



2007-2008 ANNUAL REPORT

OF THE BERGSTROM CHAIR

IN APPLIED DEVELOPMENTAL SCIENCE

Richard M. Lerner

February, 2009

TUFTS UNIVERSITY



Institute for Applied Research
in Youth Development

2007-2008 ANNUAL REPORT
OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE

Richard M. Lerner

February, 2009

Institute for Applied Research in Youth Development
Tufts University
Lincoln Filene Building, 3rd floor
Medford, MA 02155
Phone: 617-627-5558
Fax: 617-627-5596
<http://ase.tufts.edu/iaryd>

TABLE OF CONTENTS

Report from Richard M. Lerner, holder of the Bergstrom Chair in Applied Developmental Science	2
Accomplishments of the Bergstrom Chair in Applied Developmental Science and of the Institute: Quantitative and Qualitative Indicators	10
Quantitative Indicators	10
Publications	11
Scholarly Paper Presentations	12
Grant Proposals Submitted and Funded	12
Dollars of Support Generated by Category	14
Direct and Indirect Dollars of Grant Support Generated	14
Gift Dollars Raised	14
Editorial Account Dollars Raised	15
Allocation of Institute Spending	16
ADS Courses Taught and the Evaluations They Received	17
Qualitative Indicators	18
The Applied Developmental Science Publications Program	18
Advisory Board Memberships	20
Future Growth	22
Dollars Raised Compared to University Investment	22
Appendices	
Appendix 1. Books, Chapters, and Articles, 2007-2008	24
Appendix 2. Addresses, Colloquia, and Scholarly Papers Presented by the Bergstrom Chair, 2007-2008	30
Appendix 3. Grant Activities through June 30, 2008	32
Appendix 4. Donor Listing, 2007-2008	34
Appendix 5. Institute Revenues and Expenses, Fiscal Year 2006-2007 and 2007-2008	36
Appendix 6. Institute's Budget, 2008-2009	38
Appendix 7. A Brief History of the Bergstrom Chair in ADS	40
Appendix 8. Biography of Richard M. Lerner, Holder of the Bergstrom Chair in Applied Developmental Science	42
Appendix 9. Institute Personnel	44

BACK TO THE FUTURE

Richard M. Lerner

Bergstrom Chair in Applied Developmental Science

Director, Institute for Applied Research in Youth Development

Former major-league catcher, sports announcer, and occasional philosopher, Joe Garagiola, observed that “*What goes around, comes around.*” As my colleagues, staff, students, and I end the ninth year of the work of the Institute, we find ourselves at an exciting and challenging point in our development. The major research projects of the Institute are entering their final innings. The success we have achieved is evident in the impact we have had on research about and practice in the promotion of positive, healthy development among adolescents. Bolstered by these achievements, we at the Institute feel poised to go into “extra innings” with some projects, as well as start new projects that will deepen and extend our work.

In 1999, Drs. Joan and Gary Bergstrom and their family gave me the opportunity to come to Tufts University’s Eliot-Pearson Department of Child Development as Professor and Bergstrom Chair in Applied Developmental Science. This appointment provided me the resources needed to launch a series of what were then “high risk” studies—studies which flew in the face of the then still dominant deficit model of adolescence. My goal was to simultaneously develop and test a strength-based conception of this period of life, the “positive youth development” (PYD) perspective, as it was still relatively empirically unexplored at this time. I planned a future involving the exploration of these comparatively untested ideas.

I arrived at Tufts with two projects in hand. First, research funds I acquired from the William T. Grant Foundation enabled me, in partnership with my Michigan State University colleagues, Professors Carl S. Taylor and Alexander von Eye, to conduct a small longitudinal study of positive youth development among urban African American male adolescent gang members. Second, with grant money from the Zurich-based Jacobs Foundation, I was able to bring students from developing nations to Tufts to train them in developmental science applied to adolescence. These two projects, along with resources provided by the Bergstrom Family, allowed me to publish some initial PYD research and, as well, to recruit some truly extraordinary students to work in the lab with me: Amy Alberts, Pamela Anderson, Aida Balsano, Deborah Bobek, Elizabeth Dowling, Steinunn Gestsdottir, Helena Jelcic, Lang Ma, Sophie Naudeau, and Christina Theokas. I am proud to say that all of these students have now earned their Ph.D.s!

Furthermore, the resources provided by the Bergstrom Family also enabled me to organize an international board of advisors to help sharpen the ideas for applied research that my students, colleagues, staff, and I were developing. The wisdom of the board, coupled with the impetus provided by our initial research and training grants, facilitated

great expansion of the research of the Institute during the first several years of this decade.

Two projects have been the keys to our work: **The 4-H Study of Positive Youth Development** and the **John Templeton Foundation-supported study of spirituality, generosity, and PYD**.

The Institute is committed to using longitudinal research to uncover the bases of healthy growth across the adolescent years. But without the vision, support, mentorship and, frankly, the sheer intellectual courage of one person— Don Floyd, President and CEO of the National 4-H Council—this commitment would never have been translated into a study: the 4-H Study of PYD. The data emanating from this project continue to influence our research colleagues across the U.S. and internationally and, as well, affect the work of youth-serving practitioners and the decisions of an increasing number of policy makers and funders. Don’s commitment to letting independent empirical research speak about the impact on PYD of out-of-school-time, youth development programs, programs exemplified by 4-H clubs, permitted the Institute to take a unique, scientific leadership role in testing, confirming, clarifying, and extending the PYD, strengths-based model of young people’s development. Don’s unflagging support of our research— even when our findings told a story about the nature and impact of out-of-school-time programs and, about 4-H programs as well, that was not always unequivocally positive— is the reason I so adamantly praise his vision and courage. His backing of our research, along with the incredibly generous financial support provided by Philip Morris USA, an Altria Company – in particular, the unrivaled professional and personal encouragement of such colleagues as Jennifer Hunter, Pam Lieberman, Ed Largo, Jennifer Ginther, and Joel Schendel – have enabled the Institute to become and remain an active contributor to the now predominant PYD lens for viewing young people and promoting their development.

“What goes around, comes around.”

This past work brings me to this year’s accomplishments. During the 2007-2008 academic year, the 4-H Study assessed youth during the 10th grade. Because of the support of National 4-H Council and Philip Morris USA, we have funds to continue this research through Grade 12. The 4-H Study is historically unique, however. It is the first-ever study to empirically verify the existence of the constructs that had been associated with PYD – the “Five Cs” of competence, confidence, character, connection, and caring.

Moreover, the study provides the only data set that can trace the bases and importance of PYD across the adolescent decade. Accordingly, we began this year to search for support to continue the study past the end of high school. We hope to garner support for a “Grade 13” wave of data collection, in order to assess whether the growth of PYD protects young people from problems of school failure and drop out, as well, the other myriad problems of the adolescent period (e.g., substance use, unsafe sexual practices, delinquency, and violence/bullying). More important, given our strengths-based view of young people, we want to learn through a post- high school wave of data collection whether a path through adolescence that is marked by PYD helps young people enter into

the adult years in a way that suggests a positive future for themselves, their families, and their communities. One of the chief discoveries of the 4-H Study is that young people who display PYD also make impressive contributions to themselves – by keeping themselves fit and healthy, for example – as well as to their families, communities, and the institutions of civil society. To put it simply: young people on a PYD pathway through life are also better citizens. They are simultaneously committed to being generous to themselves *and* to people, institutions, and the world beyond themselves. This discovery led my colleagues and me to the work we have done on spirituality, generosity, and PYD, a study supported by the John Templeton Foundation.

