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RESEARCH & ACTION REPORT



Investigating *the*
Economic Implications
of Women's Realities

FEATURING:

Creating Equitable Schools with
Teachers at the Forefront

Women Leading Change
in the Muslim World

Early Findings from Sex-Education
Curriculum Evaluation

Social-Emotional Learning
in Turnaround Schools

...and more!

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

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women's perspectives and experiences are at the core of the Wellesley Centers for Women's social science research projects and training programs. By sharing our work with policymakers, 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 ASSOCIATE DIRECTORS

This marks the first issue of *Research and Action Report* since Susan McGee Bailey retired as executive director. Under Susan's leadership, the Wellesley Centers for Women expanded our groundbreaking scholarship, research, and action. Now, WCW is embarking on further initiatives that build on our strong foundation. As you will read in this *Report*, several projects supported by our 35th Anniversary Fund are enabling the examination of a broad range of issues that put women's lives and women's concerns at the center of inquiry.

One such project assesses what progress has been made on peer-to-peer sexual harassment in schools decades after the issue first became a national concern. Another explores the experiences over time of stay-at-home dads, while another analyzes and compares the effects of parental leave policies in the U.S. and Finland on women's careers. You can read about all the 35th Anniversary-funded projects beginning on page 4.

We are very excited, as well, about our new initiatives that have received funding from government agencies and private foundations. For example:

- The National Institute of Mental Health has awarded \$1.3 million over five years to WCW to study a primary care/Internet-based depression prevention program for at-risk adolescents and their families. Tracy Gladstone will work with a colleague at the University of Illinois at Chicago on this innovative project.
- Nan Stein received a grant from the National Institute of Justice with the National Opinion Research Center at the University of Chicago to conduct an experimental intervention and evaluation of middle school dating violence prevention programs in New York City.
- Sari Kerr, our economist-researcher, received a grant from the Alfred P. Sloan Foundation for a project to examine the role of high-tech firms in shaping immigration of high-skilled workers to the United States. She will work with a colleague at Harvard Business School on this initiative.

A listing of our new projects underway begins on page 2.

Our international work continues to grow. In the Q&A section (see page 10), Sari Kerr discusses the ways in which understanding of public policies from other countries can help shape those in the U.S., and vice versa. The Centers' network-building with human rights advocates and policy makers relies on the sharing of best practices and proven legislative reforms across boundaries. Rangita de Silva-de Alwis organized a roundtable held in mid-May in Rabat, Morocco that brought together women leaders from across the Muslim and Arab world to ensure that women are part of reformist and decision-making processes (see page 26).

The Commentary by Peggy McIntosh (page 6) describes feminist and multicultural processes of teacher development in the SEED project that move education reform forward. SEED stands for Seeking Educational Equity and Diversity. The SEED process serves as a model of both inner transformation of educators and structural change in the schools they serve.

Also featured in this report are important updates, findings, and next steps for several projects that explore the intersections of women's and children's lives including out-of-school time, sex education, and social-emotional learning.

As we seek a new director for the Centers, this time of transition allows us to reflect on our mission and priorities. It is clear that our feminist work is needed and valued. We are grateful for the strong foundation built over the past 35 years and sustained by so many of you each day. It ensures our continued pursuit of equity for all. ■

Sumru Erkut, Ph.D.

Nancy Marshall, Ed.D.

Peggy McIntosh, Ph.D.

spotlight

New Funding & Projects

ANALYSIS OF ADOLESCENT FAMILY LIFE

Project Director: Sumru Erkut, Ph.D.

Funded by: The Office of Population Affairs, U.S. Department of Health and Human Services

Following the death of the original principal investigator (PI), Lorraine Klerman, Dr.P.H., professor and director of the Institute for Child, Youth, and Family Policy at the Heller School for Social Policy and Management, Brandeis University, the remaining work of the cooperative agreement with the Office of Population Affairs (OPA) has been transferred to the Wellesley Centers for Women (WCW). Sumru Erkut, Ph.D., as co-PI, working with Alice Frye, Ph.D., methodologist, will complete the work under a subcontract from Brandeis University, the site of the original study. The purpose of this cooperative agreement is “to survey, review, and assess Title XX Adolescent Family Life (AFL)-funded research to assist the [OPA] in developing a new AFL-research agenda that is directly applicable to prevention and care demonstration projects that are also supported through the AFL program.” To date, the researchers have been reviewing AFL-funded projects back to 1986, consulting with administrators and researchers from the Centers for Disease Control and Prevention, Maternal Child Health Bureau, the National Institutes for Health, and others about the results of AFL-funded work, and collecting data from providers, researchers, and administrators on the state of the field and their use of research findings. The goal is to formulate funding recommendations that will be vetted by an expert panel and presented to OPA.

PRIMARY CARE INTERNET-BASED DEPRESSION PREVENTION FOR ADOLESCENTS (CATCH-IT)

Project Director: Tracy Gladstone, Ph.D.

Funded by: National Institute of Mental Health, National Institutes of Health with the University of Chicago

This multi-site study was designed to evaluate a primary care/Internet-based depression prevention program for at-risk adolescents and their families. The project, Competent Adulthood Transition with Cognitive Behavioral Humanistic and Interpersonal Training (CATCH-IT), is based on face-to-face interventions of demonstrated efficacy. It combines a sustained motivational program delivered to adolescents by their pediatricians with an Internet-based intervention that aims to help teens understand the connection between their thoughts and moods, the importance of scheduling activities, and the

relation between depression and interpersonal functioning. An additional parent program educates parents about youth depression, treatment options, and ways to promote resilience in their teens. Pilot work with this intervention suggests that it is associated with significant reductions in depressed mood, increased social support, and reduced depressive episodes at three- and 12-month follow-up in a diverse population. In the current five-year, two-site (Boston and Chicago) randomized clinical trial, the efficacy of the CATCH-IT intervention will be compared to an Active Monitoring and Psycho-education (AMPE) control condition in preventing the onset of depressive episodes in an intermediate- to high-risk, geographically representative sample of adolescents aged 13-17. The research team plans to: (a) identify high-risk adolescents based on elevated scores on a screening measure of depressive symptoms that is delivered in primary care; (b) recruit 400 (200 per site) of these at-risk adolescents to be randomized into either the CATCH-IT or the AMPE group; and (c) assess outcomes at two, six, 12, 18, and 24 months post-intake on measures of depressive symptoms, depressive diagnoses, and other mental disorders, and on measures of role impairment in education, quality of life, attainment of educational milestones, and family functioning; and to examine predictors of intervention response, and potential ethnic and cultural differences in intervention response.

THE IMPORTANCE OF INFORMATION IN THE CHOICE OF STUDY PLACE AND FIELD

Project Director: Sari Pekkala Kerr, Ph.D.

Funded by: The Ministry of Education, Finland with Helsinki Center for Economic Research

This is a joint project with Helsinki Center for Economic Research (HECER), Aalto University, Government Institute for Economic Research, and the University of Helsinki. The project will evaluate how much high school seniors know about studying opportunities and the effects of educational choices on future labor market status and earnings. The second stage of the project analyzes how additional information affects the students' application process and entry into higher education.

A DATING VIOLENCE PREVENTION PROGRAM FOR EACH GRADE IN MIDDLE SCHOOL: A LONGITUDINAL MULTI-LEVEL EXPERIMENT

Project Director: Nan Stein, Ed.D.

Funded by: National Institute of Justice with National Opinion Research Center at the University of Chicago

This project conducts a three-year longitudinal experimental intervention and evaluation of a series of grade-differentiated interventions for middle schools (sixth, seventh, and eighth grades) in New York City to address dating violence and harassment. Nan Stein, Ed.D., co-principal investigator, will be involved in all aspects of the project, with a focus on leading the refinement of the existing classroom curriculum, developing the school-level interventions, training the school staff/interventionists on the curriculum, and monitoring the implementation of the interventions. She will take an active role in all phases of planning and will also serve as the chief liaison to the participating schools and school staff/interventionists. Stein will lead the focus group data collection and key informant interviews, assist with qualitative data analysis, and have a co-leading role in reporting on results and co-authoring articles for scholarly publications as well as conference presentations.

STATE ADVISORY COUNCIL ON EARLY CHILDHOOD EDUCATION AND CARE NEEDS ASSESSMENT

Project Directors: Joanne Roberts, Ph.D., Wendy Wagner Robeson, Ed.D., and Nancy Marshall, Ed.D.

Funded by: Massachusetts Department of Early Education and Care (EEC)

The purpose of this needs assessment is to inform the Massachusetts Board of Early Education and Care (EEC) of the resources that will best serve families and communities in supporting the holistic development of children, youth, and families. The goal is to design two study models for identifying the needs of young children, birth to age eight, and assessing the quality and availability of early childhood education and development programs and services for children from birth to school entry. These study

models will serve as the basis for a tri-annual needs assessment that the State Advisory Council on Early Childhood Education and Care intends to conduct beginning in Fiscal Year 2012.

HIGH-SKILLED IMMIGRATION AND THE STRUCTURE OF HIGH-TECH FIRMS

Project Director: Sari Pekkala Kerr, Ph.D.

Funded by: Alfred P. Sloan Foundation

Working with co-principal investigator, William Kerr, Ph.D., associate professor, Harvard Business School, Sari Pekkala Kerr, Ph.D., will lead a project to examine the role of firms in shaping high-skilled immigration to the United States. The investigators seek to understand how high-tech firms utilize immigrant scientists and engineers relative to comparable native workers, and to determine what effects this has on careers of aging domestic workers. The study uses immigration theory to characterize the role of firms and offer guidance on the econometric techniques required to evaluate immigration in a firm context. Utilizing micro-level data sets from the U.S. Census Bureau along with information on U.S. patents granted to firms, the investigators create a unique data platform for the study. The study examines whether immigration could be a factor in the lagging wage growth of the high-tech sector over the past two decades. Additionally, the project tests the suggested link between immigration and age discrimination, as proposed by some opponents of the H-1B visa program. The results will be of significant importance for the public discussion of immigration as well as for the design of immigration programs and policies.

EVIDENCE BASED PARTICIPATORY PILOT STUDY FOR THE IMPLEMENTATION OF DUAL DIAGNOSIS TREATMENT IN A RESIDENTIAL DRUG TREATMENT PROGRAM FOR LATINO MEN

Project Directors: Lisa Fortuna, M.D., Matilde Castiel, M.D., and Michelle Porche, Ed.D.

Funded by: University of Massachusetts Medical School as part of a Center for Translational Science Award from National Institutes of Health

This needs assessment uses patient chart review and qualitative interview methods to identify

factors related to successful residential drug treatment of Latino men with dual diagnosis and to gather information from clients, counselors and administrators, and families on treatment and training needs. Findings will inform strategies to improve retention in treatment and to provide preliminary findings for future research projects.

GENDER, SOCIAL LEARNING, AND ADVERSITY: FACTORS IN ADOLESCENT DEVELOPMENT OF SUBSTANCE USE DISORDERS

Project Directors: Lisa Fortuna, M.D. and Michelle Porche, Ed.D.

Funded by the Peter F. McManus Charitable Trust through the University of Massachusetts Medical School

This study examines the influence of gender, adversity, and social learning on the development of drug and alcohol-use patterns in a sample of adolescents undergoing in-patient treatment for drug and/or alcohol abuse. Mixed qualitative and quantitative research methods will be used to examine variations in the trajectories and narratives of adolescents with a range of drug-use severity and primary drug of choice/addiction. Results will provide a foundation for a larger federally funded project that will assist in the development of gender-specific considerations and adaptations to existing treatment and prevention models for substance abuse and related psychosocial and mental health risk factors.

THE AUDIT STUDY: DO SOME COLLEGE ACTIVITIES BOOST CHANCES OF ENTRY TO CORPORATE CAREERS?

Project Directors: Sumru Erkut, Ph.D., Laura Pappano, M.A., and Allison Tracy, Ph.D.

Funded by: Wellesley Centers for Women

This study explores factors corporate recruiters consider in screening resumes of potential candidates for entry level management training positions, an entrée to corporate leadership.

