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r+a RESEARCH & ACTION REPORT



MOVING *beyond* PRISON

BUILDING A WOMEN'S JUSTICE NETWORK IN MASSACHUSETTS

Featuring:

How Research Affects Social Change for Women and Girls • Global Connections: Building Partnerships in Uganda and Ethiopia


r+a | contents

2 ■ Q&A

Erika Kates discusses how research informs a women's justice network in Massachusetts

8 ■ SHORT TAKES

New appointments and recognition; update on college sports-career trajectory research; highlights of scholarly presentations, trainings, and more

18 ■ SPOTLIGHT ON
NEW FUNDING AND PROJECTS

New funding moves social science research and training programs forward

6 ■ COMMENTARY

Layli Maparyan emphasizes the power of data in advancing social change for women and girls

14 ■ RECENT FINDINGS
AND NEW PUBLICATIONS

New findings and publications focus on a broad range of issues for women, girls, families, and communities

20 ■ GLOBAL
CONNECTIONS

Building partnerships to address girls' educational equity in Uganda and obstetric fistula in Ethiopia, plus other international collaborations

A world that is good for women is good for everyone.™

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, theory development, 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.

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FROM THE EXECUTIVE DIRECTOR

As I wrap up my second year at the Wellesley Centers for Women, we are gearing up to launch a strategic plan that will coincide this autumn with the start of our 40th anniversary. This roadmap for our next decade will help us build upon our legacy of influential work, including some of the newest initiatives and updates you will read about in this issue of *Research & Action Report*.

One of our new goals is to share what we know—that *research + leadership = accelerated social change*. This is a message we've been refining over the past year, and as you'll read in my Commentary on page 6, it's a challenge we are eager to address. During this year's United Nations Commission on the Status of Women meetings, we led a dynamic parallel event on this particular topic, with partners who share the passion for making research an integral part of the social change process. This is work we will continue to lead for years to come.

ERIKA KATES' Q&A beginning on page 2 highlights some of the problems that can exist when policymakers lack critical data. Her efforts leading the Massachusetts Women's Justice Network support the need to comprehensively research the effectiveness of imprisonment, as well as alternatives to incarceration, to better address the unique needs of women and children.

I am proud to share some recent news of how our work can make a difference! Responding to the growing attention to Title IX complaints related to gender violence and sexual assaults on college campuses, the White House Task Force to Protect Students from Sexual Assault announced

efforts to address this violence on April 29th. Out of 140 intervention programs reviewed by the Centers for Disease Control and Prevention for the Task Force, only two—including one developed by WCW's **NAN STEIN** with her colleague Bruce Taylor—were identified as effective strategies with the greatest potential for reducing rates of sexual violence, even though both interventions were designed and tested with younger adolescents. Stein and Taylor's *Shifting Boundaries* project and Safe Dates, the other recognized intervention were not tested with—nor meant for—college students but it was nonetheless recommended in the CDC report that they may serve as models for developing college-level prevention strategies.

Rigorous research may not be a fast process, but when important findings get into the right hands, we can move more swiftly to advance social change!

As you read through this issue, you'll see that scholars across the Centers have been sharing their work through academic and professional presentations, journal articles, and new training partnerships. I'm very excited that we pursue a portfolio of important issues, and that we are growing our work, particularly at this time, with partners in Africa (page 20). The lives of women and girls, families and communities are counting on us.

I invite you to stay connected with us throughout the year—sign up to receive our monthly newsletter (www.wcwonline.org/enews) or follow us on social media. I look forward to sharing our strategic plan with you next fall, and to continue to shape a better world through our research and action! ■



Layli Maparyan, Ph.D.

Katherine Stone Kaufmann '67 Executive Director

Building a Women's Justice Network in Massachusetts

Wellesley Centers for Women (WCW) maintains a strong legacy of research that can accelerate social change. Building on that, Kates teaches and practices participatory research—which is research that actively involves multiple groups of stakeholders on the issues being examined. Whenever possible, she includes representatives of the low-income women she's studying.

The Massachusetts Women's Justice Network mentioned in this interview is comprised of researchers; state legislators and/or their aides; personnel from the Department of Corrections and the Executive Office of Public Safety and Security; representatives of the Department of Public Health (which administers the state's substance abuse services); the Office of Probation and Community Corrections; women's commissions; women's shelters; the American Civil Liberties Union (ACLU) and other advocacy groups; and formerly incarcerated women.

FOR YEARS YOU'VE STUDIED ISSUES AFFECTING WOMEN IN THE JUSTICE SYSTEM. WHY ARE YOU NOW FOCUSING ON ALTERNATIVES TO INCARCERATION?

This is of great concern because the number of women in prison has escalated exponentially in the last four decades—and because of the extraordinarily negative effects of incarcerating women.

When a woman goes into prison, a local jail, or house of correction, which may be just for pretrial detention before there's any determination about guilt, the impact on her family is much more dramatic and negative than it would be for a man. Often her children are immediately displaced, and she may lose her job and/or welfare benefits, any connections she may have to therapy or training, and her eligibility for public housing. A man going to jail generally leaves his children with their mother, and when he's released, it may be easier for him to get housing somewhere. Most important, a mother going into jail devastates the family connection. For both men and women involved in the criminal justice system, family connections are one of the most important motivators for changing their lives. But in the case of incarcerated women, many families simply don't visit the women. When I interviewed women in prison in Massachusetts in 2006 for one of my research studies, I discovered that during their incarceration, half the women did not have any visits from their children. The fact that children did not visit their mothers is particularly ironic in Massachusetts, because of the small size of the state. Also, children who are under the

supervision of the Department of Children and Families are expected to be taken to see their mother once a month by a social worker, but this does not always happen.

WHAT ABOUT EFFECTS ON WOMEN JUST FROM LIVING IN PRISON?

It's important to understand who these women are. About 85 percent of them are non-violent offenders. Most incarcerated women are substance abusers. And many have mental health problems—two-thirds of the women in the Massachusetts state prison have a diagnosed mental illness—and half of them are on psychotropic drugs. So if you compound the substance abuse with the mental illness, which is often exacerbated by being in prison, and the fact that these women have experienced a lot of trauma in their lives, you wonder why some of these women are in prison rather than receiving treatment for substance abuse and mental health disorders.

The environment of the justice system can trigger fear, letting emotion take over rational thinking. For a woman who has suffered physical abuse and PTSD (post-traumatic stress disorder), waiting with others, including men, in a probation office may make her feel very threatened and unsafe. So when she meets with her probation officer, she may find it difficult to sit down or listen to what's being said, or be able to respond in a focused manner. As a result, the officer may report that she was “off-the-wall,” “inattentive,” or “not interested.”

Another example of when a situation in prison might trigger PTSD or memories of abuse is when a woman needs

to take a shower. Often she is escorted to the showers by a male guard in handcuffs, wearing a cotton cover-up—that's a triggering situation.

I've done this research over many years. In the 1980s, corrections officers said, "I hate to work with women," and in the 2010s I still hear, "I hate to work with women." The Jean Baker Miller Training Institute at WCW has spearheaded work in this area, in developing the relational-cultural model of therapy, on which the current "trauma-informed" approach is based.

HOW MANY WOMEN IN THE UNITED STATES ARE INCARCERATED?

The average daily population of women in prison is roughly 211,000—about ten percent of the total U.S. prison population. This number has increased four to five times from two or three decades ago—the average daily population of women in prison in the 1980s was 15,000. And if prisoner turnover during the year is taken into account, upwards of a million women are incarcerated annually. On top of that, about a million women are under community supervision, probation, or parole. Yet, despite this growth and the different circumstances and backgrounds of women, most correctional officials and policymakers still give short shrift to women's concerns.

In terms of children, it's impossible to know how many are affected by women's incarceration. In the U.S., states do not record how many children a woman or any offender has. Most state agencies can't tell you the number of children in care—or under its supervision in one form or another—because a parent is in prison. To estimate how many children are involved, I use a standard figure of 2.3 children per inmate mother. Almost every study has come up with the fact that about three-quarters of the women in prison have children. Most of them are single parents, and about two-thirds of them had custody before they went into prison.

All this is in the context of our mass incarceration society. The United States has the highest incarceration rate in the world, at huge expense. In 2012, the U.S. average daily population of men and women in federal and state prisons and local jails was 2.4 million. And in studies of this vast population, women continue to be overlooked.

YOU SAID MANY FAMILIES DON'T VISIT THEIR WOMEN IN PRISON. WHY IS THAT?

