

2005-2006

ANNUAL REPORT

OF THE BERGSTROM CHAIR

IN APPLIED DEVELOPMENTAL SCIENCE

March, 2007

Richard M. Lerner



**Institute for Applied Research
in Youth Development**

ELIOT-PEARSON DEPARTMENT OF CHILD DEVELOPMENT

TUFTS UNIVERSITY

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BACK TO THE FUTURE

Report from Richard M. Lerner

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

In 1946, Tufts University President and developmental psychologist Leonard Carmichael published the *Handbook of Child Psychology*, a single volume work that was soon regarded as the “gold standard” for integrating and extending the best scholarship about the study of human development. Carmichael edited the second edition of the *Handbook* as well but, by the time of its publication in 1954, he had moved from the presidency of Tufts to assume the leadership of the Smithsonian Institution. Two subsequent editions of the *Handbook* were edited by the renowned University of California, Berkeley developmental scientist, Paul Mussen. The 1983 edition grew to two volumes and the 1983 edition grew further, to four volumes. In 1998 William Damon of Stanford University edited the fifth edition of the *Handbook*, which was also a four volume work. I was privileged to edit the first volume of the fifth edition, on “Theoretical models of human development.”

During this last academic year, the *Handbook of Child Psychology* returned to its original institutional home. I was honored to serve with William Damon as co-Editor-in-Chief of the sixth edition. The 2006, sixth edition again included four volumes, and I did a bit of “double duty” by once more editing Volume 1, which was again entitled “Theoretical models of human development.”

The story of the travels of the *Handbook* seems to me to be a metaphor for the work engaged in and produced by the Institute across the 2005-2006 academic year. Through our research and our students we traveled far beyond the hill in Medford. Nevertheless, at the end of the academic year we returned “home,” and found ourselves reinvigorated by and recommitted to the ideas that framed the launching of our work when I joined Tufts seven years ago.

Two of the major research projects within the Institute – the 4-H Study of Positive Youth Development and the John Templeton Foundation-sponsored study of “The Role of Spiritual Development in Growth of Purpose, Generosity, and Psychological Health in Adolescence” – expanded significantly the scope of their work. In addition to completing seven publications pertinent to the research conducted as part of the 4-H Study, and delivering 14 conference presentations or colloquia about this work, we expanded the study to collect data from nearly 4000 youth in 25 states across the nation. In turn, the JTF-supported project held an international conference in April, 2006 to bring together the 36 collaborators involved in this research, and to help our Institute team, led by Robert Roeser, Erin Phelps, and myself, to design the pilot research we would conduct during the 2006-2007 academic year. In addition, Lawrence Gianinno launched data collection in his timely, exciting, and important William T. Grant Foundation-supported study, “Culture, Identity and Economic Socialization.” Through his work, Professor Gianinno helped researchers across the United States understand the significance of, and

historically singular challenges involved in, studying Muslim-American youth and families.

As our students completed their doctoral and post-doctoral work within the Institute, their transitions to new professional positions extended across the nation and around the world the vision, theoretical frame, and methodological approaches of the Institute. Christina Theokas was appointed as an Applied Research Analyst for the Alexandria City Public Schools in Virginia. Aida Balsano was named Director for Policy Analysis and Evaluation at the Milton S. Eisenhower Foundation in Washington, D.C. Sophie Naudeau joined the World Bank as an Education Specialist and added to the Bank's approach to economic development the perspective of positive youth development. Steinunn Gestsdottir was appointed as Assistant Professor at the Iceland University of Education in Reykjavik, Iceland, where she is teaching and doing research aiming to promote the positive development of youth, by examining the development of self-regulation and children's understanding of violence.

The 2005-2006 academic year also saw the launching of the Institute's new strategic plan and, in addition, upon the recommendation of the members of our International Leadership Committee (ILC), the redesign of this group of advisors and the formation of a new, Special Advisory Committee (SAC). This group of advisors is smaller in number than the ILC but, we believe, it will maintain the incredibly high standards of contribution and wisdom that have been so generously afforded us across the years by the wonderful friends and colleagues serving on the ILC. We are grateful that Don Floyd, President and CEO of the National 4-H Council, will continue to serve as the Chair of this new advisory group, and that Dr. Joan Bergstrom will also continue to serve as Chair – Pro Tem of the group. The efficiencies created in the work of the Institute by the strategic plan and by the creation of the SAC were led by Institute Managing Director Deb Bobek. In addition, Deb also helped redesign the Institute web site and, as well, developed the new Institute logo.

The work of the Institute in 2005-2006 took us beyond the boundaries of the Tufts campus. However, we have always aspired to contribute to the immediate Tufts community, through the training and opportunities for professional experiences and socialization we provide our undergraduate and graduate students; to the Medford/Somerville/Boston communities, through our pro bono outreach (in the form of presentations, consultations, and program evaluation services); and to the work of even more distant partners – in academic, governmental, and non-governmental organizations across the state, nation, and internationally. As the subsequent sections of this Annual Report will document, the 2005-2006 year saw our initial aspiration for national and international reach actualized through our research, through our participation in professional meetings and collaborations around the state, nation, and world, and – in what to me is most gratifying – through the contributions being made by our former students. In the lab space we inhabit on the third floor of the Lincoln Filene Building we remind ourselves each day that what we may be doing at any moment (whether it is cleaning data for analysis, writing an article or a grant proposal, stuffing packets for data collection, or preparing a power point presentation for a meeting across the nation or

across the ocean) is being done for the ultimate purpose of generating and of using knowledge about adolescent development to make the world better for young people.

