

Research \ Action

Meeting Teens Where They Are: Education, Communication, and Wellbeing



Featuring:

School-Based Depression Screening Programs • Let's Talk about Sex: Teens and Extended Family Support • Updates from WCW Scholars & Projects in the U.S. and Globally • Sex/Ed Conference in India • Spotlight on 2017 Funding & Projects • Honor Roll of Donors

Shaping a
Better World
through
Research
& Action

**Wellesley
Centers for
Women**

Research \ Action Report

annual report 2017

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The Wellesley
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Wellesley College

From the Executive Director

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

The new *Research & Action Annual Report* will be published at the end of the calendar year by the Wellesley Centers for Women (WCW); a *Research & Action Report Brief* will be published mid-year. Production of this report was supported in part by The Mary Joe Gaw Frug Fund, an endowed gift to the Wellesley Centers for Women.

Our mission is to advance gender equality, social justice, and human wellbeing. We shape a better world for women and girls, families and communities through our innovative research, theory, and action.

While women's and girls' perspectives and experiences are at the center of our institutional identity, we recognize that the conditions of women's and girls' lives are shaped not only by their sex and gender, but also by other important factors: race, ethnicity, and culture; social class and economic status; nationality and religion; sexual orientation and gender expression; age and ability status; level of education; geographic context (urban, suburban, or rural); and a host of other factors. We share the conviction that the lives of men and boys—indeed, people of all genders—are as valuable and important as those of girls and women.

We work with the understanding that the change we seek occurs simultaneously at micro and macro levels, encompassing individuals, dyads, families, communities, and society at large. Only when social equity and equality, psychological wellbeing, peace, and freedom from violence and want evince for all people will our research and action programs have reached their true aim.

How will you remember 2017? After brushing away the negatives, I imagine that I'll reflect back with deep appreciation for the women who stepped forward.

I'll envision the throngs calling for equal rights, social justice, and safety during Women's Marches worldwide and the ensuing political debates among elected officials and across social media.

I'll think about how activism addressing racial injustice, social inequities, and religious intolerance rose to the surface, buoyed by women of color and immigrants who embraced allies in their important work.

I'll remember those who shared difficult, personal narratives letting others know they weren't alone, while demanding that institutions and systems respond appropriately to every instance of sexual misconduct, harassment, and assault—and how so many held respectful regard for others with similar experiences, irrespective of their gender, sexuality, race, culture, or economic class.

Recollecting on 2017 will elicit memories of the robust platforms that the Wellesley Centers for Women facilitated with our partners to move social change forward for women and girls. We co-organized notable conferences that brought thought leaders and change makers together to inform policymakers, advocates, practitioners, and the public in Washington, D.C., Cabo Verde, and India (page 21).

I'll think back to the Centers and how our teams carefully assessed how we could best influence the world and then responded—staying true to our mission to advance gender

equality, social justice, and human wellbeing through our high quality research, theory, and action programs. Important work for young children

and youth—on depression prevention (page 2), adolescent sex education (page 4), early child care and education (page 6), and our leadership in the field of out-of-school time (page 8), for example—have made us a go-to resource for educators. Our deep and collaborative scholarly work has practical implications for those working to eliminate violence against women (pages 11, 15) and for those who are advocating for workplace and public policies that could result in greater economic justice.

This was a challenging year. Politically. Socially. Financially. Mentally. But I'll remember well how WCW stepped forward in 2017. And because of those who invested in our mission, we were able to step forward confidently, equipped with our expertise, data, and partnerships. Thank you to all who gave so generously to enable our work to continue (page 24). Thank you to our partners, collaborators, and funders.

At the core of our belief system is the idea that if we work towards a world that is good for women and girls—towards gender equality, social justice, and human wellbeing—everyone will benefit. I will remember 2017 as a year that we rallied, collectively, toward such a reality. ■



Layli Maparyan, Ph.D.
Katherine Stone Kaufmann '67 Executive Director

Collaborations and Communication: A School-Based Depression Prevention & Intervention Program

Depression is a common problem among adolescents. The average age for a first onset of depression is 15, and about 20 percent of teens will have experienced significant depressive symptoms by the time they are 18. Suicide is the second leading cause of death among adolescents in the U.S. Research indicates that 16 percent of U.S. adolescents report seriously considering suicide in a one-year period, and eight percent of U.S. adolescents report making a suicide attempt. Studies have found that more than 50 percent of adolescents who committed suicide had a mood disorder at the time. Building on her ongoing depression prevention and intervention work with adolescents, Gladstone and her clinical research team are working with two Greater Boston towns to pilot in-school screenings.

Three years ago, you started working with the Natick Public Schools to pilot a depression screening and prevention program. How did that partnership begin?

The MetroWest Health Foundation approached me after they heard about a talk I had given at the Harvard School of Public Health about my depression prevention work. They were particularly interested in adolescent mental health because they knew from their own community surveys that this was a concern in the region, as it is throughout the U.S. The challenges youth face when they experience depression include difficult relationships with their families and peers, impaired school and work performance, increased risk for substance abuse, and increased suicidal behavior. The effects can persist across their lifetimes.

Marty Cohen, the president of the MetroWest Community Healthcare Foundation, was particularly interested in CATCH-IT, the internet-based depression prevention program I've been working on with colleagues from the University of Illinois at Chicago. But, CATCH-IT was designed for collaboration with primary care providers and wasn't set up for schools. So I proposed another idea that built off some of our initial findings from our work on the CATCH-IT study. We had been surprised to find so many youth interested in our CATCH-IT intervention; when talking to us during phone screenings*, they were very forthcoming about their moods and mental health. We had identified several teens who not only showed signs of past depressive symptoms, but were actively depressed and even having suicidal thoughts. The phone screenings were critical

to catching students who had NOT spoken to their parents or doctors about this, and we were able to get them referrals to services quickly. I remember thinking, "We should be talking to teens routinely."

Marty Cohen liked the idea of trying similar screenings in a local high school and connected me with Dr. Peter Sanchioni, superintendent of Natick Public Schools. We had several great meetings with key partners in the school and community to plan the pilot, and with funding from the Foundation, we did so in 2015.

What did the program look like—how did you implement it?

When we started with Natick High, we wanted to increase mental health literacy in the school community—the students, teachers, school staff, and parents. We also wanted to prepare the community for a broad-based screening and intervention approach to both youth depression and suicidal behavior. With parental permission, we aimed to provide phone screening for all teens in the school community. And we were set up to conduct periodic follow-up assessments for all referred teens.

Before we even began the screening, though, we did a lot of educating. We held meetings with parents, school personnel, and students where we presented educational material on depression and how to recognize signs of suicide risk. We hung posters around the school to try to address the stigma of depression and to let the teens know how they could find us. And we connected with INTERFACE, a referral service at William James College, to make sure that there was a network of qualified practitioners for any teen in need.

What were the key findings that first year?

We learned a lot. Most important, there were several teens we identified as at risk, and we were able to get them connected to services confidentially. I think this was also important because the students hadn't told even those teachers, guidance counselors, and other school staff with whom they had good relationships about their depressive symptoms or suicidal thoughts. This was the same result we had found when conducting phone screenings prior to enrolling teens in our CATCH-IT study. Adolescents were surprisingly open to talking with a caring professional *they didn't know*, but who took the time to ask very specific screening questions. Over time, even previously skeptical community members became more receptive to the screenings. We had a lot of grateful parents, grateful teachers, and a lot of buy-in from the school.

While we intended to phone screen all the kids in the school, we quickly learned that phones were not the way to go. We were trying a kind of "cold call" effort with lots of teens and parents, and we were having a hard time reaching enough of them. We spent a lot of time chasing down parents to get consent, and we also learned that teens just don't talk on the phone anymore; they text. Not everyone had home phones either. Parents were saying "You should just talk to them in school, they'll talk to you in school, but you're not going to get them on the phone." We thus got IRB** approval to do just that. During the second half of the year we connected with many more students at school.

So were you able to continue the school-based screenings in Year Two?

Yes. We found that the school and the community were even more receptive to a universal screening program—so much so that we expanded into the two middle schools in Natick. The American Academy of Pediatrics suggests screening beginning at age 12; so many teens and parents told us that difficulties began during middle school, it made sense to build younger teens into this program. We had a much closer connection to the community now, so rather than trying to talk directly to parents to obtain their consent for their teen’s participation, we were able to use an opt-out approach to screening. This means that parents learned of the program by letters sent home, much like they learn about other school-based health screening programs, and had the opportunity to opt their children out of the screening if they chose. Very few parents did so. And the schools were so invested in the program that they allowed us to take kids out of class to screen. It worked really, really smoothly. So, while the first year we screened maybe 400 kids, the second year we screened over 1,500.

Are there changes with Year Three?

Yes, we’re continuing to refine the program. We’ve been able to build upon the project with funding from the Leonard Morse Hospital Grants Panel of the MetroWest Health Foundation and Natick Public Schools, and we’re carefully distributing our time across the three schools. We’ve identified specific grades—seventh, ninth, and eleventh—to screen this year.



Tracy R. G. Gladstone, Ph.D., is an associate director and senior research scientist at the Wellesley Centers for Women as well as the inaugural director of the Robert S. and Grace W. Stone Primary Prevention Initiatives, which aims to research, develop, and evaluate programs to prevent the onset of depression and other mental health concerns in children and adolescents. Gladstone is also an assistant in psychology at Boston Children’s Hospital, an instructor at Harvard Medical School, and a research scientist at Judge Baker Children’s Center.

Now we’re using a two-step screening process. The first level is done as part of the educational piece in the classroom, following the implementation of the evidence-based Signs of Suicide (SOS) program. After teaching the students about depression and showing the SOS video, we use a paper/pencil screening measure to identify teens who may be at risk for depression. We decided to use a paper/pencil screening approach first, rather than meeting with everyone directly, because we learned from our Year Two effort that our individual meetings identified the same number of at-risk teens as others had identified with a paper/pencil approach. To have so many individual meetings was somewhat disruptive to the flow of the school.

Then, for a second level of screening, we meet one-on-one with teens who indicate a desire to talk with us about themselves or a peer, or who score high on the screening measure, or who endorse suicidal thinking or depression in the present or past. In these individual meetings, we discuss confidentiality with the kids, and we do not speak with parents prior to letting the kids know we will do so. Importantly, we do not share any screening information with the school without parents’ consent. We involve the school with parental permission, but a key part of the program is that we do promise confidentiality to families—this has been the case since we began the partnership.

This year, we’ve also worked with Holliston to obtain funding from the MetroWest Health Foundation, so that we are able to bring the program to their middle and high school as well.

So, the program is growing?

Yes! Superintendent Peter Sanchioni held a breakfast for a number of his colleagues in the

area discussing the initiative and the MetroWest Health Foundation’s investment. Holliston has been taking really significant steps in the past few years to address stress and depression among their students, and they expressed interest in bringing the Natick program to their community. So, we’re piloting it for seventh, ninth and eleventh grades in the town. This year we expect to screen about 600 students in Holliston and another 1,200 in Natick.

Going forward, I hope we can sustain and even grow the program. I think you can train schools and they’ll be able to administer the educational piece, but I think that it would be really hard to turn the screening piece over to the school because you’d lose the benefit of anonymity, both for students and for families. I think that is key to the program’s success—to have social workers and trained professionals screen teens one-on-one and know how to handle it, talk to families, follow up, and provide those supports confidentially.

It sounds like the benefits could cross the whole community.

Yes. Definitely. The psycho-education components of this program benefit everybody—students, families, teachers, and staff. But the most important thing about the screening element of this program is that we’re finding teens who are struggling without the knowledge of school staff or their families. Ultimately, I think that by identifying students who are showing signs of depression prior to developing the disorder, and by helping connect them with services, we may be able to prevent the onset of depression. By identifying teens who might be depressed and even contemplating self-harm already, and by informing families and connecting these kids with treatment resources, we may be reducing the long-term effects of depression in the community. ■

*Center for Epidemiological Studies Depression Scale called the CES-D short form.