My connection with the John Templeton Foundation, on whose Board of Advisors I now serve, was catalyzed by my long-standing collaborations with William Damon, Director of the Center of Adolescence at Stanford University, and Peter Benson, President of Search Institute. Both Bill and Peter have been major sources of intellectual stimulation for me. They also represent, in my opinion, scientific models for the conduct of theoretically-predicated research that meaningfully impacts the lives of diverse young people. Bill and Peter involved me in several of their ongoing PYD projects. Peter brought me into a collaboration he was leading to enhance understanding of the indicators of youth thriving. This project was sponsored by the Thrive Foundation for Youth that involved not only Bill, but also Linda Wagener, Jim Furrow, and Pamela Ebstyne King, from Fuller Theological Seminary, and Duncan Campbell, the founder of an innovative and successful youth mentoring program, Friends of the Children. In turn, Bill involved Peter and me in a new project he was developing with the support of the John Templeton Foundation. This new project focuses on the role of noble purpose in engaging youth in actions that were a source of their positive development. My association with the John Templeton Foundation was further strengthened in 2001, when I attended a conference of Stanford about youth purpose and met Arthur Schwartz, the Executive Vice President of the Foundation. An accomplished developmental scientist and educator, Arthur and I learned we had several common scholarly interests; in addition, we learned that we share a great passion for baseball. After participating as a guest in a meeting of the Foundation's Advisory Board, I was invited to become a member of this group.

Participation on the Advisory Board of the Foundation has been a singular educational experience for me. In addition to a Board composed of some of the most accomplished scholars from around the world, including several Nobel Laureates, the Foundation is blessed with a truly remarkable group of creative scholars serving as its leaders: in addition to Arthur, John (Jack) Templeton, Jr., Charles Harper, Kimon Sargeant, Barnaby Marsh, Paul Wason, Judith Marchand, and Pamela Thompson are the colleagues with whom I spend the most time during the meetings of the Advisory Board and at other Foundation-related events. I was also privileged to meet and get to know a bit Sir John himself. In conversing with him directly, as well as reading of several of his books, I realized that there was an important alignment between Sir John's vision for the development of new spiritual knowledge and my interest in PYD and contribution or generosity.

What impels some young people --in the throes of all the pubertal, emotional, and social changes that so typically lead adolescents to become egocentrically concerned with “finding themselves”— to transcend such self-focus; to undertake prodigious acts of generosity, of community engagement; and to articulate noble purposes aimed at making a significant and sustained contribution to their world? Simply, what creates the link between PYD and community contribution we had discovered in the 4-H Study? The works of Sir John convinced me that the answer was spirituality. I hypothesized that a sense of spirituality, an emotional and cognitive sense that it was necessary to matter, to have purpose, beyond the self and across time and place, was the fuel impelling a young person to use his or her strengths to contribute to the world.

I believed as well that *all* facets of positively developing youth, from their changing physiology and thought processes, to their emotions and social behaviors, would need to be appraised in order to elucidate how spirituality, PYD, and such contributions of profound generosity and positive purpose developed in adolescents. Arthur Schwartz agreed that these ideas were exciting and potentially important. With his guidance, my colleagues, students, and I were able to launch a three-year pilot project aimed at providing initial data about the integration of brain and behavior in the development of spirituality, PYD, and generosity among adolescents.

Our intent was to develop new spiritual knowledge about these relations, knowledge that would provide a theory-driven, empirical rationale for launching a longitudinal investigation of these relations across the adolescent years. In addition, our goal was one of field-building. We organized an international group of senior and junior scientists from several disciplines (medicine, genetics, sociology, education, psychology, and human development) to collaborate with us in this pilot project and, if our work was fruitful, to then join with us in conducting the subsequent longitudinal study.

During the 2007-2008 academic year, my colleagues, Robert Roeser and Erin Phelps, and I, along with our graduate students and staff, worked as a multidisciplinary and international collaborative team to complete the pilot work and put into press the first of two books to be derived from the project: *Positive Development and Spirituality: From Theory to Research*. I am pleased to announce that this book, which was dedicated to Sir John, was published by the Templeton Foundation Press in 2008. It included a chapter by Bill Damon, as well as a moving and generous foreword by Peter Benson.

In a sense then, our work with both the 4-H Study and the Spirituality, Generosity, and PYD project have come full circle. We have completed important facets of both projects. However, the discoveries made in the 2007-2008 year have left us thirsting for more. In the coming year, we look forward to extending and expanding this work. With regard to the 4-H Study, we hope to pursue a “Grade 13” assessment. Likewise, we hope to move beyond the intriguing correlations among PYD, spirituality, and generosity we had uncovered in our pilot work in the John Templeton Foundation project and study these relations longitudinally.

“What goes around comes around.”

Our work elicited other activities during 2007-2008 that augured well for our hopes to both continue and expand our work. The connections between PYD and youth civic engagement and civic contribution that we had been demonstrating in our two projects attracted the attention of colleagues within the Bertelsmann Stiftung, in Gütersloh, Germany: Brigitte Mohn, Johannes Meir, and Michael Seberich. Along with then doctoral students Amy Alberts and Deborah Bobek, I was asked by the Foundation to write a White Paper that would provide a review of the knowledge base pertinent to the link between PYD and the civic contributions to youth and that, as well, would help frame the 2007 Carl Bertelsmann Prize for excellence in education promoting youth civic engagement. “Thriving youth, flourishing civil society-- How positive youth development strengthens democracy and social justice” was published by the Bertelsmann Stiftung in 2007, in their volume *Civic engagement as an educational goal*.

Both the theme of thriving youth who are committed to making positive contributions to civil society, and the theme of education for such active citizenship are not ideas unique to the work of the Institute. What was becoming a burgeoning focus of the research of our lab in 2007-2008 was also a defining feature of the mission of Tufts University, as instantiated in particular by the work of the Tisch College of Citizenship and Public Service. The 2007-2008 academic year saw our increasing capitalization on our fortunate physical location on campus in the Lincoln Filene Building, where Tisch College is also located. Moreover, our interest in how positively developing young people act to enhance social cohesion and social justice underscored the civic engagement values of a Tufts University education, the emphasis on research-practice integration that is a defining feature of the Eliot-Pearson Department, and key reasons what I was thrilled to move to Tufts University in 1999.

“What goes around comes around.”

Our fast-growing work on PYD and youth contributions to civil society took us in other directions that simultaneously reinforced where we had begun in 1999. The media attention paid to my 2007 book, *The Good Teen* (New York: Crown Publications), brought the PYD perspective and our research about it to large segments of the public. Over the course of the 2007-2008 year I was often invited to speak to parents and educators about how they could enhance positive youth development in their families and schools. I discussed what I had termed in *The Good Teen* “the Big 3” steps that could be taken by parents, teachers, or community mentors to foster positive development in teens: First, positive and sustained adult-youth relations, or high quantities of high quality time with a committed, caring, and skilled parent, teacher, or mentor; second, the building of fundamental life skills; and third, the opportunity to use these skills in valued home, school, and community activities.

When asked further about the life skills that I believed were most essential for youth to have, I was able to return to the findings of the research in our lab. What has turned out to be a key facet of our work was directly influenced by the research of the late Paul B. Baltes, the great German developmental scientist and my colleague, friend, and former

member of the Institute's international advisory board, and his colleagues, most notably Alexandra Freund of the University of Zurich. Paul and Alexandra had identified among adults three skills that proved critical for successful development: First was the *selection* of positive goals, having purposes that mattered both to self and to others. Second was having the ability to develop strategies or recruit the resources needed for *optimizing* one's chances of turning goals into reality. Third was understanding that, in the face of blocked goals or even initial failure, it was essential to compensate, to make for instance a new goal selection or to devise a new strategy.

Two decades ago, when Paul and I were colleagues at Penn State, I first learned of his ideas about these Selection (S), Optimization (O), and Compensation (C) skills. I then became convinced that "SOC," as it was termed, was also a key part of the positive development of young people. Paul and Alexandra had hypothesized that this idea was in fact the case, but no one had ever tested this hypothesis. Now, years later, when I had the opportunity to launch the 4-H Study, I was able to test my belief. And again, in 2007-2008, former doctoral student, Steinunn Gestsdóttir, now a professor at the University of Iceland, doctoral student Stacy Zimmerman, Erin Phelps, deputy director of the Institute, and I found that youth who showed high levels of SOC were also those young people who showed the highest levels of PYD and the lowest levels of risk and problem behaviors. In addition, young people with high SOC abilities were also the teens who contributed the most to their communities, even when at the still early part of the adolescent period (for instance, at ages 10 to 13). Again, then, "*What goes around comes around.*"

However, our goals now reach beyond being able to share with parents and teachers the fundamental life skills, as represented by SOC, which are essential building blocks of PYD. My colleagues, students, and I ended the 2007-2008 year intrigued by what our research indicates about how to grow positive development and community contributions among youth. We recognize that, now, almost a decade after our initial explorations of the nature and implications of PYD, new research is needed to realize the full implications of what we had learned.