Through its research and outreach, and through its students and former students, the Institute is growing and, I believe, it will continue to grow in the year ahead. However, as we move into this future we will continue to bring home again and again what started our journey in the first place: The conviction that good developmental science can be used as an instrument for understanding and enhancing the lives of diverse young people. As such, our scholarship is a means for the members of the Institute, present and past, to contribute to a more socially just and cohesive national and world community.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

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

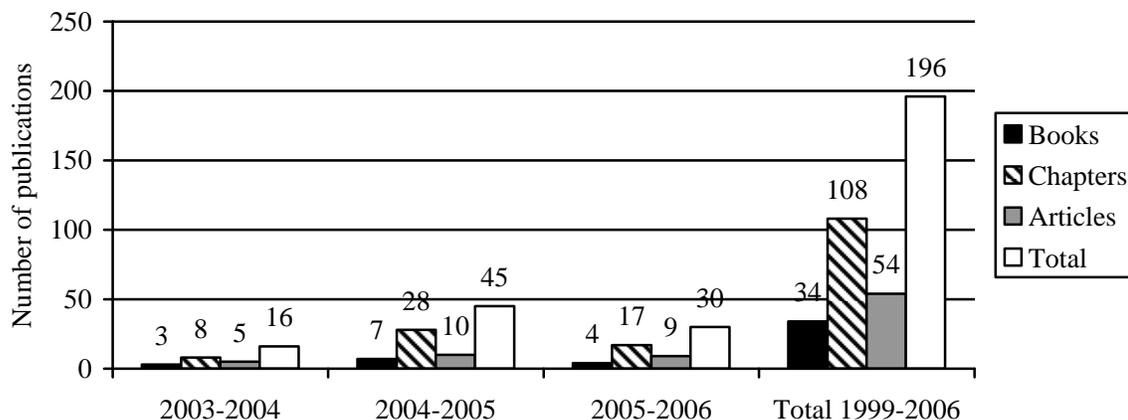
QUANTITATIVE INDICATORS

Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2005-2006, and as well, during the prior two academic years. In addition, the cumulative total of all published works across the Bergstrom Chair's seven years at Tufts is noted. Books, chapters, and articles that are "in press," and therefore complete, but not yet in print, are included in these numbers.

These figures clearly represent the ability of the Bergstrom Chair to publish numerous important works regarding the application of developmental science to improving the life chances of children, youth, families, and communities. Appendix 1 presents the Bergstrom Chair's published, in press, and in preparation publications for the 2005-2006 academic year. The Bergstrom Chair's complete publications list is available upon request.

Figure 1. The Bergstrom Chair's published works



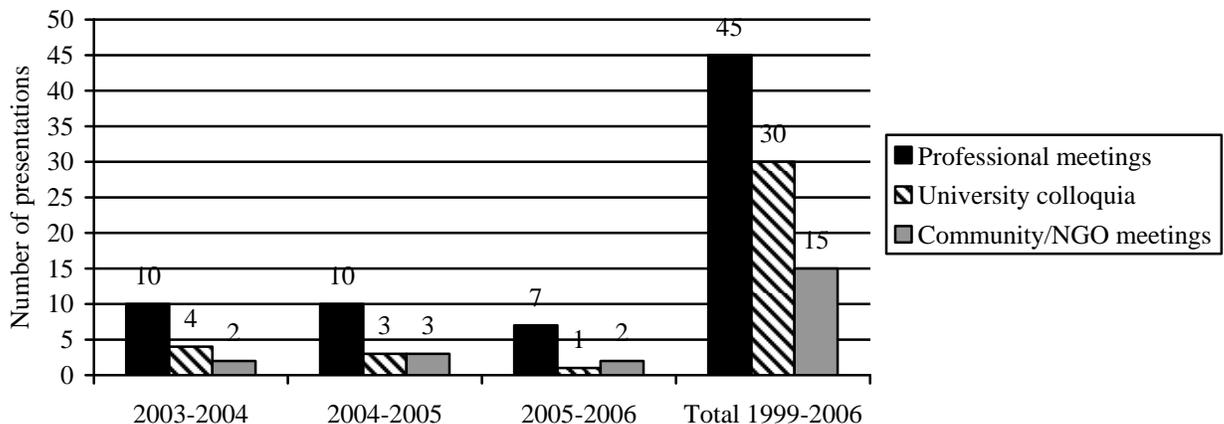
Scholarly Paper Presentations

Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, and community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2005-2006 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the seven years of data combined since the inception of the Bergstrom Chair.

This figure indicates that the Bergstrom Chair has consistently strived to present his work in person to a range of audiences. During the past academic year, he made seven presentations at professional meetings and three presentations to university colleagues, students, youth workers, teachers, medical professionals, and politicians. His colleagues and students made an additional seven presentations on his behalf. These presentations bring publicity about his work, as well as the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University. They further advance the work of the Bergstrom Chair and the Institute and allow the Institute to continue to develop a network of collaborations with both governmental and nongovernmental organizations.

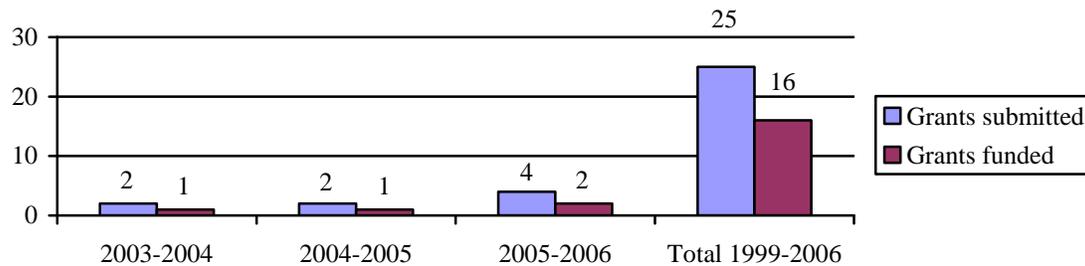
Appendix 2 lists all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair in 2005-2006.

Figure 2. Scholarly and professional presentations



Grant Proposals Submitted and Funded

As shown on the following page 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 2005-2006 fiscal year (FY). One of these proposals was funded while the other was not funded. In total, the Institute has submitted 25 grant proposals since its inception, 16 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 2005-2006 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

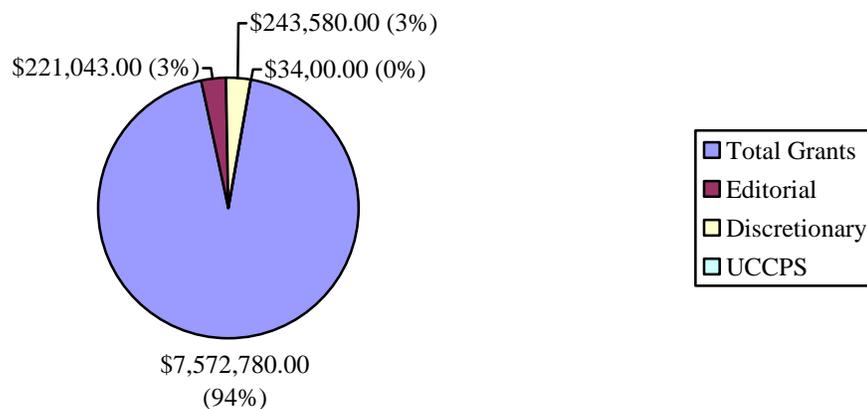
Figure 3. Grant proposals submitted and funded by fiscal year**Table 1. Grant proposals submitted from FY 1999-2000 to FY 2005-2006**