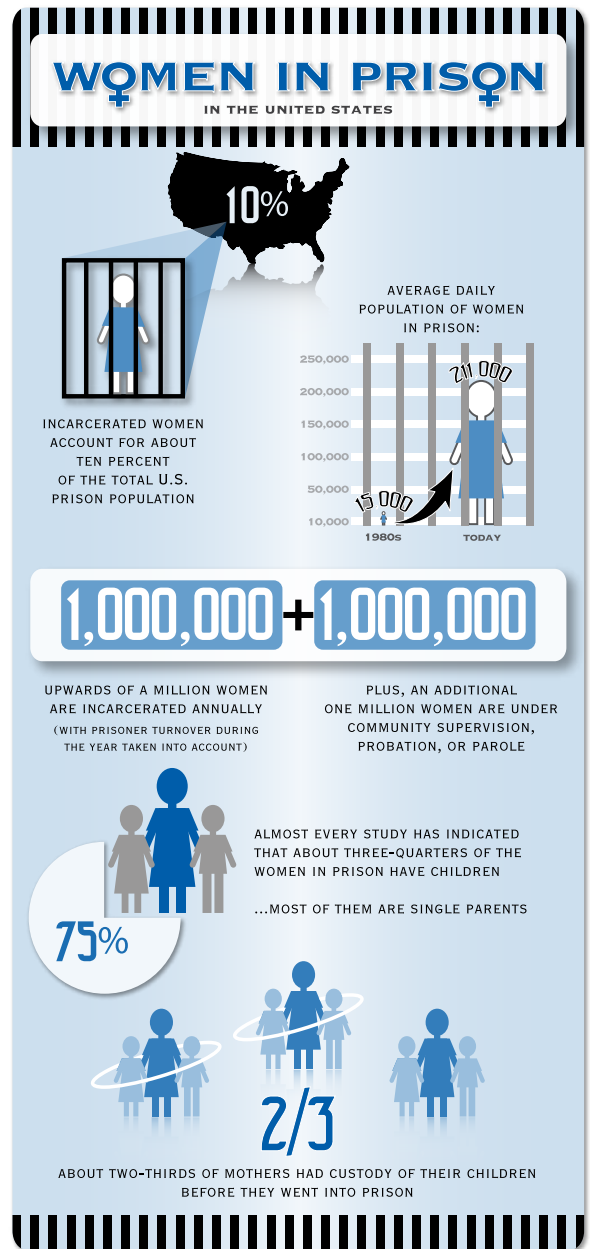
One reason is the visiting policies of the facilities. In looking at policies and practices that help or hinder family connections, I checked whether prisons had child-friendly

playrooms, whether they provided toys, or whether they allowed snacks, and I found that these were very limited. The resources that actually encourage a good environment for visiting were very few.

Other reasons are emotional. Sometimes the children's caregivers, who are often the mothers of the incarcerated women, are really angry with them. Also, it's very, very painful for women to see their children and then say goodbye to them at the end of the visit.

Another major problem is distance. Women's state prisons are usually very isolated, with no direct transport. That's certainly true of the Massachusetts women's prison at Framingham—where each year the prisoners include more than 3,000 women who are held pretrial, because there's no room for them in their local jails. And many more women, who've already been sentenced to very short terms for minor offenses and misdemeanors, are serving their times in the Framingham prison because there's no room for them locally. In fact, five Massachusetts counties do not hold women at all. There are no men who face that situation, and no men held in pretrial detention outside their county, away from their communities. I think that's one of the most grievous disparities in the treatment of men and women.

I've asked a lot of sheriffs why they're not housing women. The answer's always the same: "The male population expanded, so we had to shut down the women's unit and house the men there." In fact, in the fall of 2013, the authorities nearly closed the regional Federal prison for women in Danbury, Connecticut, because they needed the space for men. Women from the entire Northeast sentenced to Federal prison would have been moved to somewhere in



continued on page 4

the South, and families would have needed to travel one or two thousand miles to see them. That produced an outcry. Several of us, including some very prominent people like retired Judge Nancy Gertner, who is now teaching at Harvard Law School, wrote letters to the newspapers on behalf of the women, and the plan was dropped, at least temporarily.

Meanwhile, my overall critique is: there's still too much emphasis on prison, and not enough on alternatives to incarceration. Even the literature on justice-involved women is still heavily focused on prison; and there are very few studies of alternatives to incarceration that highlight or even mention women.

TELL US ABOUT THE MASSACHUSETTS WOMEN'S JUSTICE NETWORK AND THE ALTERNATIVES TO INCARCERATION YOU ARE EXPLORING.

Previously called the Women in Prison Coalition, it was renamed the Massachusetts Women's Justice Network when we decided we really should focus on alternatives

to incarceration. We needed to engage a much broader network, not just people delivering services to women in prison but other agencies and advocacy groups. [See list in introduction.] In early 2013 I conducted a survey of the members, and identified two priorities on which we would base an action platform. The first is bail reform, focused

on the pretrial detention of women who can't make—or are denied—bail. The second is the practice of sending women to the state prison when their substance abuse makes them a danger to themselves or others. One way to obtain immediate detoxification and treatment is by applying to the courts for a civil commitment, or Massachusetts Section 35. This permits a woman to be held for up to 90 days in a detox and treatment center in New Bedford, MA. If it is full, women are sent to the state prison in Framingham, MA, where detox services are provided, but they offer no follow-up treatment.

WHAT ARE THE PROBLEMS ABOUT BAIL IN WOMEN'S PRETRIAL DETENTION?

To get some basic data, which aren't readily available, I contacted individual Massachusetts county houses of

corrections, the Department of Corrections, and the courts, and learned that about 3,000 women are held pretrial each year in the state prison alone, many of them women from the counties who hadn't posted bail. Eighty percent couldn't make bail of \$2,000 or less and a third couldn't make \$500 or less. The rest had been refused bail for a variety of reasons.

When you're held pretrial, you haven't been found guilty and your case hasn't had a disposition, so you can't be classified. If you're a woman being held in prison because your county has no space for you, you're not allowed any programming—such as education or treatment—that is available to people who've actually been sentenced to prison. Meanwhile, you're at a great distance from your family and the local bail commissioners who might provide bail, and you may be there an average of 60-77 days before your trial is held. And all those losses—the displacement of your children, your housing, employment have to be dealt with, even if your case is eventually dismissed or continued without a finding.

WHAT ABOUT THE NETWORK'S OTHER PRIORITY—WOMEN SENT TO PRISON BECAUSE THEIR SUBSTANCE ABUSE MAKES THEM A DANGER TO THEMSELVES OR OTHERS?

These are women who are not considered offenders but have life-threatening drug problems and have been referred to court, usually by themselves or family members, for civil commitment under Massachusetts's Section 35, in order to get detoxification and recovery treatment *quickly*. The state now has a Women's Addiction Treatment Center an hour outside of Boston that provides detox and then a graduated series of transitional support services, family involvement, and housing referrals. The problem is that when the Center is full, these women are sent to the state prison where detox is provided, but afterwards they get no treatment because they're not yet classified.

HOW DOES THE NETWORK TAKE ACTION ON BEHALF OF ITS PRIORITIES?

The first action was to produce two briefing notes—single sheets summarizing the concerns, providing numerical data, and including recommendations. Briefing Note #1 addressed Civil Commitments, and #2 addressed Pretrial detention and Bail processes.

We also formed a subcommittee to bring national pretrial-service experts here to talk to Massachusetts policy experts about bail reform. Bail should be used only to assure that someone shows up for trial, and there's a movement in some states to actually abolish it for someone who is not considered dangerous and is judged highly likely to appear



in court. A woman judged very likely to appear can be released on her own recognizance, and then reminded that she has a court appearance. Typically now, there is no reminder in the whole court process of when someone's court date is. And for people with substance abuse, or mental health problems, or very chaotic lives, some way of reminding them makes sense. We wanted to show the state of this particular way of thinking.

So we brought in two experts who spoke to about 150 people—legislators, judges, the Criminal Justice Commission, defense attorneys, and more—in five separate presentations over two days. One of our presenters was a national expert from the D.C. Pretrial Services Agency. The other was a woman from Maine who uses a short assessment tool to decide who is not at risk of failing to appear. Then she does a more detailed intake discussion and determines whether there are other services that could be offered, and refers the person for those services. So when that woman appears for her court case, she may have found a job or a better home situation, or she's taking parenting classes or is in a recovery program. If so, the disposition of the case is far more likely to be positive and she is less likely to be sent to prison. Research has shown that people who come off the street rather than out of jail for their court appearances get lighter sentences.

So all the policymakers and others attending these events heard about states that have already moved ahead in this area. Very often, change occurs only when people get a sense that others are already trying something.

CAN YOU GIVE US MORE DETAIL ABOUT SOME POSSIBLE ALTERNATIVES TO INCARCERATION?

Alternatives to incarceration range from programs entirely outside the criminal justice system—early diversion to mental health or substance abuse programs or psychological counseling—to much more effective probation. Probation can be a wonderful connection between a woman and someone who can support her, but very often it's not that at all. There are some specialized community-corrections offices, which I would like to see become much more women-focused.

In England there are women's centers offering supportive services, usually not residential, where "vulnerable" women—who may or may not be involved with the justice system—receive their services in a single, very women-friendly center. There's a lot of peer support and comradeship. Relationship building, including with

staff, is the successful piece for women, in all of the programs, combined with real and tangible resources.

I've actually seen some of that in a recovery house near Boston. And there are some good residential centers, too; they're all in the substance abuse recovery field rather than corrections. But there's a real shortage of these, too. Now we're having this recognized drug epidemic in Massachusetts that's putting a lot of focus on how serious the problem is and may help expand the treatment for substance abuse. The Wellesley Centers for Women awarded me a grant to take a closer look at the backgrounds and circumstances of women who are admitted to substance abuse resources to learn more about their involvement with the justice system.

Alternatives to incarceration are not yet a well-developed field, even among all the experts on women. We need to find a way to institutionalize expertise on the subject. There's no current data on women-centered work like ours that may be happening in other states. I have a Wellesley College student working with me this summer looking for other organizations like our network, because I'd like to see some communication and cooperation established. I'd love to see a fully funded center that would look at these issues.

ARE THERE ANY DATA TO DEMONSTRATE THAT ALTERNATIVES TO INCARCERATION AND BAIL REFORM HAVE ANY ECONOMIC BENEFITS TO SOCIETY?

They're all much more cost-effective than imprisonment. There's plenty of data to compare the costs of imprisonment with the costs of providing people with residential services, saving on foster care, and so on. In Massachusetts, annual costs per inmate are \$48,000, compared to probation costs of between \$1,300 and \$4,700 per person. Some states are spending as much for prisons as for public education.