**Under FDA regulations, an IRB is an appropriately constituted group that has been formally designated to review and monitor biomedical research involving human subjects.

Talking About Sex: Extended Family As Educators and Allies

Jennifer Grossman, Ph.D., is currently principal investigator of an R21 award from the National Institute of Child Health and Human Development (NICHD)—Adolescent Communication with Family and Reproductive Health, which includes the first comprehensive assessment of teens’ sexuality communication with extended family and its associations with sexual behavior as well as an exploration of extended family approaches to talking with teens about sex. Grossman is also principal investigator of an R03 award from NICHD—Risk Behaviors Among Offspring of Teen Parents: Effects of Parenting on the Next Generation, which addresses the potential of maternal and paternal parenting to reduce the high risk of early sex and teen pregnancy for offspring of teen parents.

(The R21 grant mechanism is intended to encourage exploratory/developmental research by providing support for the early and conceptual stages of project development. The R03 grant mechanism supports small research projects that can be carried out in a short period of time with limited resources.)

You’re currently working on two studies that look at how family communication affects teens’ understanding of sex as well as their actual sexual behavior. How has your past work informed this?

Several years ago, I co-directed a three-year evaluation of *Get Real*, a comprehensive middle school sex education program developed by Planned Parenthood of Massachusetts, which delivers scientifically accurate, age-appropriate information on sexual health and relationships. *Get Real* includes a homework opportunity in each lesson for parents to talk with their children. And as we analyzed the data, it became clear that the communication was integral to the program’s success; I wanted to build off this finding.

Partway through our *Get Real* evaluation, I received funding from NICHD to begin another study looking at how teens and their families talk about sex and relationships. We explored how adolescents talk with their parents as well as extended family members—uncles, aunts, grandparents, cousins, older siblings for example—about sex and relationships. The qualitative findings from the interviews and narratives explored why teens talk with extended family about sex, and the similarities and differences in how teens talk with parents and extended family about sex and relationships. We found that teens were more likely to report that parents, rather than extended family, shared messages about delaying sex and avoiding teen pregnancy and gave advice or

shared information about sex, but were more likely to describe extended family members, rather than parents, as easy to talk with and as having shared life experiences. Another finding from this project was that teens who have had sex were actually more likely to talk with extended family than those who have not had sex, which suggests the growing importance of extended family sexuality communication as teens become sexually active.

So, there could be a significant benefit for teens to talk with others in their extended families?

Yes, definitely. We know that by twelfth grade, 60 percent of teens in Massachusetts have had sex, and our own and others’ research show that talking with parents about sex *can protect* teens from risky sexual behavior—such as having sex at a young age or sex without a condom. However, we also know that half of teens and parents *don’t talk* with one another about sex and relationships. This may be due in part to teens’ concerns that their parents might judge them or worry about their sexual behaviors. Over half of teens report that they do talk with extended family members so these conversations can provide a unique opportunity for relatives to share tools that can protect teens from early sex, STIs, and pregnancy.

We believe that talking with extended family is particularly relevant for Black and Latino teens for whom extended family often has a major influence in childrearing. However,

little is known about the topics of teens’ conversation with these family members, the messages and values family members share with teens, and how these conversations influence teens’ health.

What are the scopes of these newer projects?

My R03 project is looking at the effects of parenting—by parents who were teens when they had children—on sexual risk behaviors of the next generation. We’re looking at the Add Health data (National Longitudinal Study of Adolescent to Adult Health) to investigate whether protective effects of maternal and paternal parenting on teens’ and emerging adults’ sexual health also extend to those teens from teen-parent families. We also want to know if there are any variations in parenting processes within the teen-parent families, and if so, how these may be associated with sexual behaviors. From this work, we may be able to make recommendations to health care providers on how they can better support offspring of teen parents to reduce risks for these adolescents.

With the R21 study, our research team is currently collecting data from adolescents and families in the Greater Boston area, to explore how teens communicate with their families about sex and relationships and the associations of these conversations with teens’ sexual attitudes and behaviors. Providing resources and support for teens’ health-promoting

communication with family members may be especially important among diverse families where extended family members may play key childrearing roles. So we're working with some great school partners and are surveying a diverse group of eleventh and twelfth graders in communities that have higher-than-average teen pregnancy rates and higher populations of students of color. We're asking teens to report on the content, frequency, and quality of conversations with family members about sex and relationships. We're asking them questions about their own sexual attitudes, beliefs, and behaviors. With this two-year study, we're also reaching out to extended family members and hope to conduct 30 phone interviews to hear from them about their conversations with teens in their families and what resources would support health-promoting conversations with the teens.

There's a lot to do in a short time. How are you doing it?

With a great team!

Because we're collecting all our data online, we spent a lot of time before we gave out the survey, figuring out how to design the database so that we collect data in a way that's seamless, and how we would code the data. For example, how do we make sure survey questions are inclusive of teens from all sorts of families? Also by using the Qualtrics online program, we can individualize surveys for each teen taking them. For example, if a teen reports she talked with her Aunt Sue about sex and relationships, we can ask her questions about what topics she talks about with Aunt Sue.

To take the survey, students can use computers at their school, cell phones, or tablets we bring to their classrooms.

Has it gone smoothly?

This project, so far, has involved both successes and set-backs. Last spring, we had collected initial letters of support from several schools, but getting approval at district levels wasn't as easy. Schools and districts also face challenges of managing competing priorities that make it difficult to find time and resources to collaborate on a research project. Therefore we continue to recruit high schools to partner with us on this project. However, we have several great school collaborations and are currently visiting schools to talk with students and parents about our project, administering surveys, and inviting teens to ask an extended family member—their “go to” person—to be part of a family member interview sample.

What are you hoping to find out from interviewing extended family members?

At this point there's so little research hearing from extended family members' perspectives—except for a few studies mostly on grandmothers—that we don't need to have a representative sample; this is just a start. What topics do extended family members talk with teens about? What are the resources they need? Does it make sense to include extended family in health education programs? And if yes, what would be the first steps to make them part of this process?



Also, not all conversations with extended family may support teens' health. It may be that some extended family members give protective messages while others don't. For example, some research on siblings shows that sometimes they reinforce protective messages from parents, but other times they can encourage younger siblings' risk behavior. It only makes sense to include extended family in health education programs if there are ways to encourage teens to talk with family members who share health-promoting messages about sex and relationships.

Since many of teens' close family relationships are not parents, it's important to understand these connections, the messages teens hear from these family members and the impact of these messages on teens' health. These extended family connections have unrecognized influence on teens that may have potential to support teens' health. By addressing a gap in understanding these relationships, we hope to provide schools and curriculum developers with direction and recommendations on whether and how to include family members in health education programs. ▀

In addition to Grossman, the research team includes Ineke Ceder, project manager; Linda Charmaraman, Ph.D.; Lisette DeSouza, Ph.D.; Lorena Estrada-Martinez, Ph.D.; Alicia Doyle Lynch, Ph.D.; Amanda Richer, M.A.; and Wellesley College student interns.



Jennifer Grossman, Ph.D., is a research scientist at the Wellesley Centers for Women whose research uses mixed methods to investigate adolescent development, sexual health, and risk-taking, with an emphasis on family communication about sex and relationships, and contexts of teens' environment and identity, such as gender, race, and ethnicity. She has directed several grants from the National Institute of Child Health and Human Development (NICHD). She has also conducted research in collaboration with Planned Parent League of Massachusetts, including a recently completed project which assessed the initial effectiveness of a mobile website for parents of youth enrolled in PPLM's middle school curriculum, *Get Real: Comprehensive Sex Education That Works*.

Advancing Early Childhood Care and Education Policy in the U.S.

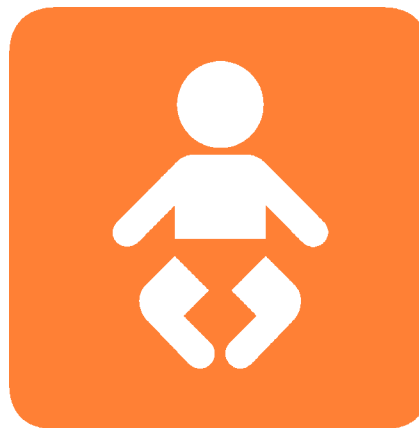
While not always a pressing domestic priority for all Americans, early childhood care and education (ECCE) for young children has been in the forefront for many working families for decades. In order to work or go to school or training, parents need someone to watch their young children before they are old enough to go to school. Sixty-one percent of children under the age of five are in some type of regular ECCE arrangement, and ECCE serves dual purposes. It not only allows parents to be employed or be in school or training, it also helps prepare children for school and academic success—this is especially true for children from families with low incomes. Even quality afterschool care or out-of-school-time care for school-age children can be hard to obtain. Finding the kind of care mothers and fathers want for their children and then learning they can't afford it has broken many parents' hearts and budgets. What are they to do?

“...many families can't escape poverty if both parents are not in the workforce. Often, families settle for care with informal and unlicensed providers where quality can be questionable. Faced with inequality even before entering school, these children can start off kindergarten behind in language, reading, and math skills and will never be able to catch up to their more affluent peers.”

In reality, child care has been with us so much longer. At the beginning of the 20th century, advocates and progressives such as Jane Addams and Julia Lathrop (the first head of U.S. Children's Bureau) set up settlement houses that provided child care for young children while their mothers worked. The federal government also stepped in during World War II, providing round-the-clock child care for women working in war-related factories and ship building plants. While there were calls after the war as well as later for federal support of child care for working mothers, there was not support for a universal child care policy. Instead, Congress began to link child care funding to poor and low-income women's employment. Head Start was created in 1964 as a comprehensive program for children from low-income families. In 1990, the Child Care and Development Block Grant provided funding to states to support child care. In 1996 this funding was wrapped into the Child Care and Development Fund when welfare reform focused on employment for low-income mothers.

The Organization for Economic Cooperation and Development reports that the U.S. spends one of the lowest amounts of money, for children under the age five, of all developed nations. In fact, federal funding only reaches 12 percent of children from low-income families. In addition, middle-income families who earn too much to be eligible for publicly-funded ECCE are left in a quandary as they cannot afford the higher quality programs that higher income families can afford. It also means that some families spend up to 30 percent of their income to pay for child care. This is especially true when paying for infant ECCE, for single-parent families, and for low-income families. Often these families must forego or reduce other important expenses such as housing, insurance, saving for college, or retirement.

And here's another major concern: many families can't escape poverty if both parents are not in the workforce. Often, families settle for care with informal and unlicensed providers where quality can be questionable. Faced with inequality even before entering school, these children can start off





kindergarten behind in language, reading, and math skills and will never be able to catch up to their more affluent peers. Even in licensed care, the majority of ECCE arrangements have been rated as mediocre in quality.

Furthermore, many child care providers earn low wages, and their own families are trying to make ends meet. Many early care and education educators are among the lowest paid in America with the average pay of \$10.44/hour (in 2015) making them less paid than dog walkers or parking lot attendants. Fifteen percent of child care professionals live in poverty and 20 to 35 percent leave their jobs each year. Many educators must look for subsidized health care, and rely on food stamps and other needs-based help.

The U.S. is facing a crisis when it comes to early childhood care and education. This crisis revolves around affordability, quality, and the ECCE workforce. It should be noted that some states and cities have created initiatives to address this crisis—for example, some states have implemented paid parental leave. But currently there is no comprehensive program at the federal level that could help all families.

