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## Research & Action Spring/Summer 2012

Wellesley Centers for Women

Ellen Gannett

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# r+a RESEARCH & ACTION REPORT

## *Expanded Learning:* Opportunities for Partnerships with a New Twist *and* a New Name



**Featuring:**

WCW Scholars Share Findings,  
Expertise, and Works-in-Progress

WCW Scholar Leads Wellesley  
College/U.S. State Department Summer  
Institute on Women's Leadership



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Research & Action Report is published in the spring and fall by the Wellesley Centers for Women (WCW).

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women's perspectives and experiences are at the core of the Wellesley Centers for Women's social science research projects, action initiatives, training programs, and network building. By sharing our work with policy makers, educators, practitioners, and the media, we help to shape a more just and equitable society.

Work at the Wellesley Centers for Women addresses three major areas:

- The social and economic status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures.

### WELLESLEY CENTERS FOR WOMEN

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## FROM THE ASSOCIATE DIRECTORS

This is an exciting time for the Wellesley Centers for Women (WCW). We will soon welcome our new executive director, Layli Maparyan. As you will read on the following pages, Layli's personal mission mirrors that of the Centers'—scholarship and activism that place women's perspectives at the core.

A dynamic thought-leader, Layli will provide the direction and inspiration to WCW so that our work may continue to grow and inform policy, practice, and public discourse. We invite you to learn more about Layli and her work by visiting our website: [www.wcwonline.org/NewDirector](http://www.wcwonline.org/NewDirector).

This issue of *Research & Action Report* includes a timely commentary by Ellen Gannett, M.Ed., director of the National Institute on Out-of-School Time here at WCW. Ellen addresses the current public discussion between educators and youth workers across the country about the best ways to integrate teaching, learning, and afterschool programming. It's an important matter for families, schools, and community-based organizations.

This report also includes updates on several recent presentations offered by WCW scholars. Our research and program staff are often called upon to share their expertise at professional association conferences and symposia. Additionally, we host lunchtime seminars

that offer visitors to Wellesley, MA the opportunity to hear, in-person, from our staff. We post audio recordings of the lunchtime seminars online so that more people may benefit from new research findings, special lectures, and reviews of works-in-progress. Take a listen.

You can also watch some of our archived lectures, interviews, and commentaries online by visiting the WCW website or our YouTube channel: [www.youtube.com/videoWCW](http://www.youtube.com/videoWCW). We hope that you are able to solicit meaningful material that you can utilize, build upon, and share.

As you may gather from this message and the information included in this report, WCW has not missed a beat as we searched for a new director. We continue to help shape a better world through meaningful research and action initiatives. We are grateful to have had the opportunity to lead WCW along with our colleagues on the Interim Executive Committee during this transition period. And we deeply appreciate the support the Centers received over the past year and a half.

Thank you for your ongoing commitment to our work. We look forward to sharing more news and resources as we begin our next chapter. ■

**Sumru Erkut, Ph.D.**

**Nancy Marshall, Ed.D.**

**Peggy McIntosh, Ph.D.**

# Layli Maparyan

## Appointed the New Executive Director of the Wellesley Centers for Women



**W**ellesley College President H. Kim Bottomly announced on April 23, 2012, the appointment of Layli Maparyan, Ph.D., as the new Katherine Stone Kaufmann '67 Executive Director of the Wellesley Centers for Women (WCW), one of the nation's largest and most influential organizations conducting scholarly research and developing action programs centered on women's and girls' perspectives. Maparyan will assume her new responsibilities effective July 1, 2012.

"I am so pleased that Dr. Maparyan will join Wellesley in this important role," said Bottomly. "Her work on women's issues and her dynamic leadership abilities are ideal for building upon the Centers' legacy of influential and groundbreaking programming. The invaluable work by scholars at the Centers—undertaken in the United States and abroad—reflects Wellesley's century-long commitment to investing in women and women's leadership."

"As executive director of the Wellesley Centers for Women, I see my role as working to identify cutting-edge frontiers of policy development, expanding sources of

funding, and ensuring that WCW continues to attract and support leading scholars to maintain the rigorous standard of research for which the Centers is known," said Maparyan. "I'm committed to women's issues across a wide spectrum—and further, to the role of scholarship in informing meaningful change in the broader community."

From 2003 to the present, Maparyan served at Georgia State University as associate professor in the Women's Studies Institute (WSI) and associated faculty of the Department of African American Studies. At Georgia State, she has been graduate director of the WSI as well as a University senator. Previously, Maparyan had served as an assistant professor in the Department of Psychology and the Institute for African-American Studies at the University of Georgia, where she was founding co-director of the Womanist Studies Consortium. Her civic engagement includes coordinating the National Center for Civil and Human Rights' Women's Initiative in Atlanta, GA. Maparyan will hold a faculty appointment in Wellesley College's Department of Africana Studies.

Known best for her scholarship in the area of womanism, Maparyan has also published significantly in the areas of adolescent development, social identities, Black LGBTQ studies, and the history of psychology. Her scholarly publications include two books, *The Womanist Reader* and *The Womanist Idea*, as well as chapters in books, including *Locating Women's Studies: Theorizing Critical Concepts for a 21st Century Field*; *The Encyclopedia of Race and Racism, Vol. 2*; and *Evolving Perspectives on the History of Psychology*. Her journal articles have appeared in the *Journal of African American Studies*; *Identity: An International Journal of Theory and Research*; *Women and Therapy*; and *Adolescence*. Maparyan's work has been funded by the National Institute for Child Health and Human Development, the Rockefeller



Photo: Scott Taylor/Wellesley College

**Katherine Stone Kaufmann, Layli Maparyan, and H. Kim Bottomly**

Foundation Humanities Fellowships Program, and the Fulbright Specialists Program, among others. Earlier this year, she was recognized with an Elizabeth Hurlock Beckman Award for outstanding teaching that influences social action and change.

Womanism is a social change perspective that focuses on what everyday women from around the world can contribute to global dialogues about social and environmental problems. It is historically rooted in the cultural perspectives of women of color, particularly Africana



women, and integrates social, ecological, and spiritual dimensions into the change process, with the goal of creating well-being for families and communities. Maparyan's work focuses on the global applicability of the womanist perspective, encompassing people of all genders and backgrounds.

"Work at the Wellesley Centers for Women builds on the belief that when the world is good for women and girls, it will be good for everyone," said Sylvia Ferrell-Jones, president and chief executive officer of the YWCA Boston and also a member of the WCW Council of Advisors and Search Committee. "With equal rights, women's status, leadership parity, and accessible, quality education and child care still challenged in the U.S. and abroad, a commitment to research and action for women has never been more needed."

Maparyan received her B.A. in philosophy from Spelman College; her M.S. in psychology from Penn State University, State College; and her Ph.D. in

psychology from Temple University. Her doctoral dissertation was entitled "Adolescent Ethnic Identity and Adjustment: Relation to Ethnic Characteristics of the Peer Context."

