4 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.
- Miller, J. R., Lerner, R. M., Schiamberg, L. B., & Anderson, P. M. (In press). Human ecology: A view of the issues. In J. R. Miller, R. M. Lerner, L. B. Schiamberg, & P. M. Anderson (Eds.), *Human Ecology: An encyclopedia of children, families, communities, and environments*. Santa Barbara, CA: ABC-Clío.
- Taylor, C. S., Lerner, R. M., von Eye, A., Balsano, A. B., Dowling, E. M., Anderson, P. M., Bobek, D. L., & Bjelobrck, D. (In press). Longitudinal analyses of positive development among youth involved in gangs or in community-based organizations. In R. M. Lerner, C. S. Taylor, & A. von Eye (Eds.), *New directions for youth development: Theory, practice and research: Pathways to positive*

development among diverse youth (Vol. 95; G. Noam, Series Ed.). San Francisco: Jossey-Bass.

Taylor, C. S., Lerner, R. M., von Eye, A., Balsano, A. B., Dowling, E. M., Anderson, P. M., Bobek, D. L., & Bjelobrck, D. (In press). Canonical correlates of developmental assets in the lives of youth involved in gangs or in community-based organizations. In R. M. Lerner, C. S. Taylor, & A. von Eye (Eds.), *New directions for youth development: Theory, practice and research: Pathways to positive development among diverse youth* (Vol. 95; G. Noam, Series Ed.). San Francisco: Jossey-Bass.

Wertlieb, D., Jacobs, J., & Lerner, R. M. (In press). Enhancing civil society through youth development: A view of the issues. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), Volume 3 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

In Preparation

Lerner, R. M., Dowling, E. M., & Anderson, P. M. (In preparation). Positive youth development: Thriving as a basis of personhood and civil society. In L. Wagener, & J. Furrow (Eds.). *Beyond the self: Perspectives on transcendence and identity development*.

ARTICLES

Published

Lerner, R. M. (2001). Promoting promotion in the development of prevention science. *Applied Developmental Science, 5*(4), 254-257.

Lerner, R. M. (2002). Towards a democratic ethnotheory of parenting for families and policy makers: A developmental systems perspective. *Parenting: Science and Practice, 1*(4), 339-351.

Mawdsley, J. K., & Lerner, R. M. (2001). *Investing in the world's youth: A global initiative. Ten years of work by the International Youth Foundation, 1990-2000*. ICYF: W. K. Kellogg Foundation.

In Press

Lerner, R. M., & Castellino, D. R. (In press). Contemporary developmental theory and adolescence: Developmental systems and applied developmental science. *Journal of Adolescent Health*.

Lerner, R. M., & Thompson, L. S. (In press). Promoting healthy adolescent behavior and development: Issues in the design and evaluation of effective youth programs. *Journal of Pediatric Nursing*.

Taylor, C. S., Lerner, R. M., von Eye, A., Bobek, D., Balsano, A. B., Dowling, E., & Anderson, P. (In press). Positive individual and social behavior among gang and non-gang African American male adolescents. *Journal of Adolescent Research*.

Taylor, C. S., Lerner, R. M., von Eye, A., Bobek, D., Balsano, A. B., Dowling, E., & Anderson, P. (In press). Internal and external developmental assets among African American male gang members. *Journal of Adolescent Research*.

In Preparation

Lerner, R. M., Dowling, E. M., & Anderson, P. M. (In preparation). Positive youth development: Thriving as a basis of personhood and civil society. In L. Wagener, & J. Furrow (Eds.). [Special Issue]. *Applied Developmental Science*.

Perkins, D. F., Lerner, R. M., & von Eye, A. (In preparation). Covariates of risk behaviors among diverse adolescents.