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ADDITIONAL FUNDING

MONICA GHOSH DRIGGERS, J.D. received additional support from The Boston Foundation

for analysis of family court snapshot data collected over the course of two years from divorce and child custody cases in seven Greater Boston area family courts.

TRACY GLADSTONE, Ph.D. received additional support from Children's Hospital Boston. She also received additional funding for Prevention of Depression: Impact on the Transition to Early Adulthood from the National Institute of Mental Health through Judge Baker Children's Center.

AMY HOFFMAN, M.F.A. received continuing operating support for the *Women's Review of Books* from the Massachusetts Cultural Council.

PEGGY MCINTOSH, Ph.D. and the **NATIONAL SEED PROJECT** (Seeking Educational Equity and Diversity) received additional funding from various individuals and supporters of SEED.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at the Wellesley Centers for Women (WCW) received support for training, technical assistance projects, and continuing evaluations from the Metro Atlanta Boys and Girls Club; Fit Kidz Get Up & Go, Inc.; United Way of Southeastern Pennsylvania; Child Care Associates; Boston Area Rape Crisis Center; Muskie School of Public Service; For Kids Only Afterschool, Inc.; Boston Children's Museum; Community Builders; Pennsylvania Key; Sarah Heinz House; YMCA of Greater Boston; New Jersey After 3, Inc.; Wyoming Community Foundation; National AfterSchool Association; Mayor's Fund to Advance New York City; Vermont Center for Afterschool

Excellence; Housing Families, Inc.; and the Massachusetts Department of Elementary and Secondary Education.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at WCW received gifts from various individuals.

OPEN CIRCLE at WCW received additional gifts from various individuals and friends.

MICHELLE PORCHE, Ed.D. received additional support from Endowment for Health and Women for Women Coalition for the scale-up implementation of the successful pilot, Africans United for Stronger Families, a parent-support intervention project for African refugees resettled in New Hampshire. A culturally informed, evidenced-based curriculum, developed by WCW and the Women for Women Coalition, will be used in the context of a 12-week parent support group. Materials are trauma-informed and culturally based, including parenting best practices, and from sources that support parent involvement in schools.

NAN STEIN, Ed.D. received additional support from the Pennsylvania Coalition Against Domestic Violence to produce a paper providing a critical analysis of the bullying framework which fails to address sexual violence, sexual harassment, and dating violence in schools for the National Resource Center on Domestic Violence and National Sexual Violence Resource Center.

WENDY WAGNER ROBESON, Ed.D., **GEORGIA HALL**, Ph.D., and **NANCY MARSHALL**, Ed.D. received additional funding from Children's Investment Fund for their research on the impact of facilities in early education and child care settings on child outcomes.

Developing and Validating Practical Teacher Assessments for Use in Center-based Pre-kindergarten Programs

Principal Investigator: Joanne Roberts, Ph.D.

Research Scientist: Wendy Wagner Robeson, Ed.D.

Working families rely on stable, affordable, quality child care to support their successful participation in the workforce. However, existing tools for evaluating teacher effectiveness are outdated and not aligned with current professional standards of good practice, limiting accurate assessment of professional development and training. With the goal of informing and improving classroom instructional policies and practices, this project will develop instruments for assessing teachers' educational beliefs and knowledge of early childhood development and pedagogy.

Family Communication, Culture, and Gender in a Middle-School Sex Education Program

Principal Investigator: Jennifer M. Grossman, Ph.D.

Research Scientist: Linda Charmaraman, Ph.D.

Senior Advisor: Sumru Erkut, Ph.D.

This investigation examines how parents and teens communicate about sex and relationships and their reactions to family activity assignments in a sex education curriculum. Diverse cultural, class, and gender influences will be explored while addressing issues critical to the success and development of adolescent girls.



Gender, Achievement, and Risk

Principal Investigator: Michelle Porche, Ed.D.

Research Assistant: Kimberly Burdette

What effects do childhood adversity, gender bias, and trauma have on academic success and healthy gender socialization? All too often, students slip through the cracks, unrecognized in schools and mental health systems. This study will provide information to further develop a theoretical model for understanding the effects of childhood trauma on disrupted learning, as well as provide guideposts for the creation of effective educational practices.

WCW 35th Anniversary Funded Projects

In honor of the Centers' 35th Anniversary, WCW raised more than \$4.7 Million to support new initiatives in three key priority areas: Achieving Educational Equity • Advancing Women's Economic Status • Promoting Human Rights & Women's Leadership around the World

Below is a listing of the projects funded to date and the teams working on the initiatives.

■ Immigrant Youth and Families and Out-of-School-Time Programs: Identifying effective practices

Co-principal Investigators: Georgia Hall, Ph.D. and Michelle Porche, Ed.D.

Research Scientist: Jennifer M. Grossman, Ph.D.

Research Associates: Diane Gruber and Sviatlana Smashnaya

To lay the groundwork for examination at the national level, this project will identify program models, document effective practices, and develop training content and strategies. The findings from the project will help youth workers better understand the experiences of refugee and immigrant youth and families in out-of-school-time programs in the Massachusetts and New Hampshire region.

■ Sexual Harassment in K–12 Schools—30 Years and Counting: Accomplishments and future directions for research, litigation, and school-based strategies

Principal Investigator: Nan Stein, Ed.D.

Consultant: Jennifer Kirby Tanney, J.D.

Student Research Assistant: Kelly Mennemeier

This assessment of progress on peer-to-peer sexual harassment since the issue first became a national concern, will address the following:

- What advances have been made after years of research, landmark studies, focused curricula, Title IX, and groundbreaking court cases?
- What more needs to happen?
- Has the focus on 'bullying' masked the ongoing serious concerns of sexual harassment in schools?

Answers to these questions will have significant implications for future directions for research, legal redress, and educational strategies.

■ Online Social Science Research about Underrepresented Youth

Principal Investigator: Linda Charmaraman, Ph.D.

Research Scientist: Jennifer M. Grossman, Ph.D.

Methodologist: Alice Frye, Ph.D.

Senior Advisor: Sumru Erkut, Ph.D.

This study will provide researchers with explicit procedures to design and implement accessible and culturally sensitive online surveys, with the main goal of targeting and recruiting diverse, hard-to-reach populations of youth nationwide using novel recruitment procedures.



■ Men's Changing Family Roles

Co-principal Investigators: Nancy Marshall, Ed.D. and Wendy Wagner Robeson, Ed.D.

With the increasing incidence of men involved in tasks reserved for women in earlier generations, such as stay-at-home dads and men who are solo caregivers for their children while mom is at work, this groundbreaking project will examine these changing roles with a view to understanding their impact on family relationships and interactions. Researchers will interview men 20 years after their children were born to explore short- and long-term experiences and implications.

■ Family Policies and Women's Labor Market Careers

Principal Investigator: Sari Pekkala Kerr, Ph.D.

Despite the dramatic increase in women's labor market participation and the growing proportion of women's earnings in the family budget, women are more likely than men to interrupt their work careers for family reasons, a pattern that plays an important role in determining the gender wage gap and the 'family-based' wage gap between women with and without children. This project analyzes and compares the long-term effects of parental leave policies in Finland and the United States on women's careers, including risk of unemployment, short- and long-term earnings growth, and incidence of hiring, firing, and promotions.

■ Promoting Academic and Economic Success of Girls

Principal Investigator: Nidhiya Menon, Ph.D.

This exploration will track career trajectories and examine the economic impact of policy changes established in India in the 1960s that instituted financial incentives to encourage families to send girls to school.



■ Women's Leadership Network (WLN): Women's Political, Public, and Economic Participation in the Muslim World

Principal Investigator: Rangita de Silva-de Alwis, LL.M., S.J.D.

Modeled on the success of the Asia Cause Lawyers Network previously established with the support of WCW, the WLN was formed in 2009 as a collaborative partnership engaging women leaders at the forefront of reform across the Muslim world. The partners of this network seek ways to bridge the tenets of Islam and Shariah law with the universal human rights framework, to effect structural and legal change that will open communication and broaden the frontiers of the economic, political, and educational participation for women in predominantly Muslim countries.



Creating Equitable Schools with Teachers at the Forefront

U.S. EDUCATION IS IN TROUBLE. Many types of school reform have been proposed and tried, but most are not working. They are not creating real solutions to problems. I believe that education reform will continue to falter unless it treats teachers as whole human beings, not as neutral pass-throughs, or as failing parts of machinery. Too often teachers are punished, disrespected, and excluded from conversations on what might actually make education successful for all of our students. What teachers know, what they can contribute, is left out of most efforts to reform education. We cannot change our schools, our systems, without respecting the deep experience of teachers.

The National SEED Project puts teachers at the center of their own professional development and helps them to mine and use their own knowledge of education and of life, in conversation with each other, to change themselves and their schools. SEED—Seeking Educational Equity and Diversity—aims to create inclusive and equitable schools through transformative professional development of teachers. The SEED Project carries with it the work of hundreds and now thousands of people and carries my learnings and chief convictions from my 54 years in education.

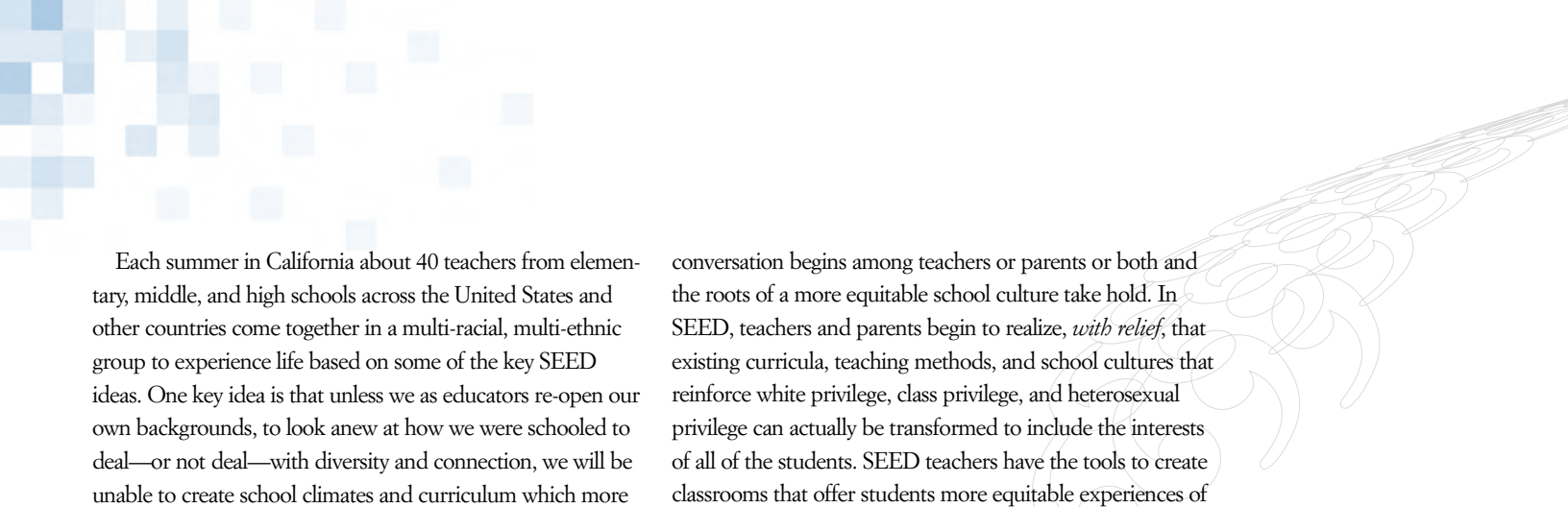
The SEED Project is staffed by educators who understand that teachers are whole human beings, and like everyone else, they are more apt to change and develop when they are given the opportunity to examine their own lives, beliefs, assumptions, and practices, in reflective conversation with a group of others who are doing the same. Teachers' changes can, in turn, spur change at the school and system level.

A SEED seminar—the core feature of the SEED Project's work to drive social change—is formed in a school by teachers who wish to discuss how to make the curriculum, teaching methods, and school climate more gender-fair, more multicultural, and more inclusive of students from every kind of background. Meeting monthly for three hours, including a meal which nourishes bodies and builds community, educators in SEED groups use interactive exercises and inclusive pedagogy to address the matters of power which make some students, parents, and teachers feel they do not really belong in the school or the school community.