"This is an exciting time for the Wellesley Centers for Women and Wellesley College," said Ellen Gill Miller, interim chair of the WCW Council of Advisors and co-chair of the Search Committee. "The exhaustive search process that we undertook reflects on the extraordinary combination of personal and intellectual qualities that Dr. Maparyan brings to this position. She is an inspiring thought leader whose scholar-activist vision will contribute tremendously to the Centers' mission and expertise."

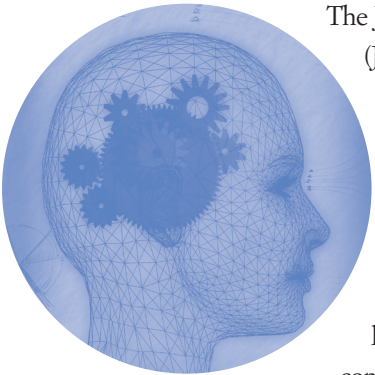
"For almost four decades, the Wellesley Centers for Women has made vital contributions to Wellesley's historic mission as an advocate for women's education, women's perspectives, and women's leadership," noted Andrew Shennan, provost and dean of Wellesley College. "Under Layli Maparyan's direction, and building on the remarkable legacy of former director Susan McGee Bailey, WCW is poised to extend the reach and influence of its own work in exciting directions, and thereby to amplify Wellesley College's voice in the world."

Learn more about Layli Maparyan and watch a video interview in which she discusses the Wellesley Centers for Women and her appointment: [www.wcwonline.org/LayliMaparyanDiscussesWCW](http://www.wcwonline.org/LayliMaparyanDiscussesWCW). ■

The executive director position has been named in honor of **KATHERINE STONE KAUFMANN**, M.S.W., Ed.D., a Wellesley College alumna from the Class of 1967. A practicing psychotherapist, Kaufmann is the daughter of Robert S. and Grace W. Stone, the founders of the Stone Center for Developmental Services and Studies at Wellesley College. The Stone Center joined with the College's Center for Research on Women in 1995 to form the Wellesley Centers for Women. In addition to being a Trustee of Wellesley College since 2002, Kaufmann has also served continuously as a member of the WCW advisory board for 31 years. Committed to the early identification and prevention of emotional health issues, she has applied this passion with dedicated service as a tireless advocate promoting the Centers' mission and programs while expanding WCW's network of support at every opportunity.

# new publications

## JEAN BAKER MILLER TRAINING INSTITUTE WEBINARS AVAILABLE ON DVD



The Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women is the home of Relational-Cultural Theory (RCT), which states that culture has a powerful impact on relationships, and that people grow through and toward relationships throughout their lifespans. JBMTI scholars study the complexities of human connections, and

they explore the personal and social factors that can lead to chronic disconnection. Scholars at the Institute offer online webinars that focus on current research and studies surrounding RCT. Each webinar focuses on a specific area of RCT, and allows the community to engage with JBMTI staff and faculty. Recordings of the following webinars by **AMY BANKS**, M.D., director of advanced training at JBMTI, are now available on DVD for purchase.

*\*These DVDs and other Wellesley Centers for Women (WCW) publications are available from the WCW Publications Office or from the online catalog. Shipping and handling must be paid by the customer for any mailed orders. Visit [www.wcwonline.org/publications](http://www.wcwonline.org/publications) or call 781.283.2510 to purchase WCW publications.*

### AFTERSCHOOL MATTERS JOURNAL AVAILABLE

The latest issue of *Afterschool Matters*, the national, peer-reviewed journal dedicated to promoting professionalism, scholarship, and consciousness in the field of afterschool education, was published this spring under the direction of **GEORGIA HALL**, Ph.D., senior research scientist at the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women and editor of the journal.

The spring 2012 issue features articles on a citywide implementation of project-based learning in Philadelphia; positive behavior support strategies; engaging library partners in 4-H programming; action research strategies for youth work supervisors; and a personal account of how a day-school teacher's collaboration with her afterschool counterpart benefits students.

### THE SMART VAGUS: EXPLORING THE SOCIAL WISDOM OF THE TENTH CRANIAL NERVE\*

*Amy Banks, M.D.*

January 21, 2011/#DVD6/\$20.00

This webinar introduces participants to the third branch of the autonomic nervous system, the smart vagus nerve. It explores the role this neural pathway plays in taming the stress response system so that we can find and maintain healthy human connection. Through interactive discussion, this webinar looks at the ways that society can shape this neural pathway and how this neural pathway then helps shape society.



### LOVE AND PTSD: UNDERSTANDING THE DEVASTATING IMPACT OF INTERPERSONAL VIOLENCE\*

*Amy Banks, M.D.*

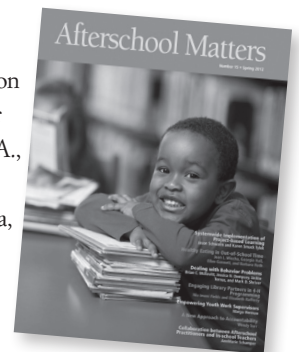
April 29, 2011/#DVD7/\$20.00

Interpersonal violence, particularly when done within the context of an intimate relationship, has long been known to leave deep psychological scars on the survivors. Over the last 20 years, as neuroimaging techniques have advanced, the neurobiology of post-traumatic stress disorder (PTSD) has been unraveled. This webinar describes how the brains of trauma survivors are shaped by violence and how the brain changes literally leave people with PTSD feeling as if they are caught in a perpetual cycle of violence. It explores ways that clinicians can use neurobiology to help them remain empathic with clients who are often repeatedly disconnected and hopeless in therapy sessions.



The spring 2012 issue also features articles on creating effective learning environments for afterschool programs by **WENDY SURR**, M.A., NIOST research associate, and healthy eating in out-of-school time, by Jean L. Wiecha, Ph.D., Hall, **ELLEN GANNETT**, M.Ed., NIOST director, and Barbara Roth.

*Afterschool Matters* is published by NIOST with support from the Robert Bowne Foundation. Online editions are available at: [www.niost.org/afterschoolmattersjournal](http://www.niost.org/afterschoolmattersjournal).



“Can Sex Education Delay Early Sexual Debut?” by **SUMRU ERKUT**, Ph.D., **JENNIFER GROSSMAN**, Ph.D., **ALICE FRYE**, Ph.D., **INEKE CEDER**, B.A., **LINDA CHARMARAMAN**, Ph.D., and **ALLISON TRACY**, Ph.D., has been accepted for publication in the *Journal of Early Adolescence*. The article reports on the first-year results of the evaluation of the comprehensive sex education intervention curriculum, *Get Real: Comprehensive Sex Education that Works*, developed by Planned Parenthood League of Massachusetts.

The evaluation uses a random assignment design, in which students in 24 participating middle schools were assigned randomly to intervention and control conditions. In the intervention schools, students were exposed to the curriculum, while in the control schools they received sex education as usual. A random assignment design is considered the gold standard in evaluation; it makes it possible to attribute change over time in intervention students’ self-reported sexual activity to their exposure to *Get Real*. While the full intervention is designed to be implemented in nine lessons each in grades six, seven, and eight, this study is based on survey results from students who were exposed to the first year of *Get Real*.

