

# Research & Action Report

Wellesley Centers for Women



Center for Research  
on Women  
Stone Center

## The Brain: Hardwired for Connections

Still Stuck in Low-wage Jobs: Is It Time That We  
Solve the Youth Worker Compensation Problem?

WCW Making a Difference with Research

Update on the National Institute on  
Out-of-School Time

# Contents

2

Short Takes

7

New and Notable Publications

8

The Human Brain:  
Hardwired for Connections  
Q&A with Amy Banks and Judith Jordan

12

An Update on the National Institute  
on Out-of-School Time

14

Global Connections

16

Making a Difference with Research

19

Spotlight on New Research

20

Commentary:  
Still Stuck in Low-wage Jobs:  
Is It Time That We Solve the Youth  
Worker Compensation Problem?

22

Conferences and Presentations

24

Save the Date



## From the Executive Director

Our tag line here at the Wellesley Centers for Women is “shaping a better world through research and action.” In this issue we provide varied examples of how our work does, indeed, help to shape programs, policies, and practices that will improve the status and opportunities not only for women and girls, but for members of their families and communities as well.

• WCW’s focus on programs for children in their out-of-school time reflects more than 30 years of work on this ongoing gap in services needed by children and their families. The work has made a difference. Initially the question was simply one of access, today the issues are broader and include adequate pay scales for staff, quality of programming, and availability of professional development; all issues that the National Institute on Out-of-School Time (NIOST) is addressing.

• New and exciting research on ways to identify and collect data from people of mixed ancestry will help to insure that this growing population is not excluded when research-based policy recommendations are made.

• Katherine Morrison’s work on curbing intimate partner violence against African-American women brings a public health perspective to prevention efforts centered within African-American communities.

• And new research examining ways to promote participation in science and math fields for urban girls and minority students is underway to address the continuing under-representation of these students in the STEM pipeline.

What is not detailed extensively in this issue is our continuing work on early child care and education. A recent WCW evaluation for the Boston Public Schools was critical of aspects of the system’s preschools. The evaluation generated a

front-page story and follow-up editorial in the *Boston Globe* that strongly supported the need to improve the quality of the care and programming. Without adequate education and care for their young children, too many parents are unable to pursue rewarding work and too many children reach elementary school unprepared to move forward successfully. Despite the media hype about mothers “choosing” to leave the workforce, most mothers work outside the home first and foremost as matter of economic necessity. To force a family to “choose” between adequate care and education for their children and the income needed to feed and clothe them is a sad misuse of the term “choice.”

I also invite you to read the Q&A with Judith Jordan and Amy Banks of the Jean Baker Miller Training Institute. Years of dedicated work to develop and promote Relational-Cultural Theory (RCT) are benefiting from recent neuroscience that indicates that the human brain is “hardwired for connections.” This research corroborates what RCT has long posited: that growth-fostering relationships are a central human necessity and that disconnections are a source of psychological problems.

I hope that you will continue to support our work, and that you will share it with others and thus help further its change-making potential. ✿

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

For more than 30 years, WCW has been a driving force—both behind the scenes and in the spotlight—promoting positive change for women and men, girls and boys. WCW brings together an interdisciplinary community of scholars engaged in research, training, analysis, and action. Our groundbreaking work is dedicated to looking at the world through the eyes of women with the goal of shaping a better world for all. The research and action projects at WCW lead to creative solutions and innovative policy alternatives to a range of pressing social concerns.

### Wellesley Centers for Women

Wellesley College  
106 Central Street  
Wellesley, MA 02481-8203  
U.S.A.  
www.wcwonline.org

### Executive Director:

Susan McGee Bailey, Ph.D.

### Editors:

Rebecca Mongeon  
Donna Tambascio

### Design:

LIMA Design

### Printing:

Shawmut Printing



## Finding New Ways to Help Strong Black Women at Risk

**Katherine Morrison**, a postdoctoral research associate at the Wellesley Centers for Women, strives to discover innovative methods of preventing intimate partner and sexual violence against African-American women. She accomplishes this by implementing novel community-based approaches that focus on educating the individual and changing social norms surrounding violence against women.

Morrison directs the Women's Insights Project, a research initiative dedicated to understanding the unique experiences of African-American women who face assault and sexual violence at the hands of a male intimate partner. She has spoken with many women and has presented her findings to a number of different organizations in an effort to enhance the audiences' understanding of the challenges that women of color face when they are involved in abusive relationships. This project has been designed to allow the "voices" of victimized women to be represented in scientific and community-based literature; this project provides a safe space for women who have been victimized in intimate relationships to describe their experiences. Morrison has a strong interest in exploring the concept known as the "strong Black woman" and its influences on the helping behavior of service providers as well as the help-seeking behavior of African-American victims of abuse.

In an effort to bring her discoveries about intimate partner violence to the African-American community, Morrison has formed relationships with Massachusetts community-based organizations such as the Cambridge Women's Center, Boston-based DALLSS, Inc,

and numerous faith-based organizations. In collaboration with these institutions, Morrison is in the process of implementing and evaluating programs that are geared to empower women and educate the African-American community at large about intimate partner violence. Morrison is the author of related publications including a prevention handbook entitled *Talkin' and Testifyin': African-American Women Talk about Domestic Violence* that is being distributed to Boston-area community-based organizations. This culturally sensitive booklet includes information such as a basic overview of intimate partner violence, warning signs of an abusive male partner, and Massachusetts domestic violence community resources. The booklet grows out of Morrison's research with African-American survivors of intimate partner violence and offers excerpts or "testimonies" of their experiences.

## Getting at Racial and Ethnic Identity in Adolescents of Mixed Ancestry



Adolescents who have multiple or "mixed" racial and/or ethnic backgrounds typically have been overlooked in research studies, despite evidence of having unique vulnerabilities and strengths. This is in large part because researchers have not had the necessary theoretical and statistical tools to work with the complexity associated with having more than one racial and ethnic identity. Consequently, researchers have assigned multiracial individuals to a single racial/ethnic category or omitted individuals claiming multiple racial and ethnic categories from their analysis.

Adolescent Mixed-Ancestry Identity: A Measurement Pilot is a research project funded by the National Institute of Child Health & Human Development and is based on a strategy that improves on these flawed approaches. The research team, led by project directors **Sumru Erkut**, **Michelle Porche**, and **Allison Tracy**, employs multiple sources of information—misidentification by others, language use, and parental race/ethnicity, as well as self-identifica-

tion—to define an underlying mixed-racial/ethnic identity. The significance of this study is two-fold: 1.) the new conceptual approach to measuring mixed-ancestry identification among adolescents, and 2.) the use of new statistical tools, which will assess both the strengths and vulnerabilities of mixed-ancestry youth.