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

Dollars of Support Generated by Category

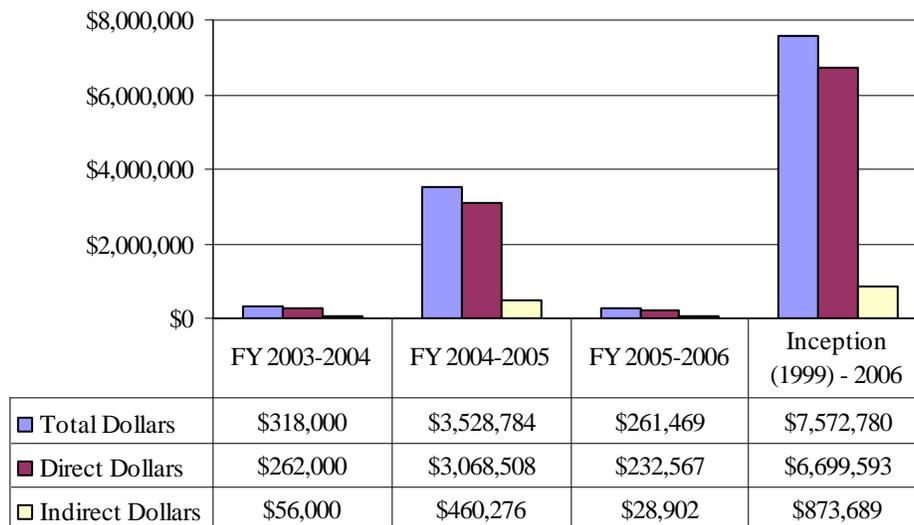
As shown in Figure 4, since its inception, the Institute has raised \$8.07 million through the end of FY 2005-2006 for its research, outreach, educational, and publishing activities. Of this total, the Institute raised \$7.6 million through grant proposals, \$221k through the editorial office, and \$244k in discretionary gifts. 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

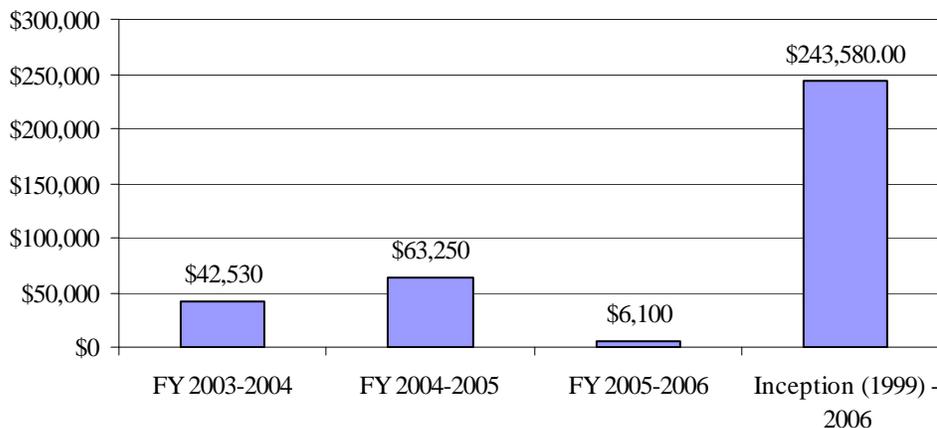


Direct and Indirect Dollars of Grant Support Generated

Of the \$7.6 million in grant support generated, \$6.7 million was for direct costs and \$873.7k was for indirect cost recovery (see Figure 5). In 2005-2006 the grant money was raised from the William T. Grant Foundation to study the Economic Socialization of Children of Immigrants: Lebanese Maronites and Muslims and from the William J. Fulbright Scholars Program / William T. Grant Foundation to study Identity, Spirituality, and Schooling During Adolescence. The Institute has maintained its commitment to ensuring that each grant that it applies for includes a minimum amount of support for the infrastructure of the Institute, as well as a minimum of 15% indirect cost recovery. The Economic Socialization of Children and Immigrants grant does meet this requirement while the Faculty Fellows award is capped at 7.5% per Foundation rules.

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

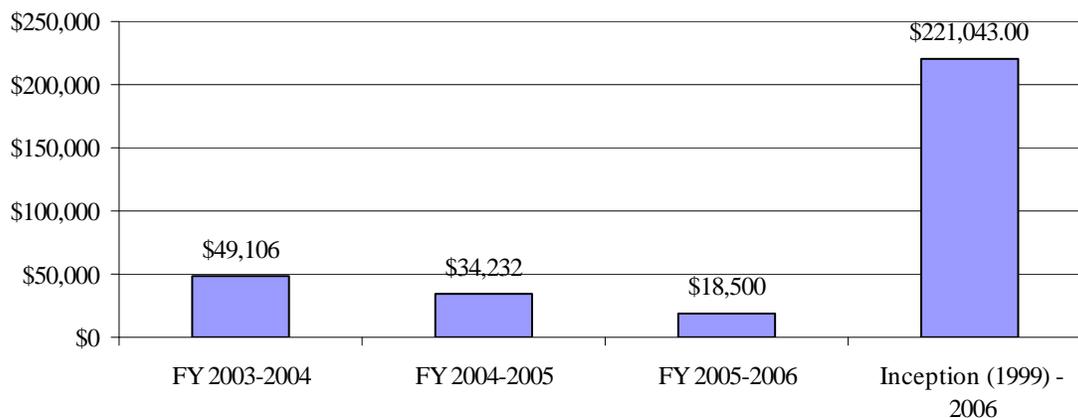
Since its inception, the Institute has raised a total of \$244k in discretionary gift dollars. Figure 6 shows the distribution of gifts across the previous three years as well as a total since the Institute's seven year history. During the 2005-2006 FY, the Institute received gifts from five donors, ranging in size from \$100 to \$2500. Of the five donors, three were new donors. The money in the discretionary account is primarily used to support meetings and travel in the pursuit of additional grants or donations, as well as other expenses that cannot be specifically covered by one of our grants. Appendix 4 contains a listing of all donors during the 2004-2005 fiscal year.

Figure 6. Gift dollars generated

Editorial Account Dollars Raised

Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Applied Developmental Science Publications Program. Over the past seven years, this allocation has amounted to over \$221k 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 Susan Ernst provided additional support for the Editor/Writer of the Institute's Publications Program. See page 13 for a more detailed description of the work of the Applied Developmental Science Publications Program.