The shape we think this research will take has been influenced by other long-term collaborations. My service as chair of the Board of Advisors for Rainer Silbereisen's Center for Applied Developmental Science, at Friedrich Schiller University, in Jena, gave me the opportunity to learn about his work on what he and colleagues from the Jacobs Foundation termed productive youth development. Young people showing such development are making two types of contribution to their world. First, they are contributing to the quality of civic life; they are civically engaged and acting to enhance social cohesion, social justice, and the institutions of civil society. Second, they are contributing to the economic viability of their society. They are gaining and using marketable skills and, in exemplary cases, they are creating products or services that are of value to society. They are young entrepreneurs.

By the end of the 2007-2008 academic year, it seemed clear that my early work with Baltes, and my more recent work with colleagues from the Bertelsmann Stiftung, Friedrich Schiller University, and the Jacobs Stiftung had coalesced to lead my students, colleagues, and me

towards a new set of questions, and a new series of studies to be undertaken by my Institute colleagues, students, and me. We were now on the path of seeking to understand how SOC processes –positive purpose coupled with strategic thinking and actions and the resilience to compensate effectively in the face of failure –both foster positive development in young people and, in turn lead them towards lives marked by personal, community, civic, and entrepreneurial productivity and contribution.

This territory is largely uncharted, however. We have been in uncharted territory before, nine years ago, when we started a journey to study the then still elusive concept of PYD. Therefore, as we end our ninth year we look toward our tenth as a period of new quests for knowledge, knowledge which we hope will further illuminate the deepening story of the nature and importance of positive youth development. We have truly gone back to our future.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

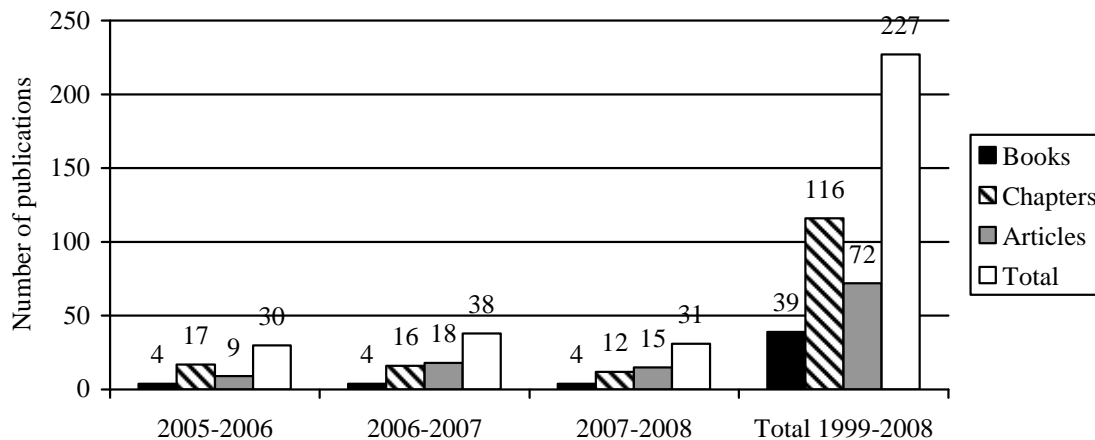
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated,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

QUANTITATIVE INDICATORS

Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2007-2008, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's nine years at Tufts is noted as well. Books, chapters, and articles that are "in press," and therefore complete, but not yet in print, are included in these numbers. These figures clearly represent the ability of the Bergstrom Chair to publish numerous important works regarding the application of developmental science to improving the life chances of children, youth, families, and communities. Appendix 1 presents the Bergstrom Chair's published, in press, and in preparation publications for the 2007-2008 academic year. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair's published works

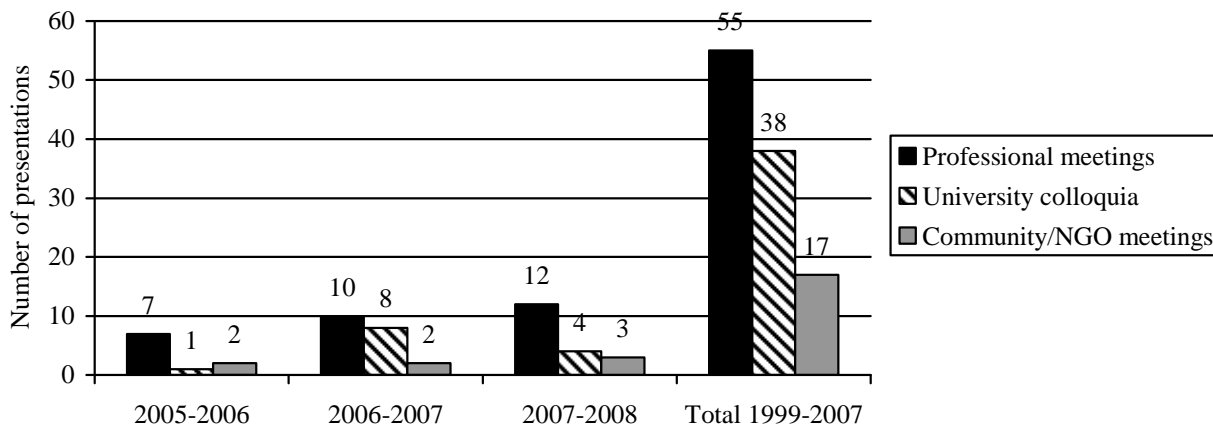


Scholarly Paper Presentations

Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, and community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2007-2008 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the nine years of data combined since the inception of the Bergstrom Chair.

This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the last academic year, Richard Lerner made 19 presentations at professional meetings, university colloquia, and community/NGO meetings to hundreds of university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity to his work, as well as the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University. The presentations further advance the work of the Bergstrom Chair and the Institute and allow the Institute to continue to develop a network of collaborations with both governmental and non-governmental organizations. Appendix 2 lists all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair in 2007-2008.

Figure 2. Scholarly and professional presentations



Grant Proposals Submitted and Funded

As shown in Figure 3, which presents the total grants submitted and funded for the previous three years as well as a total since the Institute's inception, two grant proposals were submitted during the 2007-2008 fiscal year (FY). One proposal was funded while the other was not funded. In total, the Institute has submitted 29 grant proposals since its inception, 18 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 2007-2008 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

Figure 3. Grant proposals submitted and funded by fiscal year

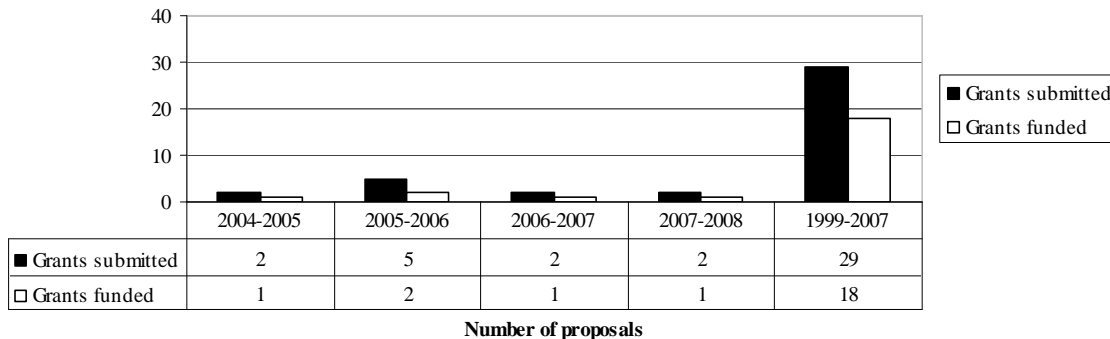


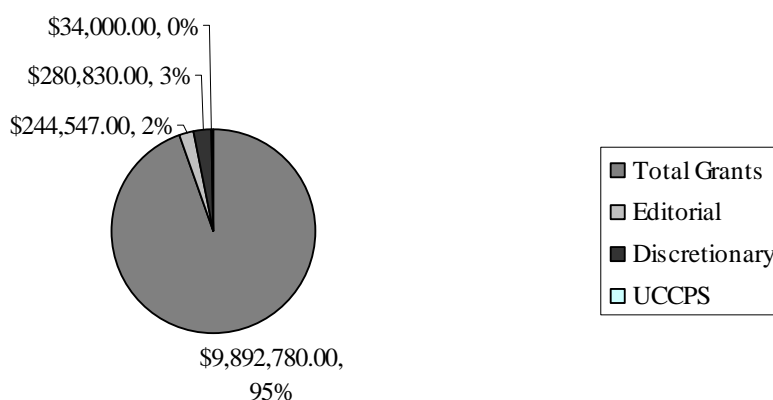
Table 1. Grant proposals submitted from FY 1999-2000 through FY 2007-2008