The field testing phase of the study has been completed and the data collection phase is underway, with the research team administering surveys to more than 3,000 adolescents in grades 9-12 from urban and suburban high schools in the Northeast. With these data, the team will refine the model of mixed-ancestry identity, and test the hypothesis that adolescents with an underlying mixed-ancestry identity differ from those with a single-race-ethnicity in terms of both their strengths and vulnerabilities. It is expected that mixed-ancestry adolescents will exhibit greater cognitive flexibility and openness to new experiences but also higher rates of depression and lower levels of attachment to school. The research team will also examine whether sup-

portive social influences such as validation of an adolescent's chosen identity, parental preparation, social mirroring, the presence of caring adults, and perceived discrimination influence the relationship between having a mixed-ancestry identity and related strengths and vulnerabilities.

The data collection phase also includes interviews with a subset of mixed-ancestry adolescents to explore the more intricate processes of identity development and examine individual differences. The results will allow the researchers to evaluate the hypothesis that the experience of a mixed racial/ethnic ancestry impacts adolescents in ways not accounted for by self-reported membership in one or more racial/ethnic categories. At the conclusion of the study, the team will make recommendations to other researchers on how to incorporate mixed-ancestry individuals into their studies, and to public agencies that collect information on race and ethnicity on how to ask these questions in a way that will allow the gathering of specific data from mixed-ancestry individuals.

The study is carried out by a diverse team of social scientists, all of whom have experience with research on racial and ethnic minority populations: Erkut, Porche, and Tracy are joined by **Heidie Vazquez Garcia**, **Jo Kim**, **Linda Charmaraman**, **Ineke Ceder**, and **Ashley Quach**. The researchers employ Peony Fhagen-Smith's Mixed Ancestry Racial/Ethnic Identity Development (MAREID) Model as the framework for the research. The team is assisted by an Advisory Board made up of prominent scholars in the fields of racial and ethnic studies and mixed ancestry.

# Short Takes

## Women's Review of Books' Successful Return



*Women's Review of Books (WRB)*, which was founded in 1983 at the Wellesley Centers for Women (then the Center for Research on Women), was re-launched in January 2006, after suspending publication for a year. The new *WRB* has a colorful design, a more stable financial structure, and a bimonthly publication schedule.

*WRB* had nearly 5,500 subscribers when it suspended publication in December 2004. By the end of the first year of bimonthly publication, more than 3,000 subscribers had returned, and libraries and other institutions now make up a healthy 20 percent of subscribers (up from 17 percent in 2004). *WRB's* goal for the next year is to return to the 2004 subscription level, and ultimately, to reach 10,000 subscribers (as it did at one time in the early 1990s.) Advertising income has averaged about \$8,000 per issue and is expected to rise in the next year to \$10,000.

Reader response to the reincarnated *WRB* has been enthusiastic. Review-essays are as thought-provoking as ever, with writers such as Linda Gordon, the late Ellen Willis, Farrah Jasmine Griffin, Andi Zeisler, and Silja Talvi. New columns discuss poetry and fiction, and *WRB* now features the work of a photographer and a cartoonist in alternating issues. *WRB* continues to publish essays, author interviews, and poetry. Brighter, heavier paper, a new size, and more attractive graphics make the new *WRB* easier to read.

*WRB* exhibited at several conferences in 2006: the Associated Writers/Writing Programs conferences (AWP) in Austin, TX, and Atlanta, GA; the Women, Action, Media conference in Cambridge, MA; and the National Women's Studies Association conference in Oakland, CA.

*WRB* editor-in-chief **Amy Hoffman** spoke on a panel at the March 2007 AWP conference on Creating Queer Literary Communities. Hoffman's memoir, *An Army of Ex-Lovers: My Life At the Gay Community News*, about the gay and lesbian movement in Boston during the late 1970s, is forthcoming from the University of Massachusetts Press in fall 2007.

## "SISTEM"ic Issues

What distinguishes urban high school students who take science and math courses beyond the requirements for graduation and those who do not? What helps urban students succeed in those courses, and what kinds of supports do they need inside and outside of school? How do we keep girls interested in science so that they go on to study it in college and/or enter the science workforce? How can we do the same for minority boys, who are also under-represented in college science and employment?

Researchers at the Wellesley Centers for Women (WCW) have begun work on a study, funded by the National Science Foundation (NSF), to address these questions about science and math and the related fields of technology and engineering. Directed by **Anne Noonan** and **Michelle Porche**, with **Georgia Hall** and **Mary Harris**, the SISTEM project (Success in Science, Technology, Engineering, and Mathematics) is underway. A key feature of the study is its focus on students' relationships in all areas of their lives—not just their social networks, but the specific characteristics of those networks and how they support or thwart science, technology, engineering, and mathematics (STEM) interest and participation. Another key feature is its focus on gender ideology—how students' ideas about what's appropriate for males and females in our society might influence their interest and success in STEM.

The SISTEM team is collaborating with Peter Wong of Tufts University and the Boston Museum of Science, as well as an advisory committee comprised of local experts in science education and workforce development. SISTEM and the Fairer Science project are two WCW research initiatives funded by NSF focusing on gender and science.



## Educating Educators

**Nancy Mullin**, director of the Project on Teasing and Bullying and the Preschool Empathy Project, also serves as a national Training Director for the Olweus Bullying Prevention Group. Her work focuses on bringing together research and best practices about bullying prevention to promote awareness about the negative effects that bullying and related gender role stereotypes have on both school climate and student performance, and emphasizes the need to incorporate bullying prevention and empathy across academic curricula.

Mullin regularly offers training and consultation to schools and school districts across the U.S. and in Canada on topics including curriculum materials developed at the Wellesley Centers for Women (WCW), the Olweus Bullying Prevention Program, best practices in bullying prevention, strategies for effectively responding to bullying in schools, and integrating bullying prevention themes in the classroom.

Mullin also conducts consultation to parents and advocacy groups and has provided mentoring for trainers in more than 22 states and Canada as part of the Olweus Bullying Prevention Group. Additionally, she continues to present at conferences throughout North America, including the International Bullying Prevention Association (November 2006, and November 2007); "Addressing Bullying in the Classroom: The Literacy Connection" (Florida Second Annual Bullying Prevention Conference, Florida Department of Education; April 2007); and "Jeers and Tears: Conference on the Prevention of Bullying" (Greater Essex County, Ontario; November 2007).