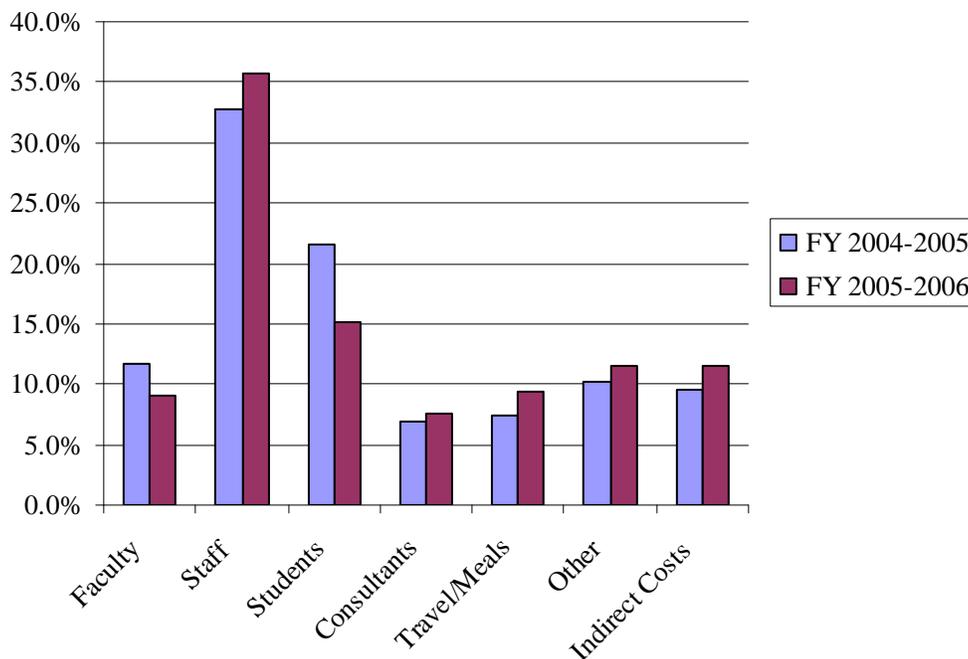
Figure 7. Editorial dollars generated



Allocation of Institute Spending

As shown in Figure 8, during the last fiscal year the majority (60%) of Institute spending went to supporting faculty, staff, and students. During fiscal year 2005-2006, 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 (35.8% of spending), eight graduate students for a minimum of nine months and eight additional graduate students for under nine months (14.2% of spending), and eight undergraduate student for a minimum of nine months and 16 undergraduate students for under nine months (.9% of spending). The additional 9.1% of personnel costs are associated with the summer salary for the Bergstrom Chair and for the salaries of professional colleagues on the grants.

**Figure 8. Allocation of IARYD Spending
FY 2004-2005 and FY 2005-2006**



The next largest category of spending is for other expenses (11.6% of spending) which include computer hardware and software expenses, Tufts Catering and Facilities IDRs, office supplies, furniture, copying, printing, books, mail, telephone, photography, and other miscellaneous expenses, including the printing and scanning of questionnaires. Following other expenses, indirect costs were the next largest category at 11.5% of spending. Travel and meals account for the next largest expense at 9.4% of all costs and is associated with attending meetings, conferences, etc. Consultants, honoraria, and awards (7.6% 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 decreased last fiscal year to this fiscal year, while the allocation to all other categories increased slightly this fiscal year. The Institute has continually strived to keep its infrastructure low while still supporting a large number of students. See Appendix 5 for a comparison of revenues and expenses between the 2004-2005 fiscal year and the 2005-2006 fiscal year.

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

During the 2005-2006 academic year, the Bergstrom Chair taught three courses on applied developmental science, as shown in Table 2. In turn, 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 and a sample of the students' comments.

Table 2. Undergraduate and graduate courses in applied developmental science, taught in 2005-2006

Semester	Course Number	Course Title
Fall 2005	CD248	Applied Developmental Science: Theoretical, Methodological, and Empirical Foundations
Spring 2006	CD85	Promoting Positive Development Among Youth: Developmental Science in the Community
Summer 2006, Talloires, France	CD85	Promoting Positive Development Among Youth: Developmental Science in the Community

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 ²		Sample of Students' Comments
		Instructor	Course	
CD248 Fall 2005	7	4	4	<p>"Very though-invoking, basically reframed my thinking...It's a very open class, which is appropriate for doctoral level course."</p> <p>"This class really gave me an overall view of concepts in applied child development and was very eye opening. Rich's knowledge and dissemination was very vast and insightful."</p>
CD85 Spring 2006	7	5	5	<p>"This was quite possibly the best class I've taken at Tufts thus far. Dr Lerner's enthusiasm made each and every class engaging and interesting. His method of instruction taught me so much more than I expected. I am so grateful that I had the opportunity to learn from such an esteemed professor."</p> <p>"I really enjoyed this class, much more than any other class I've taken. Professor Lerner loves what he does and loves teaching it to his students. He is very encouraging and always positive."</p>
CD85 Summer 2006, Talloires	15	n/a	n/a	"Really appreciated accessibility outside of class and concern for the students understanding and development!"

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

QUALITATIVE INDICATORS

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

The Applied Developmental Science Publications Program

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

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

1. The Handbook of Child Psychology, 6th Edition

Published in March 2006, this four-volume handbook is edited by Professor William Damon and the Bergstrom Chair for John Wiley & Sons, Inc. The sixth edition of the *Handbook* builds on the enormous success of the fifth edition of the *Handbook*. The *Handbook* identifies the significant, emerging areas of scholarship for each *Handbook* volume—theoretical models of human development; cognition, perception, and language; social, emotional, and personality development; and child psychology in practice.

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

2. Applied Developmental Science (ADS)

ADS is a quarterly journal published by Lawrence Erlbaum Associates. The journal is co-edited by Richard 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 tenth volume year in 2005-2006, is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both individual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for *ADS* includes developmental, clinical, school, counseling, aging, educational, and community psychologists; life course, family, and demographic sociologists; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and non-governmental organizations.

3. *Developmental Psychology*

During the 2005-2006 academic year, the Bergstrom Chair served his third 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.