I propose that a federal and national early childhood care and education policy is needed. Such a national policy needs to be framed by universal ECCE programs that meet the needs of children and families and take into account parents' work schedules. To address affordability, we must reduce the parental share of cost of child care in that:

- there is free universal pre-kindergarten for all preschool-aged children,
- there are subsidies on a sliding scale for infants, toddlers, and school-age children for all types of ECCE—including relative care, center-based care, and regulated family child care homes—and
- there is paid parental leave offered to facilitate parental care.

We need to address quality and ensure equal access to high quality ECCE programs with:

- age-appropriate national standards and regulations for group size, ratio, health and safety, and workforce qualifications,
- alignment of higher education with core competencies, and,
- provision of ongoing professional development for educators, including coaching.

With respect to the workforce, we need to raise wages, maintain diversity, and reduce turnover by:

- providing worthy wages for educators,
- ensuring that ECCE pay is comparable to the pay for public school teachers, and
- providing a career lattice with multiple points onto the career ladder and multiple advancement paths.

We must see ECCE policies as central to a social justice mission. If all families have access to the policies proposed, we will reduce the stress of working families, improve the early childhood experiences and school readiness of all children, and strengthen the ECCE workforce. As Katherine Stevens of the American Enterprise Institute has written, “Achieving the American Dream depends on access to affordable child care.” More importantly, “the question is not whether we can afford to invest in every child; it is whether we can afford not to.” (Marion Wright Edelman). ■



Wendy Wagner Robeson, Ed.D., is a senior research scientist and member of the Work, Families & Children research group at the Wellesley Centers for Women. Her research focuses on child development, early care and education, and school readiness, with a focus on policy implications. Learn more at wcwonline.org/workfamilieschildren.

Short Takes



National Afterschool Matters 2017-2019 Fellowship Begins

The National Afterschool Matters Fellowship (NASM) launched its second national cohort of fellows in late September, bringing together 25 dedicated out-of-school-time (OST) and youth development professionals selected through a competitive application process. Over two years, the fellows will engage in reflection, inquiry, and writing activities that position them to inform and contribute to the quality of programs, practice, and the broader field.

Building on a strong partnership between two experienced national leaders—the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women (WCW) and the National Writing Project (NWP)—fellows will experience dynamic professional development in the program; funding is provided by the Robert Bowne Foundation.

“Over the past two years we worked with an enormously talented and enthusiastic group of fellows who honed their leadership, research, and critical thinking skills related to out-of-school time,” said **Georgia Hall**, Ph.D., NIOST senior research scientist and WCW associate director. “We are so pleased to welcome this new cohort and are confident that they, too, will become leading voices that build quality of out-of-school time experiences for children and youth. I’m confident that the Fellowship will help these emerging leaders take their work to the next level, benefiting their communities and the field nationally.”

Afterschool Matters

The professional development and leadership training program provides direct, hands-on inquiry-based research, learning, and writing, under the guidance of experienced mentors. The 2017-2019 NASM launched with a fall retreat on the Wellesley College campus, Wellesley, MA.

“I am honored to be amongst such innovative, passionate professionals,” said fellow Trina Dorn, assistant director of AfterSchool Programming for LearningWorks in Portland, ME. “I have no doubt I will learn and grow in ways that both challenge and inspire me as both an educator and leader in OST!”

An OST program director from The Deep Center in Savannah, GA, fellow Keith Miller, Jr. is looking forward to “being able to be with like-minded OST practitioners who may be confronting similar yet different challenges in the field. [I’m] so excited to share best practices from the blood, sweat, and tears from our work, while energizing one another through shared problem-solving.”

The NASM Fellowship Program is part of the larger Afterschool Matters Initiative at NIOST, which also includes publication of *Afterschool Matters Journal*, a peer-reviewed journal that is produced semi-annually and highlights the work of OST researchers, NASM fellows, OST practitioners, and other related professionals.

Learn more at niost.org/afterschoolmatters.

Pilot Grant Awarded to Study Adolescents' Media Use

Children and Screens: Institute of Digital Media and Child Development awarded **Linda Charmaraman**, Ph.D., research associate at the Wellesley Centers for Women (WCW), a \$100,000 pilot grant to study parent and peer influences on social media use in early adolescence as well as the implications for psychosocial and behavioral health. Working with co-principal investigator Megan Moreno, M.D., M.P.H., academic division chief in General Pediatrics/Adolescent Medicine, and vice chair of Digital Health at the Children's Hospital at University of Wisconsin, Madison, Charmaraman will collect data from middle school youth and their parents in the Greater Boston area. The primary objectives of this one-year study are to: (1) investigate the developmental processes of social media use during the pubertal transition to adolescence, highlighting factors that are likely to have explanatory power in understanding the relationships between social media use, social context, and psychosocial and behavioral health; (2) use multiple reporters on adolescent social media use in a mixed-method design utilizing matched parent-to-student survey and student social media site data; and (3) build theory on mechanisms for how, when, and why early initiation into social technologies co-occurs with behavioral health outcomes, moderated by peer and family influences.

The study findings will have implications for both parents and clinicians. Examining peer and parenting factors in social media initiation will guide recommendations for overseeing the youngest, most vulnerable users of social media. Both parents and clinicians alike will be able to use this research-based—rather than commerce-based—information to protect children in their care when making choices or providing rationale regarding the youths' social media use. The impact of this work crosses the divide between academia and clinical practice, and results from this study may be used to design an educational intervention for a “beginner's guide” to social media use and health, which will be highly beneficial for educators, counselors, practitioners, patients, and families.

The vision of Children and Screens: Institute of Digital Media and Child Development is to understand and address compelling questions regarding media's impact on child development through interdisciplinary dialogue, public information, and rigorous, objective research bridging the medical, neuroscientific, social science, education and academic communities. Other members of the team include **Jennifer Grossman**, Ph.D., WCW research scientist; WCW Research Associates **Ineke Ceder**, **Amanda Richer**, M.A., and **Diane Gruber**, M.A.; **Lisette DeSouza**, Ph.D., WCW postdoctoral research scientist; and research assistants/Wellesley College students **Rebecca Leu** (Class of 2019), **Katie Madsen** (Class of 2019), and **Nimo Suleyman** (Class of 2020).



Awards & Appointments

The **Goldin Foundation for Excellence in Education** has recognized the Wellesley Centers for Women (WCW) as an Exemplary Awards Project. In bestowing this, Harriet Goldin, president of the nonprofit foundation, cited the Centers' creative and innovative action programs that make valuable contributions and have positive impacts on students, teachers, and the broader community—**Open Circle**, the **National Institute on Out-of-School Time, the Work, Families and Children Research Team**, and the **National SEED Project**. She noted that the programs are “wonderful models that bridge research and practice; address social and emotional learning; provide assessment tools; and offer opportunities for sustained professional development,” while creating potential for replication and adaptation. The Goldin Foundation is nonprofit foundation dedicated to recognizing educators for their outstanding achievements and contributions in classrooms, schools, and communities.

Tracy Gladstone, Ph.D., director of the Stone Primary Prevention Initiatives and associate director of WCW, has been named a Consulting Editor of the Year by the editor and associate editors of the *Journal of Family Psychology*. The editors reported that selecting individuals like Gladstone “is always a challenging process, as so many members of our Consulting Editorial Board provide us with numerous high quality and helpful reviews.” Consulting Editors were selected on both the quality and quantity of reviews contributed.

Rangita de Silva de Alwis, S.J.D., WCW senior scholar and associate dean for international programs at the University of Pennsylvania Law School (Penn Law), was appointed a Global Advisor to the United Nations (U.N.) Strategic Development Goals (SDG) Fund. The SDG Fund is an international multi-donor and multi-agency development mechanism. Penn Law is partnering with the SDG Fund on research, analysis, and the editorial process of the *SDG Fund Report*, co-edited by de Silva de Alwis, addressing how businesses can contribute to peace and why SDG 16 is important for the Private Sector (see more about the report on page 23).



News from Open Circle

Open Circle, provider of a unique, evidence-based social and emotional learning (SEL) curriculum and professional development for kindergarten through Grade 5, recently announced that **Kamilah Drummond-Forrester**, M.A., has been promoted to director.



Since joining Open Circle as a program manager in 2013, Drummond-Forrester has led teacher development programming and delivered training and coaching to teachers, administrators, and support staff. She is attuned to the changing landscape of education and works collaboratively with the Open Circle programming team to provide curricula, professional development, and implementation support that keeps the wellbeing of students at the center while meeting the needs of schools and educators. Drummond-Forrester's passion for SEL, equity, and youth development is fueled by a professional career as a co-founder and director of wellness at a Boston charter school and her work as director of an award-winning, educationally based re-entry program at Suffolk County House of Correction.

Open Circle was awarded a **Benenson Grant**, an internal funding award through the Wellesley Centers for Women, for a research initiative, "Exploring the Impact of Gratitude Practices on Teacher Wellbeing." Through June 2018, the social-emotional learning (SEL) program team will be surveying educators worldwide who have downloaded the project's free gratitude materials to determine effectiveness of materials, cultural relevancy, and impact on teacher stress and student wellness, in the hopes of developing additional resources for use by educators and students. Open Circle also received a sub-award from the **Barr Foundation** to develop SEL programming and professional development for grades five through eight within the Equity Lab Charter School in Lynn, MA.

SEED in the Ho-Chunk Nation

The Ho-Chunk Nation is proud to report that it has grown its SEED program over the past five years, building from two original SEED-trained facilitators to 15, increasing annual participants from eight to 15, and having led more than 100 individuals through the SEED program in total.

Mary Jo Rozmenoski, a life-long resident of the Black River Falls, Wisconsin area, wanted to attend SEED as she hoped to better understand her own privilege as a White woman in the community. At the time, she was the Jackson County Service Coordinator for circuit court, a member of the local board of education, and a respite care provider for people with cognitive challenges.

The Ho-Chunk Nation partnered with the National SEED Project at the Wellesley Centers for Women to offer the Wisconsin SEED Institute. Rozmenoski, then the school board president, asked Barb Blackdeer-Mackenzie, one of the Ho-Chunk facilitators first trained at New SEED Leaders Week and the first Native American elected to the school board, why she never ran for school board president. Blackdeer-Mackenzie provided a litany of examples why it couldn't happen—that people would refuse to listen. Then she charged Rozmenoski with the responsibility of getting things done that she could not as a Native American.

Rozmenoski attributes her participation in SEED training as pivotal to her ability to make stronger relationships and to earn and give trust across communities. She currently represents the local school district as a delegate to the statewide Wisconsin

Association of School Boards (WASB), where she also serves as vice president; in 2018 she will serve as the WASB president.

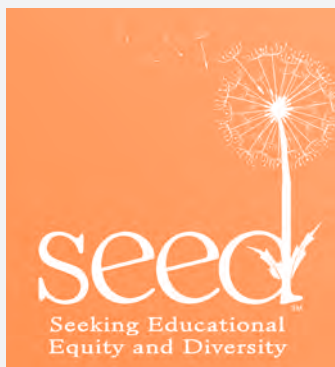
"SEED has been life changing in how I respond and look at things," Rozmenoski said. "When I'm in a large group, I scan the whole room, and I see who is there. I can gauge what is happening. When I looked around the room at the state school board meeting, I saw a lot of old white men. I asked questions and I confirmed what I was guessing—we do not reflect the diverse population of our state. The decisions made are in the best interest of the majority *but not all* of our students. That becomes problematic when trying to, for example, close the achievement gap."

Her vision statement for the one-year term as WASB president is as follows: "All

students will engage in equitable learning that motivates them to increase their achievement and personal growth in order to reach their highest potential. Parents, students, highly qualified staff, and communities will be effectively engaged in the inclusive

educational process in culturally responsive school. Core beliefs and values of each individual district are reflected to ensure all students succeed, are safe, healthy, and supported. I want to ensure that our educators are both inspired and empowered to teach every student."