Most recently, Mullin has been developing new curriculum and teaching materials through her work at WCW and as part of the Olweus Bullying Prevention Group. She has also been working on assisting in the development of a national database about the incidence of bullying and its effects on school climate and has developed tools to interpret student survey data for schools, including data from an estimated 10,000 students in selected sites in North America.

## Promoting Inclusive Education

The National SEED (Seeking Educational Equity & Diversity) Project in Inclusive Curriculum, directed by **Peggy McIntosh**, Emily Style, and Brenda Flywithhawks, is holding its 21st summer New Leaders' Workshop in July in San Anselmo, CA. Most members of the core staff of 14 have been attending these summer trainings for over five years. There is increasing interest from administrators, and several districts have inquired about whether they may start multiple SEED seminars next year as part of overall plans to intensify work on equity and diversity in their districts. The Minnesota SEED branch is having a state-wide gathering of SEED leaders, SEED seminar participants, and interested others in June, and in April there was a gathering of SEED leaders in the Washington, DC, Maryland, and Virginia region. After 20 years, SEED continues to germinate and grow in new and already "SEEDed" schools

across the United States and in other parts of the world. With the Gender, Race, and Inclusive Education project, director Peggy McIntosh has presented eight programs in early 2007 on privilege systems, as interest in this topic continues to spread throughout the institutional realm of the United States. She is finding increasing recognition that discrimination has an upside: where there is discrimination there is also a corollary exemption from discrimination, which McIntosh calls an "unearned advantage." McIntosh joined approximately 800 people in Colorado Springs in April at the Eighth Annual White Privilege Conference, organized by Eddie Moore, Jr., which grew originally out of her and others' early writings on privilege.



# Short Takes

## Artist and Mother: Who Does She Think She Is?

Michelle Seligson, director of *Bringing Yourself to Work: Caregiving in Afterschool Environments*, has been working on a film entitled *Who Does She Think She Is?* The film is a 90-minute independent documentary highlighting the lives of five women who balance lives as artists, mothers, partners, and community members. They are committed to their roles as caregivers, but strive to maintain their sense of self and commitment to their art.

In addition to profiling these five contemporary artists, the documentary is contextualized historically and conveys that being a mother or caregiver while being an artist is hard to do, and rarely acknowledged. The project tells the story of each woman's journey to becoming an artist while also embracing the roles of mother, partner, and community member. The film examines several questions including: where do these women find the will and the courage to create when they have their families' needs to consider? How does each woman in the film manage these two claims on her heart? What gives their desire and ability to do artistic work the same legitimacy as the work of caring for others? Women artists from varied periods of history are mentioned, emphasizing that motherhood is most often an invisible aspect of a woman artist's persona.

**Sumru Erkut** has been appointed an Associate Editor of the *Journal of Research on Adolescence*, the publication arm of the Society for Research on Adolescence.

**Alice Frye** has accepted the position of postdoctoral trainee at the Wellesley Centers for Women (WCW) for the 2007-2008 academic year. Frye, a 2001 graduate of the Psychology Department at Emory University, is an academic clinical psychologist. Her research focus is adolescent psychopathology, with a particular emphasis on stress, coping, and depression among youth in disadvantaged communities. She also has a strong interest in advanced research methods, including multi-level statistical modeling. Frye will join WCW in September 2007, and will be working primarily with Pamela Alexander as well as with WCW methodologist Allison Tracy. The Postdoctoral Behavioral Research Training Program on Variations in Child and Adolescent Development is sponsored by the National Institute of Child Health and Human Development.

**Jean Kilbourne** has been recognized for her achievements and advocacy on behalf of women and girls with the Citizen Activist Award from Action Coalition for Media Education presented in Burlington, VT in October, and the 2007 Woman of Distinction Award from Miss Hall's School, Pittsfield, MA, presented at an event in New York City, NY in April. She was also one of the 2,000+ women and men profiled in the book *Feminists Who Changed America 1963-1975* that was published last fall and edited by Barbara Love.

Kilbourne has lectured extensively across and outside North America on the relationship of media to actual problems in society, such as violence, sexual abuse of children, rape and sexual harassment, pornography and censorship, teenage pregnancy, addiction, and eating disorders. She also has been interviewed numerous times for print and broadcast media, including *USA Today*, NBC's *Today*, the *Times-Picayune* in New Orleans, LA, the *San Francisco Chronicle*, and other publications in the U.S., Canada, China, and the United Kingdom. For more information: [www.jeankilbourne.com](http://www.jeankilbourne.com).

**Peggy McIntosh** has been interviewed by several graduate students and news outlets and referenced in media stories about her perspective on privilege systems, including National Public Radio's *News & Notes* in October 2006.

Since January, **Diane Purvin** has been part of the National Ensuring Success in Schools Act Coalition, a working group of advocates and researchers attempting to develop and implement federal and state legislation that will create protections for public school students who are pregnant or parenting, and/or have been physically or sexually abused. This group is convened by the Sargent Shriver National Center on Poverty Law. For more information: [www.povertylaw.org](http://www.povertylaw.org).

**Michelle Seligson** and **Pat Stahl** have been working on a pilot and training program, "Bringing Yourself to Work (BYTW) Diversity and Respect Training," for early childhood program staff for Work/Family Directions. They have conducted two pilot trainings, one in Dallas, TX, one in Poughkeepsie, NY; they will conduct a training for trainers in the fall. Seligson and Stahl are also developing specialty BYTW programs that expand on the basic training in the areas of group dynamics, communication, and diversity awareness for afterschool program staff. In March Stahl conducted the pre-conference training for the 2007 National AfterSchool Association Conference in Phoenix, AZ. She will be conducting trainings in Florida, Rhode Island, and New Jersey through the fall of 2007.

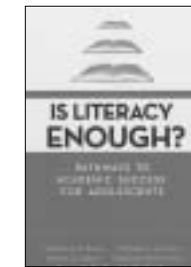
**Nan Stein** will teach at University of Hawaii, in Maui as part of a three-week school violence prevention course in June for K-12 educators.

# New and Notable Publications

## Is Literacy Enough? Pathways to Academic Success for Adolescents (2007)

CATHERINE SNOW, MICHELLE PORCHE, PATTON TABORS, AND STEPHANIE HARRIS

\*Price: \$29.95  
Order: BK1018



Four literacy experts lay out the evidence that while early literacy skills are important, they're not enough to ensure later school success in this new book based on the well-known Home-School Study of Language and Literacy Development project that inspired the landmark resource, *Beginning Literacy with Language*.