Participants were 548 boys and 675 girls who completed valid surveys in both sixth grade (baseline) and seventh grade. The sample was 35 percent Latino, 32 percent Black, 24 percent White, three percent Asian, and six percent Biracial. Overall, students in schools randomly assigned to the intervention condition were 30 percent less likely to have initiated sex (defined as heterosexual intercourse) by seventh grade when controlling for gender, age, race/

ethnicity, living in an intact family, and a tendency to give socially desirable responses. This finding is noteworthy because previous research has identified “early starters” of sexual activity to be particularly prone to poor adult outcomes in sexual health, family formation, economic security, incarceration and also resistant to interventions.

**TRACY GLADSTONE**, Ph.D., co-authored “Developmental risk of depression: Experience matters” (Beardslee, W.R., Gladstone, T.R.G., and O’Connor, E.E.) in the journal *Psychiatric Clinics of North America* (in press).

Gladstone co-authored “Preventive interventions for children of parents with depression: International perspectives” (Beardslee, W.R., Solantaus, T., Morgan, B., Gladstone, T., and Kowalenko, N.) in the *Medical Journal of Australia* (in press).

“My Grandmother Was Sent Forth,” an excerpt from the memoir, *Lies about My Family* by **AMY HOFFMAN**, MFA (forthcoming, University of Massachusetts Press, Spring 2013), will be published in the June 2012 issue of *Ocean State Review*.

**JUDITH V. JORDAN**, Ph.D., co-authored “The Wisdom of Connection” (Surrey, J. and Jordan, J.V.) in *Wisdom and Compassion in Psychotherapy: Deepening mindfulness in clinical practice*, edited by Christopher K. Germer and Robert D. Siegel; publisher: Guilford Press.

**PEGGY MCINTOSH**, Ph.D., authored “Reflections and Future Directions for Privilege Studies,” published in the March 2012 issue of *Journal of Social Issues, Special Issue: Systems of Privilege: Intersections, Awareness, and Applications*, edited by Kim A. Case and Jonathan Iuzzini.

**MICHELLE PORCHE**, Ph.D., co-authored “Smoking and Co-occurring Disorders: Implications for Smoking Cessation Interventions for Adolescents in Residential Addiction Treatment” (Fortuna, Porche, Alam, Douglass, and Kim) in the *Journal of Dual Diagnosis* (in press). **KRISTA DOUGLASS**, a Wellesley College student (Class of 2012), was an important contributor to this and other manuscripts in progress for a project focused on gender, adversity, and risk.

Porche, in collaboration with Daniel Pallante from the Ohio Educational Development Center and Catherine Snow from Harvard University’s Graduate School of Education, published “Professional Development for Reading Achievement: Results from the Collaborative Language and Literacy Instruction Project” in the June 2012 issue of *The Elementary School Journal*. The article describes the intervention that Pallante developed to provide whole school reform that improves literacy instruction and boosts reading skills of at-risk students.

The article “Infrastructure Investment Begins with Children” by Mav Pardee in the journal *Communities and Banking*, was based on the study, “Building an Infrastructure for Quality: An inventory of early childhood education and out-of-school-time facilities in Massachusetts,” by **WENDY WAGNER ROBESON**, Ed.D., **JOANNE ROBERTS**, Ph.D., and **NANCY L. MARSHALL**, Ph.D.



## Expanded Learning: Opportunities for Partnerships with a New Twist and a New Name

**THE CURRENT DEBATE ON** the virtues, definition, and efficacy of expanded learning opportunities (ELO) is familiar and welcome. With over 30 years in the field, I have watched the landscape of the out-of-school time field twist and turn by the decade and I am seeing earlier ideas presented in new terminology. Back in 1982, when the first director of the National Institute on Out-of-School Time (NIOST), Michelle Seligson and co-author, James Levine wrote the inaugural *School Age Child Care: An Action Manual*, their guiding premise was that “solutions are really to be found at the community level, and that they can best be developed by mobilizing people with similar interests to help one another.” The book emphasized a model of service delivery called “the partnership” between schools and other community groups and agencies. While it has taken decades to get here, there is promise in ELO if we can overcome previous barriers.

The partnership model of the '70s and '80s, was in many ways a necessity of survival for new non-profit community-based organizations (CBO) and a cornerstone of the way they did business. Yet, substantively, afterschool programs were rarely integrated into education policy and reform efforts. CBO providers fought hard to be considered part of the education system and needed to become skilled in overcoming numerous challenges for navigating relationships and turf issues with school personnel and administrations. Those that were successful provide valuable lessons for today's partnerships.

With the No Child Left Behind Act and the huge expansion of the 21st Century Community Learning Centers (CCLC) program, many of these barriers were removed. The adoption of school-community partnerships was built into the legislation, giving way to a climate where partnerships are not only valued but required to achieve high quality programming. I wish I could say that the turf issues are now behind us, but for many providers, they still exist. The good news is that we are on the threshold of a new landscape. Now school and afterschool leaders are embracing partnerships with a renewed enthusiasm (and a new name) but with some new twists—expanded learning opportunities as a strategy to fully integrate schools and afterschool community-based organizations into a seamless day and year.

I believe the afterschool community can help shape the vision and the reality for ELO. And I believe the time is now.

Rather than resist the changing landscape, afterschool providers ought to embrace the new ELO partnership movement bringing with them their rich history and expertise. For afterschool programs that have been accustomed to working independently, ELO presents opportunities for working together on planning, resource development, instruction, data sharing and professional development that can truly benefit children and their families. As stated in the Wallace Foundation report *Re-imagining the School Day: More Time for Learning*, “it is high time we recognize that schools can't do it alone. That means new ways of working.”

It's important, however, that we do not “throw out the baby with the bathwater” as the field evolves. Traditional afterschool programs, with their emphasis on youth development, must not be eliminated or de-funded as we try to figure out the next best ELO model. One size will not fit all and consequently we need a diverse delivery system. Most communities now recognize the positive influence 21st CCLC and afterschool programs have had on the development of their youth. We now have numerous studies indicating positive results of high quality programs. Young people who regularly attend have better grades and behavior in school and better relationships with their peers and adults. We've done great work. I'm pleased that so many leaders in the field are recognizing the importance of partnerships, and we should build off it.<sup>1,2,3</sup>

So what should schools and communities do during this

period of transition? Here are a few ideas that I think would help promote strong school-community partnerships:

- **Hire campus-wide out-of-school-time directors** under the direction of the school principal. Often, these directors are current or former teachers or other school staff who can quickly build trust with school colleagues. The campus directors' primary responsibilities would be to link services during the academic year with the afterschool and summer programs and to pay particular attention to children with special needs and at-risk youth who may need additional support services. The directors would be liaisons to classroom teachers, guidance counselors, parents or guardians, and community groups.
- **Prioritize and strengthen summer programming.** Recent studies have shown that summer learning loss is a significant problem. Strong summer programming provided by partnerships between schools and community-based organizations can help reduce learning loss, keep youth engaged in learning, and decrease the achievement gap (Cooper, Charlton, Valentine, & Muhlenbruck, 2000; Fairchild, Smink, & Stewart, 2009; McCombs, Augustine, Schwartz, 2011; McLaughlin & Pitcock, 2009).
- **Consider blended staffing patterns during the academic year as well as the summer.** Community-based programs can benefit from hiring part-time classroom teachers and other public school personnel—they can help bridge the academic needs of the students during afterschool hours and in the summer. This blended staffing approach will help to strengthen and align the school day curriculum with afterschool activities.
- **Bring together in-school and out-of-school staff for professional development and peer support meetings.** Many teachers and community program staff would benefit

from training specifically on social-emotional and project-based learning in addition to formal opportunities to work together on curriculum planning.