The good news for those of us who are seeking policy change is that at last mass incarceration in the U.S.—including its huge financial costs—has caught public attention. In 2013, Eric Holder, the U.S. Attorney General, gave at least three speeches about changes that need to be made in policy, and there are eye-opening books on the subject. Clearly, policy-makers and scholars still give way too little attention to the particular problems for women in the justice system, but the general direction appears to be forward. It will take a lot of hard work, though to make the case that the costs for women and families are huge and multigenerational, and that we need to pay a lot more attention to women. ■



The policy analysis and research efforts of Senior Research Scientist **ERIKA KATES**, Ph.D., are concentrated on issues of low-income women, women of color, and immigrants, and include 20 years of examining policies affecting low-income women's access to education and training.

Kates was the first criminal justice planner in Massachusetts, and her work has included a strong focus on women in the justice system. Here at the Wellesley Centers for Women (WCW), she has conducted three research projects focusing first on incarcerated women and most recently, on alternatives to incarceration for women. Because her research has a strong action component, she relies on a collaboration with many experts including policymakers, state agency administrators, and women's advocates.

Among Kates' many publications are fact sheets and briefing notes designed to condense the critical points of research and practice on justice-involved women succinctly. "The credibility of any statement we make," she emphasizes, "has to come from the research, and a policymaker or an advocacy group wants to know quickly 'What's the problem, how do you know, how bad is it? And what are other places doing about it?'"

How Research Accelerates Social Change for Women and Girls

The 58th United Nations Commission on the Status of Women (UN CSW) was held this past winter, but the work continues. After two weeks devoted to the assessment of whether the Millennium Development Goals (MDGs) are working for women and girls and trying to figure out what the post-2015 development agenda is going to look like, one thing is clear: We aren't going to make real progress without good data.

At the UN and elsewhere, there is growing recognition that effective measurement and sophisticated statistics are essential to advancing women's and girls' equality and empowerment. Funders of all types are requiring hard evidence that the programs they fund are effective. Policymakers and development agencies demand data as evidence of impact. Media outlets—print, broadcast, and online—are similarly always in need of accessible, easy-to-understand, yet reliable data. And, perhaps most importantly, women's social change organizations—from the largest to the smallest, from those that help through direct service to those that fight for justice at the societal level—need data to demonstrate that their programs effectively move the needle on social change.

There are a couple of key challenges, though.

We need to make research an integral part of social change work, not an afterthought. Without question, it is imperative that basic services for living are provided whenever we're able to help. But often, we do have the opportunity to learn from others' research and program evaluations so that we can understand what interventions and programs may work most effectively for particular populations. We should routinely incorporate research and evaluation into the launch of new initiatives to ensure that we're tracking the efficacy and outcomes in order for us to determine if these are the most effective solutions for the social change we seek, and so that we can inform future strategies.

The in-house research capacity at many women- and girl-focused social change organizations is limited, however. After all, these organizations were formed to serve women and girls, not to research them.

But women-, girl-, and gender-focused research institutes have the expertise and focus to provide high-quality research in partnership with social change organizations and funders, while also providing data for policymakers, development organizations, advocates, and the media. In the U.S. and globally, there are numerous women-, girl-, and gender-focused research institutes—some affiliated with colleges and universities, others freestanding—that can fill the gap.

In addition to the Wellesley Centers for Women (WCW), for example, organizations such as the International Center for Research on Women (ICRW), the Institute for Women's Policy Research (IWPR), the Girl Scouts Research Institute (GSRI), the Women's Research and Resource Center (WRRRC), the Women and Public Policy Program (WPPP), the Clayman Institute for Gender Research, and Catalyst all offer different angles on this kind of research. Re:Gender (formerly the National Council for Research on Women) maintains a list of these and many more such women-, girl-, and gender-focused institutes and centers. We can work with organizations on the ground—as well as other research institutes that may not have gender expertise—to ensure that comprehensive data is collected and can be disaggregated. And we should all engage more effectively with the UN Global Gender Statistics Programme.

One of the most exciting parts of my job is representing the WCW at UN CSW meetings. As an official non-governmental organization (NGO) having Special Consultative Status with the Economic and Social Council (ECOSOC) of the UN, WCW has both a right and a responsibility to weigh in on issues of importance that fall within the scope of our organizational mission. This year, we brought together

a panel of researchers and activists during a parallel event to discuss how research can accelerate social change for women and girls.

The bottom line is that women-, girl-, and gender-focused researchers and research centers and institutes are ready to partner, but they need to be recognized for their expertise and actively engaged in the social change process by other partners. As Melinda Gates so adroitly pointed out in an article last summer on ForeignPolicy.com, we are in the midst of a data revolution—but are we prepared to harness the power of this data revolution to advance the causes of women and girls?

Funders, policymakers, development organizations, and organizations on the ground all need research organizations. In fact, women-, girl-, and gender-focused research organizations are the missing link in the social change equation because they can effectively gather and analyze the data that lets us know when we are actually moving the needle on change. Plus, they can offer a socially conscious analysis based on their gender-informed perspectives.

Let's admit it, No one thinks of research as the sexiest thing. But, in today's world, research is necessary to get the greatest gains out of social change efforts. And do we want anything less for the world's women and girls? ■



LAYLI MAPARYAN, Ph.D., is Katherine Stone Kaufmann '67 Executive Director of the Wellesley Centers for Women at Wellesley College. Maparyan facilitated the panel, "The Power of Data: How Research Advances Social Change for Women and Girls," a parallel event of the 58th United Nations Commission on the Status of Women.



Pictured (left to right): Layli Maparyan, Ph.D.; Priya Nanda, Ph.D.; Akosua Darkwah, Ph.D.; and Haven Ley, MSc.

The Wellesley Centers for Women hosted "The Power of Data: How Research Advances Social Change for Women and Girls," a parallel event of the 58th session of the U.N. Commission on the Status of Women (CSW), held Thursday, March 13, 2014 in New York, NY.

A panel of social science researchers and international advocates for women and girls facilitated vigorous conversation about how women-and-gender research institutes around the

world can *and* should serve as key partners in advancing development and other social change initiatives worldwide. They shared examples and framed some ways nongovernmental organizations can access and collect data, independently and more effectively in collaboration.

Speakers included: **AKOSUA DARKWAH, Ph.D.**, Director, Centre for Gender Studies and Advocacy, and Senior Lecturer, Department of Sociology, University of Ghana;

HAVEN LEY, MSc, Senior Advisor to the Co-Chair, Bill & Melinda Gates Foundation; **LAYLI MAPARYAN, Ph.D.**, the Katherine Stone Kaufmann '67 Executive Director, WCW at Wellesley College; and **PRIYA NANDA, Ph.D.**, Group Director-Social & Economic Development Group, International Center for Research on Women.

Audio recordings of the presentations, as well as links to slides and handouts, are available online: www.wcwonline.org/UN2014.

short takes

National SEED Project on Inclusive Curriculum Names New Associate Directors

THE NATIONAL SEED (SEEKING EDUCATIONAL EQUITY AND DIVERSITY) PROJECT on Inclusive Curriculum, the nation's largest peer-led professional development program for teachers, college faculty, parents, and community leaders, announced the appointment of Gail Cruise-Roberson, B.A. and Jondou Chase Chen, Ph.D. as associate directors. Cruise-Roberson and Chen join Founder

and Senior Associate Peggy McIntosh, Ph.D., and Co-directors Emily Style, M.A., Emmy Howe, M.Ed., and Brenda Flyswithawks, Ph.D. to lead the program that engages participants through reflective exercises and intentionally structured group conversation to create more equitable and inclusive curriculum, pedagogy, school climates, and communities.

“As SEED enters its 28th year, I am so happy to expand our leadership team with Gail and Jondou as associate directors,” noted McIntosh. “For many years, they have used their wonderful professional skills and personal experiences to train and support other SEED leaders, run their own local SEED seminars, and help make SEED’s vision of inclusive education ever more relevant and engaging.”

Cruise-Roberson has worked in public education reform and adult education in New Jersey, Illinois, Minnesota, and New York City. She became a SEED leader in 1994, co-facilitating SEED seminars for community leaders, teachers, and professional development colleagues in the South Orange/Maplewood, N.J. public school district, and subsequently worked with parents and teachers in Chicago and Oak Park, Illinois.

“SEED changed the way both I and the participants viewed our experiences with privilege and oppression,” she said. “It gave us the tools to have productive conversations about such topics without blame, shame, or guilt. I became a SEED summer staff member in 1999 in order to help new SEED leaders learn these methods that help all voices to be heard.”

Currently, Cruise-Roberson co-facilitates a group of New York City-area SEED leaders who run their own

school-based SEED seminars. She is also a hospice volunteer and is exploring new ways of working with the aging that incorporate the vision and strategies learned through her work with SEED. She has a B.A. in English and graduate work in communications from Queens College, City University of New York, with a focus on small group communication.

Chen has been a SEED leader since 2003 and a SEED summer staff member since 2005. He is an associate in the department of Human Development at Teachers College, Columbia University, where he teaches, advises, and provides research and grant support. He co-facilitates a graduate-level SEED course, as well as a monthly SEED support group for recently trained New York City-area SEED leaders.

“SEED has helped me to understand how all of our stories matter, and how combined, they call for systemic change,” he said. “SEED work helps me to create the world I want to live in and pass on to the next generation.”

His own research investigates the potential impact of neighborhoods and schools on youth. Chen has a doctorate in developmental psychology and a masters in applied statistics. Prior to joining the SEED lead team, he served as program director of the Student Press Initiative and postdoctoral manager for the Mindset + Motivation research project at Teachers College, which looked at how students’ perceptions of their brains, intelligence, history, and society shape their ability to overcome life challenges and systemic oppression.