Blackdeer-Mackenzie has great expectations of Rozmenoski and others who have taken part in SEED training to shift the conversations to equity for everyone. "I'm hopeful that we can continue to build more allies and continue the conversations."



New Findings & Publications

Sexual Violence Prevention Tools

▀ **Linda Williams**, Ph.D., co-authored “Multiple Sexual Violence Prevention Tools: Doses and Boosters,” (Potter, S.; Banyard, V.; Cares, A.; Williams, L.; Moynihan, M.; Stapleton, J.) for the *Journal of Aggression, Conflict and Peace Research* (in press). Sexual violence prevention programs on college campuses have proliferated in recent years. While research has also increased, a number of questions remain unanswered that could assist campus administrators in making evidence-based decisions about implementation of prevention efforts. To that end, the field of prevention science has highlighted the need to examine the utility of booster sessions for enhancing prevention education. This study examined how two methods of prevention delivery—small group educational workshops and a community-wide social marketing campaign (SMC)—worked separately and together to promote attitude change related to sexual violence among college students. Results revealed benefits of the SMC as a booster for attitude changes related to being an active bystander to prevent sexual violence. Further, students who first participated in the program showed enhanced attitude effects related to the SMC. This is the first study to look at the combination of effects of different sexual violence prevention tools on student attitudes. It also showcases a method for how to investigate if prevention tools work separately and together.

Sexual Harassment in Schools

▀ **Katja Gillander Gådin**, Ph.D., and **Nan Stein**, Ed.D., authored “Do Schools Normalise Sexual Harassment? An analysis of a legal case regarding sexual harassment in a Swedish high school,” published November 2017 in *Gender and Education* by Taylor & Francis.



Sexual harassment has become so frequent and ubiquitous in schools that these behaviors have become normalized and expected. In order to prevent the re-enactment and perpetuation of this problem, it

is important to explore processes that contribute to its existence. A high school sexual harassment lawsuit in Sweden is used as a case study to illustrate ways that might explain how sexual harassment is normalized at the organizational level. A thematic analysis has been used to identify themes and subthemes. The results show a multi-layered web of factors and practices related to sexual harassment at the organizational level in the school. In order to change a school's culture from one where sexual harassment is normalized, multiple needs must be addressed: organizational weaknesses must be strengthened; adults must enact their responsibility to change the situation; and awareness of the relationship between sexual harassment, gender, and power needs to be increased.

Growing the Out-of-School-Time Field

▀ *Preserving Integrity: The Power of Sport*, the official publication of the World Federation of the Sporting Goods Industry, published “Keep Moving: The Power of Physical Activity Before School and the Impact on Children, Youth, and Families,” by **Georgia Hall**, Ph.D., in the special 2017 issue. In the article, Hall shares data that shows how before-school physical activity programs offer a variety of new physical activity skills, reinforce healthy habits, and emphasize the vocabulary, language, and practices of wellbeing. Before-school physical activity programs may also offer a promising model for how schools, families, and out-of-school programs can work together to increase children's physical activity and healthy eating, and promote health and wellness within families through the child's participation.

▀ “Summer Learning Programs: Investigating Strengths and Challenges,” by Hall, **Kristen Fay Poston**, Ph.D., and **Julie Dennehy**, M.M., was included in *After-School Programs to Promote Positive Youth Development Learning from Specific Models, Volume 2*, edited by Nancy Deutsch, Ph.D. Given the substantial data that support trends in summer learning loss, researchers have concluded that summertime presents a particularly potent opportunity to help youth learn and develop in significant ways that have been vastly underestimated. Unfortunately, the socioeconomic divide keeps many children out of summer learning programs, meaning that those youth who may most benefit from opportunities to prevent summer learning loss may be least likely to participate in summer learning programs. This chapter examines the strengths and contributions of summer learning programs, along with identifying implementation challenges and gaps in our knowledge base. The authors provide an overview of the components of high quality summer learning programs. They also address the connection between summer learning programs and youth outcomes and discuss several conceptual and methodological limitations in their understanding of the associations between summer learning experiences and youth outcomes. The researchers consider the role of summer learning in the larger picture of education reform and youth development priorities.

New Findings & Publications

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■ **Elizabeth Starr**, M.Ed., and **Ellen Gannett**, M.Ed., authored the chapter, “The State of Professional Development: Past, Present, and Future,” in *The Growing Out-of-School Time Field: Past, Present, and Future*, edited by Helen Janc Malone, Ed.D., and Tara Donahue, a volume in the Information Age Publishing series, Current Issues in Out-of-School Time (OST). The series is designed to disseminate original research and promising practices that further the OST field. This first book sets the foundation on which the series rests upon, by offering an analysis of the progress made since the 2000s, as well as by looking toward the future for areas of considerations. Leading OST experts explore latest knowledge, intentionally bridging research and practice, and propose new areas of inquiry. Learn more: www.infoagepub.com/products/The-Growing-Out-of-School-Time-Field.

■ The fall 2017 issue of *Afterschool Matters*, the national, peer-reviewed journal dedicated to promoting professionalism, scholarship, and consciousness in the field of afterschool education, is focused on both the diversity of the field and the common goal that all afterschool programs share—providing high-quality education and support to youth. Published by the **National Institute on Out-of-School Time** and edited by **Georgia Hall**, Ph.D., this issue includes articles by practitioners from across the country, including **Michelle Masarik**, STEM Advisor for the Friendship Train Foundation and an administrator at Our Lady of Mt. Carmel All Starts 21st Century Community Learning Center in Asbury Park, NJ. Masarik participated in the first cohort of the Afterschool Matters Fellowship (see page 8). The journal is part of the Afterschool Matters Initiative and is produced with support from the Robert Bowne Foundation. More about *Afterschool Matters*, including links to current and past issues of the journal, is available at niost.org/afterschoolmattersjournal.



Depression Prevention & Intervention

■ **Tracy Gladstone**, Ph.D., co-authored several journal articles related to depression prevention and intervention programs.

“Cultural adaptation of an internet-based depression prevention intervention, CATCH-IT, for Arab adolescents using the PEN-3 model,” (Abuwallah, Z., Kadhem, Z., Bishay, A., Gladstone, T., Mikhael, E., & Van Voorhees, B.) was published online in July 2017 by the *International Journal of Adolescent Medicine and Health*. Cultural adaptation of evidence-based Western psychotherapy is an important step toward better prevention and treatment of depressive illness in the Arab community. Project CATCH-IT is an internet-based depression prevention intervention tool that is tailored for adolescents and young adults. The PEN-3 theoretical

framework was used for the cultural adaptation of Project CATCH-IT for Arab adolescents. This study sets the background for future studies and research for implementation of the Arabic version of CATCH-IT for the prevention of depression.

“Evaluation of protective and vulnerability factors for depression following an internet-based intervention to prevent depression in at-risk adolescents” (Kruger, J.R., Kim, P., Iyer, V., Marko-Holguin, M., Fogel, J., DeFrino, D., Gladstone, T., & Van Voorhees, B.) will be included in the *International Journal of Mental Health Promotion* (in press). Adolescents aged 14–21 years were screened for core symptoms of depression without reaching criteria for a mood disorder diagnosis. At baseline, six weeks, and at two and a half years, participants were assessed for automatic negative thoughts (ATQ-R), educational impairment, and perceived social support. Also, motivational interviewing (MI) by the intervening primary care physician was tested against brief advice (BA) to determine how the level of physician involvement affects these psychosocial outcomes. Overall, the research team found significant decreases in ATQ-R and educational impairment from baseline to two and a half years. There were no differences for perceived social support, and no differences between the MI and BA groups. The findings suggest that offering CATCH-IT to adolescents may help reduce maladaptive cognitive patterns and long-term struggles in school.

“Prevention of Adolescent Depression in Primary Care: Barriers and Relational Work Solutions” (Majoney, N., Gladstone, T., DeFrino, D., Stinson, A., Nidetz, J., Canel, J., Ching, E., Berry, A., Cantorna, J., Fogel, J., Eder, M., Bolotin, M., & Van Voorhees, B.) was included in a recent issue of the *Californian Journal of Health Promotion*. Depression affects millions of adolescents in the U.S. each year.



The authors sought to understand the internal factors that affect the ability of health-care organizations to implement an intervention that involves mental health screening and depression prevention treatment of at-risk adolescents in primary care settings.

“Building Resilient Families: Developing family interventions for preventing adolescent depression and HIV in low resource settings,” (Kuo, C., Stein, D.J., Cluver, L.D., Brown, L.K., Atujuna, M., Gladstone, T., Martin, J., LoVette, A., & Beardslee, W.) will be published in *Transcultural Psychiatry* (in press). Depression



contributes significantly to the global burden of disease in low and middle income countries. In South Africa, family members may be at elevated risk for depression due to HIV and AIDS, violence, and poverty. The researchers conducted a qualitative investigation from 2013-2015 to inform the development of a family intervention to prevent adolescent depression in South Africa among families infected or at risk for HIV. Findings indicate that HIV and poverty are important risks for depression. Future interventions must address linguistic complexities in describing and discussing depression, and engage in the social interpretations and meanings placed upon depression including bewitchment or deviations from proscribed social roles. This study will guide the development of Our Family Our Future, a resilience-focused family intervention to prevent adolescent depression (ClinicalTrials.gov #NCT02432352).

Media Stereotypes & Adolescent Attitudes

▀ **Linda Charmaraman, Ph.D., Amanda Richer, M.A., Brianna Ruffin** (Class of 2017), **Budnampet Ramanudom** (Class of 2018), and **Katie Madsen** (Class of 2019), authored “Escaping from Worries or Facing Reality: A Survey Study of Adolescent Attitudes about Sexist and Homophobic Stereotypes in Mainstream U.S. Media,” a chapter in *Beyond the Stereotypes? Images of Boys and Girls, and their Consequences*, recently published by Nordicom (November 2017). The research team examined the influences of being exposed to gender and sexual orientation stereotypes in the media on U.S.-based adolescents aged 12-18. Departing from wishful identification theory, the study allowed adolescents to report how television characters resemble them, rather than whom they emulate, coming from a place of agency. The findings demonstrated that girls and sexual minorities were less likely to see their gender and sexual orientation reflected in favorite characters. Girls and sexual minorities felt more personally affected by stereotypes about women and girls and were more likely to believe that sexism and homophobia needed to be addressed in the media. Across all groups, those who tend to escape their worries through watching television reported feeling more upset at television content and being more personally affected by negative stereotypes centered on women, girls, and sexual minorities.

Relational-Cultural Theory

▀ **Judith Jordan, Ph.D.**, authored several publications focused on Relational-Cultural Theory.

“Jean Baker Miller, M.D.: Visionary Pragmatist,” was included in a recent issue of *Women & Therapy* (40. 3-4. 260-274). Jean Baker Miller’s 1976 book, *Toward a New Psychology of Women*,

was an overnight success. It struck a deep chord in many women because it was based on listening to women’s stories. Instead of seeing women through the lens of male psychology with its emphasis on separation and autonomy, Miller suggested that relationships are central to women’s experience of themselves and the world. Traits that were typically pathologized (needing other people, attending to the messages of emotions, wanting to participate in growth-fostering relationships for all involved) were revisited by the physician and her colleagues who discovered strengths where others had seen weakness. The resulting work is known as Relational-Cultural Theory and has offered new understandings of women’s and men’s development with a special emphasis on the impact of power and marginalization on personal and collective wellbeing.