- **Promote accountability among partners.** Principals and community organization leaders value written agreements outlining agreed-upon functions and tasks, including the sharing of child and youth data. Having a system-wide template that specifies goals, roles, and responsibilities would add clarity to the relationships among schools and community partners in hosting afterschool and summer programs.
- **Create an out-of-school time advisory committee.** The committee should include parents, directors of programs, school administrators, and other interested stakeholders. Its purpose is to advise in strategic planning and to give these interested parties a chance to have their voices heard.

By joining forces, classroom teachers and other school personnel working together with afterschool practitioners, cultural institutions, summer programs and other youth-serving entities provide young people the opportunities to experience a balanced curriculum during their learning day and summer. ELO need not be only about *more* time, but **how** we use that time *and how well* we use that time.

From my point of view, expanded learning takes partnerships to a new level and has the potential of blurring the boundaries between in-school and out-of-school time, taking advantage of many settings in the community, not just the school campus. ELO integrates the best of teaching and engages youth in active learning, positive youth development, and enrichment opportunities that will inspire them to be academically successful, good citizens, physically and emotionally healthy, artistic, social, problem solvers, and lifelong learners. What more do we want for our communities? ■



**ELLEN GANNETT, M.Ed.** is director of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, working to ensure that research bridges the fields of child care, education, and youth development in order to promote programming that addresses the development of the whole child. Her work includes system building for afterschool and youth development, professional development, and creating evaluation systems. A national speaker and trainer, Gannett has conducted hundreds of seminars and advised policy makers and practitioners throughout the U.S. and internationally. Learn more at [www.niost.org](http://www.niost.org).

<sup>1</sup> Vandell, D., Reisner, E., Pierce, K., Brown, B., Lee, D., Bolt, D., & Pechman, E. (2006). The study of promising after-school programs: Examination of longer term outcomes after two years of program experiences. Madison, WI: University of Wisconsin—Madison.

<sup>2</sup> Durlak, J., & Weissberg, R. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. In the Durlak and Weissberg study quality programs were identified as those that used evidence-based training approaches to promote personal and social skills. These approaches to skill development are: sequential, active, focused, and explicit (SAFE).

<sup>3</sup> Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2002). How afterschool programs can most effectively promote positive youth development as a support to academic achievement. White Paper commissioned by the Boston After-School for All Partnership. Boston, MA: After-School for All Partnership. Also available from [www.wcwonline.org](http://www.wcwonline.org).

# short takes

## WCW SCHOLARS SHARE FINDINGS, EXPERTISE, AND WORKS-IN-PROGRESS

Scholars from the Wellesley Centers for Women (WCW) shared updates on their work, including recent findings and works-in-progress, during the Lunchtime Seminar Series which was held during the fall and spring semesters. The following programs were recorded and audio/MP3 files are available to play online or download: [www.wcwonline.org/audioarchive](http://www.wcwonline.org/audioarchive).

Seminars include:

### ■ SHIFTING BOUNDARIES: FINDINGS FROM A YOUTH DATING VIOLENCE PREVENTION PROGRAM EVALUATION IN NYC MIDDLE SCHOOLS

*Nan Stein, Ed.D. and Bruce Taylor, Ph.D.*

(October 27, 2011) The researchers discuss the results and implications from the Dating Violence Prevention Programs in Public Middle Schools study. This project, funded by the National Institute of Justice

and conducted in 30 New York City middle schools (sixth and seventh grades), looked at precursors to teen dating violence, in particular sexual harassment, peer violence, and adolescent relationship violence. This study was the first to use a rigorous scientific methodology with such a young population; most teen dating violence projects look at older students.

Schools were assigned to one of four conditions: (1) a classroom-based intervention, (2) a building intervention, (3) both classroom and building interventions, or (4) a no-treatment control group. Researchers collected program

evaluation data from about 2,700 students who completed surveys administered before the intervention, immediately afterwards, and about six months post-intervention.

### ■ LONGING TO BELONG: RELATIONAL RISKS AND RESILIENCE IN U.S. PROSTITUTED CHILDREN

*Kate Price, M.A.*

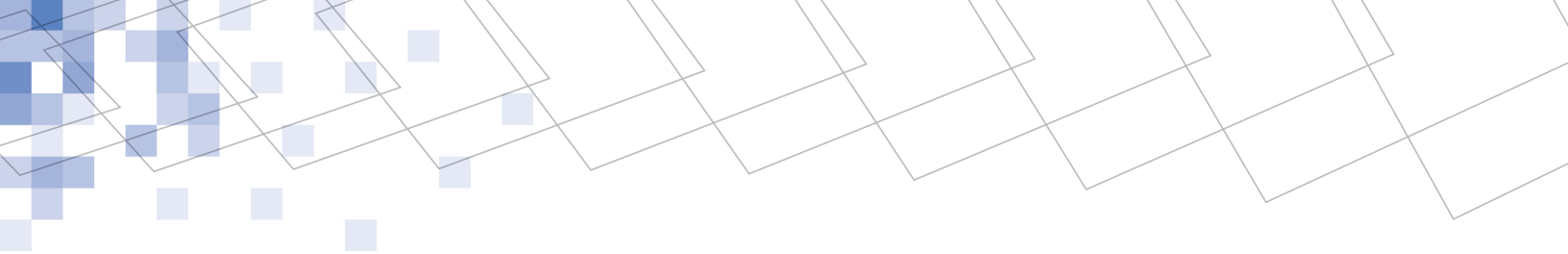
(March 15, 2012) Prostituted children are vulnerable to exploitation through the lack of secure relationships and histories of betrayal. Furthermore, the very assumption that children will be protected is fundamental to a proprietary, private, family-based (White, heterosexual) culture. And yet, prostituted children, like all people, require nurturing relationships and belonging. The presentation notes that providing relationship-building and conflict resolution skills, within the framework of prostituted children's relational challenges such as post-traumatic stress disorder and betrayal histories, provides hope and agency in a culture that is ready to disregard and incriminate children who do not fit in the innocence mold.