I founded the SEED Project 25 years ago, after leading five years of monthly seminars on curriculum revision and expansion for college teachers, and four years of seminars for school teachers in New England and mid-Atlantic states. After years of braving bad weather and delayed flights to get to seminars in New York, New Jersey, and Philadelphia, I wondered how to solve the problem of winter travel. At the same time, a growing recognition of what made for good group process was creeping up on me. I noticed that toward the end of a year-long seminar series in which the time and attention had been shared among all the members, there was a relaxation of tension over the question of leadership. About seven months into a seminar that distributed time and attention equitably, it seemed not to matter who was “in charge.” All of the group members trusted each other. I felt I did not need to be there.

This revelation expanded like an airbag. Suddenly I saw that we could have a national program with seminars anywhere! All that was needed was to prepare seminar leaders to facilitate in an inclusive way that shared power in a group. One or two individual teachers from a school could be brought together for a week of intensive facilitator training. Then they could go back to their schools and lead year-long seminars with their own colleagues, using the inclusive methods and conceptual frameworks that they had learned during the training week. The National SEED Project on Inclusive Curriculum was born.





Each summer in California about 40 teachers from elementary, middle, and high schools across the United States and other countries come together in a multi-racial, multi-ethnic group to experience life based on some of the key SEED ideas. One key idea is that unless we as educators re-open our own backgrounds, to look anew at how we were schooled to deal—or not deal—with diversity and connection, we will be unable to create school climates and curriculum which more adequately equip today’s students to do so.

Another key SEED idea is that intellectual and personal faculty development needs to be supported over time in order for real change to happen. One of the aims of SEED is to enable students and teachers to develop a complex balance of self-esteem and respect for the cultural realities of other, in the U.S. and in other parts of the world. This takes time. It takes a long time for people to form prejudices and exclusionary habits, and it takes a long time, and hard work, to see and undo exclusive assumptions, values, ideas, priorities, and behavioral patterns that any of us have learned and been

conversation begins among teachers or parents or both and the roots of a more equitable school culture take hold. In SEED, teachers and parents begin to realize, *with relief*, that existing curricula, teaching methods, and school cultures that reinforce white privilege, class privilege, and heterosexual privilege can actually be transformed to include the interests of all of the students. SEED teachers have the tools to create classrooms that offer students more equitable experiences of race and class.

For example, one practice that teachers learn in a SEED seminar and can use in their own classrooms is timed Serial Testimony in which everybody in a group or class speaks about their own experience without reference to what has been said. Everyone speaks and everyone listens. This method of teaching, which can be used in many kinds of class discussions, humanizes everybody to each other and also increases everybody’s capacity to think about structural oppression and privilege, as manifested in the many differing and similar experiences people talk about. This exercise is

IT TAKES A LONG TIME FOR PEOPLE TO FORM PREJUDICES AND EXCLUSIONARY HABITS, AND IT TAKES A LONG TIME, AND HARD WORK, TO SEE AND UNDO EXCLUSIVE ASSUMPTIONS, VALUES, IDEAS, PRIORITIES, AND BEHAVIORAL PATTERNS THAT ANY OF US HAVE LEARNED AND BEEN REWARDED FOR LEARNING, CONSCIOUSLY OR NOT.

rewarded for learning, consciously or not.

SEED emphasizes that teachers and other school personnel are the authorities on their own experience. Once they experience being put at the center of their own processes of growth and development, they can more effectively put students’ growth and development at the center of their educational aims. What SEED Co-director Emily Style and I named “faculty-centered faculty development” parallels student-centered learning and achievement.

SEED exercises model respect for one’s own authority and also respect for the stories of others since they too, are authorities on their life experiences. The SEED balance of testifying and listening, absent in most classrooms, creates a democratic balance between self and other in SEED-influenced classrooms, schools, and communities.

Frequently it takes school emergencies to start conversations about equity. Racialized incidents, bullying, sexual harassment, even killings trigger questions like, “How could this have happened?” SEED does not need a school emergency to have conversations about race, ethnicity, sexual orientation, class, and other dimensions of power in a school. When a SEED seminar has been established, a whole new

impactful. I hear repeatedly from participants that the SEED methods are unlike anything their schools have ever tried.

When teachers and parents carry SEED methods into their classrooms and homes, the balancing of speaking and listening decreases polarization and increases thought, empathy, creative problem solving, and the capacity to decrease structural inequities that we have been taught to take for granted and not even to see. SEED methods improve the student-teacher relationship and can be used at any grade level in any subject area to connect academic subjects to the present lives of the students; they give teachers ways to make the subjects more real to students’ lives and to see and use “the textbooks of their lives,” as Emily Style phrases it, as curricular material in its own right.

SEED seminars have been led by 1,920 SEED leaders in schools across the United States and world over the last 25 years. Each seminar enrolls 10 to 20 voluntary members who sign up for the whole school year. SEED seminars are different from usual meetings in that they use methods that de-emphasize abstract opinion and that bring forth participants’ own concrete life experiences. But these personal testimonies, shared, in a group, lead to re-consideration of school

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practices and policies—and may lead to changes in reading lists, in the ways that a school publicizes itself to its community, in classroom décor, in hallway messaging, in teaching methods, in testing methods. In tiny, incremental, potent, and organic ways, SEED work changes school climates.

SEED is a magnet for teachers, administrators, and parents who crave equity in the school climate. Again and again we hear from SEED seminar participants that the Project changed all aspects of their lives, including how they teach, how they learn, how they make policy, how they relate to students, and how they relate to their own histories and circumstances of birth as well as their current family arrangements.

I previously saw the SEED Project as an experiment. And indeed it started as an experiment. But I am confident that it has made an important and innovative contribution to school reform in the United States in our time. I think it belongs in the history of U.S. education. Most school reform is generated

and co-director of SEED, reiterate the need for deep autobiographical exploration of the conscious and subconscious elements in us that can illuminate the oppressiveness of most education, inner and outer. Both my work on white privilege and my Interactive Phase Theory rest on autobiographical exploration of power systems.

Educators and parents in SEED seminars often come to further understand how oppressive schooling was for them so much of the time, and how filled with systemic inequities schools continue to be. Some examples of systemic inequity are curriculum materials created entirely by and about white people who are native English speakers, or literature focused on the lives of males and on mythical societal norms, or stereotyping of certain kinds of children or families, or the permitting of bullying without adult intervention, or teaching methods that further entitle the most assertive young people and that, sadly, privilege argumentation as the key academic skill. How can we

I BELIEVE THAT WE SHOULD NOT BE ASHAMED, BLAMED, OR GUILTY THAT WE WERE SHAPED BY THE CULTURES OR ENVIRONMENTS WE GREW UP IN. WE DID NOT INVENT THE SYSTEMS INTO WHICH WE WERE BORN. BUT AS WE COME TO SEE SYSTEMIC INEQUITIES IN OUR OWN CONDITIONING AND IN OUR INSTITUTIONS AND WORKPLACES, WE CAN AND SHOULD TEASE OUT QUESTIONS OF WHO WE WERE TAUGHT TO LOOK UP TO, WHO WE WERE TAUGHT TO LOOK DOWN ON, AND WHO AND HOW WE REALLY WANT TO BE, NOW, IN OUR PRESENT LIVES.

by white people, has a top-down quality, and frankly is not working to improve either teaching or learning in the schools. SEED is working because it elicits and takes seriously diverse and varied voices in education and applies what it learns to teacher education and school reform. Nine of the 14 core staff who facilitate the summer SEED training are people of color and five are white. All come from very different backgrounds. They co-create the summer training program and their leadership attracts many new SEED leaders who are persons of color.

SEED Co-director and college teacher Brenda Flysworth says that teachers—along with other people—have it in them to answer all the questions that will be put before them in this life. Judy Logan, SEED leader and author of *Teaching Stories*, says that teachers need a chance to tell their stories and tell what they have learned. Emily Style, SEED co-director and high school teacher, says that all students deserve a curriculum that offers a balance of windows and mirrors: **windows** out to the experience of others, and **mirrors** of one's own reality and validity. Emily Style also calls for what she describes as a “balance of the scholarship on the shelves with the scholarship in the selves.” And I, as founder

change our schools without better understanding how privilege and oppression have influenced their formation?

SEED enables teachers to envision and implement changes in their classrooms and schools that empower everyone—staff, children/youth, and families—to participate on increasingly equal footing. To develop this ideal we need systemic understanding of gender, race, class, sexuality, religion, region, and other interlocking societal systems that impact education and the psyches of educators. Without systemic understanding, individuals who try to transform the curriculum will lack coherence about what created the partiality of the school curriculum to begin with. It is naïve to think that adding a few famous “other” people to the curriculum deals with the underlying power systems that led to exclusion in the first place. But group conversation, when democratically structured, can support teachers and administrators in creating accurate, validating curricular materials and teaching strategies that are more gender-balanced, multiculturally equitable, and globally attuned.

I believe that we should not be ashamed, blamed, or guilty that we were shaped by the cultures or environments we grew up in. We did not invent the systems into which we were born.

But as we come to see systemic inequities in our own conditioning and in our institutions and workplaces, we can and should tease out questions of who we were taught to look up to, who we were taught to look down on, and who and how we really want to be, now, in our present lives. I am deeply concerned that the existing hierarchies have not democratically served the development of souls, minds, bodies, or hearts of teachers or students. At present, only a few segments of our society are greatly empowered by our educational systems. In general, these are the same segments that are empowered by our economic systems. Schools' inability to empower so many U.S. students translates into huge societal losses, which affect everyone's quality of life in some ways. Therefore, as I stated in my first Interactive Phase Theory Paper in 1983, we work for the decent survival of all, for therein lies our own best chance for survival.

SEED calls for, and models, greater democratic distribution of respect, power, access, support, and opportunity. Starting in the individual school building and in the

individual minds and hearts of teachers, meeting monthly, we ask: What are we teaching, and why? And how can we change curricula, teaching methods, and school climates so as to make this school more gender-fair, multicultural, welcoming, and inclusive of students from every kind of background? If the United States is to educate everyone, it needs to support teachers to ask such complex questions and to act on the answers they offer. ■



PEGGY MCINTOSH, Ph.D., is an associate director of the Wellesley Centers for Women. She is founder and co-director with Emily Style and Brenda Flyswithawks, of the National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity). She also directs the Gender, Race, and Inclusive Education Project, which provides workshops on privilege systems, feelings of fraudulence, and diversifying workplaces, curricula, and teaching methods. In 1988, McIntosh authored a groundbreaking essay, which is best known in its excerpted form: *White Privilege: Unpacking the Invisible Knapsack* (1989).

We are indebted to schools and districts whose fees provide half of the operating expenses of SEED. We have also had wonderful help from foundations and individuals who care about educational equity.

The SEED Project has been based at the Wellesley Centers for Women for all of its 25 years. The Centers' support has been crucial to SEED's longevity and credibility. SEED's excellence results from its dynamic and skilled summer staff who come from schools in ten states and the Philippines.

All SEED leaders receive 20 books and access to innumerable videos, materials, and sample agendas for use in their SEED seminars, but they freely choose which particular materials and agendas are best for their own schools and seminar groups. Some frequently-used resources are:

- *Boys will Be Men*, by Paul Kivel
- *Rethinking Globalization: Teaching for Justice in an Unjust World*, edited by Bill Bigelow and Bob Peterson
- *Seeding the Process of Multicultural Education*, edited by Cathy Nelson and Kim Wilson
- *Teaching Stories*, by Judy Logan
- *Toward a New Psychology of Women*, by Jean Baker Miller
- *Two Old Women: An Alaska Legend of Betrayal, Courage, and Survival*, by Velma Wallis
- *White Privilege: Essential Readings on the Other Side of Racism*, by Paula Rothenberg
- *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum

q+a

Investigating the Economic Implications of Women's Realities

with Sari Pekkala Kerr, Ph.D.