Year	Grant Proposal
1999-2000	<ol style="list-style-type: none"> 1. Non-competitive transfer proposal for Overcoming the Odds to the W.T. Grant Foundation (funded) 2. Proposal to the Jacobs Family Foundation to fund graduate fellows (funded) 3. Proposal to NIH to study forced sex among adolescent girls (not funded)
2000-2001	<ol style="list-style-type: none"> 1. Proposal to the Innovation Center for Community and Youth Development for a Planning and Evaluation Resource Center (funded) 2. Proposal to the National 4-H Council to study positive youth development (funded) 3. Proposal to NSF to create a collaborative center between Land Grant and private universities (not funded)
2001-2002	<ol style="list-style-type: none"> 1. Proposal to the Innovation Center for Community and Youth Development for a clearinghouse related to PERC (funded) 2. Competitive renewal grant for Overcoming the Odds to the W.T. Grant Foundation (funded in FY 2002-2003) 3. Proposal to the Search Institute for the Thriving Indicators Project (funded in FY 2002-2003)
2002-2003	<ol style="list-style-type: none"> 1. Proposal to IYF for an evaluation of the Global Alliance program, with UEPP, Economics, and Child Development (funded in FY 2003-2004) 2. Proposal to Search Institute for additional funding for the Thriving Indicators Project (funded) 3. Proposal to the Innovation Center for additional Clearinghouse funding (funded) 4. Proposal to the 484 Phi Alpha Foundation for an evaluation of the Tutoring Plus program (funded) 5. Proposal to CIRCLE to study spirituality and civic engagement (not funded) 6. Sub-contract proposal to TERC for NICHD grant on building math ability (not funded) 7. Proposal to Waitt Family Foundation for additional PERC funding (not funded) 8. Proposal to the Sudbury Foundation for a Search Institute/ADSI/community partnership (funded in FY 2003-2004)
2003-2004	<ol style="list-style-type: none"> 1. Proposal to the National 4-H Council for a three year extension of the 4-H Study of Positive Youth Development (funded in FY 2004-2005) 2. Proposal to SSHRC (Canada) to partner with Canadian researcher on brain research and PYD
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)
2005-2006	<ol style="list-style-type: none"> 1. Proposal to the WT Grant Foundation for extension of the 4-H Study of Positive Youth Development (not funded) 2. Proposal to NIH as subcontractor for OTO grant (not funded) 3. Proposal to NIH (Nida) for extension of the 4-H Study of Positive Youth Development (not funded) 4. Noncompetitive transfer of Robert Roeser WT Grant Foundation Scholar award (funded) 5. Noncompetitive grant to Larry Gianinno for Youth Economic Understanding Study, WT Grant Foundation (funded)
2006-2007	<ol style="list-style-type: none"> 1. Proposal to National 4-H Council for a two year extension of the 4-H Study of Positive Youth Development (funded) 2. Proposal to the John Templeton Foundation for a three year study on positive purpose (not funded)
2007-2008	<ol style="list-style-type: none"> 1. Proposal to the John Templeton Foundation for a one year extension of current grant (granted) 2. Proposal to the LEGO Foundation for a 5-year study on engineering education as a means to promote STEM and SOC (not funded)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised \$10.5 million through the end of FY 2007-2008 for its research, outreach, educational, and publishing activities. Of this total, the Institute raised \$9.89 million through grant proposals, \$245k through editorial office grants, and \$281k in discretionary dollar donations. In addition to these funds, the Bergstrom Chair was awarded a UCCPS Faculty Fellowship in 2002-2003, which brought an additional \$34k of funding to support students and visits by outside speakers.

Figure 4. Dollars Raised by Category

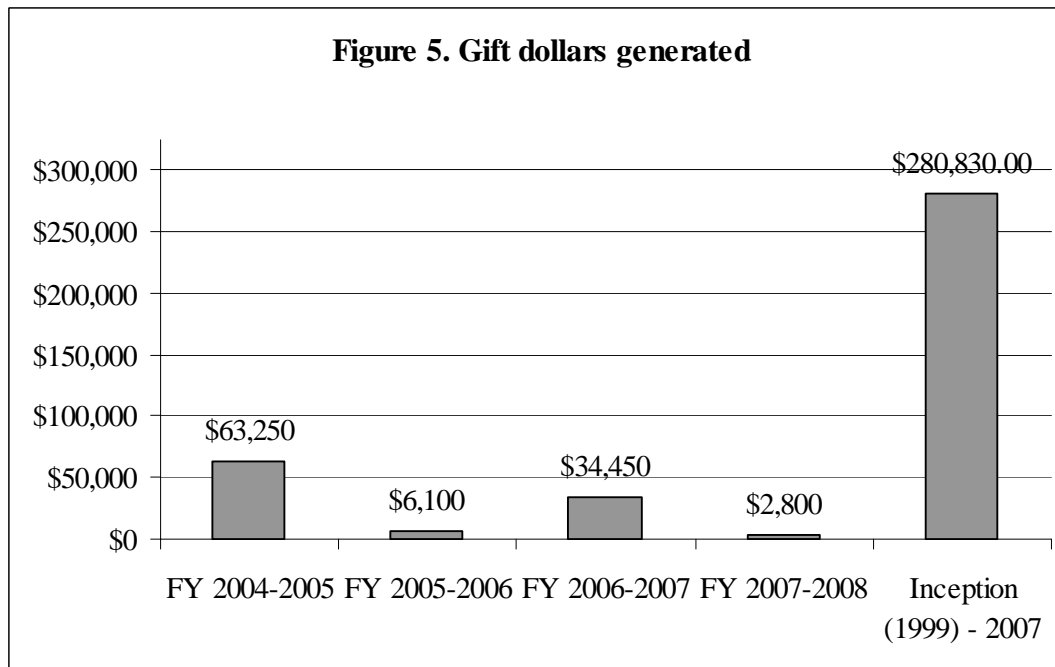


Direct and Indirect Dollars of Grant Support Generated

Of the \$9.89 million in grant support generated, \$8.78 million was for direct costs and \$1.1 million was for indirect cost recovery. 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.

Gift Dollars Raised

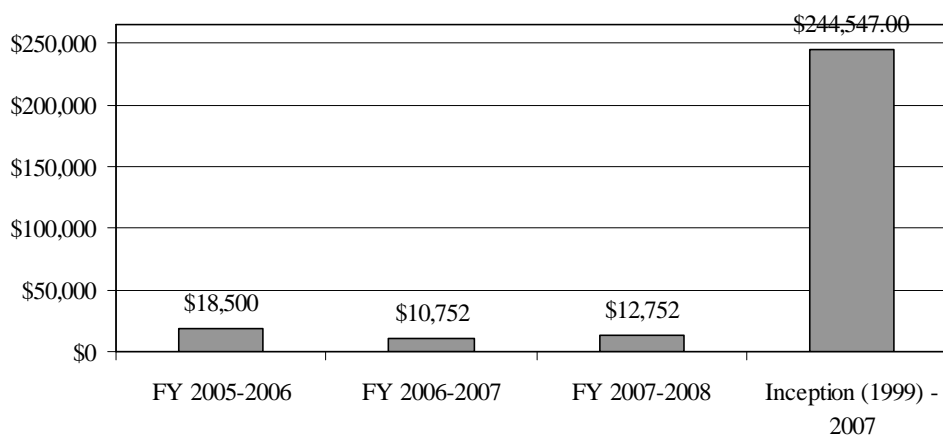
Since its inception, the Institute has raised a total of \$281k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's eight year history. During the 2007-2008 FY, the Institute received gifts from three donors, ranging in size from \$100 to \$2,500. 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 2007-2008 fiscal year.