The National SEED Project is a program of the Wellesley Centers for Women. For 28 years, the National SEED Project’s peer-led seminars have engaged teachers, college faculty, parents, and community leaders from all subjects, grades, and geographic locations to create gender-fair, multiculturally equitable, socioeconomically aware, and globally informed education. SEED seminars put participants at the center of their own professional development, assisting them in valuing their own voices so they can, in turn, better value the rich diversity of their students’ and children’s voices. Learn more at www.nationalseedproject.org.



Gail Cruise-Roberson, B.A.



Jondou Chase Chen, Ph.D.

Ellen Gannett Named One of the Top 25 Most Influential People in Afterschool



The National AfterSchool Association (NAA) announced its list of the 25 most influential people in the afterschool community in the spring 2014 issue of *AfterSchool Today*, and **ELLEN GANNETT**, M.Ed., director of the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at the Wellesley Centers for Women (WCW), Wellesley College, was among the honorees.

“As nominations poured in from NAA members around the country, we focused our selection on those leaders whose service, research, and action influence and impact large numbers of children and families,” says Gina Warner, NAA executive director. “In so doing, these leaders bring positive attention and investment to the field of afterschool.”

A national action/research project, NIOST has provided research, evaluation, technical assistance, consultation, and specialized training on afterschool programs throughout the United States for more than 30 years. As NIOST’s director, Gannett ensures 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.

“I believe the most successful afterschool and out-of-school time programs pay careful attention to the developmental needs of youth, to the personal safety of all in their environments, and to the caring adults who listen and provide opportunities for young people to thrive,” says Gannett. “Such programs have greater outcomes for everyone—their youth, their employees, their communities.”

Gannett’s work ranges from system building for afterschool and youth development to professional development to creating evaluation systems. She started her work in the afterschool field four decades ago as a Teacher-Director of a school based afterschool program where she worked for over seven years. Celebrating her 33rd year with NIOST, she has advanced in the organization from training director, associate director, co-director and has been the director for the past five years. A national speaker and trainer, she has conducted hundreds of seminars and advised policy makers and practitioners throughout the country and internationally and has been featured in numerous media stories and co-authored several NIOST publications.

“Ellen’s passion for the advancement of the out-of-school-time field is clearly demonstrated in everything she does at NIOST,” notes **LAYLI MAPARYAN**, Ph.D., WCW Executive Director. “She ensures that children, youth, and families have access to high quality programs, activities, and opportunities, and that youth workers and program administrators have essential and valuable professional development opportunities. We are grateful for her leadership and advocacy, and we applaud this recognition.”

NAA is the membership association for professionals who work with children and youth in diverse school and community-based settings to provide a wide variety of extended learning opportunities and care during out-of-school hours. Members include afterschool program directors, coordinators, sponsors, front-line staff, school leaders, principals, teachers, paraprofessionals, board of education members, nonprofit leaders, advocates, community leaders, policymakers, researchers, and more.

Work at the National Institute on Out-of-School Time bridges the worlds of research and practice by providing evaluations, consultation, and training to create innovative and effective solutions to out-of-school-time needs on a local, state, regional, and national basis.

Do College Athletes Have Career Advantages?



How do college recruiters view a varsity sports credential? With funding from the Wellesley Centers for Women, **SUMRU ERKUT**, Ph.D., **ALLISON TRACY**, Ph.D., and **LAURA PAPPANO**, M.S. have spent the past two and a half years seeking to answer that question with a research project using an experimental methodology. Tracy and Pappano presented the findings at the Sixth World Conference on Women and Sport in Helsinki, Finland in June. Erkut will present results at the American Psychological Association convention in Washington, D.C. in August.

The study drew on a collaboration with the Boston University School of Management to develop and pilot a survey that asked study participants to rate and rank randomly-generated profiles of potential candidates. The candidates, new college grads, were similar in all respects—except some played a varsity sport. Of the 828 who completed the survey, most did this while attending conferences for corporate human resource professionals. Recruiters rated “ability to work in a team,” as the most desirable skill they seek in job candidates. Not surprisingly, varsity athletes were rated higher than other candidates (who had different leadership experiences). Athletes were also generally viewed as being “results-driven.” However, recruiters rated athletes lower than non-athletes in critical thinking and follow-through on tasks. They also rated athletes lower on organizational skills.

In the end, the athletes were no more likely than non-athlete candidates to be selected for a first interview. Interestingly, despite widespread popular perception that there is a greater payoff for athletic involvement for males in terms of scholarships and future financial and business success, recruiters in the study made no such distinction between male and female athletes. With a few exceptions, the findings also held regardless of the race of the candidate, and regardless of the recruiters’ race, gender, years of recruiting experience and managerial role, and their own involvement with athletics. It is important to note that the study examined whether a varsity athletic experience gives athletes a boost in the screening process, the first step in hiring. Varsity athletics may play a larger role when job candidates are interviewed, or promoted—once they are hired. Varsity athletes eager to parlay skills gained on the playing field into access to corporate careers must clearly articulate lessons learned if game skills are to “count” in the corporate job market.

continued on page 10

CONFERENCES, PRESENTATIONS, & TRAININGS

■ ADOLESCENT DEVELOPMENT, SOCIAL MEDIA, SEXUALITY

This past fall and winter, **LINDA CHARMARAMAN**, Ph.D. unveiled work-in-progress findings from her Wellesley Centers for Women (WCW) 35th Anniversary-funded Media & Identity Online Survey study which yielded over 2,300 participants nationwide and abroad. She also released findings from her Robert Wood Johnson-funded follow-up interview study with 34 women of color. At the 2013 Diversity Challenge held at Boston College, Boston, MA she co-presented a poster on Asian American media habits and mental health with Bernice Chan, a Wellesley College student and WCW intern; Charmaraman also presented this work to the Wellesley College Asian Alliance this past spring. At the 2014 Society for Research on Adolescence in Austin, TX, Charmaraman gave a talk, “Adolescent Social Media Communities: A Mixed-Method Exploration of Racial and Gender Differences in Seeking Social Support,” on a panel devoted to mediated communication for minority youth. Her presentation focused on racial and gender differences in seeking social support through online media networks such as Facebook, Twitter, YouTube.com, and Tumblr.

Charmaraman was invited by the Detroit Youth Passages to give the opening keynote address at the Youth Sexuality Media Forum at the Alternatives for Girls nonprofit serving homeless and high-risk girls and young women in Detroit, MI in June. The event brought journalists and public leaders together with young people to address how youth’s sexual vulnerabilities are currently portrayed in the U.S. media, how they compare with real-life experiences of young people and how young people, journalists/media creators, and advocates can better communicate and work together to tell insightful stories and advance the wellbeing of youth.

■ DEPRESSION PREVENTION & ADOLESCENTS

TRACY GLADSTONE, Ph.D. and colleagues presented “Evidence-Based Practices in Massachusetts: The Example of Family Talk” to the Behavioral Health Commission, a legislatively mandated body that advises the Massachusetts Department of Mental Health about children’s mental health issues. Attended by representatives from a number of professional organizations, the March program focused on the importance of prevention, the Family Talk intervention, the researchers’ work to adapt this intervention for use with in-home therapy programs, and more broadly about strategies for incorporating evidence-based practices into interventions for children in Massachusetts.

Gladstone presented “Preventing Depression in At-Risk Adolescents: The CATCH-IT Intervention Program” during the WCW Lunchtime Seminar Series in April. The CATCH-IT online component includes 14 modules that teach strategies from behavioral activation, cognitive behavioral therapy, and interpersonal psychotherapy to strengthen protective factors and reduce vulnerability to depressive disorder. Gladstone reported on preliminary studies which reveal that the CATCH-IT intervention is acceptable to adolescents, and that the use of this intervention is associated with long-term decreases in depressive symptoms and disorders at follow-ups ranging from six to 12 months. Slides and a recording of the program are available online: www.wcwonline.org/audioarchive.

In May, Gladstone presented “Prevention, Screening, and Early Intervention in Primary Care: Opportunities and Challenges in the Era of the Affordable Care Act and Parity” during the 22nd annual meeting of the Society for Prevention Research in Washington, D.C. This past semester, she also served as a guest speaker at the Boston University School of Public Health and the Harvard University School of Public Health, during which she spoke about the CATCH-IT depression-prevention and intervention project.

■ HEALTHY YOUTH

GEORGIA HALL, Ph.D. presented “Healthy Eating in Out-of-School Time (OST): Resources and Tools” on the Advancing Healthy OST: Reaching New Standards panel during the Annual Convention of the National Afterschool Association (NAA) in New York, NY in March. This session was a primer in understanding the NAA healthy eating and physical activity standards and to see how they can be best utilized by programs across the country. Participants were updated on the latest research, resources, and results towards delivering healthy OST experiences in their programs.

■ RELATIONAL-CULTURAL THEORY & PRACTICE

JUDITH JORDAN, Ph.D. offered a one-day seminar at the University of Pennsylvania, Philadelphia, PA in March on “Relational-Cultural Theory: Empowering Relationships.” In April, she presented a grand rounds lecture on “Healing through Mutual Empathy” at the Harvard University Health Services. In June, she presented a keynote, “Raising Boys to be Competent and Connected Men,” during the American Psychological Association’s Society for the Psychological Study of Men and Masculinity Fourth National Psychotherapy with Men Conference at California State University, Fullerton. The conference focused on increasing treatment success in counseling and psychotherapy with diverse men.

This past winter and spring, the **JEAN BAKER MILLER TRAINING INSTITUTE** (JBMTI) offered a new webinar series focused on the C.A.R.E. program, an innovative approach to help people form healthy, thriving connections—relationships that “click”—by healing some of the neurological damage that results from disconnection and strengthening the four neural pathways that make great relationships possible. **AMY BANKS**, M.D., led the webinars: “The C.A.R.E. Program—‘C’ is for Calm: Strategies to increase vagal tone and re-balance your automatic nervous system;” “The C.A.R.E. Program—‘A’ is for Accepted-ness: Rewiring Neural Pathways towards Social Inclusion;” and “C.A.R.E. for Kids: Raising Competent and Caring Children.”