SARI PEKKALA KERR, PH.D., who arrived at the Wellesley Centers for Women (WCW) in 2010, brings not only experience in economic research and consulting in the U.S. to her work at WCW, but also expertise in analyzing economic effects of government policies in her homeland of Finland. That expertise became possible because of Finland's remarkable record of demographic statistics, which reflect—in a breadth of detail that can amaze many—the experience of three generations of Finns. The Centers expect many of Kerr's contributions to benefit from that research. Her newest project—supported by the Centers' 35th Anniversary Fund—will study how maternity leave policies in both Finland and the United States affect women's subsequent employment.

Kerr spoke with us shortly before the birth of her first child.

WITH EXPERIENCE IN ECONOMIC RESEARCH IN BOTH FINLAND AND THE UNITED STATES, YOU BRING A SPECIAL PERSPECTIVE TO THE WORK OF WELLESLEY CENTERS FOR WOMEN. WHAT IS YOUR TAKE ON THIS PERSPECTIVE?

I'm interested in looking at the economic effects of various public policies related to the labor market, or gender issues, or human capital development—particularly those effects related to families, children, and women in the workforce. I'm especially interested in international studies. I think Europe, in particular, has a lot of policy lessons that the U.S. can learn from. Where I can be helpful is in bringing the analysis of policy effects into place with theories and methods. The Centers are a great place for collaborating on international work because people here are working on so many different issues in so many countries.

AS AN ECONOMIST, HOW DO YOU DETERMINE WHAT WORK YOU NEED TO BE DOING?

I'm not a macro economist, I'm a micro economist, and that guides me to work on issues that are relevant for individuals, families, and children. I usually look at the current

debate, about things like education. For example, today's big questions in Europe concern the PISA [Programme for International Student Assessment] studies about the educational performance of different countries. Every time a new PISA study comes out, educators and policy makers busily compare national rankings. This is a good example of an issue that needs to be better understood. It's great to know how various countries are doing—but what factors explain why some countries are so successful in their educational policies and other countries are not?

Another factor is feasibility—what things can we do? Economists try to be very rigorous in terms of their analysis, and that includes trying to create comparisons. For example, we don't just want to say, "Finland implemented this policy, and look, now their education system is doing so well." There's no control group in that. So we would like to find a policy that's been implemented in a way that lets us define a clear "control group" and a clear "treatment group"—almost like a drug or medical trial. That often helps us say something confidently about any causal relationships. It doesn't mean we can't say *anything* in other cases, but we need to be clear: "We see this connection, but we don't know whether there's any kind of cause-and-effect relationship."



IT'S GREAT TO KNOW HOW VARIOUS COUNTRIES ARE DOING—BUT WHAT FACTORS EXPLAIN WHY SOME COUNTRIES ARE SO SUCCESSFUL IN THEIR EDUCATIONAL POLICIES AND OTHER COUNTRIES ARE NOT?

LET'S TALK MORE ABOUT EDUCATION IN FINLAND. YOU'VE ANALYZED THE RELATIONSHIP BETWEEN LEVELS OF EDUCATION AND LEVELS OF EARNINGS AMONG GENERATIONS OF FINNISH FAMILIES. WHAT'S THE BACKGROUND OF THIS RESEARCH?



Beginning in the 1950s, Finland went through a very rapid change from being an agricultural country to becoming more manufacturing and services oriented, and the authorities soon realized that the skill level of the population was not where it needed to be to allow a successful transition. Finland's older generation had among the lowest levels of education in Europe, and our grandparents always talked about having to walk or ski long distances to school. Some children in rural areas never got any schooling at all, or there would be a "circulating" school that came to the village once a month. My grandma always talked about this: "Oh, I was circulated twice, and that was even in the wrong direction!" [Laugh.] She was a very smart woman, but she got almost no schooling because she was living in a rural area and it wasn't available.

So the government decided to build many more schools—and to get rid of the tracking system. The Finnish school system had an academic track and a non-academic track, as some other European countries, like Germany, still do. When children were eleven, parents and teachers together decided which children should follow which track. In the early 1970s, the comprehensive school system was adopted, where all children go to public school together till the age of 16, following the same national curriculum, with teachers prepared under the same extremely high standard of teacher training. After that, students were eligible to apply to an academic high school or to a vocational school. The goal was to provide equal educational opportunity.

A lot of people said, "This is never going to work; you're going to force these children who don't have the capability through this academic curriculum, and it's going to be harmful for them later on. Plus, it's going to harm the very gifted children who have to be in the same classroom with pupils who aren't interested in the academics."

WHAT DID YOUR RESEARCH SHOW?

We found that, when the tracking system was removed and the comprehensive system started, there was a very rapid and sizeable increase in economic mobility from generation to generation. In other words, children were able to do better economically regardless of the economic status of their family of origin. We don't see that the more academic children were seriously harmed by this and we do see that the children who would have been shut out previously actually did remarkably well. It looks like a great success story. You start from a very low-educated population and end up with one of the best-educated populations in the world. One of our reports was published last year in Europe's *Journal of Public Economics* and has received a fair amount of publicity. Germany right now is in a fierce political debate about school reform, and people have been very interested in learning more about the comprehensive schools.

THAT KIND OF TRANSFORMATION MUST HAVE BEEN EXTREMELY EXPENSIVE.

I did a study—and it did cost a lot. But Finns are used to having high taxes; and every time you talk about cutting funding from schools, people get very angry. They're happy to pay taxes if they think the money's well spent. They don't like spending it on things like people who don't want to work; but roads, schools, things like that—no complaint! It's such a different mindset.

HOW DID FINLAND DEVELOP THE RICH SOURCES OF DATA THAT HAVE ALLOWED YOUR STUDIES THERE TO BE SO USEFUL?

This is where a lot of U.S. scholars find things getting scary. Like every other country, Finland used to have censuses. Then, in the 1960s, the government introduced social security numbers—which in Finland cover basically everything. Now censuses aren't needed any more; the social security numbers fully identify you across all systems, all "registers" as they're called. My husband and I were in Finland this fall and needed a phone line. When I was arranging it, they said, "What's your social security number?" They didn't ask for my credit card or anything, they just said, "Here are your phones!"

continued on page 12

There's a staggering number of registers—for taxes, education, housing, population, birth and death, employment, marriage, health, and so on. Eventually all this information could simply be pulled together annually using the social security numbers.

So now we have this amazing data set for three generations—grandparents, parents, and children—during a period of enormous economic and social change.

HOW MIGHT THIS INFORMATION BE HELPFUL IN YOUR WORK HERE AT THE CENTERS?

As general lessons, I believe. Information in the U.S. is wonderfully available, but the types of data are limited and don't necessarily follow up on a large enough number of people to enable researchers to say 20 years later whether or not some policy was effective. That's where I think the Scandinavian countries can give us in the U.S. very good lessons from very rich register data that's available almost nowhere else.

LET'S TURN TO A RECENT PROJECT IN THE U.S., YOUR STUDY OF THE ECONOMIC EFFECTS OF "WORK FIRST," DETROIT'S WELFARE-TO-WORK PROGRAM. IN THE CURRENT PERIOD OF RECESSION, THIS IS CERTAINLY A TIMELY ISSUE. WHAT WAS THAT PROJECT DESIGNED TO DISCOVER?

For a long time many policy makers have thought that if people are unemployed, giving them even temporary-help jobs is good for them—that long periods of unemployment have a lot of negatives associated with them, including a negative impact on people's careers; and so any kind of job must be better than that. But others have been skeptical about temporary-help jobs, arguing that they don't provide security, they're certainly associated with lower wages, employers don't spend time training temp workers, and so on. And people can get stuck in a cycle of temp jobs, never getting into a regular one.

Our study was intended to discover what happened to the earnings of welfare recipients who had been placed in temp-help jobs as compared with the earnings of people placed in direct-hire positions. In other words, in each of the two groups, we compared the subsequent earnings of the individuals (almost all of whom were women) to their previous earnings. Data collection was done by the city of Detroit.

The program design involved a variety of placement contractors who functioned in a way that actually gave us "treatment" and "control" groups, so we could really get meaningful comparisons.



WHAT DID YOU LEARN?

We found that the direct-hire jobs, not very surprisingly, led to positive-looking long-term outcomes. Nobody's earnings were harmed by them, and about half of the women were benefiting from the direct-hire jobs after one or two years, which was as long as we were looking.

The temporary-help jobs didn't look like that at all. People at the lower end of the earnings distribution were being neither helped nor harmed, but people at the upper end actually suffered from being in temp-help jobs—some of them substantially. Our take on that is that those people, based on their characteristics of education, age, and previous history, probably would have found better jobs at some point on their own—and the lower-paying temp jobs may have been distracting them from their own job searches without leading them into anything long-term or helpful. It was striking, the bad effect on the upper-advantaged.

We cannot fully generalize these results, though; this sample is unemployed welfare recipients in Detroit, where we are talking about fairly disadvantaged people to begin with.

WHAT IMPLICATIONS MIGHT THIS HAVE FOR U.S. POLICY MAKERS, AT ANY LEVEL?

What we take away as a policy lesson is that it's not a good idea to think that getting people off welfare into just any kind of jobs is going to do them some good in the long run. When we spend money on contractors who are trying to help people find jobs, it's worth thinking about the kinds of jobs we should be focusing on. But I should add that we're not saying temp-help placements will *not work for anyone*, because again our study was specific, we were looking at Detroit. On the other hand, the unemployed welfare recipients in many areas of the country look similar to those in Detroit, making us believe that the policy lessons learned here are valid elsewhere as well.

HOW IS THIS STUDY BEING DISSEMINATED? WHO HAS HEARD ABOUT IT?

Currently we're finalizing the basic manuscript. I've presented at a couple of seminars, and we're submitting it for a couple of conferences. We're gathering feedback and criticisms from other academics, and hopefully this spring we'll submit it to an academic journal for peer review; then we'll see where it goes from there. Certainly the city of Detroit is interested in it. My co-author spoke about it this fall on an NPR [National Public Radio] interview that attracted a lot of interest, and I think it's going to attract more once we bring out the results.

TELL US ABOUT YOUR NEW RESEARCH PROJECT FOR WCW, FUNDED IN PART BY THE CENTERS' 35TH ANNIVERSARY FUND, WHICH WILL STUDY THE EFFECTS OF MATERNITY LEAVE POLICIES IN FINLAND AND THE UNITED STATES.

I want to look at the effects of those policies on women's later work careers. Of course, there are various policies involved. In the U.S. there are the FMLA (Family and Medical Leave Act), passed in 1993, and the various state and local policies. FMLA covers only employers who have more than 50 employees; so if you work for a smaller employer, you may not be covered, unless your state has a separate mandate that requires it.

We want to match these policies with the women they affect to see how much leave the women actually take, and then later on see how that length of time away from work affects their labor-market careers. And we want to have a pretty wide-ranging view of those effects—not just on people's earnings, but whether they return to the same employer, how soon they return, whether they are later unemployed at any time, as well as any hiring, firing, or promoting that subsequently occurs.

In Finland, there was no national policy about maternity leave until the early '70s. After that, the specified length of leave was gradually increased from one month to three months, and so on, until by the early '80s it was one year. There were also other changes, including provisions for paternal leave. Because of all those gradual changes, we can compare the effects of leaves of different lengths. We can also improve on the U.S. part of the study by, in this Finnish part, comparing the effects on men versus women. It often is argued that men who take paternity leave aren't afterward negatively affected the same way as women may be.

In the Finnish study, for which we expect to receive Finnish funding, the extensive national data will also allow us to see how *employers* are affected, in costs and productivity. When we're trying to plan parental leave policies that are good both for families and the economy, we have to understand what happens to the firms as well. If we're going to give 12 months of

leave to everyone and it's going to have a seriously harmful effect on the firms, as demonstrated by their subsequent financial data, then Finland will have to figure out a way of compensating the firms as well.

HOW LONG WILL THE STUDY TAKE?

Hopefully we'll have some results from the U.S. study by early next spring. A lot of the work is going to take place this fall. I'd like to start earlier, but I have to do my own maternity leave first! I'm going to do the wonderful three-month thing. Everyone is saying, "Aren't you wishing you were in Finland now?," and I'm like, "Oh, don't even get me started!" I must say, though, that a lot of the researchers in Finland have a hard time, knowing that they will be gone from work for a year.

WILL YOUR RESULTS INCLUDE A COMPARISON BETWEEN THE TWO COUNTRIES?