Relational-Cultural Therapy, Second Edition, was published by the American Psychological Association in November 2017. In this book, Jordan explores the history, theory, and practice of relationship-centered, culturally oriented psychotherapy. Western psychological theories generally depict human development as moving from dependence to independence. In contrast, relational-cultural therapy is built on the premise that, throughout the lifespan, human beings grow through and toward connection, and that we need connections to flourish. This theory views isolation, at both individual and cultural levels, as a major source of suffering. The goal of the relational therapist is to deepen the therapeutic relationship and, ultimately, the client’s relationships outside of therapy. The client’s relational images—positive or negative expectations created by past relationships—influence current relationships, and a negative image can result in disconnections between people and society. This new edition highlights new research on the effectiveness of relational-cultural therapy in a variety of real-world situations—such as developing team-building exercises in workplaces, and providing a theoretical frame for an E.U.-sponsored conference on human trafficking.

“Introduction to Relational-Cultural Theory,” was included in *Transforming Community: Stories of Connection through the lens of Relational-Cultural Theory*, edited by Connie Gunderson, Ph.D., Dorothy Graff, Ph.D., and Karen Craddock, Ph.D., published by Whole Person Associates. This book addresses many of RCT’s newest applications. It is a compilation of writings by people who presented at and attended the conference Transforming Community: The Radical Reality of Relationships co-sponsored by The College of St. Scholastica (CSS) and the **Jean Baker Miller Training Institute**, a legacy project of the Wellesley Centers for Women, held in June 2016 in Duluth, MN.

New Findings & Publications

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“Relational–Cultural Theory: The Power of Connection to Transform Our Lives,” was published in the October 2017 issue of *The Journal of Humanistic Counseling*.

“Relational-Cultural Therapy,” is included in *The SAGE Encyclopedia of Abnormal and Clinical Psychology* (2017), edited by: Amy Wenzel, Ph.D.

“The Power of Connection: Reflections on Mutual Growth,” was included in the *Handbook of Counseling Women, Second Edition*, edited by Mary Kopala, Ph.D., and Merle Keitel, Ph.D., published in 2016 by Sage Publications.

“Relational-Cultural Theory: The Power of Connection to Transform Our Lives,” was included in the October 2017 (volume 56) *Journal of Humanistic Counseling*, with Jordan serving as an Invited Living Luminary contributor.

■ **The Journal of Counseling & Development** published by Wiley devoted three-quarters of volume 94 in 2016 to assessing and exploring Relational–Cultural Therapy. Two articles were based on conversations with Judith Jordan: “Everything has changed: An interview with Judy Jordan,” (Trepal, H & Duffey, T.) and “Introduction to the special section on Relational–Cultural Theory,” (Duffey, T. and Trepal, H.)

Privilege Narratives

■ **Jean Kilbourne, Ed.D.**, authored the chapter, “The Ephemeral Passport,” for a new book, *Privilege Through the Looking Glass*, edited by Patricia Leavy, Ph.D., published by Sense Publishers. This collection of essays explores status characteristics in daily life. The editor sought out interdisciplinary scholars and writers to share their stories as a means of connecting the personal and the public. The contributors in this volume did not rely solely on academic scholarship, but delved deeply into their own lives, exposing personal experiences, thoughts, feelings, and vulnerabilities. Understanding the goal of this volume, they have either made explicit connections to the institutional and cultural dimensions of privilege and oppression in their essays, through interweaving the personal and public, or via the discussion questions or activities at the end of their respective chapter.

Women and the Tunisian Constitution

■ **Rangita de Silva de Alwis, S.J.D.**, co-authored “Women and the Making of the Tunisian Constitution” for a recent issue of the *Berkeley Journal of International Law*, Volume 35 | Issue 1 (de Silva de Alwis, R.,

Mnasri, A., & Ward, E.). The Jasmine Revolution of 2011 and the cascade of revolutions that followed created a crucial, albeit narrow, window of opportunity for political changes that could shape legal system reform across the Middle East and North African (MENA) region. This article proceeds in four parts.

Part I provides a historical overview of Tunisia’s constitution-making process and defines the major stakeholders involved, as well as the varying dynamics among them. It introduces a comparative summary of how other countries have gradually shifted from the Lancaster Model to a more participatory process that embraces women’s inclusion in drafting constitutional rights provisions.

Part II begins the case study of Tunisia by detailing how some of the stakeholders mentioned in Part I shaped the drafting process for certain gender provisions, the proposed texts as well as subsequent revisions. Part II concludes by identifying some of the inconsistencies found within the constitution’s final text, as well as pre-existing laws that have complicated the enactment of implementing legislation.

Part III considers the international forces involved in the drafting process, and the extent to which international texts and softer modes of influence determined the direction of Tunisia’s internal dialogue.

Part IV makes recommendations to actualize the constitution’s gender provisions. It looks at the beginnings of some of these efforts, as well as gives recommendations based on the experience of other countries in transition.

The authors aim to provide greater insight into how provisions are drafted, to what extent the participatory process succeeded in creating new constitutional norms for a country in transition, and to what effect international sources had in driving the constitution to a particular end result.



Recent & Upcoming Presentations

▮ Sexual Assault Case Attrition

Linda Williams, Ph.D., senior research scientist and director of the Justice and Gender-Based Violence Research Initiative at the Wellesley Centers for Women (WCW), chaired the panel, “Victim Characteristics and Case Attrition: How Who Gets Raped Impacts Sexual Assault Case Attrition,” at the American Society of Criminology 73rd Annual Meeting in Philadelphia, PA, in November 2017. She presented alongside colleagues **April Pattavina**, Ph.D., and **Melissa Morabito**, Ph.D. In the past 40 years there have been considerable progress and improvements in the responses of law enforcement personnel and prosecutors to reports of sexual violence. There remain, however, many areas of challenge for the criminal justice system (CJS) and efforts to close the “justice gap” in cases of sexual assault. These challenges may contribute to the reality that most women and men still do not report sexual assault to the police.

It is well documented that there is significant attrition in criminal justice processing of reported cases of sexual assault. Most reported sexual assaults do not result in arrest or prosecution. Indeed based on current research, fewer than one in five reported cases are cleared by arrest and most of these cases never go forward to prosecution. This panel presented findings from a cross-jurisdiction study of case processing of 3,478 reports of sexual assault in six police departments located across the United States. They examined disposal of cases through unfounding and use of exceptional clearance, the impact of testing of sexual assault kit forensic evidence on case processing, and the role of victim characteristics on case attrition. The panel concluded with recommendations for improvements in CJS policy and practice. Papers presented included, “Victim Characteristics and Case Attrition: How Who Gets Raped Impacts Sexual Assault Case Attrition” (Williams, L., Pattavina, A., & Morabito, M.); “Unfounding or Exceptional

Clearance: How Do Police Dispose of Sexual Assault Complaints?” (Morabito, M., Pattavina, A., & Williams, L.); and “A Case Study of Police and Prosecution “Real Time” Adaptation to a Legislative Mandate to Test All Sexual Assault Kits” (Pattavina, A., Williams, L., & Morabito, M.). The research team also presented the poster, “The Public Face of Responses to Campus Sexual Assault: A National Study of College Websites” (Williams, L., Pattavina, A., Cares, A., & Stein, N.).

▮ Privilege & Feeling Like A Fraud

Peggy McIntosh, Ph.D., WCW senior research scientist and founder of the National SEED Project, keynoted the annual meeting of the American Psychological Association in Washington, D.C., in August 2017 as well as the annual meeting of Diversity Awareness Partnerships in St. Louis, MO, and the annual meeting of the Texas Psychological Association in Austin, TX, both in November 2017. During the summer, McIntosh also presented on White Privilege and on Interactive Phase Theory at the three SEED New Leaders’ Weeks held in San Anselmo, CA; Seattle, WA; and Southboro, MA. In September, she spoke at three events at Brown University in Providence, RI, and several events at a day-long campus-wide symposium on Inclusion at DePauw University in Greencastle, IN. Jenna Chandler-Ward, multicultural education activist and trainer, interviewed McIntosh for a podcast produced for the non-profit, Teaching While White. Debby Irving, racial justice educator, and McIntosh co-keynoted the White Privilege Symposium held on Cape Cod, MA, in October 2017, organized by the White Privilege Institute; McIntosh also gave a workshop in which she proposed describing and defining “white control” as a “waystation” between white privilege and white supremacy.

In October, McIntosh presented “Our Plural Selves: No Cause for Feelings of Fraudulence,” during the WCW Lunchtime

Seminar Series (also available online: wcwonline.org/video). This will become the fourth part of her “Feeling Like A Fraud” series and will appear in a comprehensive volume of her essays—from 1983-2018—for which she has signed a contract with Routledge. The collection will be published in 2019.

▮ Women in Theater Leadership

Ineke Ceder, WCW research associate, presented the findings from the Women’s Leadership in Residential Theaters Study at the Berkshires Leadership Summit (BLS) in Lennox, MA, in October 2017. An initiative of WAM Theatre, this pilot summit was informed and supported by the research that the American Conservatory Theater commissioned from WCW. In August 2016, the research team presented the study results supporting the gender imbalance in leadership of non-profit regional theater at the Women’s Leadership Conference in San Francisco, CA. Kristen van Ginhoven, WAM Theatre artistic director, was an early supporter of the study and attended the conference. The BLS brought together women aspiring to, or already in, leadership positions in the non-profit theater in both the artistic and management tracks. The Summit had three central aims: providing participants with an experience that grows their network of allies, enriching vocabulary that supports the current industry while advocating for their future as women leaders, and expanding concrete skills to apply on their path to leadership. Ceder presented on a panel addressing current hiring practices in the field.

▮ Social and Emotional Learning

Nancy MacKay, then former co-director of Open Circle, and **Kamilah Drummond-Forrester**, M.A., then former program manager of Open Circle (see page 10), presented “Teaching Presence: Integrating Mindfulness Practices Throughout Your School Community” at the Blue Ribbon Schools of Excellence Conference in Reading, MA, in March 2017. **Jim Strouse**, M.A.,

program manager at Open Circle, was a panelist during an October 2017 program sponsored by The Greater Good Science Center at the University of California Berkeley. Strouse presented on the process Open Circle used to create lessons and activities using the latest research in gratitude to supplement the project's existing social and emotional curriculum for kindergarten through Grade 5.

Equity & Justice

Erika Kates, Ph.D., WCW senior scholar, served as plenary panel speaker and moderator at the 15th Annual Student-Parent Symposium at Endicott College in Beverly, MA, in June 2017. The conference brought together participants, many of them activists, from Hawaii to Massachusetts to discuss policies, practices, and research findings on low-income parents—99 percent of whom are women—attending college to seek a better life for their children. Kates also provided testimony with Massachusetts State Representatives Kay Khan and Christine Barber on H 3586 before the Joint Judiciary Committee, State House, Boston, MA, in June 2017. The bills would mandate data collection on justice-involved women's demographics, including family responsibilities, health, employment, and substance abuse histories; provide data on prison program attendance and results; and pretrial processes. It would also mandate an interagency board to share information and outcomes of justice-involved women.