Editorial Account Dollars Raised

Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Applied Developmental Science Publications Program. Over the past nine years, this allocation has amounted to over \$244k in donations. Figure 6 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute's history. In addition, Dean Robert J. Sternberg provided additional support for the Editor/Writer of the Institute's Publications Program. See page 16 for a more detailed description of the work of the Applied Developmental Science Publications Program.

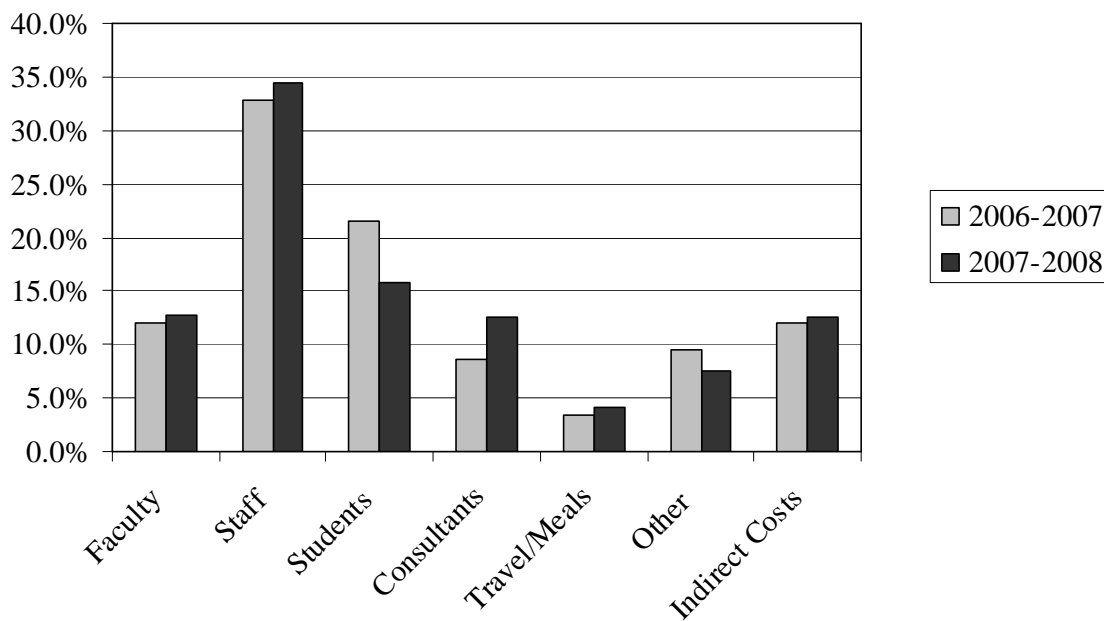
Figure 6. Editorial dollars generated



Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year the majority (66%) of Institute spending went to supporting faculty, staff, and students. During fiscal year 2007-2008, in addition to the Bergstrom Chair's position as Director of the Institute for Applied Research in Youth Development, 34% of spending was on full-time staff positions and 16% on graduate research assistants.

**Figure 7. Allocation of IARYD Spending
FY 2006-2007 and FY 2007-2008**



Consultants, honoraria, and awards (12.6% of spending) goes to supporting the Scientific Director for the 4-H Study of Positive Youth Development, statistical consultants, data collectors, and speakers. Other expenses account for 7.4% of spending and 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 used in research. Indirect costs total 12.6% of spending. Travel and meals account for 4.2% of all costs and is associated with attending meetings, conferences, etc.

The Institute continually strives to keep its infrastructure costs low while still supporting a large number of students. See Appendix 5 for a comparison of revenues and expenses between the 2006-2007 fiscal year and the 2007-2008 fiscal year.

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

During the 2007-2008 academic year, the Bergstrom Chair taught two courses on applied developmental science. In Fall 2007, he taught CD 248 “Applied Developmental Science: Theoretical Foundations. The course received high ratings. As one student commented: “The material was interesting and crucial to working in this field. Dr. Lerner’s enthusiasm, feedback on papers, and interest in his students are at the highest possible level in my opinion. Excellent.”

In Spring 2008 Dr. Lerner taught CD85 “Promoting Positive Youth Development.” Students’ comments include: “I loved this class. It pushed me to be a better analyst, a better writer, and to think like a developmentalist.” Another noted: “This class was a wonderful experience, from start to finish. Professor Lerner and all of the TAs were passionate, enthusiastic, and very knowledgeable.”

QUALITATIVE INDICATORS

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

The Applied Developmental Science Publications Program

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

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

1. *Child and Adolescent Development: An Advanced Course*

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

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

The purpose of this book, edited by Richard M. Lerner, Robert W. Roeser, and Erin Phelps and published in 2008 by the John Templeton Foundation Press, is to explore the study of spiritual development during the adolescent period and to ascertain the possible links among spirituality and the healthy, positive development of youth. Chapters are written by participants in the Conference on Positive Youth Development and Spirituality held at Tufts University in April 2006. The book presents key conceptual and definitional issues useful in framing the understanding of the association between positive development in adolescents, spiritual development, and the attainment of a sense

of self that moves the young person to make contributions to (or, in other words, be generous towards) self, family, community, and society. In addition the book discusses the biological covariates of these links among positive youth development, spirituality, and generosity and, as well, the individual level, social level, and cultural level covariates of this linkage. All chapters in the book focus as well on the research that needs to be done to advance understanding of these linkages.

3. *Applied Developmental Science (ADS)*

ADS is a quarterly journal published by Taylor & Francis. The journal is co-edited by Richard M. Lerner, Celia Fisher of Fordham University, and Lawrence Gianinno of the Institute for Applied Research in Youth Development and Eliot-Pearson. The focus of *ADS*, which completed its twelfth volume year in 2007-2008, is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both interindividual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for *ADS* includes developmental, clinical, school, counseling, aging, educational, and community psychologists; life course, family, and demographic sociologists; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and non-governmental organizations.

4. *Developmental Psychology*

The Bergstrom Chair served his fifth 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.

5. *Research in Human Development (RHD)*

Research in Human Development is the official journal of the Society for the Study of Human Development. The quarterly journal published by Taylor & Francis and edited by Erin Phelps of the Institute for Applied Research in Youth Development and Eliot-Pearson, is managed in the Institute for Applied Research in Youth Development. The journal's articles focus on life-span developmental research. Richard M. Lerner serves as the chair of the Publications Committee for the journal. *RHD* completed its fifth volume year during 2007-2008.

6. *The Handbook of Developmental Science, Behavior, and Genetics*

The Handbook of Developmental Science, Behavior, and Genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb is edited by Kathryn E. Hood (Penn State University), Carolyn Tucker Halpern (University of North Carolina), Gary Greenberg (Wichita State University), and Richard M. Lerner, to be published by

Blackwell. The *Handbook* will commemorate the historically important and profound contributions made by Gilbert Gottlieb across a scholarly career spanning more than four decades. Gottlieb was preparing this handbook when his untimely death in 2006 brought his work on this project to a halt. However, with the permission and support of the Gottlieb Family, the editors of this work have decided to complete Gottlieb's "last book," which was designed to bring together cutting-edge theory, research, and methodology that afford the modern scientific understanding of the role of genes in the developmental system.

7. *Handbook of Adolescent Psychology, 3rd edition*

The *Handbook of Adolescent Psychology, 3rd edition* is edited by Richard M. Lerner and Lawrence Steinberg (Temple University) and is to be published by Wiley in early 2009. The study of adolescence in the field of psychology has grown tremendously since the last edition of the *Handbook*, necessitating a comprehensive and up-to-date revision of this seminal work. This multidisciplinary handbook, with contributions from leading researchers, reflects the latest theoretical contributions and the empirical growth of the field.