In June, JBMTI held its intensive institute, *Relational-Cultural Growth and Repair: The Path Out of Isolation*, on the Wellesley College campus, Wellesley, MA. Isolation is one of the primary sources of human suffering with people yearning for connection, wanting to feel that they can make a positive difference in the world, as parents, educators, clinicians, policymakers. The real path toward wellbeing depends not just on reducing or repairing the stress generated by a culture that overvalues separation and competitive independence, but in building systems that support our relational nature and culminate in the practice of social change. Participants explored how to become agents of change during this interactive institute. Learn more about JBMTI programs at www.jbmti.org.

WOMEN & JUSTICE SYSTEM

ERIKA KATES, Ph.D. was a panelist during a One Town One Book discussion organized by Sharon Public Library in Sharon, MA in March. One Town One Book is a national reading program designed to bring a community together through a shared reading experience; the book examined during Kates’ presentation was *Orange is the New Black*, by Piper Kerman. The panel discussion focused on prisons, justice, and gender. Last August, Kates wrote an article on the book and its portrayal of women’s realities in prison for the Wellesley Centers for Women blog; visit www.WomenChangeWorlds.org to review the article. In April, Kates presented a plenary, “The Importance of Educational Opportunities for Justice-Involved Women” during the Partakers Annual Conference at Lasell College, Newton, MA; the program organizers arrange mentorships for prisoners who are engaged in educational programs.



Kates presented “Moving beyond Prisons: An Action Platform to Address Women’s Needs in Massachusetts” during the WCW Lunchtime Seminar Series in March. During the lecture, Kates argued that to reduce the number of women in prison, the issue of the large number of women held in jail pending trial must be addressed. Her research highlights the pretrial concerns of women in Massachusetts

and forms the basis of the Massachusetts Women’s Justice Network’s action platform for change. Slides and a recording of the program are available online: www.wcwonline.org/audioarchive.

LABOR MARKETS

SARI PEKKALA KERR, Ph.D. presented “Firms and Economics of High-Skilled Immigration” with William Kerr, Ph.D. and William Lincoln, Ph.D. at the National Bureau of Economic Research (NBER) Innovation Policy and the Economy Meeting at the National Press Club in Washington, D.C. in April. She also presented “Educational choice and information on labor market prospects: Evidence from a randomized field experiment” with Tuomas Pekkarinen, Ph.D., Matti Sarvimäki, Ph.D., and Roope Uusitalo, Ph.D. at the Society of Labor Economists annual meeting, also in Washington, D.C. in May.

ADVERTISING’S PORTRAYAL OF WOMEN

JEAN KILBOURNE, Ed.D., offered a TEDx Talk, “The Naked Truth: Advertising’s Image of Women,” at Lafayette College in Easton, PA in April. In this presentation, an abridged version of one of her most in-demand lectures, Kilbourne discusses the experiences that inspired her to pursue the critical study of advertising’s portrayal of girls and women, while vividly illustrating how these images affect girls, boys, women, and men. The video is available online at www.youtube.com/watch?v=Uy8yLaoWybk. A frequent lecturer, Kilbourne will also present to the Scottish National Violence Reduction Unit in Dundee and Glasgow in August.

RESEARCH & LEADERSHIP

Among numerous speaking engagements, **LAYLI MAPARYAN**, Ph.D. presented “Reinventing the WCW: A pathway to women in leadership” during the 2013 Wellesley College Business Leadership Council Plenary, Wellesley, MA, and “Contemplative practice for self-care and social change leadership: A womanist perspective” during the Ethical Culture Fieldston School Girls’ Retreat, Race Brook Lodge in Sheffield, MA in November. She also presented “The role of research in social change for women and girls: Connecting the dots” at the University of Massachusetts Women’s Faculty Committee meeting in Worcester, MA in December. In February, she led the panel, “The Power of Data: How Research Advances Social Change for Women and Girls,” a parallel event during the 58th Session of the United Nations Commission on the Status of Women. See page 7 for more information.

OUT-OF-SCHOOL TIME SUMMER SEMINARS

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) Summer Seminars offer professional development training

continued on page 12

CONFERENCES, PRESENTATIONS, & TRAININGS (CONTINUED)

to individuals working in afterschool, out-of-school time, youth development, education, or related fields. Two seminars will focus on utilizing the A Program Assessment System (APAS)—one of the only systems available that helps afterschool programs link quality and youth outcomes together in a comprehensive, flexible and integrated fashion; the third will be a Courage To Lead Retreat for Personal Renewal, during which individuals will have the opportunity to reflect upon the original calling to their work; recall the people and events that influenced the thread that runs through their lives; and examine who they are and how they want to be in their work in diverse settings. The NIOST Summer Seminars will be held July 14-18, 2014 in Brookline, MA. Learn more at www.niost.org

EDUCATIONAL EQUITY & DIVERSITY

Thirty principals, division heads, and other public and independent school administrators joined the **NATIONAL SEEKING EDUCATIONAL EQUITY AND DIVERSITY (SEED) PROJECT** for its inaugural Administrators' Institute in March at Wellesley College, Wellesley, MA. The participants, who had each attended SEED leadership training at various points over the program's 28-year history, refreshed their knowledge of SEED methods through a variety of interactive exercises, shared their thoughts on the impact of SEED in their institutions, and exchanged ideas on how to further educational equity.

The SEED New Leaders' Week is a seven-day, peer-led, residential workshop during which 30 to 40 educators, parents, and community leaders are immersed in multicultural SEED materials and methods in preparation for leading SEED seminars in their own schools and communities. Through various interactive exercises, SEED training puts participants at the center of their own professional development. It helps them delve into their own experiences and use their own knowledge of education and of life, in conversation with each other, to attend to their own growth and development to more effectively nurture students' and children's growth and development. The next SEED New Leaders' Weeks will be held July 10-17 and July 24-31, 2014 at the San Domenico School, San Anselmo, CA. Learn more at www.nationalseedproject.org

PEGGY MCINTOSH, Ph.D., founder of the National SEED Project, offered several addresses recently, including speaking engagements at Purdue University in West Lafayette, IN; Medaille College in Buffalo, NY; Gonzaga and Whitworth Universities in Spokane, WA; Harvard Graduate School of Education in Cambridge, MA; Harvard School of Public Health in Boston, MA; Penn State University in State College, PA; and University of Florida School of Law in Gainesville, FL. McIntosh also spoke at the annual meeting of the American Educational Research Association, The Power of Education Research for Innovation in Practice and Policy, in Philadelphia, PA in April. Presentations by groups of SEED staff members were made at the

National Association for Multicultural Education Conference in Oakland, CA, and at the National Council of Teachers of English meeting in Boston, MA, both in November. During the 15th annual White Privilege Conference, held in Madison, WI in March, SEED staff held workshop sessions for more than 300 people that demonstrated uses of "serial testimony," a SEED facilitation technique.

SOCIAL-EMOTIONAL LEARNING

OPEN CIRCLE co-sponsored the Social-Emotional Learning (SEL) Alliance for Massachusetts's third annual conference, Leveraging SEL in an Era of Accountability held in May at Wellesley College, Wellesley, MA. Open Circle Program Managers **JEN DIRGA**, M.S.W., and **KAMILAH DRUMMOND-FORRESTER**, M.S. presented a workshop, "Achieving Whole School SEL: The important role of special subject teachers and paraprofessionals," during the conference. Effective SEL promotes students' academic success, health, and wellbeing and provides them with opportunities to practice skills such as resiliency, problem-solving, and emotional management. The conference focused on ways to make SEL



a focal point for schools, on equal footing with teaching content.

Open Circle's Core Program training for grade-level teachers began in June, with most programs held in Massachusetts. An evidence-based social-and-emotional-learning program for Kindergarten through Grade 5, the grade-differentiated program proactively develops children's skills for recognizing and managing emotions, empathy, positive relationships, and problem solving. It helps schools build a community where students feel safe, cared for, and engaged in learning. Open Circle's whole school approach includes all adults in a school community—teachers, administrators, counselors, support staff, and families—learning to model and reinforce pro-social skills throughout the school day and at home. Educators value Open Circle's professional development, which combines research, theory, and practical experience for highly interactive and experiential learning. Learn more at www.open-circle.org

YOUTH LEARNING & ACHIEVEMENT

At this August's Annual Convention of the American Psychological Association (APA) in Washington, D.C., **MICHELLE PORCHE**, Ed.D. will present results of a collaboration with The Home for Little Wanderers investigation of the effect of trauma on education outcomes, "Trauma and Mental Health as Barriers to Learning and Achievement

for Youth in Residential Educational Settings.” The largest organization of its type in New England, The Home serves over 7,000 children and youth from birth to 22 each year through a network of services including behavioral health, therapeutic residential and special education, adoption, and foster care. In addition, a number of innovative programs provide specialized assistance to youth transitioning to adulthood from state systems of care. At the APA Convention, Porche will also present “Developing a New Generation of Women Scientists through a Summer Science Immersion Program,” describing evaluation of a program designed to engage and retain college students in the science, technology, engineering, and math (STEM) pipeline. This past March, Porche and Anne Noonan, Ph.D. presented “Characteristics of High School Students’ Interest in Solving 21st Century Problems through STEM” at the Biennial Meeting of the Society for Research on Adolescence in Austin, TX.