Depression, Wellbeing, & Adolescence

In September 2017, **Linda Charmaraman**, Ph.D., WCW research scientist, **Tracy Gladstone**, Ph.D., director of the Stone Primary Prevention Initiatives and WCW associate director, and **Layli Maparyan**, Ph.D.,

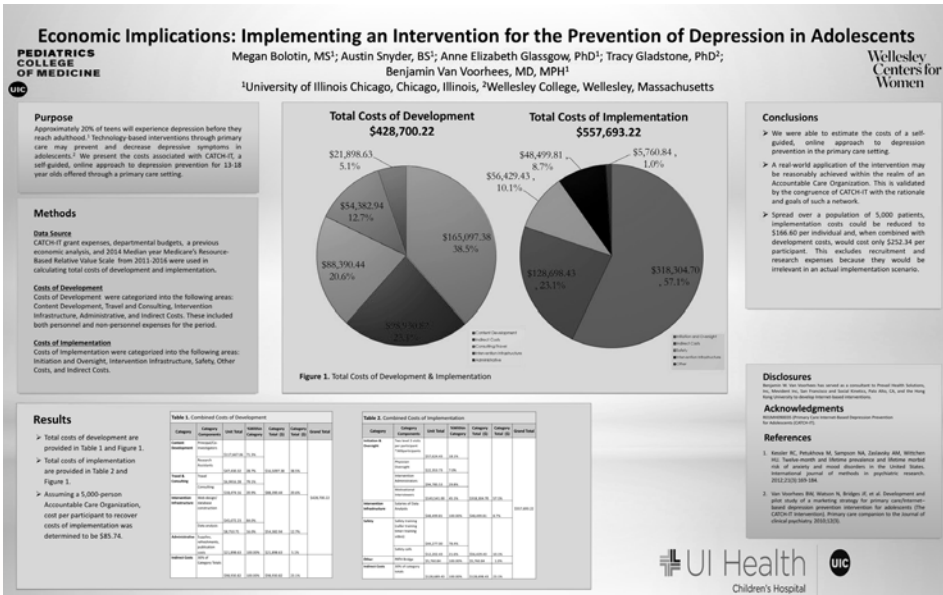


Katherine Stone Kaufmann '67 executive director at WCW, offered presentations at the Wellesley Friendly Aid Networking Forum in Wellesley, MA, focused on the prevalence, severity, and interventions addressing adolescent mental health issues in the community. Charmaraman presented on the topic of social media, internet technology, and promoting healthy wellbeing for the youngest users of social media. Gladstone shared research and information related to adolescent depression prevention and intervention programs. Maparyan offered insight into the Centers' various research and action projects that benefit children and families as well as community lectures and other resources.

Gladstone co-authored papers presented during the 2017 Biennial Meeting of the Society for Research in Child Development in Austin, TX, in April 2017. "Gene-Environment Interactions and Adolescent Antisocial Behavior, Social Anxiety, and Depressive Symptoms," focused on gene-environment interactions as determinants of adolescent psychopathology using longitudinal designs and single gene or clusters of genetic single nucleotide polymorphisms/polygenic scores, referencing four primary articles. "Implementing and Evaluating Youth Depression Prevention Programs in Real-World Settings" addressed depression as a leading cause of disability worldwide. Prevalence rates increase dramatically during the teen years—particularly among

girls—making adolescence an appealing window for intervention. Widespread delivery of effective prevention programs may provide the best opportunity for reducing the burden of depression. Meta-analyses show that youth depression prevention programs yield modest but robust improvements in depression outcomes. However, there are formidable barriers to widespread implementation. This symposium consisted of four presentations highlighting challenges of real-world delivery through schools and primary care clinics.

Two posters co-authored by Gladstone were presented during the Pediatric Academic Societies 2017 meeting in San Francisco, CA, in May 2017. In the presentation, "Economic Implications: Implementing an Intervention for the Prevention of Depression in Adolescents," the researchers shared that while approximately 20 percent of teens will experience depression before they reach adulthood, technology-based interventions through primary care may prevent and decrease depressive symptoms in adolescents. They presented the costs associated with CATCH-IT, a self-guided, online approach to depression prevention for 13-18 year olds offered through a primary care setting. In the presentation, "Recognizing Youth at Risk of Depression in Primary Care," the authors demonstrated that as part of a randomized controlled trial of a depression prevention program, they sought to discover more about the population of adolescents with sub-threshold depression in pediatric primary care settings. They presented the baseline demographic and psychopathological characteristics of a sample of suburban and urban American adolescents with sub-threshold depression. Major Depressive Disorder (MDD) is highly prevalent in adolescence, with 14 percent of all adolescents meeting criteria for MDD or dysthymia before the age of 18.



depression, current subsyndromal depressive symptoms, or both, recruited from health systems in Chicago, IL, and Boston, MA, randomized into CATCH-IT or a Health Education control that was based on the current well-child curriculum. Results suggest at-risk teens who engage in technology-based interventions through primary care may experience decreased depressive symptoms over time, although researchers do not yet have evidence that decreases are associated with a particular intervention program. Possibly, at-risk teens are more willing to engage in such interventions at times of relative wellness (i.e., when experiencing fewer current symptoms).

Lauren Thomann, WCW research associate, presented work undertaken with Gladstone at the 64th Annual Meeting of the American Academy of Child & Adolescent Psychiatry in Washington, D.C., in October 2017. This work focuses on a school-based research-and-action project in Natick, MA, that explores the treatment patterns of adolescents who endorse suicidal ideation and determines the benefits of employing a universal, school-based depression/suicide screening program. Gladstone also served as mental health expert on the “Breaking Points” panel in Natick as part of the Resilient Parent series. Gladstone presented about teen stress, depression, suicidal thinking, and offered suggestions on ways parents can support teens in managing stress and promoting resilience. The Natick-based high school depression intervention program expanded into the town’s middle schools and is now being replicated and piloted in neighboring community, Holliston, MA, (see page 2).

Sub-threshold depression in youth, a risk factor for full MDD, is associated with wide-ranging functional impairments, including impaired social relationships, poor school performance, and suicide attempts.

At the Society for Prevention Research 2017 meeting in Washington, D.C., in May, Gladstone and her colleagues offered four presentations: (1) “Prevention of Adolescent Depression in Primary Care: Barriers and Relational Work Solutions,” in which the team described how they sought to understand the factors that affect the ability of healthcare organizations to implement an intervention that involved mental health screening and depression prevention treatment of at-risk adolescents in primary care settings; (2) “PATH: Promoting Adolescent Health through Internet-Based Primary Care Intervention,” which focused on internet-based interventions for preventing youth depression that hold promise and how research is needed to explore the efficacy of these approaches and methods of integrating

emerging technologies for behavioral health into the primary care system; (3) “Behavioral Health Interventions in Pediatric Primary Care: Engaging Physicians and Families;” and (4) “Care: Barriers and Relational Work Solutions,” a poster presentation.

Gladstone presented “Preventing Youth Depression Through an Internet-Based Primary Care Intervention: Preliminary Findings” during the 51st Annual Convention of the Association for Cognitive and Behavioral Therapies in San Diego, CA, in November 2017. The research team developed a primary care intervention, CATCH-IT, to evaluate a self-guided, online approach to depression prevention. CATCH-IT uses the media theory of “Synchronization of the Senses” to incorporate character stories and design/picture elements to meet current social media standards, and combines therapeutic modalities (e.g., cognitive-behavioral and interpersonal interventions) in an ecological model. Study participants were adolescents aged 13-18 with histories of

Spotlight on New Funding & Projects

Major Awards Received in Fiscal Year 2017 (July 1, 2016-June 30, 2017)

Risk Behaviors among Offspring of Teen Parents: Effects of Parenting on the Next Generation

Project Director: Jennifer Grossman, Ph.D.

Funded by: National Institutes of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development

This study addresses the potential of maternal and paternal parenting processes to reduce high risk of early sex and teen pregnancy for offspring of teen parents. It will use the first three waves of the National Longitudinal Study of Adolescent to Adult Health (Add Health) data to investigate whether protective effects of maternal and paternal parenting on adolescents' and emerging adults' sexual health extend to teen-parent families. It will also assess variation in parenting processes within teen-parent families and its associations with sexual behaviors. This work will provide recommendations for how pediatricians and other health care providers can support offspring of teen parents in order to combat the costs of intergenerational early sex and teen pregnancy for this at-risk group.

APT Validation Study III: Reducing Cultural Bias in Youth Program Quality Observations

Project Director: Linda Charmaraman, Ph.D.

Funded by: William T. Grant Foundation

Funded by William T. Grant Foundation in 2013-2015, the purpose of Afterschool Program Practices Tool (APT) II Study was to develop and test drive a multi-pronged online reliability training designed to improve rating accuracy for youth program observations. In this study, the research team found preliminary evidence that trainees found it somewhat more difficult to accurately rate video clips (a) when behaviors to be rated reflected the middle range of the APT scale, (b) that featured programs for younger, elementary-aged children, (c) that were the lengthiest, and (d) that contained behaviors that could be interpreted differently based on one's culture, background, or experience. An understudied yet crucial source of measurement variance within observational tools is whether the "gold standard" ratings

that account for whether a trained rater passes certification of reliability has cultural biases that would unfairly privilege some groups of people with certain cultural vantage points over others. As a supplement to APT Validation Study II, the research aims for Validation Study III are to (1) generate master scores for video clips of youth program observations without cultural bias, (2) create more tailored and targeted online training and anchor systems, and (3) eliminate significant differences in certification passing rates between groups with different cultural vantage points (i.e., Black vs. White raters, urban vs. non-urban program experiences). Products from this supplemental study include (a) more culturally inclusive *Guide to Activity* anchor ratings, (b) guide to master scores, (c) "range finding" online training tools, and (d) culturally informed master scores for online assessments used for APT reliability certification purposes.

Out-of-School Time Roundtable and Assessment Preparation

Project Director: Ellen Gannett, M.Ed.

Funded by: Brookline Community Foundation

Ellen Gannett, director of the National Institute on Out-of-School Time, delivered a keynote address and facilitated discussion with key community leaders on Out-of-School Time systems and the need for middle school programs. The goals of these meetings are to develop a comprehensive plan for a needs and supply assessment for Brookline, MA, and to consider evaluation methods, focus groups, and data collection and analysis.

Early Education and Out-of-School Time Evaluation

Project Director: Wendy Wagner Robeson, Ed.D.

Funded by: Children's Investment Fund (with James Bell Associates)

The Work, Families & Children research group (WFC) at the Wellesley Centers for Women serves as a research partner to James Bell Associates in an evaluation of the Children's Investment Fund's Early

Education and Out-of-School Time (EEOST) Capital Grant Program in Massachusetts. The evaluation, in addition to providing feedback about the implementation of the grant program to help improve design and implementation, provides an opportunity to understand the impact improvements made to early care and education and to out-of-school facilities have on various dimensions of program quality and organizational viability.

System Building Initiative Convening

Project Director: Ellen Gannett, M.Ed.

Funded by: The Wallace Foundation

The National Institute on Out-of-School Time assisted in the planning and facilitation of a convening of Wallace Foundation grantees participating in Wallace's Afterschool System Building initiative. This effort is designed to generate lessons on how cities can refine and enhance systems already under development to operate more sustainably in the service of a city's youth.

Adolescent Communication with Family and Reproductive Health

Project Director: Jennifer M. Grossman, Ph.D.

Funded by: National Institutes of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development

Family communication about sex can reduce risky sexual behaviors, but most studies focus only on the teen-parent dyad. High levels of extended-family involvement in childrearing and sexuality communication, such as with grandparents, aunts and uncles, older siblings and cousins, and "fictive kin," especially in Black and Latino families, suggest the importance of assessing this under-studied influence. This mixed-methods study will undertake the first comprehensive assessment of teens' extended-family sexuality communication and its associations with sexual behavior, and includes extended-family perspectives in order to apply quantitative findings to prevention

and intervention programs. The study applies an established conceptual model of parent-teen sexuality communication to extended family, which recognizes both direct talk about sex and indirect (less straightforward) sexuality communication, which predict teens' sexual beliefs and behaviors. The significance of this work lies in its comprehensive focus on the full range of partners in family sexuality communication, assessing whether this communication is helpful or harmful to teens' sexual health. It contributes to public health by guiding action steps for how extended family influence on teen sexual health can direct inclusion of larger family systems, beyond the nuclear family, into prevention and intervention programs (see page 4).