APPENDIX 2

TUFTS FACULTY, STAFF, AND STUDENTS WHO HAVE PUBLISHED WITH THE BERGSTROM CHAIR OR THE APPLIED DEVELOPMENTAL SCIENCE INSTITUTE, 1999-2002

	Name	Books	Chapters	Articles	Webguides
Faculty	Brady, Anne		1		
	DiBiaggio, John		1		
	Easterbrooks, M. Ann	1	1		
	Elkind, David		2		
	Jacobs, Francine	4	4		
	Maguire, Kerry		1		
	Martland, Nancy			1	
	Mistry, Jayanthi	1	1		
	Rothbaum, Fred		2	1	
	Scarlett, George		1		
	Wertlieb, Donald	4	4		
Staff	Bobek, Deborah ¹	1	8	2	3
	Brentano, Cornelia		1		
Students	Anderson, Pamela ¹	1	5	1	2
	Balsano, Aida	1	6	2	3
	Boulos, Shireen		3	1	
	Brown, Jennifer		1		
	Chaudhuri, Jana		2		
	Cohen, Tami Katzir		1		
	Dowling, Elizabeth	1	8	3	3
	Goldberg, Jessica		2		
	Misra, Maya		1		
	O'Rourk, Alyssa Goldberg		1		
	Roth, Suzanna M. L.		2		
Sidman, Jason		1			

¹ Deborah Bobek published some works while a student at Eliot-Pearson. Pamela Anderson published some works while a staff person with ADSI. Their current status is reflected in the chart.

APPENDIX 3

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2001-2002

- Sept. 24, 2001 Presented a lecture with Howard Spivak, M.D., Chief, General Pediatrics and Adolescent Medicine Division and Vice President, Community Health Programs at the Floating Hospital for Children, New England Medical Center, titled "Strategies for Violence Prevention and Health Promotion" as part of the Department of Psychiatry at Tufts University and New England Medical Center's 11th Annual Paul Mendelsohn Memorial Grand Rounds in Psychiatry and the Law.
- Oct. 3, 2001 Co-taught with former Vice President Al Gore in a section of his course on Family-Centered Community Building at Fisk University in Nashville, TN and Middle Tennessee State University at Mufreesboro, TN. The title of his lecture was "Youth Development in the Context of Family-Centered Community Building."
- Oct. 5, 2001 Presented "Building University-Community Collaborations to Promote Positive Youth Development: The Role of Applied Developmental Science" at Yale University's Bush Center in Child Development and Social Policy as part of the Social Policy Luncheon.
- Oct. 26, 2001 Presented "From Developmental Systems Theory to Applied Developmental Science: A Contemporary Synthesis" at the Frances L. Hiatt School of Psychology at Clark University's Public Lecture Series.
- Nov. 14, 2001 Gave a colloquium speech at Suffolk University titled "Applying Developmental Science to Promote Positive Youth and Family Development."
- Nov. 18-19, 2001 Presented "Historically Unprecedented Challenges to the Healthy Development of the World's Youth" at Family Re-Union 10: Back to the Future, Accomplishments and Next Steps, moderated by Al and Tipper Gore, at Vanderbilt University in Nashville, TN.
- Feb. 8, 2002 Attended author's conference at the Fuller Theological Seminary to present "Promoting Moral and Civic Identity and Spirituality Through Engaging the Developmental System: A Developmental Systems View of the Thriving Process" in Pasadena, CA.