There's too much variation for a direct comparison. But for both countries we'll hopefully offer some very clear implications of the effects of maternity leave policies on the women's careers.

And I think the Finland experience will have lessons for the U.S. In terms of the protection of women's jobs during family leave, Finland started where the U.S. is right now and then went much farther. So perhaps we'll be able to say this might be what the U.S. could look like if we decided to provide more leave time here. ■

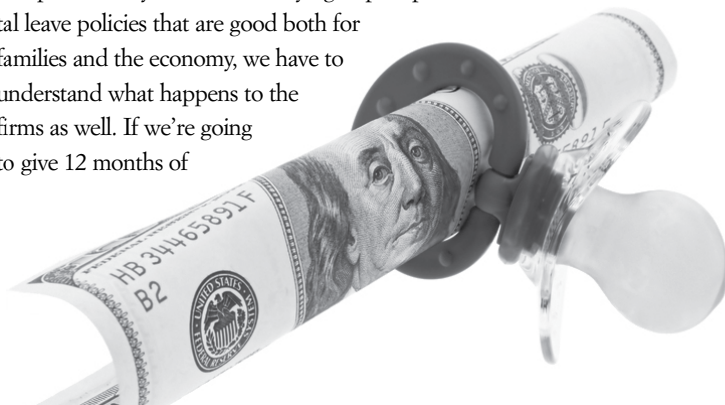


SARI PEKKALA KERR, Ph.D., a senior research scientist/economist at the Wellesley Centers for Women (WCW), has studied the economic results of policies affecting labor markets, education, families, and immigration. Formerly a senior researcher at the Government Institute for Economic Research in Helsinki, she has also served as an adjunct professor or visiting scholar in economics at MIT, Boston University, University of Helsinki, and the University of Kent at Canterbury. During several recent years as a private-sector economic consultant in the Boston area, she continued the academic research and publishing to which she returned to full-time at WCW. Kerr is actively involved in academic communities in Europe as well as the U.S., and this year begins service as a representative to the United Nations Commission on the Status of Women. She has published more than a dozen peer-reviewed journal articles, chapters in five books, and many working papers and research reports. She received a University Diploma in Economics from the University of Kent and her M.A. and Ph.D. from the University of Jyväskylä.

Listen to Sari Kerr's recent presentation, "Do Temporary-Help Jobs Improve the Earnings of Unemployed Women?"* Visit www.wcwonline.org/audioarchive to download the MP3 file or listen online.

*Joint study with professor David Autor (MIT) and Susan Houseman (W.E. Upjohn Institute for Employment Research).

This article was made possible through support from the Mary Joe Gaw Frug Fund.



Schools Leverage Social and Emotional Learning in Turnaround Efforts



Last year, Boston Public Schools Superintendent Carol Johnson identified 14 “Turnaround Schools,” described as significantly underperforming and in need of monitoring, support, and reform. Twelve of these schools were also designated by the Massachusetts Department of Elementary and Secondary Education as “Level 4” schools: those with consistently low scores and no substantial improvement over a four-year period in both English/Language Arts and Mathematics on the Massachusetts Comprehensive Assessment System (MCAS).

In the 2010 Massachusetts Education Reform Act, school districts’ authority over Turnaround Schools was extended to allow for broader changes to staffing, budgets, curriculum, and working conditions like the length of the school day. Not surprisingly, these schools are under tremendous pressure to improve academic outcomes and testing results. Each school needed to identify improvement targets to meet over a

three-year period and will face more consequences if progress is not made.

As Turnaround Schools strive to improve, they are mindful that many of their students face challenges that impede their learning. Two of these schools have increased their efforts to educate students holistically, focusing on improving student learning by better addressing students’ social and emotional needs and development.

Educating the Whole Child through SEL

As a strategy to improve students’ academic, social, and emotional outcomes, Holland Elementary and John F. Kennedy Elementary, located in Boston’s Dorchester and Jamaica Plain neighborhoods respectively, partnered with Open Circle, a leading provider of curricula and professional development for social and emotional learning (SEL) in grades Kindergarten through five.

Studies show that emotions affect learning. Positive emotions help students generate and sustain interest in learning, while unmanaged stress and poor impulse control interfere with attention and memory. Children learn best when they feel connected to a safe, caring, and highly engaging school community, while learning suffers when children feel excluded, threatened, bullied, or discouraged. Implementation of an SEL program like Open Circle creates positive learning environments and teaches students

crucial social and emotional skills. Research shows that effective SEL programs not only improve social and emotional outcomes, but also improve academic achievement. Implementing Open Circle in Boston schools is particularly critical, as many students experience extraordinary social and emotional challenges due to poverty, violence, lack of family support, and countless other factors.

Central to the Open Circle approach is the year-long, grade-differentiated *Open Circle Curriculum*, which integrates research findings in social and emotional development with best practices in teaching, dialogue facilitation, and classroom management. It focuses on teaching children skills in three areas—self-regulation, communication, and social problem solving—all within the context of a safe, caring, and highly engaging classroom community.

Through Open Circle's extensive professional development programs, teachers learn to effectively implement the *Open Circle Curriculum* and successfully facilitate conversations with students about their social and emotional development. Teachers also learn to infuse SEL throughout the school day, improving the environment for learning and increasing critical thinking skills across all academic areas.



SEL: Keys to Success

Excellent school leadership is essential to the success of these efforts. Principals Jeichael Henderson of Holland Elementary and Waleska Landing-Rivera of John F. Kennedy Elementary are dedicated, talented leaders who are deeply invested in their schools, students, and communities. Both principals recognized that SEL would be a key component to achieving the outcomes they desired for their students. Principal Landing-Rivera explained, "SEL is a priority. Our students arrive each day with many needs beyond academic ones. The students must be ready to learn, and our devoting time to SEL instruction helps with this readiness." Principal Henderson echoed this sentiment, stating, "At

Holland, we put children's needs first, including social and emotional needs."

Given these schools' complex and time-sensitive goals, they fast-tracked plans for implementing Open Circle school-wide. Program Co-Director Nova Biro shared, "Turnaround Schools often need customized programming and extra support to meet their unique needs. We are working closely with Holland Elementary and JFK Elementary to ensure that their SEL efforts not only meet the needs of all students and staff, but are also sustainable over the long term."

To accomplish this, Open Circle customized its training model. Both schools immediately trained all grade-level teachers to implement the *Open Circle Curriculum* instead of training small cohorts of teachers over a series of three or more years. Supplementary professional development time afforded to Turnaround Schools enabled this approach, which also provided a unique opportunity for teachers to work together as a group over four full days throughout the school year, strengthening staff relationships, trust, communication, and collaboration. Training a particularly large cohort of teachers at Holland Elementary did require adjustments to Open Circle's training model, which aims to simulate the group dynamics of a typical classroom of 25 students. In addition, as the year progressed, both schools experienced staffing changes which necessitated further training adjustments to effectively incorporate the new staff members.

Open Circle also customized its in-school coaching model. A team of four coaches with expertise in urban schools worked with the two partner Turnaround Schools. In addition to the typical twice-yearly, one-on-one meetings with teachers in their classrooms, coaches facilitated grade-level meetings on SEL and Open Circle implementation. Coaches also engaged in extra meetings with principals to assess progress and provide supplementary support. They further met with specialists and other outside partners to ensure Open Circle's SEL efforts were well integrated with other related initiatives at each school.

Measuring Outcomes, Observing Success

Open Circle and the two partner schools are in the process of gathering data on improvement in students' social and emotional skills as well

as overall school climate. Teachers at Holland Elementary conducted mid-year assessments to determine which SEL skills students were using consistently and which ones needed further reinforcement. Teachers at both schools completed evaluations after each training session to provide feedback on their learning experience. Results have been enormously positive.

Open Circle has also gathered qualitative feedback from principals and teachers throughout the year, and teachers will complete a year-end survey to reflect on their Open Circle implementation and the outcomes they have observed in student behavior and classroom climate. This information will not only inform planning for future years of implementation in each school, but will also inform future SEL work in other Turnaround Schools in Boston and other communities.

Although it is still early in the implementation process, there are already signs of success. Principal Landing-Rivera noted that her students are increasingly articulating their needs and feelings and that Open Circle has positively impacted behavior in the school. One teacher shared that he didn't know what he had done without Open Circle, and that it has become an integral part of his classroom. In a classroom at Holland Elementary during preparations for MCAS testing, students practiced calm breathing and positive self-talk. Teachers reported students telling themselves things such as, "I know I can do this!" Principal Landing-Rivera attributes the success of Open Circle at JFK Elementary to the fact that the teachers have embraced the initiative, saying, "Teachers bought into the program and saw the need, and it aligns with our mission as a school."

Future updates about Open Circle's work with Turnaround Schools and other special communities will be posted online at

www.open-circle.org ■

~Bethany Montgomery, M.S.W.
Trainer and Coach, Open Circle at WCW

Since its inception in 1987, Open Circle has reached nearly half a million children and has trained over 10,000 educators. Open Circle, a program of the Wellesley Centers for Women, is currently used in 265 schools across 97 communities in the Northeast, including a large number of schools serving low-income populations.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011), The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82: 405-432.

new publications

ETHICS AND POWER: NAVIGATING MUTUALITY IN THERAPEUTIC RELATIONSHIPS

Pamela J. Birrell, Ph.D.

This paper explores Relational-Cultural Theory (RCT) and the ethics of power-with, of mutuality and relational engagement. It examines how we and those with whom we work become whole and how we help others. Ethics is not a set of rules to follow, but is an attitude and a stance toward the suffering of others and toward helping them to heal. Mutual respect and mutual power, relational engagement, and the importance of uncertainty, being open to the people with whom we work are described as core ethical concerns. This paper initiates a conversation on relational-cultural ethics which can create possibilities and growth fostering relationships for all.

2011/#WCW 108/\$10.00*



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OTHER PUBLISHING NEWS

LINDA CHARMARAMAN, Ph.D. and **CORINNE MCKAMEY**, Ph.D. co-authored an article for a forthcoming special issue of *Sexuality Research and Social Policy*, highlighting the influence of narratives on informing policy and practice

entitled, "Urban early adolescent narratives on sexuality: Accidental and intentional influences of family, peers, and the media." In this paper, the scholars examine ways that early adolescents talked, interacted, and made references to events in their individual and collective lives during photography-based focus groups about sexuality and relationships. The analysis revealed four main themes: (a) direct and indirect family communication about sexuality, (b) accidental and intentional Internet usage, (c) shared and contested peer knowledge, and (d) school as a direct and indirect learning context. Implications and future directions for practice, research, and policy are explored. The writing of this article was funded by Planned Parenthood League of Massachusetts.

"School Dropout Prevention: The Promise of Arts-Based Community and Out-of-School Time Programs," by Charmaraman and **GEORGIA HALL**, Ph.D. has been accepted for publication in *New Directions for Youth Development*, for the National Afterschool Association 2011 special issue. The writing of this article was funded by the West Michigan Center for Arts and Technology. Hall and Charmaraman also co-authored articles in the November and December 2010 issues of *School-Age Notes* about their qualitative study of a middle school boys' afterschool empowerment program, funded by the Anne E. Borghesani Community Foundation. The researchers made a case for creating and fostering these programs that provide forums for friendship building, conflict resolution, and mutual goal setting, particularly in schools where urban community violence is

prevalent. In the second issue, the scholars discussed how to recognize and develop the youth development skills of successful group facilitators of young male empowerment groups. View access these articles online, visit: www.niost.org/pdf/schoolagenotes_nov2010.pdf www.niost.org/pdf/schoolagenotes_dec2010.pdf

“Examining Gender Stereotypes in New Work/Family Reconciliation Policies,” by **RANGITA DE SILVA-DE ALWIS**, S.J.D., will be published in the *Duke Journal of Gender Law & Policy*. This article and the corresponding presentation at a Duke symposium were dedicated to Susan McGee Bailey, Ph.D., recently retired executive director of the Wellesley Centers for Women.

TRACY GLADSTONE, Ph.D. co-authored (Van Voorhees, B.W., Mahoney, N., Mazo, R., Barrera, A.Z., Siemer, C.P., Gladstone, T.R.G., & Munoz, R.F.), “Internet-based depression prevention over the life course: A call for behavioral vaccines,” included in the March 2011 issue of *Psychiatric Clinics of North America*.