4. *Approaches to Positive Youth Development*

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

5. *The Good Teen*

Richard Lerner is completing writing with Roberta Israeloff the trade book, *The Good Teen: Rescuing Adolescents from the Myths of the Storm and Stress Years*, to be published in 2007 by the Crown Publishing Group, a division of Random House. The book offers parents, educators, practitioners, and policy makers a new vision about the strengths of young people, about the potential for all young people to develop in positive ways, and about what we can do to support teens in making valued contributions to themselves, to their families, to their communities, and ultimately to civil society and democracy. The book is based on Richard Lerner's ideas from his 30+ years of research on positive youth development and, as well, on the work of other scientists and practitioners. The book ends with a call to action, that is, with an appeal for our nation to rally around young people by focusing on their strengths and by building community actions to turn their potentials for valued contributions into realities.

6. *Research in Human Development (RHD)*

Research in Human Development is the official journal of the Society for the Study of Human Development. The quarterly journal published by Lawrence Erlbaum Associates

and edited by Jacquelynne S. Eccles of the University of Michigan, is managed in the Institute for Applied Research in Youth Development. The journal's articles focus on life-span development research. Richard Lerner serves as the chair of the Editorial Board. *RHD* completed its third volume year during 2005-2006. Erin Phelps, Institute for Applied Research in Youth Development Research Director and Eliot-Pearson faculty member will take on the role of Editor in the journal's fourth volume year.

7. Family Centered Community Building: Current Advances

Family Centered Community Building: Current Advances is a new book to be published in 2007 by John Wiley & Sons, Inc. Former Vice President Al Gore, Richard Lerner, Sharon Shields of Vanderbilt University, Barbara Holland of the National Service-Learning Clearinghouse, and Irv Katz of the National Assembly co-edited this book, which is designed to be a forum for practitioners, policy-makers, and researchers to share and discuss work that strives to enhance the lives of children, families, and communities. Chapters are written by researchers, practitioners, and policy makers. Readers of *FCCB* will be presented with a book that not only spans the three key academic and applied audiences pertinent to family-centered community building but, as well, integrates these communities of interest within its pages.

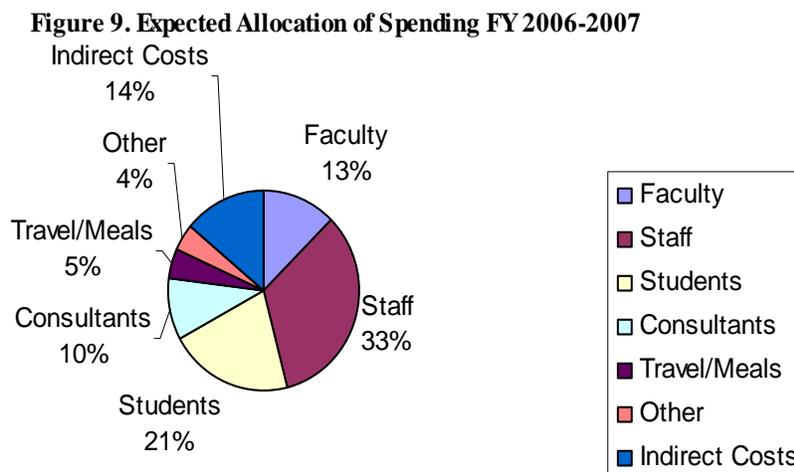
Advisory Board Memberships in 2004-2005

In May 2006, Richard Lerner was appointed to serve as an adjunct faculty member of the University College of Citizenship and Public Service at Tufts University. In March 2006 he was appointed to the Child Trends Applied Research Roundtable. In 2005-2006, the Bergstrom Chair continued to serve on the Advisory Council for the America's Promise Alliance; to serve on the Board of Advisors for the John Templeton Foundation; to serve as the Chair of the Board of Advisors at the Center for Applied Developmental Science at Friedrich-Schiller-Universität, Jena, Germany; and to sit as a member of the Advisory Board for the Arctic Identity and Youth Research Programme.

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

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

As shown in Appendix 6, we anticipate an operating budget in FY 2006-2007 of approximately \$1.4 million in direct and indirect costs. As shown in Figure 9, 67% of next year’s budget will be used to support faculty, staff, and students. Travel expenditures make up an additional 5% of the budget and indirect costs account for 14% of the budget. Consultants and other expenses will each account for 14% 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 seek both grant and donor resources. We will continue to support graduate and undergraduate students, as well as offer unpaid internship opportunities on the several research projects we undertake.

Dollars Raised Compared to University Investment

The Institute continues to be quite successful in helping students become productive scholars by giving them the opportunity to apply their education while working on its 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 \$1.51 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 \$1.5 million may be compared to \$7.6 million in total dollars raised – which involves \$6.7 million in direct dollars raised and \$874k in indirect dollars raised. As shown in Figure 10, for every \$1 of University investment, the Institute has raised \$5.01 in total dollars, \$4.43 in direct dollars, and 58 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, 2005-2006

BOOKS

Published

- Eisenberg, N. (Vol. Ed.), Damon, W., & Lerner, R. M., (Editors-in-Chief). (2006). *Social, emotional, and personality development*. Volume 3 of *Handbook of Child Psychology* (6th ed.). Hoboken, NJ: Wiley.
- Kuhn, D. & Siegler, R. (Vol. Eds.), Damon, W., & Lerner, R. M. (Editors-in-Chief). (2006). *Cognitive perception and language*. Volume 2 of *Handbook of Child Psychology* (6th ed.). Hoboken, NJ: Wiley.
- Lerner, R. M. (Ed.). (2006). *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: W. Damon & R. M. Lerner. Hoboken, NJ: Wiley.
- Renninger, K. A., & Sigel, I. (Vol. Eds.), Damon, W., & Lerner, R. M. (Editors-in-Chief). (2006). *Child psychology in practice*. Volume 4 of *Handbook of Child Psychology* (6th ed.). Hoboken, NJ: Wiley.

In Preparation

- Gore, A., & Lerner, R. M. (In preparation). *Family-Centered Community Building: Current advances*. Hoboken, NJ: Wiley.
- Lerner, R. M. (In preparation). *The Good Teen: Rescuing Adolescents from the Myths of the Storm and Stress Years*. New York, NY: The Crown Publishing Group.
- Lerner, J. V. & Lerner, R. M. (In preparation). *Children: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice-Hall.
- Lerner, R. M., Lerner, J. V., & Dixon, R. A. (In preparation). *The life span: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice-Hall.
- Roeser, R., Phelps, E., & Lerner, R. M. (Eds.). (In preparation). *Positive Youth Development and Spirituality: From Theory to Research*.
- Silbereisen, R. K., & Lerner, R. M. (Eds.). (In preparation). *Approaches to positive youth development*. London: Sage Publications.