8. *The Handbook of Life-Span Development*

The Handbook of Life-Span Development is edited by Richard M. Lerner, Willis Overton, Michael Lamb, and Alexandra M. Freund. This two-volume work is to be published by Wiley in 2010. The handbook will be framed by perspectives about human development that encompass the life span and will be the first such scholarly resource of its kind.

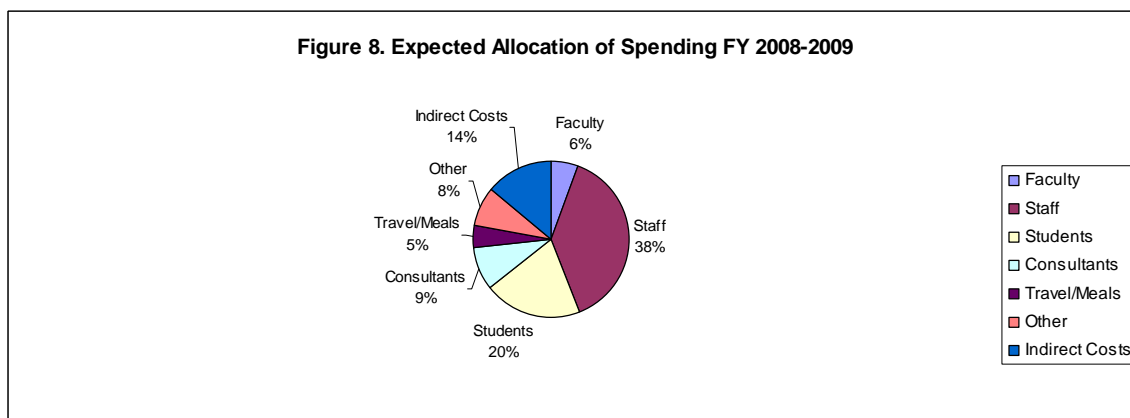
Advisory Board Memberships in 2007-2008

In September 2007, Richard Lerner was invited to serve on the Advisory Board of The LEAGUE, a youth-serving organization that promotes community service and learning among adolescents. In December 2007, he was appointed to the Advisory Council of the Youth Policy Initiative of the Boston Foundation. The John Templeton Foundation invited Dr. Lerner to serve a second time on their Board of Advisors. His service began in January 2008 and lasts through December 2010. In March 2008, he was asked to become a member of the Advisory Committee on Accreditation for MENTOR's National Working Group on Accreditation (NWGA). He also continues to serve in various capacities for the following organizations: Board of Advisors, Massachusetts Children's Trust Fund Program Committee; Board of Trustees of the Milton S. Eisenhower Foundation; Mount Sinai Adolescent Health Center Evaluation and Research Expert Group; National Task Force on Children's Safety; National Mentoring Partnership's Research and Policy Council; Adjunct Faculty Member for Tisch College of Citizenship and Public Service at Tufts; Child Trends Applied Research Roundtable; Advisory Council for the America's Promise Alliance; and Chair of the Board of Advisors for the Center for Applied Developmental Science at Friedrich-Schiller-Universität, Jena, Germany.

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

During fiscal year 2008-2009, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

As shown in Appendix 6, we anticipate an operating budget in FY 2008-2009 of approximately \$1.17 million in direct and indirect costs. As shown in Figure 8, 64% 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 17% 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 donates 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

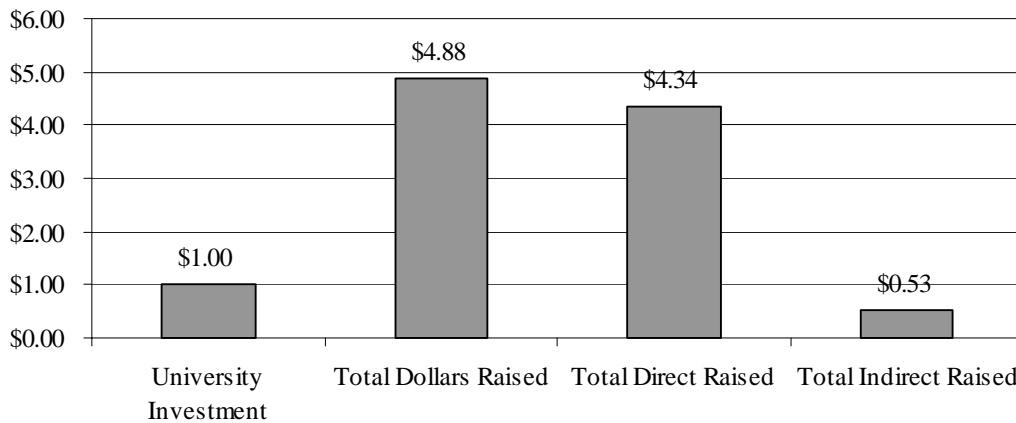
The Institute continues to be quite successful in helping students become productive scholars by giving them the opportunity to apply their education while working on our several research projects. We also continue to reach a diverse audience through our pro bono community outreach work and our publications. In addition to these contributions, we may measure our effectiveness by comparing the money we have raised in grants and donations to the amount of money the University has spent to directly support our work.

The University has been quite generous in their support of the Institute and has given \$1.79 million to support the Bergstrom Chair and the work of the Institute. This money includes annual salary and benefit expenses for the Bergstrom Chair (73% of his total

salary and benefits), salary and support for a Writer/Editor (\$20,000/year + benefits), tuition and stipend support for a graduate student (\$18,598), and infrastructure support (\$60,000). In addition, the University contribution reflects the Year 1 starting bonus, summer salary, and research fund for the Bergstrom Chair totaling \$65,000, two years of tuition and stipend support for a graduate student, \$15,000 for three months of salary support (without benefits) for the Managing Director in Year 2, and \$150,000 for renovations to the Lincoln Filene Building.

The total University contribution of \$2.02 million may be compared to \$9.89 million in total dollars raised – which involves \$8.78 million in direct dollars raised and \$1.08 million in indirect dollars raised. As shown in Figure 9, for every \$1 of University investment, the Institute has raised \$4.88 in total dollars, \$4.34 in direct dollars, and 53 cents in indirect dollars.

Figure 9. 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, 2007-2008

BOOKS

Published

Damon, W., & Lerner, R. M. (2008). (Eds.). *Child and adolescent development: An advanced course*. Hoboken, NJ: Wiley.

Lerner, R. M., Roeser, R. W., & Phelps, E. (Eds.). (2008). *Positive youth development and spirituality: From theory to research*. West Conshohocken, PA: Templeton Foundation Press.

In Press

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

In Preparation

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

Lamb, M.E. & Freund, A. M. (Vol. Eds.), Lerner, R. M. (Editor-in-Chief). (In preparation). *Social and emotional development*. Volume 1 of *The Handbook of Lifespan Development*. Hoboken, NJ: Wiley.

Lerner, R. M. (In preparation). *Concepts and theories of human development* (4th ed.). New York: Taylor & Francis.

Lerner, R. M., Phelps, E. & Roeser, R. W. (Eds.). (In preparation). *Positive youth development and spirituality: Research perspectives and future possibilities*.

Overton, W. (Vol. Ed.), Lerner, R. M. (Editor-in-Chief). (In preparation). *Cognition, Neuroscience, Methods*. Volume 2 of *The Handbook of Lifespan Development*. Hoboken, NJ: Wiley.

CHAPTERS

Published

Damon, W., & Lerner, R. M. (2008). The scientific study of child and adolescent development: Important issues in the field today. In W. Damon, & R. M. Lerner (Eds.). *Child and Adolescent Development: An Advanced Course* (pp. 3-18). Hoboken, NJ: Wiley.

Damon, W., & Lerner, R. M. (2008). *Entrepreneurship across the Life Span: A developmental analysis and review of key findings: A Kauffman Foundation White paper*. Kansas City, Missouri: The Kauffman Foundation.

Lerner, R. M., Boyd, M. J., & Lynch, A. D. (2008). Developmental systems theory. In D. Carr (Ed.). *Encyclopedia of the Life Course and Human Development*. Farmington Hills, MI: Gale.

Lerner, R. M., Roeser, R. W., & Phelps, E. (2008). Positive development, spirituality, and generosity in youth: A view of the issues. In R. M. Lerner, R. W. Roeser, & E. Phelps (Eds.). *Positive youth development and spirituality: From theory to research*. (pp. 3-22). West Conshohocken, PA: Templeton Foundation Press.