■ HUMAN TRAFFICKING

KATE PRICE, M.A. was a presenter on the “Protecting Survivors: Mental Health Considerations” and “Ensuring Social Services Meet the Unique Needs of Human Trafficking Survivors” panels during the Combating Human Trafficking through the Eyes of the Survivor conference held in March at the University of New Hampshire Law School in Concord, NH. The conference examined how the experience and voice of survivors of human trafficking can and should inform state and federal advocacy efforts, prosecution of traffickers, and educational outreach. Presentations from the conference, which was organized by the Warren B. Rudman Center for Justice, Leadership and Public Policy and the New Hampshire Coalition Against Domestic and Sexual Violence, are available online:

www.law.unh.edu/news/2014/3

■ MEN’S CHANGING FAMILY ROLES

WENDY WAGNER ROBESON, Ed.D., **NANCY MARSHALL**, Ed.D., and **AMANDA RICHER**, M.A. presented “Men’s Changing Family Roles” during the WCW Lunchtime Seminar Series in April. In this lunchtime seminar, Robeson, Marshall, and Richer discussed their recent research on fathers, in the context of the dramatic changes in fatherhood over the past 50 years, including preliminary results exploring connections between father involvement and engagement and their children’s academic outcomes. Slides and a recording of the program are available online: www.wcwonline.org/audioarchive.

■ TEEN DATING VIOLENCE

NAN STEIN, Ed.D. presented a Social Services Grand Rounds program at Massachusetts General Hospital, Boston, MA on “What’s the

Law Got to Do with It? Talking and Teaching about Sexual Harassment and Gender Violence in K-12 Schools” in February. She shared a talk on implementing the program in middle schools with the South Dakota Network against Family Violence & Sexual Assault in April. In May, She presented “What’s the Law Got to Do with It? Talking and Teaching about Sexual Harassment and Gender Violence in K-12 Schools” and “Training for School-based Staff on Identifying and Preventing Peer Sexual Harassment and Gender-based Violence in Schools” during a conference, Understanding and Responding to Violence and Trauma: A Community Health Initiative, organized by the Mid-Atlantic Addiction Research and Training Institute at Indiana University of Pennsylvania.

In August, Stein will present on “Challenging the Framework of ‘Healthy Relationships’ for Teen Dating Violence Prevention” during the National Sexual Assault Conference in Pittsburgh, PA. This advocacy-based conference provides advanced training opportunities and information regarding sexual violence intervention and prevention. Learn more at www.nsvrc.org/calendar/2014-08.

■ RESEARCH METHODOLOGY

ALLISON TRACY, Ph.D. and **LINDA CHARMARAMAN**, Ph.D. were invited by the William T. Grant Foundation to attend the March convening of the Foundation’s grantees, focused on supporting the advancement of mixed-methods research. Charmaraman presented a workshop on how to use the qualitative data analysis NVivo 10.0 software in mixed-methods work. The researchers are working on a W.T. Grant-funded study focused on the Afterschool Program Practices Tool (APT) developed at the National Institute on Out-of-School Time, and the influence of two persistent sources of variation in ratings—different raters and different occurrences (e.g., when the site is observed).

■ RACE & SOCIETY

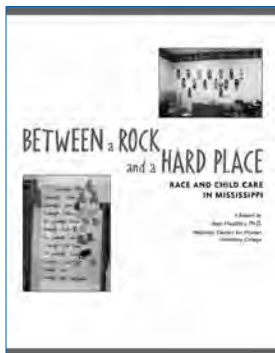
MAUREN WALKER, Ph.D. presented “It’s Not about Checking a Box: Confronting the Claims of Post-racialism” during the WCW Lunchtime Seminar Series in May. One of the more insidious myths of post-racialism is that conversations about race and racism have no legitimacy in the cultural narrative of 21st century. Such a claim obscures the complex relational dynamics of modern racialized culture and functions to constrict out awareness, limiting our capacity to think, feel, and act with clarity and purpose. In this seminar Walker highlighted some of the competencies required to recast the terms of the conversation, allowing participants to leave the program more empowered to engage the complexities of racialized experience with greater clarity and compassion. Slides and a recording of the program are available online: www.wcwonline.org/audioarchive.



recent findings & new publications

Race & Child Care in Mississippi

Between A Rock and A Hard Place: Race and Child Care in Mississippi, a report by **JEAN HARDISTY**, Ph.D. published in late 2013, explains how structural racism preserves much of Mississippi's pre-civil rights power structure and the racial inequality of resources and access. Structural racism impacts subsidized child care for poor and low-income women, especially through shortcomings in the state's service delivery. Here the state disproportionately underserves poor, Black, single mothers. The report also addresses the link between poverty and child care. It would seem that child care is not at the center of poverty, but it is certainly at the center of leaving poverty. Research over several decades has taught us that the most important factor in raising a family out of poverty is education for the adult wage earner, in this case a low-income single mother. If she cannot access decent quality child care, a living wage will not be within her reach. Congress has recognized the role of education and training and built it into "welfare reform," but gives the recipient a maximum of five years to complete the process of obtaining what she needs to become self-sufficient. This free report is available online: www.wcwonline.org/publications.



Afterschool Matters Journal

The Spring 2014 issue of *Afterschool Matters*, the national, peer-reviewed journal dedicated to promoting professionalism, scholarship, and consciousness in the field of afterschool education, focuses on the importance of youth voices, their opinions, and their choices. The issue examines out-of-school time (OST) programs centered around girls' and boys' interests, high school students, and science, technology, engineering, and mathematics (STEM) programs.



"Youth are sounding a clear call to action—to make learning experiences and programs more youth-centered and youth-controlled," said **GEORGIA HALL**, Ph.D., senior research scientist at the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at the Wellesley Centers for Women (WCW) and managing editor of the journal. "This is a challenge for OST professionals and classroom teachers alike. Making space in the daily curriculum or activity schedule for youth to give feedback, make decisions, or take charge can be risky. However, ignoring the research that has established the deep connection between youth voice and engagement in learning can be more risky yet."

Articles included in the current issue include "How to Build a Robot: Collaborating to

Strengthen STEM Programming in a Citywide System," "Effective Practices for Evaluating STEM Out-of-School Time Programs," "Cosmic Chemistry: A Proactive Approach to Summer Science for High School Students," "And Girl Justice for All: Blending Girl-Specific & Youth Development Practices," "Combat Sports Bloggers, Mad Scientist Poets, and Comic Scriptwriters: Engaging Boys in Writing on Their Own Terms," and "Hmong High School Students in Afterschool: Effects on Achievement, Behavior, and Self-Esteem."

Afterschool Matters is published two to three times annually by NIOST with support from the Robert Bowne Foundation. The journal serves those involved in developing and managing programs for youth during the out-of-school time hours, in addition to those engaged in research and in shaping youth development policy. For more than 30 years, NIOST has been dedicated to moving the afterschool field forward through its research, education and training, consultation, and field-building. More information about *Afterschool Matters*, including links to current and past issues of the journal, is available at www.niost.org/afterschoolmattersjournal.

Maternal Depression & Young Children

"The Impact of Depression on Mothers and Children," authored by William Beardslee, M.D., **TRACY GLADSTONE**, Ph.D., and Anne Diehl, B.A., was published in the May 2014 issue of *Zero to Three* (Volume 34 No. 5), a journal of ZERO TO THREE: National Center for Infants, Toddlers, and Families.

Depression in pregnant women and mothers of very young children is a pressing public health issue. Maternal depression is linked to a number of serious difficulties for mothers, their young children, and mother-child relationships. Unrecognized and untreated, it can lead to long-lasting impairment for both mothers and their children. However, these negative outcomes are not inevitable, and studies of treatment and coordination with services that mothers receive, such as home visiting, are encouraging. With proper maternal and family intervention—emphasizing resiliency, social connection, and enhanced parenting skills—the negative impact of maternal depression can be significantly reduced and developmental outcomes for these children significantly enhanced.

Women, Identity, & Society



An excerpt of the memoir, *An Army of Ex-Lovers: My Life at the Gay Community News*, by **AMY HOFFMAN**, M.F.A., is included in the new special issue of *Journal of*

Lesbian Studies on White Privilege, Volume 18, Issue 2. The collection of articles in this special issue moves beyond acknowledgment of privilege and into analysis, using a variety of different methods and perspectives. There are three overarching themes that connect the articles: interdisciplinarity, intersectionality, and identity. As a whole, the articles in this collection situate and explore white privilege and lesbianism in the context of race, class, age, gender, and historical context.

JEAN KILBOURNE, Ed.D. published an article, “The More You Subtract, the More You Add: How Fashion Advertising Disempowers Women,” in *Vestoj*, the Paris-based annual fashion journal. *Vestoj* is a forum

that bridges an academic approach to fashion with a firm rooting in the industry and aims to look at fashion with a critical stance that at the same time is both approachable and intellectually stimulating.

Discussing Privilege

PEGGY MCINTOSH, Ph.D. contributed a chapter, “Inviting a Better Understanding of Privilege and Disadvantage,” to a book entitled *Clinical Supervision Activities for Increasing Competence and Self-Awareness*, edited by Roy A. Bean, Sean D. Davis, and Maureen P. Davey (Wiley, New Jersey, 2014). The Spring 2014 issue of *Teaching Tolerance* magazine, published by the Southern Poverty Law Center, featured an article on McIntosh, founder of the National SEED Project. “While many know McIntosh’s metaphor that White privilege is like an ‘invisible knapsack,’ fewer know any more about her or about the method of Serial Testimony that is a key SEED concept,” wrote author Adrienne van der Valk. She discussed with McIntosh the development of Serial Testimony and its use in addressing matters of identity, privilege, and bias. She also spoke with SEED Summer Staff Member Chris Avery and SEED Leader Peter Horn about how they have applied Serial Testimony to specific topics in their classrooms.