PEGGY MCINTOSH, Ph.D. authored “SEED Project on Inclusive Curriculum (Seeking Structural Equity and Diversity)” and “White Privilege and Education,” for inclusion in James Banks’ *Encyclopedia of Diversity in Education*, forthcoming from Sage. For the *Journal of Social Issues*, McIntosh is writing the closing [untitled] article for a special issue edited by Jon Iuzzini of Hobart and William Smith Colleges and Kim Case of University of Houston/Clear Lake. The title of the special issue is *Systems of Privilege: Intersections, Awareness, and Applications*. McIntosh is writing the first chapter for *Without Political Peers: Personal Investigations of White Privilege*, edited by Bettina Bergo, University of Montreal,

and Tracey Nicholls, Lewis University, forthcoming from Indiana University Press. This chapter is entitled “Deprivileging Philosophy.” McIntosh’s paper, “Unearned Advantage and Disadvantage as Work Impediments” is included in *Women in Astronomy and Space Science: Meeting the Challenges of an Increasingly Diverse Workforce*, the proceedings from the affiliated conference organized by the National Aeronautics and Space Administration.

“The Transparent PUI Sponsored Programs Office: Building Trust with Faculty & Gaining Support from Institutional Leaders,” by **KRIS BATISTA MONAHAN**, M.P.A. and Anne Pascucci, M.P.A. was featured in the March/April 2011 issue of *NCURA Magazine* published by the National Council of University Research Administrators.

MICHELLE PORCHE, Ed.D. co-authored (Porche, M.V., Fortuna, L.R., Lin, J., & Alegria, M.), “Childhood trauma events and psychiatric disorders as correlates of school dropout in a national sample of young adults,” included in the March 2011 issue of *Child Development*. This article describes the association between childhood trauma and high school dropout, as mediated by childhood diagnosis of conduct disorder and substance abuse using the nationally representative Collaborative Psychiatric Epidemiology Surveys dataset. To access this article online, visit: www.onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01534.x/abstract.

Porche co-authored (Dickinson, D.K., & Porche, M.V.), “The relationship between classroom experiences of low-income children in preschool and kindergarten and fourth grade language and literacy abilities,” also included in the March 2011 issue of *Child Development*. This article describes the indirect effects of preschool classroom teacher talk

(using detailed observations and audio taped teacher and child language data) on kindergarten and grade four literacy outcomes. To access this article online, visit: www.onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2011.01576.x/abstract. Porche also co-authored (Porche, M.V., Pallante, D.H., & Snow, C.E.), “Professional development for reading achievement: Results from the Collaborative Language and Literacy Instruction Project (CLLIP),” to be featured in *Elementary School Journal*, in press. This paper describes the development of the CLLIP intervention by Pallante and the evaluation of its implementation in rural elementary schools in Ohio.

KATE PRICE, M.A. authored a chapter in the textbook, *Global Perspectives on Prostitution and Sex Trafficking: Europe, Latin America, North America, and Global* (Lexington Books). The chapter examines child prostitution through a Relational-Cultural Theory lens, examining the importance of power structures, relationship, and collusion in perpetuating this global crisis.

NAN STEIN, Ed.D. authored “(Sexual) Harassment Left Behind: What the “Bullying” Framework is Doing to Civil Rights” which was published in the spring 2011 issue of *Perspectives*, published by the Massachusetts Association for Supervision and Curriculum Development.

MAUREEN WALKER, Ph.D. published the article, “What’s a Feminist Therapist to Do? Engaging the Relational Cultural Paradox in a Post-Feminist Culture” in *Women & Therapy* (Volume 34, Issue 1 & 2, 2011). This article illustrates the use of Relational-Cultural Therapy as a feminist approach that fosters healing and growth by facilitating both personal and collective empowerment.

short takes

Boston Summer Learning Project

New Research Findings:

The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women served as the evaluator for the Boston Summer Learning Project (SLP), a two-year initiative launched during the early spring of 2010 under the leadership of Boston's Opportunity Agenda in collaboration with Boston After School & Beyond as its operational partner, and the Boston Public Schools. The Boston Opportunity Agenda is a public/private partnership with a community-wide goal of achieving greater opportunity and economic mobility for Boston's young people and adults. The Opportunity Agenda developed a learning project to advance student learning—academic, enrichment, and skill development—during the summer through integrated school-community partnerships that address students' needs and interests. The SLP was created to explore how integrated approaches to summer learning reverse or stem summer learning loss. The two-year demonstration project is intended to inform the development of a collaborative learning system that captures the best of what schools and community partners offer.

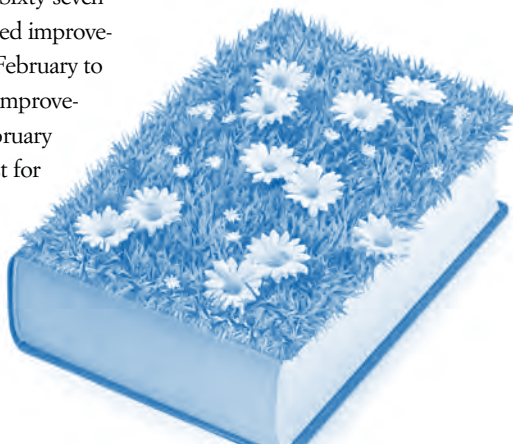
Major Findings:

Formative assessments that examine student achievement based on national and customized state standards were administered with students attending three of the schools in February 2010. The assessment was administered again in September 2010 following the SLP. Sixty-seven percent (67%) of the students showed improvement in Reading scaled score from February to September and 62 percent showed improvement in Math scaled score from February to September. Overall results suggest for both Reading and Math there was no summer learning loss. When

analyzed in aggregate, no significant differences in pre/post mean difference scores were found based on school or gender.

Findings from the observations and interviews profiled similar outcome trajectories to the quantitative analysis (Survey of Afterschool Youth Outcomes—SAYO) for the five programs. SAYO outcome differences seem to be tied to diversity in practice in three domains: (a) implementation of integrated academic/enrichment learning model, (b) relational skills, and (c) development of informal learning experiences. Those programs which demonstrated higher SAYO outcomes for Engagement, Communication, and Relations with Adults shared the following traits: (a) academic teaching staff had a formal role in the afternoon enrichment, (b) program structure emphasized small group learning and team building in both domains, and (c) informal learning through project-based/hands-on learning experiences was fully exploited. One of the most salient impacts heard from teachers working in programs that facilitated crossover between academic instructor and enrichment facilitator was the transformation of their teaching practice—from a traditional classroom perspective to a youth-development focus centered on learning engagement and personal connection with students.

*~Principal Investigator: Georgia Hall, Ph.D.,
Senior research scientist, NIOST at WCW*



open circle®
getting to the heart of learning

Open Circle Curriculum in Demand

More than 1,200 copies of the 2010 edition of the *Open Circle Curriculum* have been sold since its release last fall. The curriculum serves as the core of the social-emotional learning program for grades Kindergarten through five and integrates research findings in child development with the best teaching practices. The curriculum's holistic approach involves training the adult role-models in a child's life to teach and embody principles of communication, responsibility, cooperation, respect, and assertiveness. These principles are essential for helping children foster healthy relationships, become engaged, thoughtful citizens, and enjoy productive, fulfilling lives. Learn more about Open Circle at www.open-circle.org.

Youth Researchers Assess 21st Century Afterschool Program Quality



The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, in partnership with Health Resources in Action, a leader in youth development and healthy living, recently launched an exciting state-wide pilot project designed to engage middle and high school students in assessing the quality of their own afterschool programs using a *youth participatory research approach*. This project is funded by the Massachusetts Department of Elementary and Secondary Education (MA DESE) 21st Century Community Learning Center (CCLC) Program.

What Is the Youth Participatory Research?

Youth participatory research is an approach whereby adults partner with youth to answer important research questions of relevance to youths' lives. Youth participatory research has been found to benefit youth (*and program staff*) in a myriad of ways, including:

- Enhanced personal development (leadership, and a sense of empowerment)
- Development of concrete research skills—such how to observe, conduct interviews, analyze data, practice active listening, and

participate in collaborative conversations.

- More collaborative relationships between staff and youth leading to a deeper understanding of youth perspectives by staff
- Greater engagement and ownership in the program

Why use a Youth Participatory Research approach to measure afterschool program quality?

Since 2003, administrators and staff of MA DESE 21st CCLC afterschool programs have used measurement tools developed by NIOST researchers, Wendy Surr, M.A. and Beth Miller, Ph.D., to examine program quality and youth outcomes. In the past few years, MA DESE has increased funding for afterschool programs serving teens. One of the most important features of a quality teen program is its ability to build youth leadership skills and fully engage youth in shaping their own program experiences. Rather than having staff be the only ones assessing the teen program quality, Surr launched this project to explore ways that youth could play a key role in the quality assessment process.

About the Youth Participatory Research Project

21st CCLC afterschool programs representing seven school districts from across the entire state have created Youth Researcher teams at their sites. This past January, staff and administrators from each site received a full-day training in quality assessment, research methods, and how to promote leadership skills in youth. Youth representatives from each of the seven sites then traveled to attend a Youth Research training session where they focused on building their leadership skills and received explicit instruction in research approaches and data collection methods—such as conducting observations, interviews, focus groups, and administering surveys and polls. Throughout the spring, each Youth Researcher Team will follow six research steps as they execute their project. Each group will begin with devising their main research question, and will be required to develop a “Project Plan.” This initial project planning will be followed by preparing for data collection, collecting data, analyzing and interpreting their data, and using their results for positive action, and will culminate with the opportunity to present their research and share their experiences to a state-wide audience of other youth and staff participating in the project from around the state.

~Wendy Surr, M.A.,
Research associate, NIOST at WCW



continued on page 22

Addressing Gender-based Violence at the Public Policy Level

NAN STEIN, Ed.D., senior research scientist at the Wellesley Centers for Women, presented during the **NATIONAL SUMMIT ON GENDER-BASED VIOLENCE AMONG YOUNG PEOPLE** outside Washington, D.C. in early April. The event brought together more than 150 major organizational, federal, and academic leaders to discuss how to translate research into practice, highlight promising practices, and provide the field with the tools they need to serve the nation's students. The purpose of the summit was to engage federal partners and the broader field in developing a comprehensive federal strategy to address the issue of gender-based violence among young people. The program was sponsored by the U.S. Department of Justice, the U.S. Department of Education, and the U.S. Department of Health & Human Services. Stein also met with a White House Violence against Women advisor.

Additionally, Stein testified before the **MASSACHUSETTS COMMISSION TO REVIEW STATUTES RELATIVE TO IMPLEMENTATION OF THE SCHOOL BULLYING LAW** at the Massachusetts State House in February. Her testimony is available online at www.wcwoonline.org/stein.html.

New Blog for JBMTI

The Jean Baker Miller Training Institute continues to expand its online community building. In addition to the popular webinar series, a new blog was launched this past winter to provide a forum for practitioners, educators, care givers, parents, and others to share research, news, and perspectives about Relational-Cultural Theory, social justice, and related issues. Visit www.jbmti.org/blog to join the discussion.



Gift to the Jean Baker Miller Training Institute Supports New Social Justice Initiative



Jean Baker Miller (center) and Family

The Miller Family Social Action Project was recently established with a generous gift from the family of Jean Baker Miller.

“Social action was a defining aspect of Jean’s life... Her emphasis on ‘growth-through-connection’ was not only about achieving psychological health and well-being, it was a call to action, urging us to work for social justice in all of our relationships,” states Miller’s husband, Mike Miller.

This project will be a part of the **JEAN BAKER MILLER TRAINING INSTITUTE (JBMTI)** and seeks to address social problems resulting from inequitable power arrangements in contemporary culture. Using the precepts of the Relational-Cultural Theory as the guiding philosophy, JBMTI will work in collaboration with diverse groups and individuals to develop programs that promote reconciliation, shared power, and mutual respect among individuals and cultures. Initial programming includes curriculum development with direct-service providers; collaboration on a violence prevention conference in Berlin, Germany; a “women, race, and power” dialogue; and a series of events addressing girls, visibility, and power.