### ■ "SPINNING," A READING FROM A CHAPTER OF MY FAMILY MEMOIR, *LIES ABOUT MY FAMILY*

*Amy Hoffman, MFA*

(March 8, 2012) The editor-in-chief of *Women's Review of Books* reads excerpts from her forthcoming memoir, *Lies About My Family*. The book deals with issues of continuity and discontinuity between generations, immigration, and family bonds. Hoffman is also the author of *Hospital Time*, about taking care of friends with AIDS, published by Duke University Press in 1997, and *An Army of Ex-Lovers*, about Boston's Gay Community News and the lesbian and gay movement of the late 1970s, which was published by the University of Massachusetts Press.





## ■ SNAPSHOTS FROM THE EVALUATION OF A COMPREHENSIVE SEX EDUCATION PROGRAM

*Jennifer M. Grossman, Ph.D., Linda Charmaraman, Ph.D., Ineke Ceder, B.A., Sumru Erkut, Ph.D.*

(November 10, 2011) The research team provides an overview of their mixed-method, longitudinal evaluation which uses a randomized control design to assess the impact of a middle school sex education curriculum. They describe the project, discuss the current status of this work, and highlight quantitative and qualitative studies that have come out of this project. The scholars also discuss next steps and challenges for this research.

## ■ USING CHILDREN'S LITERATURE TO SUPPORT SOCIAL AND EMOTIONAL LEARNING

*Peg Sawyer, B.S.Ed.*

(November 3, 2011) Anyone who has read aloud to children has seen that stories can evoke strong emotional responses and can stimulate new ways children view themselves and others. It is this potential for emotional and intellectual engagement that makes children's literature such a powerful resource for anyone engaged in children's social and emotional development. The presenter offers a brief overview of the field of social and emotional learning and the Open Circle program at WCW, and she provides examples of literature that connect to some key developmental skill areas: self-awareness, self-management, empathy, dealing with conflict, and problem-solving.



## ■ PREVENTING DEPRESSION IN TEENS: THE CATCH-IT INTERVENTION PROGRAM

*Tracy Gladstone, Ph.D.*

(April 5, 2012) Project CATCH-IT is a combined primary care/ internet-based preventive intervention that aims to reduce the risk of depression in adolescents with depressive symptoms. It is designed to teach teens strategies to prevent depression. The presenter describes the CATCH-IT intervention and presents pilot data suggesting that teens who participate in this intervention exhibit reductions in depressive symptoms and fewer episodes of depressive disorders over time. She also describes the efficacy trial of this intervention that is currently underway at WCW.

## ■ THE ARAB SPRING: CHALLENGES AND OPPORTUNITIES FOR WOMEN

*Rangita de Silva-de Alwis, S.J.D.*

(April 20, 2012) In this presentation, Rangita de Silva-de Alwis, S.J.D., director of international human rights policy programs and the Susan McGee Baily Research Scholar at the Wellesley Centers for Women, discusses the meeting of women leaders from Muslim and Arab communities during the Rabat Round Table that WCW convened in Spring 2011. She also discusses the role of women in political transformation and challenges to women's roles in political reform.



## ■ SOCIAL CLASS FROM ADOLESCENCE TO ADULTHOOD

*Allison Tracy, Ph.D.*

(October 13, 2011) Social class is a pervasive part of individuals' internal social worlds. During the transition from adolescence to adulthood, individuals are actively accumulating resources that translate into perceived social class. The WCW methodologist presents a work-in-progress examining the implications of shifts in social class as youths begin to actively contribute to their own social class, rather than to simply assume their parents' social class.

## ■ WOMEN WORKING WITH WOMEN

*Anne Litwin, Ph.D., Judith V. Jordan, Ph.D., Joyce Fletcher, Ph.D.*

(April 12, 2012) Women's work relationships are a complex and often contradictory subject. Popular culture portrays women's workplace relationships as largely negative, with women often described as mean or intrinsically untrustworthy. In this presentation, the scholars discuss their research on women's work relationships, which provides a more accurate and positive understanding of the origins of some patterns of relationships stereotypically seen as negative.

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## RECENT AND UPCOMING MEETINGS & PRESENTATIONS

**AMY BANKS, M.D.**, director of advanced training at the Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women and an instructor in Psychiatry at the Harvard Medical School, conducted three webinars as part of the “Reclaiming Your Connected Brain” series this past year. The programs featured were, “Brain Claims: What’s Hype? What’s Healing?” held in January; “SPOT Removing: Positive Strategies for Decreasing Social Exclusion in Your Life and the World” held in March; and “Reconnecting the Dopamine Reward System to Healthy Relationship” held in May.

**LINDA CHARMARAMAN, Ph.D.** presented on a panel at the annual National Opportunity to Learn Education Summit in Washington D.C. in March. The program aims to unite grassroots advocates, philanthropic partners, policymakers, youth organizers, national organizations, and researchers committed to closing the opportunity gap and building a local and national movement for educational change. Her panel topic addressed issues of gender and race to ensure opportunity, in particular how intersectionality may help re-focus policymakers’ attention on issues related to the overlooked educational needs of girls of color.

This past winter, **RANGITA DE SILVA-DE ALWIS, S.J.D.**, provided technical assistance to Burma’s women political party leaders and women’s rights organizations to draft Burma’s first domestic violence law. She shared critical elements of lawmaking and a model framework for domestic violence lawmaking; lessons and perspective from Asian jurisdictions; and a compendium of domestic violence laws from Asia and

the world. Also this winter, as part of her advisory role to the United Nations Department of Economic and Social Affairs, de Silva-de Alwis developed the *Guidance Document on Gender and Disability* which will be used as the supplement to the UN Secretary General’s *Guidance Document on Disability* with UN Country Teams globally. In May, de Silva-de Alwis participated in a special conference organized by the Woodrow Wilson International Center for Scholars, *Is the Arab Awakening Marginalizing Women?* in Washington, D.C.

This summer, de Silva-de Alwis will be in China to convene the Gender and Law Expert Round Table at Ford Foundation–China which will bring together China’s Gender and Law experts to strategize ways to transcend new challenges and broaden new opportunities in lawmaking and law implementation. While there, she will meet with the Hebei Province Women’s Federation to discuss new strategies to implement provincial level domestic violence laws and will offer a keynote address on women and the media to the Communications University of China.

Also this summer, de Silva-de Alwis was invited by the U.S. State Department to serve as a Fulbright Specialist at the Asian University for Women to develop a Women’s Leadership curriculum and program for 30 selected students at the Asian University for Women, ten students from Afghanistan, and 20 women’s rights advocates. This Women in Public Service Institute is the first of its kind outside of the United States and is part of the Women in Public Service project launched

by Secretary Hillary Clinton in partnership with the Seven Sisters Colleges and the U.S. State Department. While there, she will also build off the curriculum for the New Women's Leadership Institute at AUW which she developed several years ago. Further, de Silva-de Alwis will speak on strengthening the "Implementation of Domestic Violence Law and Women's Leadership: Opportunities and Challenges" at a symposia organized by the U.S. Embassy in Bangladesh during a visit to Dhaka.