Multiracial Populations

As a follow-up to the Mixed Ancestry Summit convened at the Wellesley Centers for Women in 2008, **LINDA CHARMARAMAN**, Ph.D. led an interdisciplinary team to write a state-of-the-field publication, entitled “How have researchers studied multiracial populations: A content and methodological review of 20 years of research” which is in press through the *Cultural Diversity and Ethnic Minority Psychology Journal*.

Co-authors include Meghan Woo, Sc.D., Ashley Quach, B.A., and **SUMRU ERKUT**, Ph.D. This content- and methods-review of articles on multiracial populations provides a comprehensive understanding of which multiracial populations have been included in research and how



they have been studied, both to recognize the emerging research and to identify gaps for guiding future research on this complex but increasingly visible population. The authors examine 125 U.S.-based peer-reviewed journal articles published over 20 years (1990-2009) containing 133 separate studies focused on multiracial individuals from the fields of psychology, sociology, social work, education, and public health. Findings include: descriptive data regarding the sampling strategies, methodologies, and demographic characteristics of studies, including which multiracial subgroups are most studied, gender, age range, region of country, socioeconomic status; major thematic trends in research topics concerning multiracial populations; and implications and recommendations for future studies.

Parent-Teen Communication about Sex

“Do as I Say, Not as I Did: How Parents Talk With Early Adolescents About Sex,” authored by **JENNIFER GROSSMAN**, Ph.D., **LINDA CHARMARAMAN**, Ph.D., and **SUMRU ERKUT**, Ph.D. was published online in November 2013, prior to printing in *Journal of Family Issues*. Communication between parents and teens about sexuality can reduce early sexual behavior. However, little

continued on page 16

recent findings & new publications | *continued from page 15*

research investigates how parents who were adolescents when they had children (early parents) talk with their teens about sex. In-depth interviews were conducted with a racially/ethnically diverse sample of 29 parents of seventh graders. The salient themes of conversations with adolescents were risks of early parenthood, sexually transmitted infections, delaying sex, and using protection. Compared with parents who were older when they had children (later parents), early parents were more likely to report having had negative sexuality communications with their families of origin and to express a wish to communicate differently with their own children. Early parents were more likely to discuss risks of early parenthood and to rely on extended family involvement in sexuality communication. Findings suggest that early parents may bring unique perspectives that enable them to approach sexuality communication differently than do later parents.

Childhood Obesity

“Development of Healthy Eating and Physical Activity Quality Standards for Out-of-School Time Programs,” by Jean Wiecha, Ph.D., **GEORGIA HALL**, Ph.D., **ELLEN GANNETT**, M.Ed., and Barbara Roth, is included in the December 1, 2012 issue of *Childhood Obesity*. Out-of-school time (OST) programs serve over eight million children per year and offer ample opportunity to promote health through menu and physical activity choices. Until recently, however, the field has lacked a comprehensive set of operationalizable standards for healthy eating and physical activity. The National AfterSchool Association adopted voluntary healthy eating and physical activity quality standards (HEPAQS) in April, 2011. In the

article, the authors describe the development of HEPAQS. This work reflects a social ecological model for changing children’s eating and activity behaviors through program-level interventions. The standards were developed using a national, mixed-methods needs assessment, review of existing standards and expert recommendations, and a participatory process of discussion, review, and consensus engaging 19 influential service and policy organizations and agencies in the Healthy Out-of-School Time (HOST) coalition, which was convened in 2009. The availability of a comprehensive set of standards for healthy eating and physical activity in OST provides practical information to help community-based youth-serving organizations participate in obesity and chronic disease prevention. A working awareness of their content will be useful to scientists undertaking health promotion studies in the out-of-school time setting.

Adolescents & Social Media

LINDA CHARMARAMAN, Ph.D. and **JENNIFER GROSSMAN**, Ph.D. co-authored a paper, “Be careful who you friend: Early adolescents’ reports of safety, privacy, and family monitoring of Facebook use,” in press for the *Journal of Youth Development* for a special issue dedicated to Media and Youth Development. In this paper the authors highlight how young middle school youth



describe how much, or how little, social network monitoring is happening in their home life, including who is doing the monitoring, when, why, and how. Implications for youth development programs and future research directions are discussed.

Teen Dating Violence

NAN STEIN, Ed.D. will contribute a book chapter to an edited volume, *Working with Children and Young People to Address Violence against Women and Girls: Lessons for Policy and Practice* (working title), by Louise McOrmond-Plummer, Jennifer Y. Levy-Peck and Patricia Eastaun AM. The editors published *Intimate Partner Sexual Violence: A Multidisciplinary Guide to Improving Services and Support for Survivors of Rape and Abuse* (Jessica Kingsley



Publishers, 2013). Stein’s chapter will focus on *Shifting Boundaries*, a curriculum designed to help increase the capacity of schools to prevent dating violence/harassment and its related study. This program and its related study have been cited by the White House, the U.S. Department of Education, and the Centers for Disease Control and Prevention as an effective evidence-based program to help prevent dating violence, sexual violence, and sexual harassment with adolescents.



Immigration & Labor Markets

“Firms and the Economics of High-Skilled Immigration,” authored by **SARI PEKKALA KERR**, Ph.D. with William Kerr, Ph.D. & William Lincoln, Ph.D. will be published as a chapter in the book *Innovation Policy and the Economy*, (edited by Kerr W., Lerner J., and Stern S., by the National Bureau of Economic Research, Cambridge MA). Firms play a central role in the selection, sponsorship, and employment of skilled immigrants entering the United States for work through programs like the H-1B visa. This role has not been widely recognized in the literature, and the data to better understand it have only recently become available. This chapter discusses the evidence that has been assembled to date in understanding the impact of high skilled immigration from the perspective of the firm and the open areas that call for more research. Since much of the U.S. immigration process for skilled workers rests in the hands of employer firms, a stronger understanding of these implications is essential for future policy analysis, particularly for issues relating to fostering innovation.

“Skilled Immigration and the Employment Structures of U.S. Firms,” also authored by Pekkala Kerr, Kerr, and Lincoln will be published in a forthcoming issue of *Journal of Labor Economics*. The researchers study the impact of skilled

immigrants on the employment structures of U.S. firms using matched employer-employee data. Unlike most previous work, they use the firm as the lens of analysis to account for greater heterogeneity and the fact that many skilled immigrant admissions are driven by firms themselves (e.g., the H-1B visa). Ordinary least squares and instrumental variable specifications show rising overall employment of skilled workers with increased skilled immigrant employment by firm. Employment expansion is greater for young natives than their older counterparts. The departure rates for older workers relative to younger workers appear highest for those in science, technology, engineering, and math occupations.

Entrepreneurship & Urban Growth

“Entrepreneurship and Urban Growth: An Empirical Assessment with Historical Mines,” authored by **SARI PEKKALA KERR** with Edward Glaeser, Ph.D. and William Kerr, will be published in a forthcoming issue of *Review of Economics and Statistics*. Measures of entrepreneurship, such as average establishment size and the prevalence of start-ups, correlate strongly with employment growth across and within metropolitan areas, but the endogeneity of these measures bedevils interpretation. Benjamin Chinitz (1961) hypothesized that coal mines near Pittsburgh led that city to specialization in

industries, like steel, with significant scale economies and that those big firms led to a dearth of entrepreneurial human capital across several generations. The authors test this idea by looking at the spatial location of past mines across the United States: proximity to historical mining deposits is associated with bigger firms and fewer start-ups in the middle of the 20th century. The researchers use mines as an instrument for our entrepreneurship measures and find a persistent link between entrepreneurship and city employment growth; this connection works primarily through lower employment growth of start-ups in cities that are closer to mines. These effects hold in cold and warm regions alike and in industries that are not directly related to mining, such as trade, finance and services. The team uses quantile instrumental variable regression techniques and identifies mostly homogeneous effects throughout the conditional city growth distribution.

spotlight

On New Funding & Projects

OBESITY AND CHRONIC DISEASE RISK REDUCTION IN OUT-OF-SCHOOL TIME: CRAFTING A SPECIAL ISSUE OF *NEW DIRECTIONS FOR YOUTH DEVELOPMENT*

Project Director: Georgia Hall, Ph.D.

Funded by: Robert Wood Johnson Foundation with RTI, International

This project is a targeted effort to increase peer-reviewed literature in the field of Out-of-School Time (OST) physical activity and healthy eating. In partnership with PEAR (Program in Education, Afterschool, & Resiliency) and the National AfterSchool Association, Georgia Hall, Ph.D., of the National Institute on Out-of-School Time (NIOST) at Wellesley Centers for Women and Jean Wiecha, Ph.D. of RTI are editing a special issue of *New Directions for Youth Development* (NDYD), which will feature manuscripts regarding the impact of obesity and chronic disease risk reduction interventions that take place in OST program settings. Its purpose is to synthesize evidence to date and to inform future research and policy activities.

SECOND STAGE GROWTH AND SCALING GRANTS PROGRAM FOR SOCIAL AND EMOTIONAL LEARNING PROGRAM PROVIDERS

Project: Open Circle

Project Directors: Nova Biro, M.B.A. and Nancy MacKay, B.A.

Funded by: NoVo Foundation

This three-year grant will enable Open Circle to more than double its reach among large school districts while continuing to grow its service delivery to smaller districts. To achieve this acceleration in growth, Open Circle will expand its geographic service area, invest in program development for the train-the-trainer program, invest in program and staff development for online programming, and invest in staffing in other geographic regions for district relationship-building and service delivery.

CONSULTANT TO URBAN INSTITUTE'S ASSESSMENT OF THE MASSACHUSETTS STATE SUBSIDIZED CHILD CARE SYSTEM

WCW Consultant: Nancy Marshall, Ed.D.