“It is our hope that the Fund will move Jean’s relational activism to a new level by mobilizing and inspiring even more practitioners to apply their knowledge and skills to social action projects that lead to positive and enduring social change,” Miller said. “These are bold objectives, but Jean would expect no less.”

Visit www.jbmti.org for further announcements and listings of Miller Family Social Action Project events and programs.

Assessing Wyoming's Afterschool Capacity

The Wyoming Afterschool Alliance (WYAA), an initiative of the Wyoming Community Foundation, has received a three-year grant from the C.S. Mott Foundation with matching funds from the Wyoming Department of Education (through 21st Century Community Learning Centers), the Wyoming Department of Family Services, and the John P. Ellbogen Foundation to conduct a research project surveying the capacity of the public and private afterschool systems and to assess their effectiveness across Wyoming. The project also involves setting up a system of Quality Advisors for afterschool programs in the state, and rolling out a program self-assessment tool that will be piloted with as many as 25 Wyoming afterschool sites.

The Wyoming Afterschool Alliance (WYAA) is partnering with the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at the Wellesley Centers for Women and The Third Mile Group of Denver, CO to complete this initiative. Teams at the three organizations—each with a long history of cutting-edge work in the education and afterschool fields—will ensure a comprehensive assessment that benefits the state, afterschool programs, and children of all ages.

During Phase I, WYAA identified prospective Quality Advisors (QAs)—a group of experienced afterschool professionals from across the state who received training on program evaluation and staff coaching. Immediately following their March training, the QAs began traveling across Wyoming observing afterschool programs and collecting data on their activities. Over the course of the spring, the Third Mile Group is surveying and interviewing Wyoming policy makers, program directors, educators, parents, and funders about their observations and the afterschool system's capacity and effectiveness to serve the state's youth. NIOST is conducting a survey of afterschool programs evaluating the quality of programming and leadership indicators. The three organizations will then work together to create an overview of the status of afterschool statewide. It is anticipated that the results will inform both policy and practice in Wyoming.

Phase II and III of the project will involve piloting the NIOST Afterschool Program Assessment System in a group of Wyoming afterschool sites. Youth workers at sites will be trained by NIOST staff with additional coaching and support provided by local QAs over the course of a year. Each site will receive comprehensive reports based on their input to help guide their program improvement efforts.



Awards & Recognition

PEGGY MCINTOSH, Ph.D., associate director of the Wellesley Centers for Women and co-director of the SEED (Seeking Educational Equity and Diversity) Project, received the **2011 OTIS SOCIAL JUSTICE AWARD** from Wheaton College. McIntosh was honored at the Massachusetts college in March for her education and activism; during the ceremony she delivered a lecture entitled "Power and Privilege." The SEED Project, which McIntosh founded 25 years ago, helps teachers, counselors, and administrators make school climates, curricula, and teaching methods more gender-fair and multiculturally equitable. Her writings and lectures have introduced issues of privilege into discussions on gender, race, and sexuality. McIntosh is also the co-founder of the Rocky Mountain Women's Institute in Colorado and is the consulting editor to *Sage: A Scholarly Journal on Black Women*. In 1959 the Otis Social Justice lecture series began through the generosity of Henry Witte Otis. The lecture series began as an opportunity for Wheaton students to gain inspiration and guidance from distinguished philosophers and theologians. In recent years the Otis Fund has broadened to support a colloquium in social justice—a forum through which the Wheaton community may address key contemporary social issues. Past recipients include the late Senator Ted Kennedy, Charles J. Ogletree, Gloria Steinem, Howard Zinn, and former U.S. Surgeon General C. Everett Koop.

RANGITA DE SILVA-DE ALWIS, LL.M., S.J.D. has been named the inaugural **SUSAN MCGEE BAILEY RESEARCH SCHOLAR** (SMBRC) at the Wellesley Centers for Women, for the term of January 1, 2011 through June 30, 2012. A human rights lawyer and scholar who works to advance the rights of women across cultures and borders, de Silva-de Alwis is the director of International Human Rights Policy Programs at WCW. She leads several WCW initiatives on women's rights issues in China and the Muslim world, on Asia regional law reform, and within the international legal and social policy community. The Centers established The Susan McGee Bailey Women's Perspectives Fund to provide ongoing support for groundbreaking research and programming designed with women's perspectives at the center while honoring Bailey for her 25 years of leadership. The income generated by the endowed fund was used to establish the position of a SMBRC. The position is awarded on a rotating basis to WCW staff or to an outside scholar brought in for the duration of the award as an acknowledgement of the quality, potential, and influence of that individual's work on behalf of women and girls.

SCHOLARLY PRESENTATIONS & TRAINING

More than three dozen scholars and experts, including past and present Wellesley Centers for Women scholars, shared their perspectives and insights during a program of thought-provoking seminars during the November Reflections, Conversations, New Directions Symposium held in honor of the Centers' 35th Anniversary. Topics covered a variety of issues, from "Women and Work: Paid and Unpaid" and "New and Changing Families" to "WCW and the Global Women's Movement" and "Adolescent Girls Seen through a Cultural Lens." Visit www.wcwonline.org/35thCelebrations to listen online or to download MP3 files of the presentations.

At the upcoming American Psychological Association conference in Washington, D.C. in August, **ALICE J. LEE** (Wellesley College Class of 2011 alumna and Morse Fellow at the Wellesley Centers for Women) and **LINDA CHARMARAMAN**, Ph.D. will present their poster, "Anonymous questions from middle school sex education courses: What do themes tell us about early urban adolescent development?" in the Developmental Psychology division. Charmaraman presented on a panel showcasing internal and external perceptions of multiracial individuals across development at the biannual meeting of the Society for Research on Child Development in April. This work focused on findings specifically about multiracial subgroups from work published previously with colleague **JENNIFER M. GROSSMAN**, Ph.D. on the importance of race-ethnicity in adolescents of diverse cultural backgrounds. The talk was entitled, "Racial-ethnic centrality: Variation in self-perception across Multiracial adolescent groups" (co-authored by Grossman, **SUMRU ERKUT**, Ph.D., **INEKE CEDER**, and **ALLISON TRACY**, Ph.D.). In April, **NAN STEIN**, Ed.D. and Charmaraman presented their collaborative work on a panel at the annual meeting of the American Educational Research Association conference in New Orleans. Their talks were entitled, "A multi-level experimental test of a dating violence prevention program in New York City Middle Schools" (N. Stein, funded by National Institute of Justice) and "Factors that influence bullying and sexual harassment perpetration and victimization: Voices from middle school students and teachers" (L. Charmaraman, funded by Centers for Disease Control and Prevention).

GEORGIA HALL, Ph.D., presented "Growing Boys: Boys' Empowerment Groups in OST Programs" at the National Afterschool Association conference in Orlando, FL in April. The talk focused on recent research conducted by Charmaraman and Hall.

The **JEAN BAKER MILLER TRAINING INSTITUTE** (JBMTI) at the Wellesley Centers for Women held several webinars in "The Brain in Connection" and "The Healing Brain" series. These programs included: "Are You My Mother? Developing the Capacity to Connect in Early Childhood Relationships;" "I Can Read You Like a Book: How Mirror Neurons Help Us Connect;" "The Smart Vagus: The Social Wisdom of Our Tenth Cranial Nerve;" "When to Say When: The Dopamine Reward System from Moderation to Addiction;" "Love and PTSD: Understanding the Devastating Impact of Interpersonal Violence;" and "It's Never Too Late to Change: Neuroplasticity and the Hope of Change." Learn more about recorded and future online programs at www.jbmti.org/webinars.

The **June 2011 JBMTI Intensive Institute**—The Power of Connection: Tools for Personal and Social Change features new programs including plenaries: *Why RCT Matters in the Real World*, *"Be the Change" Conversations*, and *Action Growing from Community*; workshops: *Creating Connection in a Sea of Disconnection: Research-Informed Clinical Practice*, *Getting Unstuck: The Tools of Empathy, Reclaiming the Connected Brain: A 10 Step Program to Awaken Your Natural Ability to Connect*, and *"Talking" the Talk through Media Commentary*; and community group activities and poster sessions. The institute will be held June 22–26 at Wellesley College, Wellesley, MA.



The **Fall 2011 JBMTI Introductory Institute**—How Connections Heal: Founding Concepts and Practical Applications of Relational-Cultural Theory will be held October 21–23, 2011, at Wellesley College, Wellesley, MA. The Introductory Institute is a unique opportunity for the intensive study of Relational-Cultural Theory (RCT) and its direct applications in the world. This approach rests on the premise that growth-fostering connections are the central human necessity and disconnections are the primary source of human suffering. This year's Introductory Institute participants will also have the opportunity to hear Lyn Mikel Brown, Ed.D. present the Jean Baker Miller Memorial Lecture which will focus on Brown's groundbreaking work on girls' voice and visibility. Visit www.jbmti.org for more information about trainings and institutes; CEUs are awarded.

JEAN KILBOURNE, Ed.D., continued to lecture extensively throughout the winter and spring, including: offering a keynote address at "Girls on the Run" national conference in Phoenix, AZ in January; serving as a panelist on "The Media's Sexual Objectification of Women: A Human Rights Violation" for the U.N. Commission on the Status of Women, New York, NY in February; as keynote speaker at the American Camp Association conference, in Atlantic City, NJ, and as panelist for Endangered Species: Preserving the Female Body Summit in New York, NY, both in March; as keynote speaker in April for the Sexual Assault and Trauma Resource Center conference, Providence, RI and the ACME (Action Coalition for Media Education) conference, Boston, MA; presenting at the National Conference for Media Reform, Boston, MA, and at the Sublette County Sexual Assault Family Violence Task Force, Pinedale, WY, both in April; and as keynote speaker for Conscious Capitalism Conference, in Waltham, MA in May. For more information about Kilbourne's speaking engagements, please visit www.jeankilbourne.com.

ERIKA KATES, Ph.D. served as a panelist during the 14th Annual International Women's Day program, "Unequal Treatment under the Law: Women in the Criminal Justice System" held in March at Simmons College in Boston, MA during which conditions for incarcerated mothers and pregnant offenders in Massachusetts prisons were discussed.

NANCY MARSHALL, Ed.D. presented a poster, "Low-income Workers and Work-Family Issues" (Marshall, N.L., Robeson, W.W., Dennehy, J.) at Work, Stress, and Health 2011: Work and Well-being in an Economic Context, The 9th International Conference on Occupational Stress and Health, in Orlando, FL in May. Also at the conference, Marshall served as a Session Chair for "Time Pressure, Flexible Work Arrangements, and Work-Family Boundaries."

OPEN CIRCLE, a program of the Wellesley Centers for Women, co-sponsored with the Wellesley College Child Study Center the screening of the documentary film, *Race to Nowhere: The Dark Side of America's Achievement Culture* in January at Wellesley College, Wellesley, MA. A panel discussion followed the screening and featured: Sue Kerr, educational director, Wellesley College Child Study Center; Tracy Gleason, psychological director, Child Study Center, and associate professor, Psychology, Wellesley College; Kelly Rutherford, assistant professor, Sociology, Wellesley College; **SALLIE DUNNING**, coaching director, Open Circle; and Nikki Rossett, Wellesley College Class of 2012 student.

MICHELLE PORCHE, Ed.D., in collaboration with Lisa Fortuna, M.D., will present results of her 35th Anniversary Fund-supported project, Gender, Achievement, and Risk, at the Annual Meeting of the American Psychological Association in Washington, D.C. in August. The presentation, "Narratives of adolescents in CBT treatment: An exploratory study of the disruptive effect of psychological trauma on educational attainment," will describe qualitative findings of interview data collected from dual-diagnosed adolescents in a manualized cognitive behavioral therapy treatment program.