- Mar. 6, 2001 Presented “Youth Violence: From Prevention to the Promotion of Positive Youth Development” as a guest lecturer for Dr. Howard Spivak’s seminar of violence prevention policy at Tufts University Medical School.
- Mar. 9, 2002 Attended the Society for Adolescent Medicine Symposium, “Adolescents and the Community” in Boston. Presented “Building Healthy Communities for Adolescents: Individual and Ecological Assets of Positive Youth Development.”
- April 4, 2002 Presented “Applying Developmental Science: The Sample Case of Promoting Positive Youth Development” at New York University’s Department of Applied Psychology.
- April 10, 2002 Presented at the Tufts University Center for Children posters for the following two papers:
- Taylor, C. S., Lerner, R. M., von Eye, A., Bobek, D., Balsano, A. B., Dowling, E., & Anderson, P. (In press). Positive individual and social behavior among gang and non-gang African American male adolescents. *Journal of Adolescent Research*.
- Taylor, C. S., Lerner, R. M., von Eye, A., Bobek, D., Balsano, A. B., Dowling, E., & Anderson, P. (In press). Internal and external developmental assets among African American male gang members. *Journal of Adolescent Research*.
- April 26, 2002 Presented “Promoting Positive Youth Development Through Community-Based Programs: The Importance of Youth Workers” to Somerville, MA after school workers and youth workers at the Mystic Boat Club.
- May 10, 2002 Presented “Teen Brains: Integrating Culture, Morals, and Civic Engagement” at the Learning and the Brain: Using Brain Research to Reach All Learners conference in Cambridge, MA.
- May 14, 2002 Presented “Building Communities to Promote Positive Youth Development” to teachers at the St. Stephen’s Armenian Elementary School in Watertown, MA.
- June 5, 2002 Gave the keynote address, “Building Communities to Promote Positive Youth Development” at the Boston 2:00-to-6:00 After-School Initiatives conference, “Making it Real: Learning in Out-of-School Time,” hosted by Mayor Thomas M. Menino.

June 21, 2002

Presented “Promoting the Positive Development of Our Nation’s Youth: Challenges and Options for Programs and Policies” at the Massachusetts Institute of Technology’s Okawa Lunch Series in Cambridge, MA.

APPENDIX 4

CURRENT GRANT ACTIVITIES

Overcoming the Odds

Overcoming the Odds (OTO), a research project funded by the W. T. Grant Foundation, is a longitudinal study of African American adolescent male gang members from Detroit. The goal of the research is to understand the individual and contextual bases of resiliency among gang youth. We seek to understand the individual and contextual developmental assets influencing these positive life paths and, ultimately, we hope to cross-validate our findings by attempting to "disseminate" our findings to other gang youth and seeing if we can develop programs that will promote positive development among others. The OTO project is about to begin its third wave of data collection, which in addition to the original protocol will also include questions related to developmental assets, thriving, and the Margaret Beale Spencer model of coping among adolescents.

Jacobs Foundation Graduate Fellows

The Jacobs Foundation Graduate Fellows is a training program funded by the Jacobs Foundation as an international graduate training initiative to enhance the effectiveness, scale, and sustainability of youth-serving programs. Through its expertise in child and youth development; community-based, collaborative, and empowering program evaluation; and community systems, policy, and development, ADSI, in collaboration with other key units in Tufts, has begun training a new cohort of doctoral students—recruited from NGOs in developing nations and eastern Europe—in youth development, program evaluation, and community policy and development. The goal of the program is to promote research-practice integration and the capacity for participatory, empowerment evaluations, and thus leadership, in youth-serving programs throughout the world and, particularly, in developing countries. Such a Ph.D. program, to our knowledge, is unique in the United States and, perhaps, internationally. To date, two young scholars, Aida B. Balsano from Bosnia & Herzegovina, and Dr. (Nancy) Lang Ma from the People's Republic of China have been appointed as Jacobs Foundation Fellows and are pursuing their Ph.D degrees under the direction of Eliot-Pearson faculty. More information about the Jacobs Fellows and the work they have been doing as part of their Fellowship is available upon request.

The 4-H Study of Positive Youth Development

The 4-H Study of Positive Youth Development, a research project funded by the National 4-H Council, will longitudinally assess across the early years of adolescence the key characteristics of positive youth development—competence, confidence, character, connection, caring (or compassion), and contribution. The research will evaluate the impact on positive youth development of key ecological assets—families, communities and, in particular, community-based programs for youth—especially 4-H programs such as “Health Rocks!”