CHAPTERS

Published

- Hertzog, S. M., Chorev, M., Steinman, J., & Lerner, R. M. (2006). Community Collaboration. In L. R. Sherrod, C. Flanagan, & R. Kassimir (Eds.). *Youth Activism: An International Encyclopedia* (pp. 167-170). Greenwood Publishing Company, Westport, CT.
- Lerner, R. M. (2005, September). *Promoting Positive Youth Development: Theoretical and Empirical Bases*. White paper prepared for the Workshop on the Science of Adolescent Health and Development, National Research Council/Institute of Medicine. Washington, D.C.: National Academies of Science.
- Lerner, R. M. (2006). Developmental science, developmental systems, and contemporary theories of human development. In R. M. Lerner (Ed.). *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.) (pp. 1-17). Editors-in-chief: W. Damon & R. M. Lerner. Hoboken, NJ: Wiley.
- Lerner, R. M. (2007). Foreword. In L. B. Blume, & M. J. Zembar. *Middle childhood to middle adolescence: Development from ages 8 to 18* (pp. iii). Upper Saddle River, NJ: Pearson.
- Lerner, R. M., Anderson, P. M., & Alberts, A. E. (2006). A developmental systems model of spiritual development: The sample case of adolescent development and the thriving process. In E. C. Roehlkepartain, P. E. King, L. Wagener, & P. L. Benson (Eds.). *The handbook of spiritual development in childhood and adolescence*, (pp. 60-72). Thousand Oaks, CA: Sage.
- Lerner, R. M., Anderson, P. M., & Alberts, A. E. (2006). Positive Youth Development. In E. M. Dowling & W. G. Scarlett (Eds.). *Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence*, pp. 344-349. Thousand Oaks, CA: Sage.
- Lerner, R. M., Hertzog, S. M., & Naudeau, S. (2006). Civil society and positive youth development. In L. R. Sherrod, C. Flanagan, & R. Kassimir (Eds.). *Youth Activism: An International Encyclopedia* (pp. 155-157). Greenwood Publishing Company, Westport, CT.
- Lerner, R. M., Jelcic, H., Smith, L. M., & Alberts, A. E. (2006). Young people are resources to be developed: Adult-youth relations, skill-building, and civic engagement. In E. Gil Clary, & J. E. Rhodes (Eds.). *Mobilizing adults for positive youth development: Strategies for Closing the Gap between Beliefs and Behaviors* (pp. 19-39). New York: Springer

Lerner, R. M., Lerner, J. V., Almerigi, J., & Theokas, C. (2006). The interactionist perspective as a fundamental paradigm in the study of personality. In J. C. Thomas, & D. L. Segal (Eds.). *Comprehensive Handbook of Personality and Psychopathology: Volume 1. Personality and Everyday Functioning*, (pp. 23-43). Hoboken, NJ: Wiley.

Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Naudeau, S., Gestsdottir, S., Ma, L., Jelcic, H., Alberts, A., Smith, L., Simpson, I., Christiansen, E., Warren, D. von Eye, A. (2006). Toward a new vision and vocabulary about adolescence: Theoretical and empirical bases of a “positive youth development” perspective. In L. Balter, & C. S. Tamis-LeMonda (Eds.). *Child Psychology: A handbook of contemporary issues* (pp. 445-469). New York: Psychology Press/Taylor & Francis.

In Press

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

Jelcic, H., Theokas, C., Phelps, E., & Lerner, R. M. (In press). 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. *Modeling ecological and contextual effects in longitudinal studies of human development*. Mahwah, NJ: Erlbaum.

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. (In press). 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*. New York: New York Academy of Sciences.

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

Lerner, R. M., Phelps, E., Alberts, A., Forman, Y, & Christiansen, E. (In press). 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*. New York: New York University Press.

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

Lerner, R. M., Zimmerman, S., Li, Y., Fay, K. (In press). Adolescent Psychology. In W. A. Darity (Ed.). *International Encyclopedia of the Social Sciences, 2nd edition*. Farmington Hills, MI: Macmillan Reference USA.*

In preparation

Zarrett, N., Lerner, R. M., Anderson, P. M., Fay, K., Peltz, J., Ma, L., & Li, Y. (In preparation). The promotion of positive youth development and adolescent engagement in sports: A developmental systems perspective. In N. L. Holt (Ed.). *Positive Youth Development and Sport*. Oxford: Routledge.

ARTICLES

Published

Balsano, A., & Lerner, R. M. (2005). The Role of Developmental Assets and Youth Civic Engagement in Promoting Positive Development Among Youth. In C. Bernard (Ed.). *A future for the young: Options for helping Middle Eastern youth escape the trap of radicalization*. Washington, D.C.: Rand Corporation, National Security Research Division.

King, P. E., Shultz, W., Mueller, R. A., Dowling, E. M., Osborn, P., Dickerson, E., & Lerner, R. M. (2005). Positive youth development (PYD): Is there a nomological network of concepts used in the developmental literature? *Applied Developmental Science, 9*(4), 216-228.

Lerner, R. M., (2006, February). Thriving: A Mark Twain primer. *Thoughts on thriving*. Retrieved February 1, 2006, from http://www.thrivefoundation.org/resources_tot_0206.html

Theokas, C., Lerner, J. V., Lerner, R.M. & Phelps, E. (2006). Cacophony and change in youth after school activities: Implications for development and practice from the 4-H Study of Positive Youth Development. *Journal of Youth Development: Bridging Research and Practice, 1*(1), http://www.nae4ha.org/directory/jyd/jyd_article.aspx?id=5adc7e52-3885-4fd4-b981-c6e72b9841d1

Theokas, C., & Lerner, R.M. (2006). Observed Ecological Assets in Families, Schools, and Neighborhoods: Conceptualization, Measurement and Relations with Positive and Negative Developmental Outcomes. *Applied Developmental Science, 10*(2), 61-74.

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

In Press

- Alberts, A. E., Christiansen, E. D., Chase, P., Naudeau, S., Phelps, E., & Lerner, R. M. (In press). 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).
- Lerner, R. M. (In press). Another nine inch nail for behavioral genetics!: A commentary on Richardson and Norgate. *Human Development*, 49(6).
- Lerner, R. M. (In press). Exemplifying the integrations of the developmental system: Synthesizing theory, research, and application to promote positive development and social justice. *Journal of Adolescent Research*.
- Lerner, R. M., Fisher, C. B., Gianinno, L. (In press). Editorial: Constancy and Change in the Development of Applied Developmental Science. *Applied Developmental Science*, 10(4).