Following a group of children living in low-income families from preschool through high school, the authors charted the students' outcomes using test data to reflect language and literacy skills, self-report data reflecting motivation and engagement in school, and interviews with students, teachers, and parents. Through the discoveries made during this long-term study, readers will discover the critical importance of factors needed to achieve long-term goals, and risk factors such as attending multiple schools, family disruption, and social-emotional difficulties. Readers will also see how the specific risk factor of poverty relates to achievement, motivation, and school climate, and how elements of a special education model could enhance the quality of educational programs serving all adolescents. With this book, education professionals will gain a better understanding of factors critical to school success—and learn how to develop programs that go beyond K-3 literacy to help adolescents reach their full potential. This book is published by Paul H. Brookes Publishing Co., Inc.

\*Please note that prices do not include shipping and handling.

WCW publications may be purchased from the Centers' publications office by calling 781.283.2510 or by visiting [www.wcwonline.org](http://www.wcwonline.org).

## "A Marrying Kind of Town": Same-Sex Marriage in Context (2007)

ALLISON TRACY, ELIZABETH BREESE, AND SUMRU ERKUT

\*Price: \$10.00  
Order: WP428

Using life course developmental theory, the authors examine the links between social and political factors hypothesized to be relevant to location patterns in same-sex marriage in 39 moderate-sized towns in eastern Massachusetts. The researchers found that education and income level of town residents as well as political party affiliation of registered voters predict the number of same-sex marriage applications.

### Other Publishing News

**Tracy Gladstone** was co-author, along with William Beardslee, Ellen Wright, and Peter Forbes, of "Long-Term Effects from a Randomized Trial of Two Public Health Preventive Interventions for Parental Depression" (in press) for the *Journal of Family Psychology*.

**Georgia Hall** was issue co-editor for the *New Directions for Youth Development* journal titled *Preparing Youth for the Crossing: From Early Adolescence to Early Adulthood*, published by Jossey-Bass, Fall 2006. Also included was an article by Hall titled "Teens and Technology: Preparing for the Future." Additionally, Hall wrote "Civic Connections: Urban Debate and Democracy in Action during Out-of-School Time," in *Afterschool Matters Occasional Paper Series, #7, Fall 2006*, published by the Bowne Foundation. With Beth Miller, a research advisor for the National Institute on Out-of-School Time, Hall published an article in *Journal of Youth Development, Bridging Research and Practice*; January 2007, Vol. 1, Number 3, titled "What Counts in Afterschool: Findings from the Massachusetts Afterschool Research Study (MARS)."

**Jean Hardisty's** report, "Marriage as a Cure for Poverty: A Bogus Formula for Women," will be co-published by Political Research Associates (Somerville, MA) and the Women of Color Resource Center (Oakland, CA). Hardisty authored the article "Promoting Marriage to Cure Poverty" for a forthcoming issue of *Peacework*, the magazine of the American Friends Service Committee.

**Peggy McIntosh** is contributing a chapter titled "How Systemic Privilege May Damage the Soul" to a forthcoming volume published by the Theology Department of Notre Dame University. The chapter is based on a keynote presentation McIntosh offered at the Theology Department's conference on white privilege in March 2006.

**Nancy Mullin** is a co-author of two publications to be released this summer: *Olweus Bullying Prevention Program Teacher Guide* with DVD/CD and *Olweus Bullying Prevention Program Schoolwide Guide* with DVD/CD, both from Hazelden Press.

**Anne Noonan, Georgia Hall**, and David Blustein authored "Urban Adolescents' Experience of Social Class in Relationships at Work" which will appear in the June issue of the *Journal of Vocational Behavior*.

**Diane Purvin** authored "At the Crossroads and in the Crosshairs: Social Welfare Policy and Low-Income Women's Vulnerability to Domestic Violence" for inclusion in the May issue of *Social Problems*.

**Nan Stein** authored a chapter on Gender-Based Violence in Schools included in *Victims of Crime, Third Edition*, published in February by Sage Publications. This widely used book has been revised and updated to offer the most current research, thinking, and best practices regarding crime victims and crime victim services.

**Allison Tracy** and **Sumru Erkut** co-authored a chapter, "If You Let Me Play: Does High School Physical Activity Reduce Urban Young Adult Women's Sexual Risks?" for the 2007 edition of *Urban Girls Revisited* published by New York University Press.

## The Human Brain: Hardwired for Connections

**The Stone Theory Group developed Relational-Cultural Theory (RCT) in the 1970s and the Jean Baker Miller Training Institute has been teaching and applying these ideas for over ten years. Why is it that so much research on the brain is coming out just now?**

**AB:** It's partly about the technology. Twenty years ago we could take snapshots of the brain but now we are able to scan the brain in action. Using SPECT\* scans we can record functioning brains responding in different situations. It's like getting an MRI when your brain is doing something.

**What is the science telling us about the brain and relationships?**

**JJ:** Some of the forerunners in this research—Allan Shore, Daniel Siegel, Shelley Taylor, Daniel Amen—have now really determined, without a doubt, that our brains are hardwired to connect: that we have mirror neurons that fire in response to the firing of another person's neurons; that we actually have parts of the brain that atrophy in isolation. We know from Eisenberg and Lieberman's work, for instance, that the centers of the brain that are activated when there's physical pain are the very same centers of the brain that light up when there is social pain, pain of exclusion specifically. We now know that we need connection to grow, and that isolation actually damages our neurobiology. So all of these ideas that we had back in the '70s are really being documented currently by these scientists.

**AB:** Over the last three to five years, the information has been pouring in about the brain. And within that body of literature there's been a subset of work on the centrality of relationships. For example, the book, *The Neuroscience of Human Relationships*, by Louis Cozolino that came out in 2006 offers a great overview. It puts the neurobiology in relational context; it's really well done.

Another concept that has come out over the last seven to eight years is this idea of neuroplasticity. It used to be that we talked about the brain as being very static—that it atrophies, that over the course of a lifetime we are basically killing off brain cells. What research has shown

is that this is not the case. There is a lot of ability for the brain to adapt and change over time. And probably the most exciting news is that there are areas of the brain that can actually generate new neurons, particularly the Hippocampus, which is the primary memory storage area.

**Are there differences in the way the brain responds for people of different cultures, ages, or gender?**

**AB:** Some of this new literature stemmed from attachment theory, like Daniel Stern's early work on the mother-infant attachment. Babies are born with an immature orbital frontal cortex—that area of the brain that's necessary for social relationships. In fact, we know now that this part of the brain develops to its full capacity in healthy relationships, by the washing of the dopamine, the endorphins, the serotonin. If the child has been in a good care-taking relationship or exposed to minimal stress, then it develops this ever-increasing ability to adapt, to change, to be flexible, and to be related. Every healthy baby is born with that potential. When you think about that, early intervention should begin as soon as the baby is born and it needs to focus on psycho-education, on how a healthy child grows up and develops.