Zarrett, N., Lerner, R. M., Carrano, J., Fay, K., Peltz, J. S., & Li, Y. (2008). Variations in adolescent engagement in sports and its influence on positive youth development. In N. L. Holt (Ed.). *Positive Youth Development through Sport* (pp. 9-23). Oxford: Routledge.

In Press

Lerner, R. M. (In press). The positive youth development perspective: Theoretical and empirical bases of a strength-based approach to adolescent development. In C. R. Snyder and S.J. Lopez (Eds.). *Handbook of Positive Psychology* (2nd ed.). Oxford, England: Oxford University Press.

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

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

- Lerner, R. M., & Steinberg, L. (In press). The scientific study of adolescent development. In R. M. Lerner, & L. Steinberg (Eds.). *Handbook of Adolescent Psychology* (3rd Ed.). Hoboken, NJ: Wiley.
- Lerner, R. M., & Zarrett, N. (In press). Positive human development (PHD) across the life span: A developmental systems perspective about wisdom, noble purpose, spirituality, and generosity across the life span. In W. Damon (Ed.). *Handbook of Longevity and Positive Aging*. Hoboken, NJ: Wiley.
- Ma, L., Phelps, E., Lerner, J. V., and Lerner, R. M. (In press). Longitudinal research on school bullying: Adolescents who bully and who are bullied. In D. Buchanan, C. B. Fisher, & L. Gable (Eds.). *Ethical & Legal Issues in Research with High Risk Populations: Addressing Threats of Suicide, Child Abuse, and Violence*. Washington, D.C.: APA Books.
- Paus, T., Pausova, Z., Abrahamowicz, M., Almerigi, J. Arbour, N., Bernard, M., Gaudet, D., Hanzalek, P., Hamet, P., Evans, A.C., Kramer, M. Laberge, L., Leal, S., Leonard, G., Lerner, J. V., Lerner, R. M., Mathieu, J., Perron, M., Pike, B., Pitiot, A., Richer, L., Séguin, J. R., Syme, C., Tremblay, R., Veillette, S., & Watkins, K. (In press.) Maternal Smoking, Genes and Adolescent Brain and Body: The Saguenay Youth Study. In van Aken, M. A. G, Tremblay, R., & Koops, W. (Eds.). *Development of Behaviour Problems: State of Knowledge and Policy Implications*. Sussex UK: Psychology Press.

In preparation

- Hood, K. E., Halpern, C. T., Greenberg, G., & Lerner, R. M. (In preparation). Developmental systems, nature-nurture, and the role of genes in behavior and development: On the legacy of Gilbert Gottlieb. In K. E. Hood, C. T. Halpern, G. Greenberg, & R. M. Lerner (Eds.). *The Gottlieb handbook of developmental systems, behavior and genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb*. Malden, MA: Wiley Blackwell.
- Lerner, R. M., Boyd, M. J., Kiely, M., Napolitano, C., & Schmid, K. (In preparation). Applications of Developmental Systems Theory to Benefit Human Development. In K. E. Hood, C. T. Halpern, G. Greenberg, & R. M. Lerner (Eds.). *The Gottlieb handbook of developmental systems, behavior and genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb*. Malden, MA: Wiley Blackwell.
- Lerner, R. M., Leonard, K., Fay, K., & Issac, S.S. (In preparation). Developmental trajectories: Stability and change. In K. L. Fingerman, T. Antonucci, J. Smith, and C. Berg (Eds.). *Handbook of Lifespan Psychology*. New York: Springer Publishing Company.

Lerner, R. M. (In preparation) Applying developmental science: Definitions and dimensions. In V. Maholmes and C. Lomonaco (Eds.). *Applied Research in Child and Adolescent Development: A Practical Guide*. London: Taylor & Francis.

Wiatrowski, M., Kiely, M.K., Napolitano, C., Schmid, K.L., & Lerner, R. M (In preparation). The Positive Youth Development Perspective as a New Framework for the Juvenile Justice System: Issues and Answers. In F. Sherman & F. Jacobs (Eds.). *Health and Wellbeing in the Juvenile Justice System: Youth in Context*. Hoboken, NJ: Wiley.

ARTICLES

Published

Gestsdóttir, G., & Lerner, R. M. (2008). Positive development in adolescence: The development and role of intentional self regulation. *Human Development, 51*, 202-224.

Lerner, R. M. (2008). Spirituality, positive purpose, wisdom, and positive development in adolescence: Comments on Oman, Flinders, and Thoresen's Ideas about "Integrating Spiritual Modeling into Education." *The International Journal for the Psychology of Religion, 18*(2), 108-118.

Lerner, R. M. (2008). The contributions of Paul B. Baltes to the transformation of the field of child development: From developmental psychology to developmental science. *Research in Human Development, 5*(2), 69-79.

Lerner, R. M., & Overton, W. F. (2008). Exemplifying the integrations of the relational developmental system: Synthesizing theory, research, and application to promote positive development and social justice. *Journal of Adolescent Research, 23*(3), 245-255.

Li, Y., Bebiroglu, N., Phelps, E., & Lerner, R. M. (2009). Out-of-school time activity participation, school engagement and positive youth development: Findings from the 4-H study of positive youth development. *Journal of Youth Development, 3*(3). doi: 080303FA001

Toro, R., Leonard, G., Lerner, J. V., Lerner, R. M., Perron, M., Pike, B. G., Richer, L., Vellelette, S., Pausova, Z., & Paus, T. (2008). Prenatal exposure to maternal cigarette smoking and the adolescent cerebral cortex. *Neuropsychopharmacology, 33*(5), 1019-1027.

Ungar, M. & Lerner, R.M. (2008). Introduction to a special issue of *Research in Human Development: Resilience and positive development across the life span: A view of the issues. Research in Human Development, 5*(3),135-138.

Zarrett, N., & Lerner, R. M. (2008, February). Ways to promote the positive development of children and youth. *Child Trends Research-to-Results Brief*. Publication 2008-11.

Zimmerman, S., Phelps, E., & Lerner, R. M. (2008). Positive and negative developmental trajectories in U.S. adolescents: Where the PYD perspective meets the deficit model. *Research in Human Development*, 5(3), 153-165.

In Press

Balsano, A., Phelps, E., Theokas, C., Lerner, J. V., & Lerner, R. M. (In press). Patterns of early adolescents' participation in youth developing programs having positive youth development. *Journal of Research on Adolescence*.

Forman, Y., Kiely, M., Du, D., Carrano, J., & Lerner, R.M. (In press). We're here, we're hopeful, and we can do well: Conceptions and attributes of positive youth development among immigrant youth. *Journal of Youth Development*.

Jelicic, H., Phelps, E., & Lerner, R. M. (In press). Use of missing data methods in longitudinal studies: The persistence of bad practices in developmental psychology. *Developmental Psychology*.

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

Ma, L., Phelps, E., Lerner, J. V., and Lerner, R. M. (In press). Academic Competence for Adolescents who Bully and who are Bullied: Findings from the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*.

Zarrett, N., Fay, K., Carrano, J., Li, Y., Phelps, E., & Lerner, R. M. (In press). More than child's play: Variable- and pattern-centered approaches for examining effects of sports participation on youth development. *Developmental Psychology*.

In Preparation

Anderson, P., Lerner, R.M., & Phelps, E. (In preparation). Weight trajectories and positive development in early adolescent females: an analysis of the links between pubertal status, life style behaviors, and psychosocial functioning.

Bobek, D.L., Lerner, R.M., Phelps, E., & Lerner, J.V. (In preparation). Youth development organizations, civic identity, and civic engagement.

Forman, Y., Alberts, A. E., Christiansen, E. D. Doyle, A., Phelps, E., & Lerner, R. M. (In preparation). Conceptions of and pathways to positive development among urban youth.

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

Kafouri, S., Laberge, L., Leonard, G., Lerner, R.M., Lerner, J.V., Perron, M., Richer, L., Séguin, J.R., Veillette, S., Pausova, Z., Paus, T., (In preparation). Cognitive abilities and academic competence & aspirations in a population-based sample of adolescents with attention-deficit hyperactivity disorder.