After a year of pilot research that enabled the measures of the research and the procedures for data collection to be developed successfully, the project will launch the first wave of longitudinal data collection in November 2002. Several thousand fifth graders, sampled from schools in more than a dozen localities from across the nation, will participate in the study. The sample will vary in age, racial, ethnic, socioeconomic, family, rural-urban location, and geographic region characteristics will be differentiated on the basis of variation in community-based program involvement (e.g., 4-H plus Health Rocks!; 4-H without Health Rocks!; Health Rocks! without 4-H; participation in other community-based programs but neither Health Rocks! nor 4-H; and no participation in community-based programs).

All participants will be assessed in regard to state-of-the-art indicators of both positive behaviors and problem behaviors (e.g., relating to substance use and abuse, school underachievement, and delinquency). The contextual strengths/assets of participants' families and communities will be appraised as well. The key idea guiding this research is that when the assets of young people and their contexts are integrated across adolescence, young people will thrive.

The Planning and Evaluation Resource Center (PERC)

Tufts University, in conjunction with the Innovation Center for Community and Youth Development and its partners and advisors, are collaborating to create a Planning and Evaluation Resource Center (PERC). At ADSI we are developing an on-line clearinghouse of resources to be used by individuals and organizations who seek to plan youth programs or evaluate existing programs and to connect these people to resources in their areas. The purpose of the clearinghouse is to give individuals and grass-roots organizations access to every stage of program planning and evaluation to provide this information on one easily-to-navigate web site. The clearinghouse will detail information from finding funders to writing grant proposals to evaluating established programs. The interactive web site will have search functions, links to organizations and key people in the field of applied developmental science and child development, an on-line journal/library, message boards, question submission forms, and chat rooms. ADSI hopes to also launch the site in Spanish as well as other languages.

APPENDIX 5

PROFESSIONAL MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2001-2002

- Aug. 22, 2001 Met with ADSI staff and members of the International Youth Foundation in Baltimore, MD.
- Sept. 9-10, 2001 Met at 4-H Headquarters in Chevy Chase, MD for the Health Rocks! Advisory Board Meeting to obtain the input of the advisory board members for the planning phase of the Health Rocks! Study of Positive Youth Development.
- Oct. 19-21, 2001 Participated in the Second Biennial Conference of the Society for the Study of Human Development at the University of Michigan, Ann Arbor.
- Dec. 6-7, 2001 Attended the National Institute of Child Health and Human Development Board of Scientific Counselors in Bethesda, MD.
- Dec. 10-11, 2001 Attended "Building Bridges Not Barriers Strategy Session" sponsored by the Annie E. Casey Foundation in Atlanta, GA.
- Jan. 9-10, 2002 Attended the Center for Child Well-Being Parenting Network Meeting in Decatur, GA.
- April 11-14, 2002 Attended the Ninth Biennial Meeting of the Society of Research on Adolescents in New Orleans, LA and was a panelist in the meeting's pre-session, "Community Programs to Promote Positive Youth Development: Implications for Research, Practice, and Policy."
- June 6, 2002 Attended the National Institute of Child Health and Human Development Board of Scientific Counselors in Bethesda, MD.
- June 11, 2002 Attended the National Youth Development Research Advisory Committee in Washington, D.C.

APPENDIX 6

INTERNATIONAL LEADERSHIP COMMITTEE MEETING MAY 13-14, 2002

The following is a summary of the May 13-14, 2002 meeting of the International Leadership Committee in Applied Developmental Science.

Members present: Paul Baltes, Suzin Bartley, JoAnn Bendetson, Joan Bergstrom, Barbara Chase, Joan Cohn, John DiBiaggio, Elizabeth Dowling, Barry Dym, David Elkind, Marty Martinez, David Rosenthal, Abby Shapiro, Jason Shin, Dorothy Stoneman, Linda Thompson, and Eleanor White

Faculty Steering Committee members present: Ann Easterbrooks, Susan Ernst, Fran Jacobs, and Richard M. Lerner

ADSI staff present: Deborah Bobek and Lissa Gottlieb

Other colleagues present: Elaine Kasparian

Day One

The meeting began on May 13 with greetings offered by M. Ann Easterbrooks, Chair, Eliot-Pearson Department of Child Development.