In Preparation

- Dowling, E. M., & Lerner, R. M. (In preparation). Religious development in adolescence: A developmental systems perspective.
- Dowling, E. M., & Lerner, R. M. (In preparation). Goodness of fit between parent and adolescent religiosity and youth thriving.
- Gestsdottir, S., & Lerner, R. M. (In preparation). Intentional self-regulation and positive youth development in early adolescence: Findings from the 4-H Study of Positive Youth Development.
- Jelicic, H., Bobek, D., Phelps, E., D., Lerner, J. V., Lerner, R. M. (In preparation). 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.
- 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.
- Phelps, E., Balsano, A., Fay, K., Peltz, J., Zimmerman, S., Lerner, R., M., & Lerner, J. V. (In preparation). Nuances in early adolescent development trajectories of positive and of problematic/risk behaviors: Findings from the 4-H Study of Positive Youth Development. In N. Carrey, & M. Ungar (Eds.) Resilience in Children and Youth [Special issue]. *Child and Adolescent Clinics of North America*.

APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2005-2006

- Aug. 9, 2005 Presented “Theoretical Frames for Understanding and Enhancing Adolescent Development” at the National Research Council/ Institute of Medicine Board on Children, Youth, and families Workshop on the Science of Adolescent Health and Development in Washington, D.C.
- Oct. 5, 2005 Presented “Promoting Positive Youth Development: Current Findings of the 4-H Study of Positive Youth Development” at the Boston University Clinical Psychology Fall 2005 Colloquium Series.
- Oct. 28, 2005 Served as a panelist for the symposium “Making connection between Research, Policy and Practice” at the Fourth Biennial Meeting of the Society for the Study of Human Development (SSHD) in Asilomar, CA.
- Oct. 28, 2005 Presented “Positive Youth Development (PYD) Among 6th Grade Adolescents: Summary of the 2nd Wave of the 4-H Study of PYD” with co-authors Helena Jelacic, Deborah Bobek, Erin Phelps, and Jacqueline V. Lerner at the Fourth Biennial Meeting of the Society for the Study of Human Development (SSHD) in Asilomar, CA.
- Jan. 18, 2006 Presented the paper “The 4-H Study of Positive Youth Development: Current findings, future directions, and national and international impacts on policy and practice” with co-authors Jacqueline Lerner, Erin Phelps, and Aida Balsano at the Semiannual Meeting of the Health Rocks! Collaboration Meeting, National 4-H Council in Chevy Chase, MD.
- Feb. 26, 2006 Presented “Resilience as an Attribute of the Developmental System: Comments on the Papers of Professors Masten and Wachs” at the Resilience in Children Conference: A New York Academy of Sciences and Brown Medical School jointly sponsored meeting in Arlington, VA.
- March 24, 2006 Presented the poster “School Engagement and Academic and Social Competence among Adolescents from Different Ethnic Groups: Findings from the 4-H Study of Positive Youth Development” with co-authors Yibing Li, Lang Ma, and Clement Chau at the Biennial Conference of Society for Research on Adolescence (SRA) in San Francisco, CA.
- March 24, 2006 Presented the poster “Changes in Positive Youth Development (PYD) Across Early Adolescence: Initial Findings of the First Three Waves of the 4-H Study” with co-authors Stacy Zimmerman, Helena Jelacic, Deborah Bobek, Amy Alberts, Pamela Anderson, Steinunn Gestsdottir, et al. at the Biennial Conference of Society for Research on Adolescence (SRA) in San Francisco, CA.
- March 24, 2006 Presented the poster “Positive Youth Development: Looking at Urban Youth” with co-authors Erin Phelps, Yulika Foreman, Amy Alberts, Helena Jelacic, Elise Christiansen, and Jacqueline V. Lerner at the Biennial Conference of Society for Research on Adolescence (SRA) in San Francisco, CA.

- May 2, 2006 Presented the poster “Changes in positive youth development across early adolescence among youth growing up in bilingual and English-only speaking households” with co-authors Aida Balsano, Helena Jelcic, Kristen Fay, Erin Phelps, and Jacqueline V. Lerner at the European Association for Research on Adolescence Conference, Antalya, Turkey.
- May 2, 2006 Presented the poster “Cacophony and Change in Early Adolescent After-School Activities: Implications for Positive Youth Development” with co-authors Aida Balsano, Christina Theokas, Erin Phelps, and Jacqueline V. Lerner at the European Association for Research on Adolescence Conference, Antalya, Turkey.
- June 15, 2006 Presented “The Handbook of Child Psychology, 6th ed. (2006): An Editor's Perspective” at the Max Planck Institute in Berlin, Germany.
- June 22, 2006 Presented “Current Theoretical and Empirical Frames for Understanding and Enhancing Adolescent Development” at the Bertelsmann Foundation in Gütersloh, Germany.
- July 2, 2006 Presented the paper symposium “Lost in Bullying? Pathways to Caring Development for Adolescents Challenged by Bullying” for symposium entitled “School Context Through The Looking Glass: Who Bullies; Who Witnesses; Who Copes; Who Cares; Who's Gay?,” with co-authors Lang Ma, Yibing Li, Erin Phelps, and Jacqueline V. Lerner at the International Society for the Study of Behavioral Development Biennial Meeting. Melbourne, Australia.
- July 2, 2006 Presented the poster “School Engagement and Academic Competence: A Developmental-Contextual Analysis of the Influences of School and Family” with co-authors Yibing Li, Lang Ma, Erin Phelps, Lawrence Gianinno, and Jacqueline V. Lerner at the International Society for the Study of Behavioral Development Biennial Meeting. Melbourne, Australia.

APPENDIX 3

GRANT ACTIVITIES JULY 1, 2005 THROUGH JUNE 30, 2006

RESEARCH

4-H Study of Positive Youth Development

The 4-H Study of Positive Youth Development is a longitudinal study sponsored by the National 4-H Council. The study is now in its fifth year and is led by Richard M. Lerner and Jacqueline V. Lerner. There are about 4,000 diverse adolescents with varying levels of involvement in community-based programs, such as 4-H clubs, Boys & Girls Clubs, YMCA, and Scouting that participate in this study. Researchers want to look at how positive influences in the lives of youth help protect them from getting involved in "problem behaviors," such as substance abuse, unsafe sex, school underachievement and failure, and delinquency and violence. The purpose of the research is to identify characteristics that are related to positive youth development. Some examples of these characteristics include having close friends and/or supportive adults in your life, receiving good grades in school, and having, overall, good feelings about yourself. Researchers are thinking about how to best measure these positive characteristics in youth and will be using this study data to help them achieve that goal.