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

Lewin-Bizan, S., Phelps, E., Lynch, A.D., Fay, K. & Lerner, R.M. (In preparation). Individual and contextual bases of the differentiation of developmental trajectories in adolescence: Findings from the 4-H Study of Positive Youth Development. *Development and Psychopathology*.

Ma, L., Phelps, E. & Lerner, R.M. (In preparation). The development of academic competence among adolescents who bully and who are bullied.

Phelps, E., Zimmerman, S., Alberts, A. E., & Lerner, R.M. (In preparation). Longitudinal evidence for the five Cs of positive youth development: Extensions and revisions based on data from the 4-H Study of Positive Youth Development.

JOURNAL SPECIAL ISSUES

Published

Ungar, M & Lerner, R.M. (2008). Resilience and Positive Development across the Life Span. *Research in Human Development*, 5(3).

APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2007-2008

- August 21, 2007 Presented at the Max Planck Institute, Title of talk “Developmental Systems Theory, Plasticity, and the Promoting Of Positive Development Among Adolescents: Recent Findings from the 4-H Study of Positive Youth Development” Munich, Germany
- August 25, 2007 Presented at 13th European Conference on Developmental Psychology Talks entitled “Promoting Positive Development For Adolescence to Adulthood: Implications for Theory, Research, and Application” and “Commemorating the International Contributions of Urie Bronfenbrenner: A Memorial Symposium” and “Transforming Developmental Psychology Into Developmental Science: On the Vision and Legacy of Paul B. Baltes” in Jena, Germany
- September 5, 2007 Attended the Carl Bertelsmann Prize 2007 conference Civic Engagement as an Educational Goal, Gutersloh, Germany
- October 19-21, 2007 Discussant at the Society for the Study of Human Development Fifth Biennial meeting: Crossing Boundaries in Human Development, Penn State
- November 5, 2007 Attended the League Town Hall Meeting on Character and Service in NY
- November 7, 2007 Presented at meeting between JCPenney and 4-H. “Promoting Positive Youth Development Among America’s Youth: Current Findings From the 4-H Study of Positive Youth Development” in Dallas, TX
- November 16, 2007 Attended meeting at The Children’s Trust Fund, Boston, MA for the One Tough Job Program
- December 6, 2007 Attended The Boston Foundation Youth Policy Initiative in Boston, MA
- December 13, 2007 Presented at Boston University School of Medicine: “A New Vision of Youth Development: What Clinicians, Researchers and Educators Need to Know”, Boston, MA

- December 14, 2007 Presented at Harvard Medical School “Practice Positive Psychotherapy: Applying the Science of Happiness, Conference entitled “A New Vision of Youth Development: What Clinicians, Researchers and Educators Need to Know”, Cambridge MA
- February 6, 2008 Presented at the Center on Adolescence at Stanford University conference: A conversation about Youth Entrepreneurship and Purpose conference title “Promoting Youth Contributions to Society: The Potential of Entrepreneurship”, Stanford, CA
- March 2, 2008 Spoke at Temple Emeth Brotherhood Man of the Year meeting “Is the PYD Perspective A Distinctly Jewish Theory of Human Development”, Newton, MA
- March 11, 2008 Presented at the National Afterschool Conference entitled “Promoting Positive Youth Development through Out-Of- School-Time (OST) Activities: Implications of the Findings From the 4-h Study of Positive Youth Development”, Ft. Lauderdale, FL
- March 13-16, 2008 Presented at the EPA Annual Meeting, “A New Vision of Youth Development: Implications for Research and Application” in Boston, MA
- March 26, 2008 Spoke at Wakefield Parent Partnership about the Good Teen, Wakefield, MA
- May 20, 2008 Presented at the 4-H Youth development Evaluation Conference at Cornell University. Title of talk “Promoting Positive Development in Adolescence: Implications of the Findings from the 4-H Study of Youth Development”
- May 21, 2008 Presented at HHS Conference of How We Can Be More Effective in Preventing Adolescent Risk Behavior. The title of his talk was “Promoting Positive Development in Adolescence: Implications of the Findings from the 4-H Study of Youth Development” in Bethesda, MD
- June 19, 2008 Presented at Andover Academy “The Good Teen: Implications for House Counselors” Andover, MA
- June 25-25, 2008 Discussant at Spencer Foundation How Young People Develop Long-Lasting Habits for Civic Engagement, Chicago, Ill

APPENDIX 3

GRANT ACTIVITIES JULY 1, 2006 - JUNE 30, 2007

RESEARCH

4-H Study of Positive Youth Development

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

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

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

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

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

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

APPENDIX 4**DONOR LISTING JULY 1, 2007 – JUNE 30, 2008**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2007-2008 fiscal year.

Brotherhood Temple Emeth
Ms. Nicki A. Lapidus
Mrs. Randi M. Lapidus[±]
Richard M. Lerner[±]

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

APPENDIX 5

REVENUES AND EXPENSES FY 2006-2007 AND 2007-2008

	<u>2007-2008</u>	<u>2006-2007</u>	<u>Change</u>
Carry Over from Previous Fiscal Year	\$207,754	\$240,235	(32,481.00)
Revenues Received	\$1,515,917	\$1,226,543	289,374.00
Faculty	\$167,996	\$151,013	16,983.00
Staff	\$453,137	\$412,359	40,778.00
Students	\$208,051	\$270,895	(62,844.00)
Consultants	\$165,720	\$108,025	57,695.00
Travel/Meals	\$55,079	\$43,821	11,258.00
Other	\$97,926	\$120,721	(22,795.00)
Indirect Costs	\$165,260	\$152,189	13,071.00
Total Expenses	\$1,315,921	\$1,259,024	\$56,897
Carry Over to Next Fiscal Year	\$402,226	\$207,754	

APPENDIX 6**INSTITUTE BUDGET FY 2008-2009**

From FY 2007-2008	\$402,226
Revenues Expected FY 2008-2009	\$1,171,446
Faculty	\$63,047
Staff	\$425,168
Students	\$226,029
Consultants	\$98,789
Travel/Meals	\$51,695
Other	\$89,578
Indirect Costs	\$154,223
Total	\$1,108,528
Carry Over to FY 2009-2010	\$464,934

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.

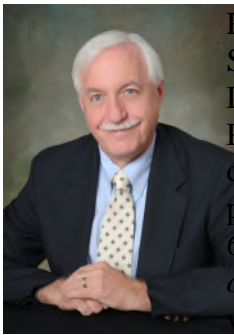
The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs 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 at Tufts University. He went from kindergarten through Ph.D. within the New York City public schools, completing his doctorate at the City University of New York in 1971 in developmental psychology. Lerner has more than 500 scholarly publications, including 65 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit.

He was a 1980-81 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 Association for Psychological Science.

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 known for his theory of relations between life-span human development and social change, and for his research about the relations between adolescents and their peers, families, schools, and communities. As illustrated by his 2004 book, *Liberty: Thriving and Civic Engagement among America's Youth*, and his 2007 book, *The Good Teen: Rescuing Adolescence from the Myth of the Storm and Stress Years*, his work integrates the study of public policies and community-based programs with the promotion of positive youth development and youth contributions to civil society.

He is married to Dr. Jacqueline V. Lerner, Professor and Chair of the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. They have three children, Justin, 27, a director and screen writer living in Los Angeles, Blair, 25, an advertising executive at Media Contacts in Boston, and Jarrett, 21, a senior majoring in English at Tufts University.

APPENDIX 9**INSTITUTE PERSONNEL**

Back row left to right: Chris Napolitano, Marie Pelletier, Michelle Boyd, Nancy Pare, Richard Lerner, Jackie Lerner, Lauren White

Middle row left to right: Jon Zaff, Mona Abo-Zena, Erin Phelps, Kristina Schmid, Megan Kiely, Nancy Pare, Maria McNamara, Selva Lewin-Bizan

Kneeling: Heidi Johnson, Leslie Dickinson, Alicia Lynch, Kristen Fay, Yibing Li, Dan Du

Not pictured: Jeannette Belcher-Schepis, Katie Leonard, Lawrence Gianinno, Sonia Isaac, and Waldo.