Joan Bergstrom, Chair ex-Officio, Ann Easterbrooks, and Richard M. Lerner, Bergstrom Chair in Applied Developmental Science, Director, ADSI, made a presentation to Barry Dym, Past-Chair of the ILC, in recognition of his significant contribution to guiding ADSI from its inception to its present position. Joan Bergstrom welcomed Tufts President Emeritus John DiBiaggio as the new chair of the ILC. The ILC members and the ADSI staff were then introduced.

Richard M. Lerner presented to the committee information about the Institute, including the mission, philosophy, values, research projects, outreach projects, education/training, and the publications program. The group briefly discussed the need for a change in the mission statement, but decided to table the discussion until the next day.

The group discussed the various projects on which ADSI is working currently. The individual projects and the comments/suggestions made about them were:

Planning and Evaluation Resource Center (PERC)

The group agreed that in order for PERC to be successful, ADSI needs to make it user friendly and allow CBOs to be involved in the organization of the site. Working with Marty Martinez would be very helpful in terms of his knowledge of CBOs. The ILC stressed that PERC should not be a repository but a conduit. PERC should provide links

to other sites, as well as, presenting ADSI's own products. The site should be a "best practice" clearinghouse. Paul Baltes suggested including on the site family planning information and resources about how to raise children.

4-H Study for Positive Youth Development

Paul Baltes suggested having an international survey company assess the variables/measures being used in the study to make it more interesting and "marketable" internationally. In addition, he suggested using an organization such as NORC to collect nationally representative data about a few, theoretically key items/measures associated with the study. Such data would allow estimation of the extent to which selection bias in the sample affected the levels of, and connections among, variables in the study.

Thriving Indicators Project (TIP)

Barbara Chase, and others, would like to see music, art, athletics, and political exploration included in the to-be-developed indices of thriving.

Education/Training

The group suggested advertising the Jacobs Fellowship through the United Nations' Development Groups and/or USAid.

Development Update

Elaine Kasparian, Associate Director of Special Projects, Tufts University Development, emphasized the need to create a very clear and strong case statement for the Applied Developmental Institute. Other key suggestions and comments were the following:

- Establish priorities for funding
- Target contributors by asking ILC for ideas, with the need to go beyond the Tufts community
- Meeting of 10-15 donors who are not going to give, and ask them what would it take to sell ADSI
- Continue inviting community people to ADSI events
- Create a brochure/portfolio with simplicity and clarity to target what we need and are all about
- Bring YouthBuild organizations in Tennessee to Family ReUnion
- Build a database of potential donors (email directories) with an ADSI staff member working with the development staff on keeping this list up-to-date
- Keep in touch with people we know in regard to how they think we can raise money
- Do a Friends Outreach event
- Get included in the capital campaign
- We need a powerful portfolio/case statement with a long range plan to present to the Board of Trustees. Rich should do a presentation to the Trustees.
- Publicize ADSI and bring in another big speaker (e.g., Laura Bush)

- Focus on the idea of PYD. Use the projects to back up that idea to present ourselves to potential donors.
- Each one of the ILC holds the expertise to seek people out who will fund these projects. The stronger the case statement, the more likely we will get these people's attention.

Adjournment

Day Two

The meeting reconvened on May 14 with the discussion of the mission, philosophy, and values of ADSI. The group suggested that in regard to the mission statement we might specify objectives in four areas—"Promoting positive youth development through scholarship, education, advocacy, and practice"—and then create programs associated with each area.