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, including (a) the assembly of an advisory board consisting of national and international scholars interested in studying spirituality and youth development; (b) the design and execution of a cross-sectional pilot study on spirituality and youth development during the second decade of life in conjunction with our advisory board members; and (c) the dissemination of findings and preparation for the launch of a national longitudinal study of spirituality and youth development beginning in 2008-09. Through this project we aim to enlarge the scholarly community directly involved in the study of spirituality and human development and, as well, in its relation to neural growth, generosity, purpose, and exemplary healthy development during adolescence -- what we term "thriving." In addition, our aim is to provide this nascent field of study with new measures, methods, and preliminary data concerning the role of spirituality in the positive development of young people.

Culture, Identity and Economic Socialization

Helping children develop the skills to function effectively in today's global economic world is an increasingly important challenge for parents and teachers. Children and youth must acquire an understanding of the fundamental economic concepts and behaviors needed to become self-reliant, including knowledge of spending and saving,

credit and debt, career planning, entrepreneurship, and property ownership. Given the widespread absence of school curricula addressing economic and financial literacy, this challenge may be particularly difficult for immigrant parents. The 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.

According to the most recent U.S. Census, the Lebanese are among those immigrant groups that tend to adapt especially well to economic challenges. 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 9 and 12. Contingent on obtaining additional financial support, other economically successful immigrant groups will be studied as well. In the second phase, the goal is to collaborate with school teachers, curriculum specialists, and others to apply the research findings to the development and/or improvement of curricula focused on economic and financial literacy. The third and final phase of the program will seek to inform policy makers about the results of this work in order to obtain their support for legislation and funding for school and after-school programs fostering the economic skills that children and young people will need to succeed.

EDUCATION

Jacobs Foundation International Graduate Fellowships

The Jacobs Foundation International Graduate Fellowships supports the doctoral education of individuals who have experience and/or interest in youth-serving NGOs in developing nations and Eastern Europe. These individuals study at the Institute, Eliot-Pearson, and Tufts to enhance their understanding of contemporary child and adolescent development theory, research, and methods; promote skills in program evaluation; and increase their ability to further public policies that promote positive child and adolescent development. Currently there are three Jacobs Fellow, Aida Balsano from Bosnia/Herzegovina, Lang Ma from the People's Republic of China, and Helena Jelcic from Croatia.

Leven Family Lecture Series

The Leven Family Lecture Series supports the visits of outside speakers to the Institute. During the 2005-2006 academic year, two child development majors, Marge Suda and Kerline Theodore, organized three lecture series with this funding. The mission of the lecture series was four-fold: (1) to demonstrate the international applicability of the positive youth development model; (2) to publicize the work of the Institute, its underlying concepts, and Professor Lerner's undergraduate seminar in applied

developmental science to the wider Tufts community, including disciplines outside of Child Development; (3) to broaden the connection with experts actively incorporating applied developmental science into their professional work; and (4) to provide the student organizers with new knowledge and with opportunities to learn new skills in event-planning and organization. In 2005-2006, the Leven Family Lecture Series speakers were former Eliot-Pearson doctoral student and Institute Post Doctoral Fellow, Aida Balsano; Julia Miller, Dean of the College of Human Ecology at Michigan State University; and Carl Taylor, Director of Community and Youth Development Programs at the Institute for Children, Youth and Families and Professor of Family and Child Ecology at Michigan State University.

Kirschenbaum-Cohn Fellowship

The Kirschenbaum-Cohn Graduate Student Fellowships support the graduate stipends of Master's or Doctoral students in the Institute, allowing them to gain practical experience on various research projects. In 2005-2006, Kristen Fay was named the 2005-2006 Kirschenbaum-Cohn Graduate Student Fellow. Kristen is currently in her second year of the MA/Ph.D. program and is working on her thesis on mentor relationships and adolescent weight outcomes: Findings from the 4-H Study of Positive Youth Development. The first Kirschenbaum-Cohn Fellow named in 2003-2004, Peter Osborn, graduated with his master's degree in Child Development in May 2005 and is currently attending the University of Utah to pursue a doctoral degree in clinical psychology. In 2004-2005, Stacy Zimmerman was named the third Kirschenbaum-Cohn Fellow. Stacy is in her third year of the MA/Ph.D. program and recently completed her Master's thesis, which extends the research in the laboratory on developmental regulation and positive development.

APPENDIX 4**DONOR LISTING JULY 1, 2005 – JUNE 30, 2006**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2005-2006 fiscal year.

Patrons \$10,000 and above

Joan and Gary Bergstrom[±]
Richard M. Lerner[±]

Major Donor (\$5,000-\$9,999)**Special Donor (\$2,500 - \$4,999)**

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

Friend (\$500-\$2,499)

Alliance for Teen Safety
Carolyn and Donald T. Floyd, Jr.

Donor (up to \$500)

Justice Reserve Institute

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

APPENDIX 5

REVENUES AND EXPENSES FY 2004-2005 AND 2005-2006

	<u>2005-2006</u>	<u>2004-2005</u>	<u>Change</u>
Carryover from previous fiscal year	\$273,541	\$536,245	
Revenues Received	\$1,158,195	\$840,235	
Faculty Salaries and Benefits	\$108,020	\$129,314	-\$21,294
Staff Salaries and Benefits	\$424,351	\$361,447	\$62,904
Student Salaries and Benefits	\$178,994	\$237,089	-\$58,095
Consultants	\$90,150	\$76,675	\$13,475
Travel/Meals	\$110,891	\$82,045	\$28,846
Other	\$137,094	\$112,338	\$24,756
Indirect Costs	\$135,902	\$104,493	\$31,409
Total Expenses	\$1,185,402	\$1,103,401	\$82,001
Carryover to next fiscal year	\$246,334		

APPENDIX 6**INSTITUTE BUDGET FY 2006-2007**

From FY 2005-2006	\$240,235
Revenues Expected FY 2006-2007	\$1,048,479
Faculty	\$154,284
Staff	\$413,158
Students	\$255,395
Consultants	\$124,882
Travel/Meals	\$58,842
Other	\$51,880
Indirect Costs	\$171,153
Total Expenses	\$1,370,937
Carry Over to FY 2006-2007	-\$82,223

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 63 books and more than 400 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*, 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.