**SALLIE DUNNING**, M.Ed. presented on empowering young people through social and emotional learning at the conference, Empowering Girls, held by Middlesex Partnerships for Youth, Inc. in conjunction with the Middlesex District Attorney's Office in Lexington, MA in April.

**SUMRU ERKUT**, Ph.D. participated in a William T. Grant Foundation meeting for editors of developmental psychology journals, during the March biennial meeting of the Society for Research on Adolescents (SRA) in Vancouver, B.C., in which participants discussed the review and publication of mixed-method, quantitative, and qualitative research.

**ELLEN GANNETT**, M.Ed. played a major role convening the Next Generation Youth Work Coalition Track at the National Afterschool Convention held in Dallas, TX in April, including moderating the session, "Workforce Trends—Competencies". Gannett also conducted a session, "A Rural Model: Wyoming's Quality Improvement Initiative," with Linda Barton, of the Wyoming Afterschool Alliance at the BOOST Conference in Palm Springs, CA, also in April.

**TRACY GLADSTONE**, Ph.D. presented two programs during the SRA meeting. The programs were entitled, "Long-term effects of a primary care Internet-based depression preventive intervention for at-risk adolescents" (Gladstone, T.,

Richards, K., Marko-Holguin, M., & Van Voorhees, B.—2012), and "Adolescent experiences with Internet-based depression prevention: Challenges and personal progress" (Iloabachie, C., Wells, C., Goodwin, B., Gladstone, T., & Van Voorhees, B.—2012). She also presented "Preventing Depression in Teens: The PATH Study" during an Intern training seminar at Judge Baker Children's Center, Boston, MA. Gladstone presented two programs during the Child and Youth Mental Health Matters Conference held in British Columbia, Canada in May: "The CATCH-IT intervention: Parental symptoms and teen intervention response" (Gladstone, T., Beardslee, W., & Van Voorhees, B.—2012) and "Prospects for the Prevention of Depression in Families with Parental Depression" (Beardslee, W., Gladstone, T., & Martin, J.—2012).

**GEORGIA HALL**, Ed.D. participated in the Sixth Annual Grantee Meeting for Healthy Eating Research, a program of the Robert Wood Johnson Foundation in Austin, TX in February. Hall was one of two presenters at the general assembly, "Achieving Policy Impact with Policy and Environmental Research: Healthy Eating Research Grantee Case Studies." Hall's presentation was "Healthy Eating in the Out-of-School Time Program Hours: The Promise and the Challenge." The research was supported by a grant from the Active Living and Healthy Eating Research Programs of the Robert Wood Johnson Foundation.

The **JEAN BAKER MILLER TRAINING INSTITUTE** (JBMTI) at the Wellesley Centers for Women will hold its 2012 Intensive Institute, Connections: Making a World of Difference, June 21–24, 2012 at Wellesley College, Wellesley, MA. Relational-Cultural Theory (RCT) promises change through healing connections that break down the barriers of objectification, whether in therapy or in the world. JBMTI faculty will highlight practices

to reduce the fears that keep people from living to their full potential, including the cultural biases that interfere with mutuality and social change.

JBMTI will hold its introductory institute, How Connections Heal: Founding Concepts and Practical Applications of Relational-Cultural Theory, October 19-21, 2012 also at Wellesley College. This institute is a unique opportunity for the intensive study of RCT and its direct applications in the world. Continuing education units will be awarded for both institutes. Also, during the fall institute, Harriet Lerner, Ph.D. will deliver the fifth Jean Baker Miller Memorial Lecture on October 19, 2012. This lecture is free and open to the public. Learn more at [www.jbmti.org](http://www.jbmti.org).

JBMTI faculty, **AMY BANKS**, M.D., **JUDITH V. JORDAN**, Ph.D., and **MAUREEN WALKER**, Ph.D., were featured speakers and contributors at the international conference, A Relational-Cultural Approach to Address Violence Against Women and Children-Human Trafficking, held in April in Hildesheim, Germany. Governmental leaders, academics, and service providers came together to discuss RCT and practice-oriented approaches to trafficking and violence prevention and policies. Participation by JBMTI faculty was made possible by the Miller Family Social Action Project.

**JUDITH V. JORDAN**, Ph.D., offered the keynote address, "The Power of Connection: Healing and Growing," at the Canadian Counseling and Psychotherapy Association 2012 conference held in Calgary, Canada in May. During the conference, she also presented a workshop on "The healing power of mutual empathy." Earlier in the month, Jordan presented the plenary address, "Relational-Cultural Theory with Adolescents" at the Baystate Behavioral Health: Child and Adolescent Psychotherapy Conference in Northampton, MA.

*continued on page 12*

## RECENT AND UPCOMING MEETINGS & PRESENTATIONS

*continued*

**ERIKA KATES**, Ph.D. presented the keynote address, “Women’s Higher Education: Achievements and Challenges,” during Women’s Education-Women’s Empowerment, a Women’s History Month program in Boston, MA in March, attended by federal employees from across New England. Earlier in the year, Kates presented a paper at the conference, Women, Crime & Criminal Justice Practice: Diversity, Diversion, Desistance and Dignity at the University of Cambridge, UK. Her presentation, “Alternatives to Incarceration for Women: Desistance and Dignity through Analysis and Action” focused on her Women’s Justice Network Project at the Wellesley Centers for Women to increase opportunities for alternatives to incarceration for women in Massachusetts.

**SARI PEKKALA KERR**, Ph.D., participated in a workshop, “Income inequality and its impact on economic management and growth” during the March Ditchley Foundation Conference in the United Kingdom. The conference was designed to address the international policy issues of the day and to bring together a select group of experts from different professions to brainstorm on problems urgently needing new solutions. In June, Kerr will present about the Sloan funded project on “high-skilled immigration and the employment of U.S. firms” at the Canadian Conference on the Economics of Innovation and Entrepreneurship in Kingston, ON, Canada. She will also present on this topic in October during the NBER High-Skilled Immigration in Science and Engineering Conference in Cambridge, MA.

Earlier this year, **PEGGY MCINTOSH**, Ph.D. presented to parents and students at the Spence School in New York;

co-presented with Victor Lewison on Privilege Systems at Georgia Southern University; and gave workshops at Providence College in Rhode Island, Loyola University in Baltimore, MD, and Roeper School in Bloomfield Hills, MI. McIntosh offered the Presidential Address “Knowing and Doing: The Transformational Journey of Using Privilege to Weaken Privilege Systems” during the annual meeting of the American Educational Research Association (AERA) in Vancouver, B.C. in April. She served on a panel with Sterling K. Speirn, president of the W.K. Kellogg Foundation, at the Foundation’s conference on Healing for Democracy in New Orleans, LA in late April. Also this spring, in order to further the doubling of the size of the National SEED Project (Seeking Educational Equity and Diversity) made possible by a grant from the W.K. Kellogg Foundation, McIntosh presented on the SEED Project’s strategies for professional development of teachers at the 13th White Privilege Conference, held in Albuquerque, NM, and at the National Conference on Race and Ethnicity held in New York City. Shakti Butler showed and discussed footage from the filming of the SEED Project staff which was shot during the summer of 2011. McIntosh also served as the Dotson Visiting Scholar and Lecturer at Simmons College, Boston, MA in May.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at WCW will hold its annual Summer Seminars July 23–27, 2012 in Boston, MA. NIOST Summer Seminars offer professional development to youth workers, program administrators, curriculum developers, and others working in afterschool, out-of-school time (OST), youth development, education, and related fields. Sessions include: Afterschool Program

Assessment System; OST Systems-Building in a New Age of Education Reform; Using Data for Program Improvement and Reaching Positive Outcomes; HOST: Promoting Healthy Eating and Active Out-of-School Time; and Courage To Lead: A Retreat for Personal Renewal. Learn more at [www.niost.org](http://www.niost.org).