The group commented on the need for a more global view in regard to developing ADSI's mission statement. Paul Baltes remarked that sensitivity to cultural and ethnic variations is of utmost importance. The group suggested distinguishing among the mission, strategies, objectives, and programs of the Institute. The group consensus was to formulate a clear mission statement, and then add the objectives and the initiatives to the statement.

As an example of a revised mission statement, Paul Baltes suggested "Enhancement of children also entails the breaking of generational and cultural cycles of disadvantage. To this end, we need to encourage educational and health-promoting activities that reduce the number of children born into contexts where resources for positive child development are severely limited."

The group had a conversation about the issue of quantity of children vs. quality of children's lives around the world. Issues raised included family policy-making, family planning, and how the Institute (as well as America) can address these issues in a more global way. In this context, questions were raised in regard to the meaning of the term "applied," and the role of ADSI regarding policymakers, ethical issues, and direct service, hands-on projects. Questions were raised about how ADSI can get its message to people other than to scholars and to policy makers, and whether ADSI should have an advocacy arm. In sum, the ILC recommended that ADSI rethink its mission statement, consider doing demonstration research, explore forming an advocacy group, and find ways to effectively engage CBOs.

Organization

The ILC suggested that we make clear that ADSI focuses on research and training. We seek partners to extend this work to communities. The ILC suggested that ADSI have four key components: A clear, simple definition of the organization and its mission and programs; a lean administrative structure; extended partnerships; and defined boundaries.

Committee

The group agreed that the Institute would benefit immensely from regularly getting ideas out to the ILC through email. The ILC members have agreed as well to continue finding ways to help ADSI partner with community based organizations.

Comments, Recommendations, and Next Steps for ADSI: John DiBiaggio

Dr. DiBiaggio recommended the ADSI develop a strong case statement in order to get included in the capital campaign. He agreed that ADSI should publicize its campus and community leadership by, for example, bringing another “big” speaker to campus. President DiBiaggio recommended as well that Rich make a presentation about ADSI to the Board of Trustees of Tufts University. ADSI needs to develop an overall program that is appealing in order for the Trustees to commit to the Institute’s mission.

Adjournment

APPENDIX 7

INTERNATIONAL LEADERSHIP COMMITTEE

Paul B. Baltes

Max Planck Institute

Suzin Bartley

Massachusetts Children's Trust Fund

JoAnne Bendetson

Joan Bergstrom, Ex-Officio Chair

Wheelock College

Barbara Chase

Concord Public Schools

Joan Cohn

John DiBiaggio, Committee Chair

President Emeritus, Tufts University

Elizabeth Dowling

Ph.D. student, Tufts University

Barry Dym

WorkWise Research and Consulting

Felton "Tony" Earls

Harvard University

David Elkind

Tufts University

Michelle Farnum

The Office of Workforce Development
City of Cambridge

Donald T. Floyd, Jr.

National 4-H Council

Jaime Bolaños Cacho Guzmán

Fundacion Comunitaria Oaxaca

Joseph M. Hunt

Asian Development Bank

John E. Kyle

Institute for Youth, Education, and
Families
National League of Cities

Rick R. Little

International Youth Foundation

Marty Martinez

Youth Services, City of Somerville

Anne L. Peretz

The Family Center, Inc.

David Rosenthal

Harvard Medical School

Abby Shapiro

WFD, Inc.

Jason Shin

Undergraduate student, Tufts University

Dorothy Stoneman

YouthBuild USA

Linda Thompson

University of Maryland

Eleanor White

Housing Partners, Inc.

APPENDIX 8

INTERNATIONAL FELLOWS IN APPLIED DEVELOPMENTAL SCIENCE

International Fellow in Applied Developmental Science Lifetime Achievement Award:

Urie Bronfenbrenner

Professor Emeritus, Department of Human Development at the College of Human Ecology,
Cornell University

2002-2003 International Fellows in Applied Developmental Science:

David Bell

Chair of the Board of Directors of the International Youth Foundation

Peter Benson

President, Search Institute

Graham Spanier

President, The Pennsylvania State University

Reverend Ray Alexander Hammond, II, MD

Bethel AME Church

Dorothy Stoneman

President, YouthBuild U.S.A.