Depression/Suicide Prevention for Adolescents in Holliston

Project Director: Tracy Gladstone, Ph.D.
Funded by: MetroWest Health Foundation

Youth depression is a problem of major proportions, and over half of all teens who plan or attempt suicide have a mood disorder at the time. As a result, the U.S. Preventative Services Task Force (2016) strongly endorsed depression screening for all young persons between the ages of 12 and 18, as a way to identify at-risk children who may fall through the cracks. With funding from the MetroWest Health Foundation, the team aims to provide support to schools for prevention, intervention, and access to treatment in order to reduce mental health symptoms among adolescents. Specifically, the project aims to implement an evidence-based depression and suicide prevention program that targets high-risk adolescents in the Holliston Public Schools. The program will increase the school community's mental health awareness and literacy, which serves as a prevention tool for the community regarding adolescent depression; offer two-level screening to students in one

middle school and two high school grades, including universal, self-report screening for all students, followed by in-depth interviews with students who screen as high risk; and communicate with Holliston parents/guardians about youth depression and resources, provide more significant follow-up (both immediate and long-term) with parents/guardians of high-risk teens, and provide all school families with access to the Interface Referral Network (see page 2).

21st Century Community Learning Centers and Literacy Skills

Project Director: Georgia Hall, Ph.D. (with American Institutes for Research)
Funded by: The Charles Stewart Mott Foundation

In partnership with the Massachusetts Department of Elementary and Secondary Education (ESE), and the Minnesota Department of Education (MDE), researchers at American Institutes for Research and the National Institute on Out-of-School Time at the Wellesley Centers for Women are undertaking a study that explores how high-quality out-of-school time (OST) programs can promote participants' literacy development and the role social and emotional learning (SEL) may play in supporting the development of literacy-related skills. The study will be undertaken in 21st Century Community Learning Centers (21st CCLCs) funded by ESE and MDE that have a demonstrated capacity and track record of providing high-quality afterschool programming over several years. The proposed study is intended to lay the groundwork for the partnership to conduct a series of methodologically rigorous studies that examine the relationship between program quality, SEL skill development, and a variety of school-related outcomes. Information yielded from these studies will assist ESE and MDE in making decisions on how to further develop and support the 21st CCLC grantees to maximize the achievement of a variety of desired youth outcomes

associated with youth development and school success while expanding the evidence base for the merit of continued investment in the 21st CCLC program and OST more broadly.

The Prosecution of Child Sexual Abuse: A Partnership to Improve Outcomes

Project Director: Linda M. Williams, Ph.D. (with University of Massachusetts Lowell)
Funded by: U.S. Department of Justice, National Institute of Justice

In collaboration with prosecutors' offices and mentors from the field, researchers at the University of Massachusetts Lowell and the Wellesley Centers for Women have undertaken research designed to increase knowledge of the criminal prosecution of child sexual abuse (CSA) cases, the characteristics of cases prosecuted, and the factors associated with case attrition. Designed to enhance current and foster new researcher-practitioner collaborations, this research will identify barriers to prosecution of offenders and factors that contribute to successful outcomes while minimizing victim trauma. The attrition of CSA cases from the criminal justice system has been a concern to victims, practitioners, and researchers for decades. This study will document (1) case attrition; (2) the frequency with which CSA cases require the child to testify at multiple hearings, directly confront the alleged perpetrator, and experience harsh cross-examination; and (3) the factors that impact case outcomes. This research will identify factors (details about the alleged incident, victim/ victim family, perpetrator, evidence, prosecutorial decisions) that affect the trajectory and outcomes of cases and will lead to recommendations to improve outcomes for victims and successful prosecution of perpetrators. The results of this study will contribute to scholarly and practice-oriented literature and understanding of CSA case attrition with the goal of increasing access to justice for victims and successful prosecution of perpetrators.

Spotlight on New Funding & Projects *continued from page 19*

Continuation of Analyses for “Empowering Families”

Project Director: Joanne Roberts, Ph.D. (with Ready to Learn Providence at Roger Williams University)

Funded by: Roger Williams University (with funding from the Annie E. Casey Foundation)

The Wellesley Centers for Women, in partnership with Ready to Learn Providence at Roger Williams University, received funding from the Annie E. Casey Foundation for continuing analysis of “Empowering Families,” a training intervention that aims to build the capacity of families, teachers, and school staff to better understand how children’s executive function impacts their social-emotional and cognitive growth. Other funding for this project comes from the U.S. Department of Education, Investing in Innovation program.

Youth in Philanthropy Program Evaluation

Project Director: Georgia Hall, Ph.D.

Funded by: Foundation for MetroWest

The Wellesley Centers for Women received funding from the Foundation for MetroWest to conduct an evaluation of Youth In Philanthropy, a program designed to give youth the knowledge to become leaders in our community by learning the importance of philanthropy.

Other external funding

Excluded from this list of major awards, but important as far as the scope of WCW external funding, are other fee-for-service training, participant fees, consulting, and other fee-based project work, which can be sizable. This encompasses dozens of fee-for-service and consulting agreements that can range from a few hundred dollars to nearly \$50,000 dollars. These agreements also range in duration from very short (less than one month) to multi-year renewable contracts. Each action project—Open Circle, the National SEED Project, and the National Institute on Out-of-School Time—worked with clients and practitioners to provide training, professional development, technical assistance, and customized solutions to educators, schools, school districts, local governmental, and non-profit agencies around the country.

WCW Special Lectures & Lunchtime Seminar Series



During the fall and spring academic semesters, the Wellesley Centers for Women (WCW) invites the public to learn about the work of WCW researchers and program staff during its Lunchtime Seminar Series and through special public lectures. The programs are free and topics of discussion include the Centers’ key areas of focus: education, economic security, mental health, youth and adolescent development, and gender-based violence, among others. Several of the programs from this past year were recorded and/or streamed live via [facebook.com/wcwonline](https://www.facebook.com/wcwonline). *(Please note: video recordings on the WCW website will include the presentation slides shared during the programs; Facebook video recordings do not include the slides.)*

Recent audio and/or video presentations include:

A Quarter-Century of Partnership: WCW and the Class of 1967

Facilitated by Layli Maparyan, Ph.D., and presented by Nikita Saladi (Class of 2016), Tracy Gladstone, Ph.D., Temple Price (Class of 2013), Linda Charmaraman, Ph.D., Natalie Russ (Class of 2010), and Nan Stein, Ed.D. on June 1, 2017 (1:19:36)

Science SeedKit: Bringing Science Education to Ghana

Presented by: Wendy Wagner Robeson, Ed.D., Isabella Narvaez (Class of 2017), Mehak Sarang (Class of 2018), Mebatsion Gebre (Class of 2018) on October 19, 2017 (39:52)

View and share via [facebook.com/wcwonline](https://www.facebook.com/wcwonline) *or* [wcwonline.org/video](https://www.wcwonline.org/video)

Our Plural Selves: No Cause for Feelings of Fraudulence

Presented by Peggy McIntosh, Ph.D., on October 26, 2017 (45:48)

View and share via [facebook.com/wcwonline](https://www.facebook.com/wcwonline) *or* [wcwonline.org/video](https://www.wcwonline.org/video)

The Journey of a Women’s Health Activist: A Personal Story

Presented by Bylye Y. Avery, Founder of the Black Women’s Health Imperative on November 2, 2017 (45:07 min)

Listen or download via [wcwonline.org/audio](https://www.wcwonline.org/audio)

Reading form a Novel: *The Off Season*

Presented by Amy Hoffman, M.F.A., on November 9, 2017 (59:30)

View and share via [facebook.com/wcwonline](https://www.facebook.com/wcwonline) *or* [wcwonline.org/video](https://www.wcwonline.org/video)

Life in the Trump Era: A Look at Gender, Culture, and Civic Engagement

Presented by Linda Charmaraman, Ph.D., Lisette DeSouza, Ph.D., Rebecca Leu (Class of 2019), and Katie Madsen (Class of 2019) on November 30, 2017 (55:00)

View and share via [facebook.com/wcwonline](https://www.facebook.com/wcwonline) *or* [wcwonline.org/video](https://www.wcwonline.org/video)

The Wellesley Centers for Women Lunchtime Seminar Series is made possible by support from The Cowles/Sulzberger Fund, an endowed gift to the Wellesley Centers for Women.

Sex/Ed Conference in India

The Centre for Studies in Gender and Sexuality (CSGS) at Ashoka University and the Wellesley Centers for Women (WCW) organized Sex/Ed, an international conference held in New Delhi, India, in November 2017.

Sex and education bear a complex relation to one another. While sex is considered a subject on which education should be imparted, there are attempts to exorcise sexuality from history, art, literature, and public spaces. Conference planners noted that these tendencies persist even as India has historically been one of the few cultures that have tied sex to the sacred, as can be seen through the sculptures and the murals of Khajuraho, profuse queer-ness in Hindu mythology, or Sufi traditions. There are laws regulating sexual interactions in educational institutions as well as those enforcing “decency” in public spaces.

The Sex/Ed conference aimed to place this relationship between sex and education in the context of a rich and sexually charged international history, both within and beyond the sanctioned limits of sex education. It

addressed questions such as: Is sex good for education or is it not? Are there pedagogical advantages to talking about sex in the classroom? Why is sex perceived as a dirty secret from which decent people need protection? What is the relationship of sex to education, history, culture, and law?

While there have been visits, networking, and co-presenting during WCW’s parallel event at the United Nations Commission on the Status of Women in 2016, this was the first event to formally showcase the collaboration between Ashoka’s CSGS and WCW. The two-day conference addressed the intersections between gender and sexuality, and the relation of both to sex. It focused on educational policy as well as literary and socio-cultural theories about education. Participants examined the law, letters, people, histories, causes, and consequences, in order to paint a vivid picture of the various issues involved in both sex and education. The cross-disciplinary presenters addressed questions that involve an international realm while also remaining mindful of local contexts.

The first conference panel laid out the relationship among sex, education, history, art, and law that frames contemporary responses to sexuality. This framing used examples from mythology, literature, temple architecture in India, as well as a discussion on the historical relationship of sex to laws regulating desire in educational institutions as well as public spaces. Building on this, subsequent presentations addressed:

- Sex and Education in a Culture of Fear, Victimhood, and Trauma
- Sex/Ed/Harassment
- Sex/Ed/Classroom
- “It’s More Than Black and White, and Right or Wrong”: A Reproductive Justice Approach to Understanding Power’s Influence on Black Women’s Sexual Education
- Sex/Ed/Work
- Sex/Ed/Popular Culture

The more than two dozen conference presenters included:

- Nandita Dutta, staff member, CSGS
- **Octavio Gonzalez**, Ph.D., assistant professor of English, Wellesley College
- **Emmy Howe**, M.Ed., co-director of the National SEED Project, WCW
- **Layli Maparyan**, Ph.D., the Katherine Stone Kaufmann ’67 executive director of WCW
- Madhavi Menon, Ph.D., professor of English, Ashoka University, and director of CSGS
- Shiv Datt Sharma, manager, Research and Projects, CSGS
- Harleen Singh, Ph.D., associate professor, Women’s, Gender, and Sexuality Studies Program, Brandeis University
- **Nan Stein**, Ed.D., senior research scientist, WCW
- Dionne P. Stephens, Ph.D., psychology professor, Florida International University

In addition to the more formal keynotes, panels, and extensive Q&A sessions, the conference also featured performances including video screenings and theatre shows, art installations, and poetry slams.



Pictured from left to right: Madhavi Menon, Layli Maparyan, Octavio Gonzalez, Emmy Howe, Dionne Stephens, Nan Stein, Nandita Dutta, documentary film maker Bina Paul, writer/painter/graphic artist Amruta Patil, and Shiv Datt Sharma.



Sex/Ed featured special performances about sex and education; performers, presenters, and speakers are pictured.

Educational Equity in India

While in India in November 2017, **Emmy Howe**, M.Ed., co-director of the National SEED Project, **Nan Stein**, Ed.D., WCW senior research scientist, and **Puja Kranz-Howe**, Lesley University senior and Howe's daughter, visited a women's cooperative and community educational programs in the greater Mumbai area.