The **OPEN CIRCLE** program at the Wellesley Centers for Women co-sponsored a conference, Promoting Social Emotional Learning (SEL) in K-12 Education held at the Massachusetts School of Professional Psychology in Boston, MA in November 2011. Open Circle also co-sponsored a conference featuring Parker J. Palmer on the topic of Democracy, Public Education and Habits of the Heart: Teaching and Leading in Courageous Schools held at Wellesley College, Wellesley, MA in March.

**MICHELLE PORCHE**, Ed.D. presented preliminary results of “Immigrant Youth and Families and Out-of-School Time Programs: Identifying Effective Practices” at the Biennial Meeting of the Society for Research on Adolescence in Vancouver, BC in March. This is a collaborative project, funded by the WCW 35th Anniversary Fund and headed by **GEORGIA HALL**, Ed.D., with **JENNIFER GROSSMAN**, Ph.D., **DIANE GRUBER**, M.A., and Sviatlana Fahmy, Ph.D. from the MIT Center for Civic Media. Porche authored with Matilde Castiel, M.D., and Lisa Fortuna, M.D., from UMASS Medical School, “Advocacy and Outcomes for Culturally Sensitive Addiction Care,” which was presented at the March meeting of National Association of Social Workers Massachusetts Chapter Symposium 2012 in Boston, MA. This presentation highlighted a needs assessment of Latino men in residential treatment, conducted in collaboration by WCW and UMASS Medical School. At the Annual Convention of the American Psychological Association in Orlando, FL in August, Porche will present findings from a study of dual-diagnosed adolescents in residential treatment for substance abuse: “Gender, Social Learning and Adversity: Factors in Adolescent

Development of Substance Use Disorders.” This work is in collaboration with Fortuna.

**KATE PRICE**, M.A., presented “Buying Power: How Consumerism and the Sexualization of Children Put All Kids At Risk” at the Consumerism and Human Trafficking conference, the fifth symposium held by the Boston Unit-Leadership Conference of Women Religions’ Anti-Trafficking Coalition in Brighton, MA in May. Sexualized images of children are no longer shocking. By examining cultural images and stereotypes of child prostitution in the U.S., this presentation shattered myths and explored underlying causes of the cycles of abuse, discrimination, and betrayal perpetuating child exploitation.

**NAN STEIN**, Ed.D. and **LINDA CHARMARAMAN**, Ph.D. presented their work on a panel entitled, “Preventing sexual harassment and dating violence among middle school students” during the annual American Educational Research Association conference in Vancouver, B.C. in April. Along with Ashleigh E. Jones from the University of Illinois, Urbana-Champaign graduate school, Charmaraman and Stein reported on their CDC-funded work on perceptions of middle school teachers around issues of recognizing and preventing student-to-student sexual harassment, including knowledge of school policies and personal responsibility. Stein will also present the results of an experiment that assessed the effectiveness of a universal primary prevention intervention to reduce dating violence and sexual harassment across 30 New York City middle schools. Stein also presented the keynote address, “Teaching Children and Youth about Sexual Harassment, Bullying, and Gender Violence in Schools” during the Delaware Coalition Against Domestic Violence Annual Conference and Retreat in Rehoboth Beach, DE in May.

Stein and **GENA HONG**, Wellesley College graduate (Class of 2012), presented “Violence in Adolescent Dating Relationships: In Danger of

Losing Its Gendered and Legal Reality” at the 2012 International Conference on Law and Society, in early June in Honolulu, HI. Their presentation was part of the Gender, Race, and Violence: Old Questions, New Problems session. Stein will be a panelist during the National Institute of Justice 2012 Conference in mid-June in Arlington, VA. The program will focus on bullying, sexual harassment, and dating violence—critical public health and safety issues facing today’s youth. There have been recent mandates for school-based policies and programs to address such issues as well as calls for additional research.

While partnerships among school representatives and researchers are critical for success, budget and personnel shortages in schools and decreased research funding bring challenges.

This panel includes two researchers and two school policy representatives with broad experience implementing research and intervention in schools. They will share their challenges and lessons learned along with creative opportunities for continuing to advance this important work.

**JIM STROUSE**, M.S. presented on the role of social and emotional learning in preventing isolation at a conference entitled “Isolation to Connection” held by the Community Health Network Area 15 in Woburn, MA in November 2011.

**MAUREEN WALKER**, Ph.D. presented a workshop, “How Connections Heal,” for Wayside, Inc., a center for women’s treatment and sobriety in Massachusetts this past January.

## PRESENTATIONS

See a complete line-up of upcoming presentations featuring WCW scholars and trainers at [www.wcwonline.org/calendar](http://www.wcwonline.org/calendar).

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## WCW Scholar Leads Wellesley College/U.S. State Department Institute on Women's Leadership

Wellesley College has joined the U.S. State Department and its sister colleges in presenting the inaugural Women in Public Service Summer Institute on Wellesley's campus June 11-22, 2012. An integral part of the Women in Public Service Project, the pilot institute is a first-of-its-kind, two-week program that is training the next generation of women leaders.

The institute is convening fifty promising women leaders from around the world, including areas undergoing political transformations and social change, such as Arab countries in the Middle East North Africa (MENA) region. Participants are benefiting from training and networking sessions with their peers and established leaders, a forum for shared learning and dialogue on leadership, and a global exchange of ideas and resources.

The Women in Public Service Project was launched in March 2011 by U.S. Secretary of State, Hillary Rodham Clinton, the U.S. State Department, and five of the Seven Sister Colleges (Barnard, Bryn Mawr, Mount Holyoke, Smith, and Wellesley). The project is identifying and educating the next generation of women committed to public service, creating an infrastructure of support and mentoring, and overcoming barriers that prevent more women from entering public service and government leadership. The summer institute is the project's second major event, following the December 15, 2011 colloquium at the State Department in Washington D.C.

"Together we will seek to promote the next generation of women leaders who will invest in their countries and communities, provide leadership for their governments and societies, and help change the way global solutions are developed," said Secretary of State Hillary Clinton, Wellesley College Class of 1969, when the project was announced.