Wendy Wheeler

President, Innovation Center for Community and Youth Development

APPENDIX 9. 2002-2003 ADSI BUDGET

	Editorial Account	International Fellows	Discretionary Account	Jacobs Fellowship	4-H Study of PYD	Overcoming the Odds	PERC Grant	Thriving Indicators	Global Alliance	UCCPS Fellowship	Total Grants
Expected Revenues Raised	\$30,748	\$0	\$16,000	\$0	\$0	\$0	\$0	\$332,525	\$31,626	\$34,000	\$444,899
Expected Revenues Received	\$51,748	\$0	\$16,000	\$0	\$563,766	\$0	\$0	\$205,983	\$21,084	\$17,000	\$858,581
Carry Over from 2002	\$3,155	\$18,211	\$6,562	\$133,719	\$164,206	\$278,282	\$50,712	\$0	\$0	\$0	\$654,847

Salaries and Benefits											
Faculty	\$0	\$0	\$0	\$0	\$43,520	\$0	\$0	\$48,610	\$0	\$0	\$92,130
Staff	\$41,997	\$0	\$0	\$0	\$111,360	\$39,877	\$66,152	\$70,933	\$21,084	\$0	\$351,403
Post-Doc Fellows	\$0	\$0	\$0	\$0	\$46,800	\$0	\$0	\$0	\$0	\$0	\$46,800
Graduate Students	\$0	\$0	\$0	\$32,640	\$133,452	\$35,190	\$228	\$32,258	\$0	\$6,000	\$233,768
Undergraduate Students	\$5,544	\$0	\$0	\$0	\$11,059	\$0	\$0	\$0	\$0	\$0	\$16,603
Total Salaries and Benefits	\$47,541	\$0	\$0	\$32,640	\$346,191	\$75,067	\$66,380	\$151,800	\$21,084	\$6,000	\$740,704

Consultants	\$0	\$0	\$0	\$0	\$56,000	\$24,600	\$0	\$7,333		\$0	\$87,933
Awards, Gifts, Honoraria	\$0	\$800	\$0	\$0	\$40,000	\$0	\$0	\$0		\$0	\$40,800
Travel and Meals	\$0	\$11,000	\$12,000	\$0	\$80,000	\$1,500	\$0	\$15,583		\$5,000	\$120,083
Computer Equipment	\$0	\$0	\$0	\$0	\$6,500	\$0	\$0	\$1,100			\$7,600
Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0
Office Supplies	\$300	\$0	\$1,200	\$0	\$35,000	\$1,200	\$600	\$550		\$2,000	\$38,850
Publication, Books, Printing	\$500	\$0	\$0	\$0	\$12,265	\$0	\$0	\$917			\$13,682
Photocopying	\$0	\$0	\$0	\$0	\$2,650	\$1,400	\$0	\$0			\$4,050
Photos/Video/Film	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0
Mail	\$360	\$0	\$0	\$25	\$7,860	\$0	\$0	\$917		\$1,000	\$9,162
Phone	\$0	\$0	\$0	\$0	\$5,000	\$1,296	\$648	\$917			\$7,861
Tufts Catering Expenses	\$0	\$5,500	\$3,750	\$0	\$0	\$0	\$3,600	\$0		\$3,000	\$12,850
Tufts Facility Expenses	\$0	\$0	\$250	\$0	\$0	\$0	\$0	\$0			\$250
Total Other Costs	\$1,160	\$17,300	\$17,200	\$25	\$245,275	\$29,996	\$4,848	\$27,317	\$0	\$11,000	\$343,121

Total Direct Costs	\$48,701	\$17,300	\$17,200	\$32,665	\$591,466	\$105,063	\$71,228	\$179,117	\$21,084	\$17,000	\$1,083,825
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Indirect Costs	\$0	\$0	\$0	\$0	\$59,147	\$15,759	\$7,123	\$26,868	\$0	\$0	\$108,896
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Carry Over to 2003-2004	\$6,202	\$911	\$5,362	\$101,054	\$77,359	\$157,459	-\$27,639	\$0	\$0	\$0	\$320,708
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Notes:

The Thriving Indicators Project is anticipated to begin 10/1/2002.