From a gender perspective, there's a group of neuro-affiliative hormones that help us connect and bond. For women, the estrogen level is high and it works well with oxytocin, which is a calming feel-good hormone that the brain produces when we are stressed; it is also produced when mothers breastfeed. For men, their stress is driven more by testosterone which counteracts the effect of oxytocin. Testosterone is a very reactive hormone. It fluctuates throughout the

day and over the course of a lifetime. One research finding that may reflect this is that when a man and a woman are in conflict or stressed, the woman is likely to be more physiologically aroused than the man; it may seem almost like his affect is cut off. This doesn't necessarily reflect how much he values the relationship. But if we can start thinking neurochemically about the way people's brains and bodies work, then we can learn how to interact across differences and find mutuality in our relationships.

**JJ:** Shelley Taylor and her graduate students noted that all the earlier research on stress was done on males and the findings were that if you were stressed you fight or you flee. This "fight or flight" response to stress was a very widely accepted psychological "truth." When she replicated the studies using females, she found that when stressed, women would reach out for connection, to gain and provide comfort, to soothe, to calm. She called it the "tend and befriend" response and she suggested the production of oxytocin contributed to this response. This was very important data. It also shows how wrong our understanding of "human" behavior can be when we generalize from studies on only one segment of the population, in this case males.

To my knowledge the research has not yet paid attention to integrating work on diversity and cultural differences with neurobiology. From our point of view, this is a major omission. The only way that this research has been used to further our understanding of forces like marginalization and oppression is to show that social exclusion *really* impacts people—that it has a real, detrimental impact on people's physiology and well-being and ultimately on the larger community.



Amy Banks is the director of the Practitioner Program at the Jean Baker Miller Training Institute. She is an instructor of psychiatry at Harvard Medical School and previously was the medical director for mental health at The Fenway Community Mental Health Center in Boston, MA. She is co-editor of *The Complete Guide to Mental Health for Women* and author of the paper, *Post-Traumatic Stress Disorder: Relationships and Brain Chemistry*.



Judith Jordan is director of the Jean Baker Miller Training Institute. For years she worked with Jean Baker Miller, Irene Stiver, and Jan Surrey on the development of what has come to be known as Relational-Cultural Theory. Jordan co-authored the book *Women's Growth in Connection* and edited *Women's Growth in Diversity and The Complexity of Connection*.

Banks and Jordan presented related work at the Jean Baker Miller Training Institute's 2007 Spring Professional Seminar, "The Brain Connection: Building Resilient Relationships and Flexible Brains" held in April in Dedham, MA.

\*[Single Photon Emission Computed Tomography]

continued on next page

**How does this change the way psychiatry is practiced?**

**AB:** Daniel Amen has a classic comment, that there's no other field of medicine where we would do so much treatment without actually looking closely at the organ or system we are studying, that we rely so much on history alone. My job as a psychopharmacologist is to evaluate people and make the best recommendation given the history that I hear. I then try to prescribe the treatment, including therapy, medication, meditation, or some combination. But as most psychiatrists know, there is a small group of people that do not respond to our current treatments. If you look at the statistics for most treatment protocols, they generally work 60-70 percent of the time.

I've referred a handful of patients for SPECT scans who hadn't been responding in a usual way to treatment. After a very detailed psychiatric history, medical history, and head-trauma history, a SPECT scan is taken to see how the brain is functioning. The clients that I've sent for SPECT scans had experienced significant trauma, both emotional and physical, and they weren't getting better enough. With one of my patients, for example, this comprehensive evaluation showed more temporal lobe activity that I hadn't considered. This changed my recommended treatment and made a difference in this patient's quality of life. Utilizing this research and new technology can lead to answers, offers validation, and can be added as another piece of the entire clinical picture.

**JJ:** I think that this information makes a tremendous difference in terms of how clinicians understand their clients and the process of change. It's very important for clinicians to accurately understand the behavior and the suffering of the clients who they're working with—who have suffered chronic childhood abuse or trauma, for instance—to know the way their brains work

and the ways in which their neurobiology has been altered. And it's very important to the clients to help them understand some of their inexplicable reactions. That's very important information because it helps us to stop blaming the client and to understand the brain chemistry which we may be able to help rebalance.

And clearly there is something very healing about the relationship in therapy. We now have data that shows that the brain re-regulates as a result of two people sitting in a room talking, responding to one another with facial signals, body posture responses, and empathy—that attuned “being with” the other person. This actually changes the way the brain works. And interestingly there is change in both brains—the mutuality we've talked about! It is very important for therapists to begin to appreciate the power of empathic responsiveness in facilitating change.

**What does it mean for the way we teach psychology or human development?**

**AB:** Dean Ornish, a cardiologist, wrote an important book documenting all the studies that have been done through the years on the health risks of isolation. That body of literature is so robust that if you ever bottled that effectiveness in a pill it would be jumping off the shelves. Yet we—the clinicians and the health professionals—don't use this information. It should be Health Education 101. The importance of this knowledge—it's for families, it's for practitioners, it's for educators, it's for everyone. This is not a mental health issue; this is a health issue, period. Human beings thrive in connection.

**JJ:** When we shift our understanding—whether it's in therapy or in an organization—from a paradigm that says we function best as separate individuals to a recognition that we are people who need to feel connected in order to

bring forward our most creative thoughts and processes, we are making a fundamental and huge shift. Jean Baker Miller suggested “This changes everything” (also the title of Chris Robb's book about relational psychology). This change is real, it's important, and it's needed in an increasingly individualistic and fragmented world. Through the training programs JBMTI offers to practitioners, educators, and business professionals, we're clearly outlining a proven theory, we're reframing situations in terms of connection, we're validating what many people know in their hearts: we grow in relationship not in isolation. The work of JBMTI is very cutting edge and it has implications for many fields.

**This research really does offer significant validation for RCT and the work of JBMTI.**

**JJ:** When we were talking about RCT back in the late '70s early '80s, we were seen as very radical and a lot of these ideas were seen as far from scientific truth. In the realm of therapy, for instance, we were seen as “dangerous” because we were suggesting that it was important for the therapist to be present and responsive in the therapy session rather than more distant, remote, and/or inaccessible; for some that was seen as potentially damaging to clients. There was a lot of bias that said it was better to be separate; it was better to be opaque if you were a therapist. Yet we now know the brain needs empathic responsiveness to grow. There are many, many people who will only believe something if we have the data of “hard science,” if we have objective neurobiology research to substantiate our theories. That's one of the reasons that the new neurobiology is so exciting for us. It so completely validates what we have been suggesting for years! And in many ways it offers a very optimistic picture of human possibility.