While at MarketPlace India, they met with the cooperative's workers who discussed their varied skills, social action efforts, school advocacy, an affiliated youth career readiness program, and the enrichment activities that they undertake with hundreds of school-age children. This nonprofit organization empowers women in India to break the cycle of poverty as they become leaders in their work, their homes, and their neighborhoods, and effect lasting change in their communities. Together the visitors and hosts briefly discussed ways the SEED Project frameworks could be incorporated into their organization.

The trio also visited the Apni Shala community education organization. There they participated in a program for 15-21 year-olds, focused on building social and emotional skills, understanding systems of dominance and oppression, and addressing race, gender, and violence by examining their own experiences; the program is led by Rohit Kumar, a trained SEED leader. During the five-day visit, Howe conducted two trainings for fellows who work with fourth through sixth graders in 12 area schools. She discussed work undertaken in U.S. beginning 20 years ago to address gender issues in schools and to ensure that all children could be their whole selves; the interactive discussion with participants focused on how these efforts applied within their cultural context.

Apni Shala was co-founded by Amrita Nair, a trained SEED leader, who builds on the frameworks of the WCW educational equity and diversity project. The program's vision is to create experiential education opportunities for students to explore and pursue their dreams, and develop skills and attitude to engage with and thrive in the multicultural and diverse world through action and reflection. Through high quality, contextually

relevant education, the Khoj Community School at Apni Shala serves as a lab school for community development in India. It addresses education needs of linguistically and culturally diverse M-east ward; engages through experiential and context driven learning methods; and collaborates with community.



Emmy Howe participated in activities of the Apni Shala Youth Project.



Nan Stein during a visit with kindergarten students at the Khoj Community School in Mumbai.

European Association for Behavioural and Cognitive Therapies

Tracy Gladstone, Ph.D., director of the Stone Primary Prevention Initiatives and associate director of the Wellesley Centers for Women (WCW), traveled to Ljubljana, Slovenia for the 47th Congress of the European Association for Behavioural and Cognitive Therapies in September 2017. She participated in a symposium, "Current Challenges and Future Directions in the Prevention of Youth Depression," organized by colleagues in Germany, who were interested in Gladstone's work on a primary care, internet-based depression prevention program for

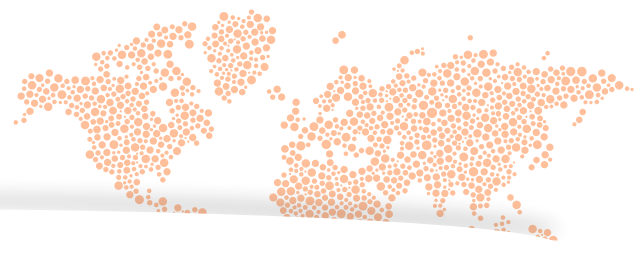
adolescents at risk for depression. This symposium brought together researchers who shared approaches to youth depression in different settings and discussed ways to adapt interventions for use in other cultures/countries. They also explored mechanisms that account for intervention success.

During the conference, Gladstone also participated in a clinical roundtable, "Parental Mental Health," organized by a colleague at the University of Sussex in Great Britain. This roundtable focused on ways to support children's healthy development when parents present with mental health concerns. Gladstone presented her work on a family-based depression prevention program that targets parents who struggle with depression and are also concerned about promoting resilience in their children, a project she works on with Children's Hospital Boston. During this session, the presenters and audience discussed how a country's approach to health care influences the investment in prevention services for at-risk youth. They also discussed best ways to support healthy child development when parents are struggling with mental illness.

Privilege Workshops in Japan

In October 2017, **Peggy McIntosh**, Ph.D., WCW senior research scientist and founder of the National SEED Project, gave presentations and conducted a day-long workshop on systems of privilege in Japan. The events were held at Sophia University in Tokyo, the Osaka campus of Ritsumeikan University in Kyoto, and the Dawn Center: Osaka Prefectural Center for Youth and Gender Equality. The primary host was Makiko Deguchi, Ph.D., associate professor of Foreign Studies at Sophia University, who is also president of the Society for International Education, Training, and Research in Japan (SIETAR).

Scholars and activists in Japan have been increasingly acknowledging the experience of groups that have been discriminated against, which has raised awareness of the privilege for those who have not had such experiences. Janet Helms, Ph.D., professor of counseling psychology at Boston College Lynch School



of Education, and McIntosh co-presented at two of the Sophia University events. Helms lectured on “White Racial Identity Theory: A Model for Explaining Why White People Can’t Talk About Race.” McIntosh lectured on “White Privilege Awareness: Social Justice Education of Privileged Groups in the U.S.” These themes and models, including the model of a white woman and woman of color co-presenting, were of interest to Japanese audiences in comparison with what has been frequently presented within a homogenous Japanese society. McIntosh also keynoted the 2017 SIETAR 32nd Annual Conference. At the Dawn Center, she presented on Interactive Phases of Personal and Curricular Re-Vision and in a day-long workshop, demonstrated exercises used in the SEED Project for raising awareness of personal and systemic experiences of power and privilege.

StemKit: Learning and Teaching in Ghana

For the past two summers, Wellesley College students who are members of the StemKit team, a science education project under the mentorship of **Wendy W. Robeson**, Ed.D., WCW senior research scientist, have received grants from the College’s Career Education Center to teach science protocols and perform research abroad. **Isabella Narvaez** (Class of 2017) traveled to Ghana in the summer of 2017 to work with junior high schools in the Greater Accra Region, in partnership with The Exploratory, a non-governmental organization that empowers educators and inspires Ghanaian students to be curious, courageous, and community-minded, by making their experience of science, technology, engineering, and mathematics relevant, collaborative, and equitable.

Narvaez’s work shed more insight into previous work that is helping identify ways to further develop StemKit. She surveyed three classrooms on attitudes towards science and assessed the effectiveness of the StemKit protocols in teaching biology, chemistry, and physics concepts. Additionally, Narvaez worked with The Exploratory Science Clubs

performing dynamic activities with small groups of girls. She also received crucial feedback from teachers who reported struggling to teach large classrooms with few resources and limited time.



Other significant feedback Narvaez received came from her direct interactions with students. She quickly realized that the key to improving StemKit protocols and teaching strategies was to listen and observe. Students couldn’t always express what they needed or lacked in their science education, a factor magnified by language barriers.

As example, during one observation, a group of girls unsuccessfully tried to assemble a circuit using an electronics science set. Narvaez sat with the students and asked them to teach her everything they knew about the subject. As she documented everything they relayed to her, she identified the gaps in their understanding based on the way they described the concepts. Narvaez was then able to encourage them to perform a short experiment that clarified and illuminated the concepts. As this project expands, the StemKit team will continue to incorporate feedback from all stakeholders to make science more sustainable, equitable, and enjoyable

Robeson, Narvaez, and other members of the team—**Mehba Gebre** (Class of 2018) and **Maheck Sarang** (Class of 2018)—presented “Science SeedKit: Bringing Science Education to Ghana,” a WCW lunchtime seminar, in October 2017 (NOTE: StemKit was previously known as SeedKit). The program is available for viewing on the WCW website: wcwonline.org/video.

UN Sustainable Development Goal 16

Rangita de Silva de Alwis, S.J.D., WCW senior scholar and associate dean of International Affairs at the University of Pennsylvania Law School, was appointed an Advisor to the United Nations (U.N.) Strategic Development Goals (SDG) Fund. In November 2017, she highlighted the potential impact of a new report for the SDG Fund, *Business and SDG 16: Contributing to Peaceful, Just and Inclusive Societies*, via Inter Press Service news agency.

In her article, de Silva de Alwis stated that this new report, “is a charge for the private sector to be involved on a higher moral ground, for the advancement of the human civilization and calls upon the private sector to privilege the sustainability over transient profitability.”

The focus of SDG 16 is to promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.

The road map outlined in the document guides companies on how to proactively best serve all stakeholders—economically, socially, and environmentally. In detail, de Silva de Alwis organized the report findings in five areas:

- Combating Violent Extremism
- Gender Equality in the Private Sector
- Building a New Vernacular
- The Costs of Corruption
- Building Bridges and Partnerships

The article, with a link to the full report, which is written and produced in collaboration with Penn Law with support of McDermott, Will & Emery, is available online: www.ipsnews.net/2017/11/sdg-fund-report-reaches-higher-moral-ground/. ■



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Thank you to all our friends, supporters, funding partners, and colleagues for your generosity and commitment to our work. With your gifts, you are partnering with us to advance gender equality, social justice, and human wellbeing.

By investing in high-quality research, theory, and action programs, you are accelerating social change with the **power of data**. You are helping us explore important issues to find evidence about what works—in education, mental health, economic security, youth and adolescent development, and gender-based violence—evidence that informs decision-makers to invest in policies, practices, and programs that make lasting improvements in the lives of women and girls, families and communities.

Thank you for making this important work possible and for believing, like us, that **A World That Is Good for Women Is Good for Everyone.**[™]

\$2M Planned Gift to Support WCW Internships and Research

The Janet Zollinger Giele and Elizabeth Bates Johnson '67 Endowed Internship Fund
The Elizabeth Bates Johnson '67 Endowed Research Fund

The Wellesley Centers for Women (WCW) is pleased to announce that Elizabeth (Beth) Johnson, a member of both the WCW Council of Advisors and the Wellesley College Class of 1967, and her husband Joel W. Johnson, have made a \$2M planned gift to support student internships and research at WCW, one fund named in honor of Janet Zollinger Giele, Ph.D.

While a Wellesley student, Beth's sociology professor, Dr. Giele, introduced her to the logistics of creating and conducting social science research, statistical analysis, and report writing. "She lit a fire within me for using social science research to create positive change within communities," Beth recalls about her instructor, mentor, and long-time friend.

During her junior and senior years, Beth applied these research skills in a self-made internship at the Massachusetts Correctional Institute in Framingham, where she studied several theories of the etiology of juvenile delinquency on a sample of female inmates. The work was so fascinating she was permitted to extend it over three semesters. The Wellesley alumna is convinced that this experience aided in her graduate school acceptances and successes. She



Pictured, from left to right are: David Giele, Janet Zollinger Giele, Elizabeth (Beth) Bates Johnson, and Joel Walter Johnson. The gifted funds were announced during a celebration of the 25-year partnership between WCW and the Class of 1967, which has supported an annual internship for the past quarter of a century. During the 2017 reunion special event, WCW mentors were joined by alumnae they had worked with to discuss the value of the Class of '67 internship program. The presentation can be viewed online: wcwonline.org/video.

earned her M.Div. from Yale University, M.S.W. from the University of Connecticut, and Ph.D. in counseling psychology from the University of Wisconsin-Madison. Beth is deeply committed to supporting similar research opportunities for Wellesley students through WCW.

Beth served 33 years of ordained ministry in the United Church of Christ (UCC) in Connecticut, Minnesota, and Wisconsin, and worked as a consulting psychologist. The recently retired Minister for Clergy Health & Vitality Programs for the Southwest UCC Conference, she is also on the Dean's Advisory Council at Yale Divinity School. Joel graduated from Hamilton College and received an M.B.A.

from Harvard University. He was the president, chair of the Board, and chief executive officer at Hormel Foods after previously working at General Foods. In addition to serving on the Hamilton Board of Trustees, Joel has been a member of many other nonprofit and corporate boards.

We are grateful to Beth and Joel for their extraordinary vision and generosity!

The WCW Legacy Society

A special *Thank You* to the donors who have made estate gifts to the Wellesley Centers for Women and have joined The WCW Legacy Society. Planned gifts of estate assets are gifts for the future that will have a long-term impact on the lives of women and girls. If you have thoughtfully included the Wellesley Centers for Women in your estate plans, please be sure to notify us so we can include you in this special group of donors and friends.

To learn more about The WCW Legacy Society and planned giving visit us at wcwonline.org/plannedgiving.



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