The Global Alliance project is anticipated to begin 1/1/2003

APPENDIX 10

A BRIEF HISTORY OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE

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

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

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

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

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

APPENDIX 11

BIOGRAPHY OF RICHARD M. LERNER **Holder of the Bergstrom Chair in Applied Developmental Science**



Richard M. Lerner, Ph.D., one of the nation's leading figures in developmental psychology, child development, and applied developmental science, holds the Bergstrom Chair in Applied Developmental Science. Dr. Lerner received his B.A. and M.A. from Hunter College of the City University of New York, and his Ph.D. in Psychology from the City University of New York.

Professor Lerner 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, the American Psychological Society and the American Association of Applied and Preventive Psychology.

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

Lerner is the author or editor of 56 books and more than 365 scholarly articles and chapters. He edited Volume 1 on "Theoretical models of human development" for the fifth edition of the *Handbook of Child Psychology*. He is known for his theory of and research about relations between life-span human development and contextual or ecological change. He is the founding editor of the *Journal of Research on Adolescence* and of the journal *Applied Developmental Science*.

In addition to his far-reaching work in articulating the new field of applied developmental science, he has also initiated "outreach scholarship" projects that are grounded in this new science. As past director of the Center for Child, Family and Community Partnerships at Boston College (1996-99) and director of the Institute for Children Youth and Families at Michigan State University (1991-96), he established university-community partnerships in such diverse areas as violence prevention, health delivery, food distribution, youth leadership, and neighborhood revitalization.

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

APPENDIX 12

BIOGRAPHY OF DEBORAH L. BOBEK **Managing Director, Applied Developmental Science Institute**



Deborah L. Bobek is the Managing Director of the Applied Developmental Science Institute in the Eliot-Pearson Department of Child Development at Tufts University. She has experience working on research projects related to applied developmental science and has authored and published pieces on this work and other work around positive youth development. She received her Master's degree in child development from the Eliot-Pearson Department of Child Development at Tufts University, and her Bachelor's degree in Psychology, Economics, and Spanish also from Tufts. She is a member of the Tufts Alumni Admission Program. Prior to receiving her Master's degree, she was a Research Associate and Analyst in the Real Estate group at Fidelity Investments in Boston. Ms. Bobek received her Chartered Financial Analyst designation in 1998.

Primary responsibilities of the Managing Director include:

- Employee relations and organizational development
- Initiation and maintenance of contacts with businesses, funders, government organizations, community organizations, and other universities
- Development of funding streams for research and training projects
- Negotiation and writing of grant proposals, business plans and other contracts
- Management and maintenance of ADSI financial records and budgets
- Oversight of all ADSI research and consulting projects for assurance of quality and on-time delivery of work
- Organization of ADSI ongoing and special events (symposia, conferences, etc.)
- Promotion of ADSI work to collaborators and communities

APPENDIX 13

2001-2002 ADSI FACULTY COMMITTEE

Susan Ernst

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

M. Ann Easterbrooks

Chair, Eliot-Pearson Department of Child Development

Francine Jacobs

Associate Professor, Eliot-Pearson Department of Child Development

Richard M. Lerner

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

2001-2002 ADSI STEERING COMMITTEE

ADSI Faculty Committee Members and:

Joan Bergstrom, Ex-Officio Chair

Professor and Director, Center for International Education and Leadership, Wheelock College

Deborah Bobek

Managing Director, Applied Developmental Science Institute

Elizabeth Dowling, Student Representative

Eliot-Pearson Department of Child Development



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