**How do you see this work growing?**

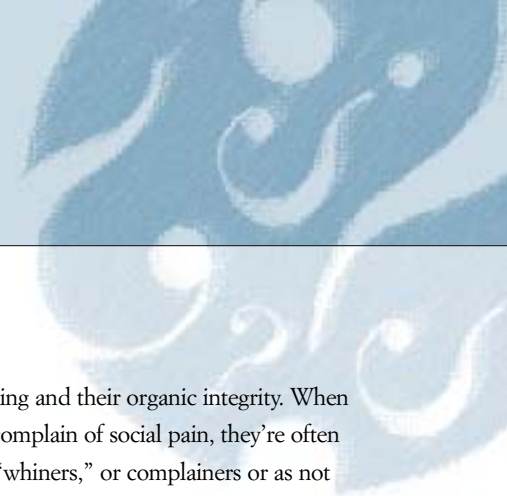
**AB:** I think we need to help boys grow to be healthy and happy men. One thing about boys is that it's clear that their brains are lateralized, meaning that there is less connection between one side and the other. This is about helping them to have good relationships, not about making little boys little girls. There are very concrete physiological differences related to the testosterone and its effects on brain development, which does lead to the stereotypical pattern of enhanced spatial relations. We do not want to pigeonhole boys as either being disconnected or “lesser connected.” It's not a reasonable expectation to have boys connect as girls do any more than it was in the '70s to expect women to behave like men. How do you honor the differences, not exploit them or make them bigger than they need to be, and then start to figure out how to come together in relationships? I think this is one of the central things. There isn't a right way or a wrong way. When you start thinking about billions of neurons and the many ways they can be put together; you realize how every single person is so different and so complex.

**JJ:** The dominant U.S. culture is directed toward individualism, standing alone, autonomy, separation; so the culture is actually asking people to go against their basic neurobiology which is about connection not separation. This cannot be good for the individual or the larger community. What is exciting to me about this is that it really means that we have to adjust our thinking about people and about groups. For instance, since we now know that social pain activates the same areas of the brain as physical pain, we really need to take seriously the pain of racism, sexism, and other forms of marginalization. Social pain has an effect on these individuals and groups; it negatively impacts their

functioning and their organic integrity. When people complain of social pain, they're often seen as “whiners,” or complainers or as not being strong enough. Instead of this silencing and shaming response, let's respect their real pain and work to alter the social conditions that create it. The link to working for social justice rather than just “fixing” the individual feels so clear in RCT. That's one thing that feels really important: growing this work has implications not just for personal development but for understanding social pain and social justice.

Because people at the margin have the courage to speak a new kind of truth or a new reality, change often starts at the margin and works its way to the center. In most of the Western world, hard empirical science still resides at the center. Currently I would say we are seeing a convergence of these ideas about the importance of connection, coming from the more mainstream academic study of the brain, the clinical realms and the developmental laboratories. We at JBMTI certainly were discussing these ideas long ago but we're not the only ones who've been interested in the importance of relationships. What especially characterizes the work of JBMTI is our emphasis on mutuality and social justice.

JBMTI is very concerned with the ways in which “power-over” models create social and personal pain. Shaming, humiliation—those actions disconnect and disempower people. We pay attention to the destructive consequences of power imbalances. We believe that social justice is a relevant concern, whether in re-thinking power and marginalization in organizations or in helping people to re-regulate brain chemistry. We are working toward equitable, just relationships in a world where human dignity is respected. I think that was Jean Baker Miller's vision and that is the vision that we are carrying forward. 🌟





## AN UPDATE ON THE

# National Institute *on* Out-of-School Time

## The past twelve months have been a time of change and growth for the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women.

Ellen Gannett assumed the role of director of NIOST as of last July when co-director Joyce Shortt retired. A pivotal member of the team and key player in the out-of-school time field, Shortt had helped guide NIOST's growth through a critical development period. To meet the needs of its new and expanding activities, several new staff members joined the program last fall and winter; the team now includes a research scientist, research associates, a research administrator, project coordinator, and research assistant in addition to the director, assistant director, student assistants, and team of national training associates.

Since July, NIOST has begun several exciting new initiatives, renewed and expanded relationships with ongoing clients, and completed numerous long-term projects. Several of the new projects are focusing on workforce and professional development system building. NIOST is working on a joint project with The Forum for

Youth Investment and The National Collaboration for Youth to develop *Clear Policies for Career Pathways*. Funded by Cornerstones for Kids, this initiative will support state groups in trying to create real changes in

how education, training, and experience is rewarded and recognized for youth workers and afterschool staff. Gannett is also participating in a small working group funded by the C.S. Mott Foundation to continue a discussion on the development of ideas and a framework on core principles and competencies for Afterschool Professional Development. (See Gannett's commentary on this issue on page 20.)

### Credentialing & Evaluation

In the fall of 2005 NIOST began working with Achieve Boston and Boston Afterschool & Beyond in developing the School Age and Youth Development Credential (SAYD). The SAYD, funded by Cornerstones for Kids, has brought together many stakeholders in a true partnership to define a credential framework which consists of a higher education course sequence, a set of core

competencies, community-based trainings, and an assessment process for youth workers in Boston.

This past February the 18-month SAYD pilot program kicked off and the initial group of youth workers and afterschool providers began taking their first course for college credit. This credential program is a monumental achievement not only for NIOST and Achieve Boston, but for professional development in the out-of-school time field. The impact of the SAYD credential program for youth workers goes far beyond the state of Massachusetts. It will help to pave the path that will ensure youth workers have access to comprehensive educational opportunities to strengthen their skills, develop their knowledge, and advance in their careers.

To address the demand for measurement and quality enhancement of afterschool programs, NIOST continues to expand its comprehensive evaluation work. In November 2006, NIOST was the recipient of a grant from the AT&T Family Fund to run a pilot program to roll out the Afterschool Program Assessment System (APAS) in communities in New Jersey and Atlanta, GA. APAS includes The Survey of Afterschool Youth Outcomes (SAYO-S and SAYO-T) and their companion tool Assessing Afterschool Program Practices Tool (APT-Observation and APT-Questionnaire), combined with a web-based data management program. The APAS tools will help programs identify areas of strength and areas needing improvement, enabling staff to focus their efforts on ways they can better support the needs of youth.