Echoing Secretary Clinton, H. Kim Bottomly, President of Wellesley College, said the institute is a natural extension of Wellesley's mission and a new, vital component of the College's historical contribution to the world. "Wellesley invests in women and in the leadership potential of women. For more than 100 years, the College has graduated women who go on to make a difference in the world. We share the belief that in this very complex century we need strong and capable leadership—and we share a conviction that the most powerful engine of social change is an educated woman. That's what makes this project—and Wellesley's leading participation in it—critical."

Only 17.5 percent of world's elected offices are held by women; the U.S. percentage is even smaller. As one of the world's most successful institutions at educating women leaders, Wellesley is playing a leading role in the Women in Public Service Project. Wellesley graduates include two of the three females to hold the post of U.S. Secretary of State: Secretary Madeleine Albright '59 and Clinton. By sharing the extraordinary Wellesley network, and by pooling its resources with the State Department and the sister colleges, Wellesley seeks to help correct the imbalance



## Awards & Recognition

in this complex century, not only for the sake of women, but for the sake of the world. In addition to hosting the project's first summer institute, Wellesley College leaders, students, researchers, and faculty contributed to the State Department's December 2011 colloquium.

**RANGITA DE SILVA-DE ALWIS**, S.J.D., director of International Human Rights Policy Programs at the Wellesley Centers for Women, is serving as director of the Women in Public Service Project Summer Institute; de Silva-de Alwis has led projects on women's rights issues in China, regional law reform in Asia, and the Women's Leadership Network: Women's Political, Public, and Economic Participation in the Muslim World. She also serves as a Senior Advisor to the United Nations.

Women from around the world in mid-career leadership positions representing all disciplines (economy, arts, media, law, etc.) were invited to apply to the institute. Candidates from countries in political and social transition were especially encouraged to apply. Following this summer's pilot institute at Wellesley, the institute will take place annually, rotating among the participating colleges. For more information on The Women in Public Service Project, visit the U.S. State Department website: [www.state.gov](http://www.state.gov).

**JEAN KILBOURNE**, Ed.D., senior scholar at the Wellesley Centers for Women (WCW), received a 2012 Common Sense Media award during a ceremony in San Francisco, CA in April. The award is presented to people who have made a positive impact on the media lives of kids and families. Over the years, Common Sense Media has honored some of the most innovative minds in the worlds of entertainment, public policy, and technology, from former President Bill Clinton to filmmaker George Lucas to Sesame Street's Elmo. The theme for this year's awards was "Champions for Kids." Kilbourne was recognized for her media activism, film making, and writing.

**MARGARET KIWANUKA**, M.S.W., a coach with the Open Circle program at WCW, was recognized by the Wheelock College Department of Social Work for her outstanding field instruction and innovative work in human rights and social justice during the Professional Development Day and Ten-Year Reunion Celebration held in March in Brookline, MA.

**PEGGY MCINTOSH**, Ph.D. received an honorary doctorate from the Unitarian Universalist Meadville Lombard Theological School in Chicago, IL in May. Feminist, anti-racist activist, and a WCW associate director, McIntosh is founder of the National

SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity). Her 1986 essay on white privilege and male privilege, published in 1988, and her subsequent 1989 article entitled "White Privilege: Unpacking the Invisible Knapsack," started a national and international conversation on white privilege and privilege systems in general.

Mombian, a blog published by **DANA RUDOLPH**, online content manager for the National SEED Project at WCW, received the "Outstanding Blog" award in the Gay and Lesbian Alliance Against Defamation's 23rd Annual GLAAD Media Awards. The Awards recognize and honor media for their fair, accurate and inclusive representations of the lesbian, gay, bisexual and transgender (LGBT) community and the issues that affect their lives. Mombian ([www.mombian.com](http://www.mombian.com)), which Rudolph has been writing since 2005, bills itself as "Sustenance for Lesbian Moms," and offers news, information, and opinion by and for lesbian moms and other LGBT parents. It covers topics as diverse as LGBT-inclusive children's media, parenting tips, and legal, political, and social issues related to being an LGBT parent. The site hosts the annual Blogging for LGBT Families Day on June 1, during which hundreds of bloggers, LGBT and not, share posts in support of LGBT families.

# spotlight

## New Funding & Projects

### STEM IN AFTERSCHOOL MATTERS

*Project Director: Georgia Hall, Ph.D.*

*Funded by: Noyce Foundation*

The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women (WCW) will contribute to an 18-month science, technology, engineering, and math (STEM) in out-of-school-time (OST) initiative featuring the collection, development, and dissemination of cutting-edge research and writing on the topic of STEM in OST, utilizing the resources and connections of the *Afterschool Matters* journal and the National Afterschool Matters Practitioner Fellowship.

### UNDERGRADUATE SCIENCE EDUCATION GRANT EVALUATION

*Project Director: Michelle Porche, Ed.D.*

*Funded by: Howard Hughes Medical Institute with Wellesley College*

**MICHELLE PORCHE**, Ed.D. and **NANCY MARSHALL**, Ed.D. will work with the Wellesley College Science Center to evaluate student outcomes from the College's Howard Hughes Medical Institute Undergraduate Science Education Grant. The Wellesley Centers for Women will develop a detailed evaluation design, select and develop appropriate assessments, collaborate with the Office for Institutional Research and team members to collect data, conduct data analyses, prepare reports, and provide feedback from the evaluation to Science Center and College representatives.

### ADDITIONAL FUNDING

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** at the Wellesley Centers for Women received support for training, technical assistance projects, and continuing evaluations from Hispanic Unity of Florida, Inc.; Amherst Public Schools; Zero to Three; Boston After School & Beyond; Wyoming Afterschool Alliance; Housing Families Inc.; Black Ministerial Alliance of Greater Boston; United Way of Southeastern Pennsylvania; the United Way of Massachusetts Bay; and Reebok International.

The **OPEN CIRCLE** program at WCW received various gifts from friends and supporters of the social and emotional learning program.

**MONICA GHOSH DRIGGERS**, J.D. received support from the Massachusetts Office for Victim Assistance to facilitate review of Victims of Crime Act grant applications.

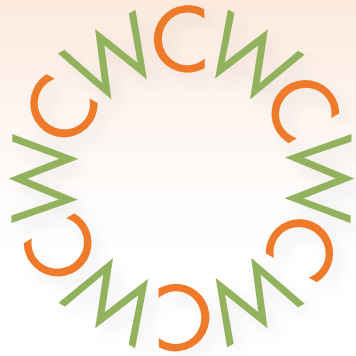
**NANCY MARSHALL**, Ed.D. received support from the Boston Public Schools Early Childhood Programs to conduct a needs assessment in grades K through three. Marshall also received support from Associated Early Care and Education for consultation on child assessments.

**JOANNE ROBERTS**, Ph.D. received support from the Massachusetts Department of Early Education and Care (EEC) to conduct observations for early childhood and afterschool programs applying for advanced ratings in EEC's Quality Rating and Improvement System.

**WENDY WAGNER ROBESON**, Ed.D. received support from Associated Early Care and Education to provide training for Associated staff on child assessment measures.

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