NAN STEIN, Ed.D. presented on a panel addressing "Understanding and Preventing Bullying and Youth Violence" during the Winter Policy Talks 2011 held in February at Wheelock College in Boston, MA. In June, Stein also presented "Missing Discourse of Rights: Bullying Vs. Sexual Harassment" at the annual meeting of the Law & Society held in San Francisco, CA. She and Bruce Taylor, Ph.D. served as panelists at the National Institute of Justice annual conference, discussing their work, "Teen Dating Violence Prevention Programs: Evaluations from the Field," and she served on a panel defining the nature and scope of bullying and harassment in the 21st century during the Radcliffe Institute, Designing Environments to Prevent School Violence: Next Steps in Preventing Bullying and Harassment, organized by the Harvard Graduate School of Education. In September, Stein will present with Howard Kallem, Chief Attorney, U.S. Department of Education, Office for Civil Rights, at the National Sexual Assault Conference/La Conferencia Nacional de Agresión Sexual in Baltimore, MD, organized by the National Sexual Violence Resource Center.

global connections

WCW Organizes Roundtable for Women Leaders in the Arab and Muslim World

Rangita de Silva-de Alwis, S.J.D., the director of international human rights policy programs at the Wellesley Centers for Women (WCW), partnered with the Moroccan Ministry of the Interior, The Kingdom of Morocco, to present a seminal program, “Rabat Roundtable: Women Leading Change in the Muslim World,” May 16–17, 2011, in Rabat, Morocco. This critical Roundtable was originally organized in partnership with the Hon. Dr. Moushira Khattab, the former Minister for Family and Population of Egypt, to be held in Cairo under the auspices of the Ministry of Family and Population, Egypt with whom de Silva-de Alwis has partnered with in her work with the Legislative Reform Initiative along with UNICEF. The political changes sweeping Egypt and other countries propelled WCW and its partners to seize the transformative potential of these historic movements and to reconvene the program in Rabat this May. The Roundtable brought together leading women’s rights advocates from the Muslim World for high-level discussion and debate to ensure that women are part of the important reformist and decision making processes. Over two dozen local, women

government officials from Morocco joined the Roundtable initiating a global-to-local exchange.

This partnership was made possible by the gracious support of Dr. Najat Zarrouk, the distinguished Governor, Director of Training for Local Government, Ministry of the Interior with whom de Silva-de Alwis has worked as part of the Women’s Democracy Network. Zarrouk is at the forefront of women’s leadership in Morocco and has championed women’s political participation through training programs and mentoring initiatives around Morocco and the world.

Rabat served as an ideal location for the Roundtable. The Moroccan women’s movement sparked a historic million-signature campaign that mobilized reform of the family code for Mudwana in 2004. Morocco’s revised family law has been held up as a model by feminists throughout the Muslim world and catalyzed reform in countries across the region. Family law is often the litmus test of women’s equality and the landmark initiative galvanized movements around the world including the women’s movement in Iran. In particular, the million signature campaign is at the heart of Iranian feminists’ efforts to reform their country’s family law.



(Left to right)
Chairperson Dr. Moushira Khattab, former Minister for Family and Population, Egypt; Co-moderator Dr. Rangita de Silva-de Alwis, Wellesley Centers for Women; and Moderator Dr. Najat Zarrouk, Ministry of the Interior, Kingdom of Morocco lead a discussion during the Roundtable.



Drs. Haleh Esfandiari and Siti Musdah Mulia address participants during the Focus Two panel.



Participants listen to international colleagues during one of the panel presentations.

Rabat Roundtable: Women Leading Change in the Arab and Muslim World

Organized by the Ministry of the Interior, The Kingdom of Morocco in Partnership with Wellesley Centers for Women

Chairperson: Dr. Moushira Khattab, Former Minister for Family and Population, Egypt

Moderator: Dr. Najat Zarrouk, Ministry of the Interior, Kingdom of Morocco

Co-moderator: Dr. Rangita de Silva-de Alwis, Wellesley Centers for Women (WCW), USA

Roundtable Objectives:

- *Affirming the human rights of women under Islam*
- *Advancing women in political and economic participation*
- *Addressing different forms of violence against women*
- *Strengthening equal protection for women under law and in the Family and Civil Code*
- *Engaging female, local government officials with regional and global women leaders*
- *Creating a platform for exchanging information, laws and policies, strategies and collaborative action*
- *Celebrating the advances of women in the Muslim World*

May 16-17, 2011
Kingdom of Morocco,
Headquarters of the
Ministry of the Interior
Amphitheater

Agenda

Monday, May 16, 2011

Welcome

Representative of the Minister of the Interior, Kingdom of Morocco

Focus One

New Awakenings and Women's Critical Role in Leading Change:

Women in the Kingdom of Morocco: Reforms, Achievements and What Remains to Be Done
Representative of the Ministry of Family, Kingdom of Morocco

Political Transformations and Women in Decision Making in a New Tunisia
Monia Ammar, General Coordinator of Human Rights, Judge, Republic of Tunisia

Roundtable Group Discussion

Summation—The Way Ahead
Dr. Moushira Khattab, Egypt

Focus Two

Reformist Efforts Toward a More Egalitarian Civil Code: Delinking Religion from Discrimination against Women:

The Making of a Model Civil Code (Counter Legal Draft) in Indonesia
Dr. Siti Musdah Mulia, Indonesia, architect of the Counter Legal Draft

The Mobilization of the Women's Movement to Reform the Civil Code in Iran
Dr. Haleh Esfandiari, Director of the Middle East Program at the Woodrow Wilson International Center for Scholars, Washington D.C., USA

Reform of the Penal Code and Constitution in Turkey
Selen Lermioglu Yilmaz, Turkey

The Landmark Revisions to the Children's Law in Egypt, 2008: Grassroots Mobilizing and Building Alliances with Men
Dr. Moushira Khattab, Egypt

Lunchtime Talk

My Prison, My Home: Her Powerful Story of Captivity in Iran and The Mobilization of the Global Women's Movement in Her Support
Dr. Haleh Esfandiari, USA

Focus Three

Advancing Women's Political Participation: Challenges and Opportunities:

Quotas for Women in Political Participation
Dr. Eman Al Hussein, former Councilor on the Greater Salt Municipal Council, Jordan

Challenging Patriarchal Forces in the Family
Ms. Hayat Arslan, former political candidate, Lebanon

Women Negotiating Peace: The Application of UN Resolution 1325
Ms. Selen Lermioglu Yilmaz, Turkey and UN consultant working on UN Resolution 1325 in Cyprus

Women's Political Leadership and Turkey's Upcoming Elections
Mutlu Alkan Kutukluoglu, Director of International Affairs of the AKP Party, Turkey

Roundtable Group Discussion

Summation—The Way Ahead
Hon. Zahira Kamal, former Minister for Women's Affairs, Palestine

Dinner Presentation

Transformation in the Arab World: The Critical Role of Women in Egypt's Revolution and Its Aftermath
Dr. Moushira Khattab, Egypt

Tuesday, May 17, 2011

Focus Four

Violence against Women:

Violence against Women in Conflict
Hon. Zahira Kamal, Palestine

Crimes against Women in the Name of Honor
Dr. Eman Al Hussein, Jordan

The Recent Landmark Bills on Domestic Violence and Sexual harassment in Bangladesh
Salma Ali, Bangladesh, Head of Bangladesh National Women Lawyers Association

Roundtable Group Discussion Summation—The Way Ahead
Dr. Eman Al Hussein, Jordan

Focus Five

Promotion of Equality through Constitutional Reform:

Women in Constitution Making and Democratic Reform
Dr. Moushira Khattab, Egypt

Women in Constitution Making and Democratic Reform
Dr. Eman Al Hussein, Jordan

Women in Constitution Making and Democratic Reform
Monia Ammar, Tunisia

Summation—The Way Ahead
Dr. Rachida Tahri, Morocco

Focus Six

Elected Women's Network:

Leadership and Capacity Building: The Experience of Morocco
Dr. Najat Zarrouk, Morocco

African Local Experience
Milouda Hazeb, the President of the African Local Elected Women Network

Summation—The Way Ahead
Dr. Rangita de Silva-de Alwis, WCW, USA

Lunchtime Talk

Rural Women's Struggle in Pakistan for Equal Rights
Khawar Mumtaz, Head of Shirkatgah, Pakistan

Focus Seven

Gender Equality and Religion:

Progressive Interpretation of the Shariah Law and the Impact on Women
Dr. Siti Musdah Mulia, Indonesia

Reconciling the Koranic Injunctions with the Human Rights Framework
Ferdous Ara Begum, Bangladesh, former CEDAW Committee Expert

Developing a Platform of Action
The strategies discussed in each focus group discussion will be developed into a Platform of Action.

Formulation and Adoption of the Rabat Declaration of Action
Moderated by Dr. Moushira Khattab, Egypt; Dr. Najat Zarrouk, Morocco; Dr. Rangita de Silva-de Alwis, WCW, USA

Conclusion

Dr. Najat Zarrouk, Morocco

**MORE
GLOBAL
CONNECTIONS**

In February, **RANGITA DE SILVA-DE ALWIS**, S.J.D. served as a panelist on the program, “Expanding Access to Education and Employment

Opportunities for Girls and Women with Disabilities in Science, Technology, Engineering and Math (STEM)—Strategy for Action!” during the United Nations Commission on the Status of Women meetings in New York, NY. Her presentation was on “STEM: Expanding opportunities for women and girls with disabilities in education and employment.” Also in February, de Silva-de Alwis presented her paper, “Examining Gender Stereotypes in New Work/ Family Reconciliation Policies,” accepted for publishing in the *Duke Journal of Gender Law & Policy*, during the Duke University Law School spring symposium.

Under the auspices of the Ford Foundation, de Silva-de Alwis, lectured at University of Wuhan; the Chinese Academy of Social Sciences; and the Women’s University, Beijing, China; and convened a Gender and the Law Expert Group Meeting at the Ford Foundation in Beijing in March. Issues discussed included the proposal to equalize retirement ages for both men and women in China, the draft national domestic violence law, and innovative courses on Gender and the Law in Chinese law schools.

In April, de Silva-de Alwis offered a keynote presentation, “The Transformative Potential of the Human Rights Framework to address the Rights of Persons with Disabilities,” during the Pacific Rim International Conference on Disabilities held in Honolulu, HI. She additionally presented during a pre-conference event, the International Forum on the Human Rights of Persons with Disabilities: Transforming Global Visions to Local Actions. Also in April, de Silva-de Alwis was invited by Ambassador Melanne Verveer to attend a lunch in Washington, D.C. with Vice President of the All-China Women’s Federation Madam Meng Xiaosi in honor of the launch of the U.S.-China Women’s Leadership Exchange and Dialogue.

TRACY GLADSTONE, Ph.D., traveled to Reykjavik, Iceland in November 2010 to meet with clinicians at the Landspítali, the National University Hospital administered by the Ministry of Health and Social Security, where she trained them in the Family Talk intervention, which aims to prevent depression in children of depressed parents. In March, Gladstone presented during the Society for Research in Child Development 2011 Biennial Meeting in Montreal, Canada. Her presentations were: “Sibling Relationships in Children of Depressed Parents: Moderating Effects of Negative Parenting” (Tracy Gladstone, **ALICE A. FRYE**, William R. Beardslee, V. Robin Weersing, Judy Garber, Gregory Clarke, David A. Brent, Eugene D’Angelo), and “Effects of a Cognitive-Behavioral Depression Prevention Program for Adolescents on Parents’ Criticisms and Positive Remarks” (Judy Garber, Chrystyna D. Kouros, V. Robin Weersing, William R. Beardslee, Gregory Clarke, Tracy Gladstone, David A. Brent).

MICHELLE PORCHE, Ed.D., in collaboration with Geraldine Kirega and Chantal Kayitesi from the Women for Women Coalition, presented pilot results of the parenting support intervention for African refugees resettled in New Hampshire, “Africans United for Stronger Families,” at the Biennial Meeting of the Society for Research on Child Development in Montreal, Canada, April 2, 2011.

ALLISON TRACY, Ph.D. will present “SES in Emerging Adulthood: Implications for Health Behaviors” at the 10th International Conference on Health Economics, Management, and Policy to be held in Athens, Greece in late June. The paper, co-authored with **ALICE FRYE**, Ph.D., describes a study that (1) uses latent class analysis to identify the empirical structure of socioeconomic status (SES) in emerging adulthood, (2) examines the relevance of profiles of SES to mental and physical health, and (3) tests policy-relevant predictors of identified SES disparities.

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