The SAYO and APT have been developed and tested since 2000 in partnership with the Massachusetts Department of Education (DOE). While widely used throughout Massachusetts, APAS has not been used outside of the state. The APAS Pilot Program is the start of NIOST's efforts to disseminate APAS nation-wide. The aim of the pilot program is to help afterschool programs across the country engage in data-driven assessment practices that will help guide and improve how they work with youth. The generous funding provided by the AT&T Family Fund will also allow the development of an online tutorial to facilitate training where funds for large on-site trainings are unavailable or travel is impractical.

Last fall NIOST signed a new contract with DOE in Massachusetts to start work on two assessment tools which will tie into APAS—a youth survey and a family survey. These two tools will allow programs to better understand youth needs and program experiences and pinpoint areas where youth may benefit from additional support. The NIOST team will be developing and testing these new tools over the next three years.

### Professional Development

The program's training department is currently in full gear preparing for NIOST's annual Summer Seminars in mid-July. The Summer Seminars provide an intense in-depth learning experience for all levels of Afterschool Professionals. The program attracts attendees from all over the country and another year of full enrollment is anticipated. This summer's offerings include a mix of popular favorites as well as some newly developed courses. These include: Intensive Seminar for System Builders; Links to Learning for Middle School Programs; Organizational Development Tools for Strategic Thinking and Planning; Quality Advisor Training; and Learning How to Use SAYO: The Survey of Afterschool Youth Outcomes.

In addition to the local summer training, NIOST's nationally recognized trainers have conducted numerous programs across the country. These trainings are highly interactive and research-based, with an emphasis on improving quality and building leadership. Training curriculum is frequently updated and revised to meet the needs of the field.

### New Initiatives & System Building

NIOST continues to work closely with school districts in Massachusetts and is engaged in two evaluation projects. The program serves as the evaluator of "Out of Harm's Way" (OHW), a middle school violence intervention initiative implemented at two public middle schools in Boston, MA. NIOST is investigating in what ways implementation of the OHW activities in the school environment is associated with changes in youth attitude, behavior, self-concept, and discipline. In addition, the evaluation is examining ways participation in OHW activities

improves staff ability to address the needs of youth who experience trauma in their lives. Information on these outcomes will contribute to a deeper and fuller understanding of how investments such as OHW can facilitate healthy development of young people and reduction of violence. NIOST is also serving as the evaluator for the Framingham Public Schools 21st Century Community Learning Centers which involves three middle schools in Framingham, MA.

NIOST's work in afterschool system-building has continued to grow. NIOST has worked closely with The Montgomery County Collaboration Council in Maryland to guide a community process toward development of a countywide afterschool system. The team has also worked closely with the St. Louis Mayor's Afterschool For All By 2010 Task Force in Louisiana to develop a Strategic Plan for building a citywide afterschool system. The Claneil Foundation recently funded an investigation of community-based organization afterschool programs and school partnerships. And NIOST has worked as an evaluator on a Connecting Schools and Afterschools initiative with the United Way of Massachusetts Bay. NIOST is currently working closely with the United Way to develop and publish a set of practical tips and recommendations that will assist program providers in establishing a partnership with the schools they serve.

NIOST's work continues to evolve in the ever-changing field of afterschool. The NIOST team remains committed to supporting and educating the afterschool, youth development, and school-care fields through research, evaluation, consultation, and policy development. Since its inception three decades ago, NIOST has worked exclusively to enhance and advance the afterschool and youth development fields. Going forward NIOST will continue to partner with communities and organizations in an effort to improve afterschool opportunities for all.

Please visit [www.niost.org](http://www.niost.org) to learn more about its initiatives, read recent papers, and sign up for exciting training opportunities. ❁



# Global Connections

## WCW & UNICEF Partnership

**Rangita de Silva-de Alwis**, senior advisor on international programs at the Wellesley Centers for Women (WCW), continues to strengthen and build relationships with colleagues from around the world who are working to improve and enforce rights for women and children. She recently submitted a paper, "Child Marriage and the Law," for the Gender Equality and Human Rights Unit of UNICEF. This paper offers a human rights framework and concrete legal guidelines to combat the practice of child marriage. Although law-related strategies alone are inadequate to address child marriage, legal guidelines help to raise awareness, and create clear benchmarks, standards, and remedies to address child marriage. The paper challenges the practice of child marriage within the framework of feminist legal analysis. The feminist legal method involves questioning the assumption of gender neutrality in law and asking why the lived experiences of women do not inform and shape laws and lawmaking.

This past March, WCW and UNICEF co-sponsored an interactive dialogue at the UN Commission on the Status of Women that addressed the interconnectedness of children's rights and women's rights advocacy historically, conceptually, and from both legal and sociological perspectives. The program, "Partners or Strangers: Women's and Children's Rights Advocates," highlighted global experiences of some collaboration between the two groups in terms of strategies and practices employed in the areas of policies, laws, and budgets to the benefit of both their causes. It also provided

examples of partnerships that can be established to promote the realization of the rights of both women and children. **Susan Bailey**, WCW executive director, facilitated the panel which featured Shanthi Dariam, committee member for the Commission on the Elimination of Discrimination Against Women; de Silva-de Alwis; Moushira Khattab, vice chair of the UN Commission on the Rights of the Child; and Rima Salah, deputy executive director of UNICEF.

Building upon this new partnership, UNICEF has requested that WCW draft a chapter in the *UNICEF Handbook on Legislative Reform: Exploring the Link Between Women's Rights and Children's Rights in Relation to Legislative Reform*. This chapter will explore the ways in which women's rights and children's rights intersect in family law, property law, and employment law that mutually reinforce both women's and children's rights. This project will weave together the multiple strands of WCW research and action projects and will help develop an analytical framework that can be used as a model to guide both lawmaking and the implementation of laws on behalf of women and children in different jurisdictions.



This past February, the Wellesley Centers for Women (WCW) welcomed guests from Peking University (PU). The visitors were: Wang Chunmei, vice director of Women's Studies Center (WSC) of PU and professor of History; Sun Li, vice director of WSC and vice chair of Labor Union of PU; Wei Guoying, executive director of WSC of PU and chief editor of *Journal of Peking University*; and Tao Jie, a former visiting international scholar at WCW, the vice director of WSC at PU, and professor of English. The guests met with several WCW research and program staff, as well as Wellesley College faculty and staff, to learn about current work and share details of initiatives they are leading in China.