Funded by: Massachusetts Department of Early Education and Care

The primary objective of this project is to identify ways to improve the regional and statewide efficiency of the distribution of state supported child care, to examine the needs of eligible families in the context of the availability of the support, and to consider the balance of quality early education and work supports. To achieve this goal, the Urban Institute team will review policies and practices, as well as business processes, and

analyze the child care needs of families and the ability of the subsidized system to meet those needs. Nancy Marshall, Ed.D. will provide consultation to this project, including identifying key stakeholders, and reviewing and commenting on interview materials and reports.

EMPOWERING FAMILIES

Project Director: Joanne Roberts, Ph.D. and Wendy Wagner Robeson, Ed.D.

Funded by: U.S. Department of Education, Investing in Innovation (i3) with The Providence Plan

Empowering Families is designed to build the capacity of families with young children (grades K-3) to support their children's social-emotional and cognitive development, while enhancing the ability of these families to collaborate more effectively with their child's teachers and other school personnel. The researchers will examine how effectively *Mind in the Making* (MITM) is implemented and what differences are seen in MITM classrooms, parents, students, and families. Some of the questions addressed are: Do participating MITM families exhibit greater levels of parental educational involvement, parental efficacy and attitudes towards family involvement compared to a matched sample of non-participating families (control group)? Do children of MITM parents have better social skills, academic outcomes, and a smoother transition to kindergarten compared to control group? Do teachers report changing classroom practices after MITM? Do children in participating classrooms have better outcomes compared to children of non-participating classrooms in the same schools? Are outcomes influenced by whether parent, a teacher, or both

completed MITM? Results of this evaluation will inform changes to MITM content and teaching strategies and will identify key areas of difference to illustrate the impact of the program on children's development and parent-school involvement.

CO-MORBID PHYSICAL AND MENTAL HEALTH CARE NEEDS FOR CHILDREN AND YOUTH AT RISK FOR OBESITY

Project Director: Michelle Porche, Ed.D.

Funded by: Department of Health and Human Services, Maternal and Child Health Bureau

The planned secondary data analyses will add to the existing knowledge derived from the National Survey of Child Health, which has established prevalence rates for children with chronic health conditions, disparities associated with obesity, and the relationship between identification as a child with special health care needs and school outcomes. In collaboration with Myra Rosen-Reynoso, Ph.D. at the Institute for Community Inclusion at University of Massachusetts Boston, this project will investigate prevalence of co-morbid chronic physical and mental health care needs that put youth at risk for overweight and obesity, and for poor academic performance in school, as mediated by physical activity and moderated by child, family, and neighborhood characteristics. The project will identify particular combinations of physical and mental health conditions that may have bi-directional associations, have implications for risk of obesity and academic outcomes, but may also be ameliorated by physical activity.

AMY BANKS, M.D. received funding to provide consultation services to the College of St. Scholastica in Duluth, MN.

TRACY GLADSTONE, Ph.D. received funding for research with Boston Children's Hospital from the Sidney R. Baer, Jr. Foundation for "Family Matters: Preventing Adolescent Depression by Treating Parents and Families." Gladstone also received funding for research with Boston Children's Hospital from the Massachusetts Department of Mental Health for "The Family Talk Preventative Intervention: Adaptation for Use with In-home Therapy."

The **JEAN BAKER MILLER TRAINING INSTITUTE** (JBMTI) at Wellesley Centers for Women (WCW) received gifts from various individuals and supporters.

SARI PEKKALA KERR, Ph.D. received funding for research with the Institute for Social Research, Norway from the Norwegian Research Council for "Home for Home Production, Market Production and Gender Differences in the Labour Market." This project investigates the link between household specialization and labor market outcomes of husbands and wives.

NANCY MARSHALL, Ed.D. provided an analysis of the Peabody Picture Vocabulary Test (PPVT) and Phonological Awareness Literacy Screening (PALS) data for Associated Early Care and Education.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at WCW received support for training, technical assistance projects, and continuing evaluations from Capitol Region Education Council in

Hartford, CT; Fairfax County Department of Neighborhood and Community Services; City Connect Detroit; Wyoming Afterschool Alliance; Belle Chasse Academy; Central Susquehanna Intermediate Unit, Center for School and Community; Wallace Foundation; Reebok, LTD; Tenacity; Providence After School Alliance; University of Wyoming, 4-H & Youth Development Sublette County; The Mayor's Fund for Philadelphia; Philadelphia Parks and Recreation; Boston Public Schools; and EducationWorks.

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

JOANNE ROBERTS, Ph.D., **WENDY WAGNER ROBESON**, Ed.D., and **NANCY MARSHALL**, Ed.D. provided consulting services to the University of Massachusetts Donahue Institute in support of the Quality Rating and Improvement System (QRIS) validation study.

WENDY WAGNER ROBESON, Ed.D. provided refresher training to Associated Early Care and Education staff with prior assessment experience, as well as training of staff without prior PPVT-4 and PALS Pre-Kindergarten child assessment tools.

NAN STEIN, Ed.D. was a keynote speaker at a Foundation for Children, Inc. event. Stein also provided *Shifting Boundaries* training to the South Dakota Network against Family Violence and Sexual Assault.

global connections

■ **SARI PEKKALA KERR**, Ph.D., senior research scientist and economist at the Wellesley Centers for Women (WCW) will be in Finland for five weeks this summer to work on the project, “Within and Between Firm Trends in Job Polarization: Role of Globalization and Technology,” with Mika Maliranta, Ph.D. and Terhi Maczulskij, Ph.D., from the University of Jyväskylä. The researchers will use Finnish Employer-Employee panel data that can only be accessed locally. This project is funded by the Academy of Finland.

■ In April, **PEGGY MCINTOSH**, Ph.D., WCW associate director and founder of the National SEED Project (Seeking Educational Equity and Diversity) hosted two scholars from Shaanxi Normal University in Xi’an, China. Qu Yajun, professor and curator of the first Women’s Cultural Museum, will receive McIntosh’s collection of 7,000 books and journals relating to women’s and multicultural studies. These publications will join the collection of 2,000 volumes already donated by Li Xiaojiang, professor and founder of the Museum.

■ **SALLIE DUNNING**, M.Ed., trainer and coach at Open Circle (OC), and **JEN DIRGA**, M.S.W., OC program manager, traveled to Uganda this spring to share techniques, perspectives, and ideas around social-emotional learning (SEL)

with a rural community. Dunning and Dirga worked with **BEATRICE ACHIENG NAS**, BSC, director and founder of the Pearl Community Empowerment Foundation (PCEF) and a recent visiting scholar at the Wellesley Centers

for Women (WCW), to introduce the concept of SEL to educators, students, and families in Amor Village.

After months of preparation with others who have worked in rural African communities to make the program considerate of cultural norms and manageable with limited resources, the trainers were able to integrate many of the OC practices and skills. Dunning and Dirga worked with the community on key areas of OC and SEL—enhancing life skills, increasing self-awareness, increasing self-regulation and developing supportive relationships.

This collaboration was funded by WCW and by the United States Government’s Bureau of Educational and Cultural Affairs of the U.S. Department of State and implemented by IREX, in which Nas has served as a Fellow over the past year. A program of WCW, Open Circle provides an evidence-based social and emotional learning program for Kindergarten through Grade 5; OC specializes in delivering

engaging and interactive professional development that combines theory, research and the practical experience of educators.

■ **TRACY GLADSTONE**, Ph.D., senior research scientist and director, Robert S. and Grace W. Stone Primary Prevention Initiatives at WCW, travelled to Ethiopia in May with Phyllis Rothberg, LICSW, and Tsega Meshesha, B.A., research associates, for the first stage of a new project to develop, implement, and pilot test a low-cost, evidence-based depression intervention for women who are in the hospital recovering from fistula repair surgery. Collaborating with Women and Health Alliance International (WAHA), headquartered in Paris, France, co-principal investigators are Gladstone and Mulu Muleta, M.D., Ph.D., country director, WAHA Ethiopia.

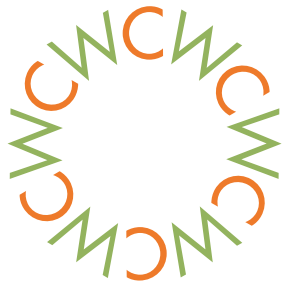
Obstetric fistula is a serious obstetric complication that occurs in approximately 50,000-100,000 women each year, generally as a result of prolonged obstructed labor. Efforts to address obstetric fistula worldwide have focused primarily on the physical consequences of this problem; systematic efforts to address the psychological consequences of obstetric fistula, and particularly depression, have been nearly nonexistent. During the recent site visit, ten qualitative interviews were conducted with clinicians at the Fistula Center in Gondar, Ethiopia. Stakeholders noted that they would be interested in learning more about how to address the mental health needs of fistula patients and reported they would be willing to learn to implement a new intervention. The next stages of the project will include qualitative interviews with fistula patients, followed by the intervention development, training, and implementation.

This pilot study will provide preliminary data for a larger, multi-year, countrywide randomized trial to examine the efficacy of an evidence-based intervention targeting the prevention of depression in women recovering from fistula repair surgery. Through this collaboration with WAHA and the Hamlin Fistula Hospital, Gladstone will be able to access the primary fistula care sites throughout Ethiopia, and will be able to explore the added value of addressing mental health, in order to enhance the standard of care for fistula patients countrywide.



(Pictured left to right) Tsega Meshesha, B.A., research associate, Tracy Gladstone, Ph.D., and Mulu Muleta, M.D., country director for WAHA Ethiopia outside the Fistula Center in Gondar, Ethiopia.





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