For the third consecutive year **Susan Bailey** was a virtual lecturer for an online course, "Rethinking Gender and Education in a Global Context: Mapping Current Debates in Theory, Research, and Policies," offered through the Gender Society and Policies Area of FLASO, the Latin American Postgraduate Institute of Social Science in Argentina. The course, held during Spring 2007, was geared toward experienced researchers and policy makers. The course was organized by Professor Gloria Bonder of FLASCO Argentina and co-taught by Bonder, Professor Graciela Morgade, University of Buenos Aires, and Bailey.

**Rangita de Silva-de Alwis** spoke at the Women's Democracy Network (WDN) *International Women's Day Conference* in Washington, DC in early March. A member of WDN advisory council, de Silva-de Alwis was invited to chair a working group and share her input on how to make the network sustainable and more effective. The conference brought together women from around the world to continue important discussions that began a year ago.

**Linda Hartling**, associate director of the Jean Baker Miller Training Institute, and **James Vetter**, project associate at the Open Circle Social Competency Program, met with organizational consultant Yoav Peck who was visiting the United States from Jerusalem. Peck has been instrumental in promoting human dignity as a national school subject in Israel. He and Hartling serve on the education team of the global network Human Dignity and Humiliation Studies (HDHS). Hartling also serves on the academic board and contributed to the development of the new, electronic *Journal of Human Dignity and Humiliation Studies*, which launched its first edition in March. The journal is co-sponsored by HDHS and the University for Peace, in Costa Rica ([www.humiliationstudies.uptime.org](http://www.humiliationstudies.uptime.org)).

*continued on page 18*



# Making a Difference with Research

How does WCW research make a difference? Some view research as an ivory tower activity of little practical meaning. Others expect that research will be so compelling that policy makers will immediately adopt the recommendations. Still others find the plethora of research confusing and contradictory. If research is to make a difference, four conditions must be met. Effective research must 1) be guided by explicit paradigms, 2) be informed by experience and practice, 3) use methods appropriate to the goals, and 4) get into the right hands, the right forums, the right boardrooms.

First, research must be guided by explicit paradigms or models of understanding. Research that is not based on existing knowledge and theories risks repeating what we already know, or generating confusing results. In addition, research must also be guided by values. While some argue that research ought to be value-neutral, it is not; one's values are reflected in the choice of topic to explore, the questions one asks and the methods one uses to answer the questions. Consider the history of research on women and employment. Earlier in the 20th century, such research asked how women's employment harmed children. By the 1960s and 1970s, some research began to ask how women's employment benefited women. In the 21st century, research on women and work is

undertaken from a variety of perspectives, all ostensibly addressing the same topic, but asking different questions that reflect the values and paradigms of the various researchers. How do women lead? What unique contributions do women bring to corporate boards? What resources for both women and their children are needed for women to move forward?

If research is to be useful, it is important that researchers make clear their particular perspectives and the values that guide the choice of topics and questions. At the Wellesley Centers for Women (WCW), we make our values explicit, placing women's voices at the center of our inquiry, and asking questions that reflect women's varied concerns.

Second, at WCW we believe that to make a difference, research must be informed by experience and practice—ours as well as others. Our research usually begins by listening—listening to the voices of individuals whose experiences are relevant to the topic of study, and to practitioners' knowledge about the topic. When research is grounded in lived experience, it is more likely to ask the questions that will generate knowledge that can make a difference in real-life terms.

Third, research must use methods that are appropriate to the goals. If we want to understand the processes by which individuals adapt to specific circumstances, we need methods that allow us to hear and/or observe at the micro-level—how do individuals perceive their situation, how do they think about it, what do they do, what happens next, how do they view the consequences of their actions? On the other hand, if we want to understand how prevalent a particular experience is in a large population, we need to use methods that allow us to collect information from a group of people representative of the larger population, and to ask questions that effectively capture prevalence. At WCW, we use a range of methods—and any one study may use multiple methods—to ensure that our

research will provide results that address the original questions asked.

Finally, research is most effective when it gets into the hands of those who can put it to use, rather than sitting in a file drawer, gathering dust. In the hands of other scholars, in journal publications, books or conference presentations, research can contribute to the advancement of science and theory. In the hands of journalists and others in the media, research can contribute to changing ideas and values. In the hands of practitioners, research can be applied to problems through policies, practice, and interventions. In the hands of leaders and advocates, research becomes a tool for those with the authority and power to make a difference.

## • Advancing Science and Theory

Research has an impact on knowledge by advancing science and theory. While scientific advances can be dramatic as new studies break new ground, much of science advances more slowly as studies confirm existing knowledge by accumulating consistent results as well as by testing specific theories under various conditions. Research commonly makes a difference to science and theory through publication in scientific journals and scholarly books, as well as through presentations at scientific conferences.

## • Research in the Media

Another way in which research can make a difference is through the mass media. News coverage and popular press publications can help disseminate research to a wider audience and can contribute to changing ideas and stereotypes. *How Schools Shortchange Girls*, for example, a report that was prepared by Susan Bailey and her colleagues under a contract from the American Association of University Women Educational Foundation in 1992, generated media stories in major urban newspapers including the *New York Times*, *Washington Post*, *Boston Globe*. The report also received significant coverage in educational publications and on national and local broadcast news. The topics, data, and themes

detailed in this report remain in the news today, 15 years later.

## • Changing Work of Practitioners

Research can have immediate influence when it is used by practitioners to inform their practice. For example, Nan Stein's research on sexual harassment in schools, which began in the late 1970s and continues today, led to the development of three curricula in the 1990s for use by teachers across the country. Tens of thousands of copies of these curricula have been sold. Nancy Marshall led a study of gender bias in the Massachusetts courts in 1989, working with a commission of lawyers, judges, and other members of the court system. That research was used to develop a Court Handbook on treatment of participants in court proceedings; the Handbook is still in use.

## • Informing Change-makers

Finally, research can make a difference when it is used by policymakers and advocates to make changes. For example, research by the School Age Child Care Project—now the National Institute on Out-of-School-Time (NIOST)—was used by U.S. Representative Barber Conable to amend the IRS code for tax-exempt status to include infant-toddler programs and afterschool programs in 1980. Up to that time, these sectors were not perceived as educational. Additionally, research by NIOST serves as the basis for their work with various cities on system-building. During the past year, NIOST has conducted research that informed a detailed strategic plan for the St. Louis Mayor's Afterschool for All By 2010 Task Force.

At WCW we are committed to doing research that can make a positive difference and to shaping our questions as carefully as we conduct our explorations. The cited examples are selected to illustrate the variety of ways WCW research makes a difference.

## PUBLISHED WORK THAT ADVANCES SCIENCE AND THEORY

Since our founding in 1974, hundreds of projects at WCW have resulted in the publication of peer-reviewed articles in scientific journals and other venues of interest to scholars. One measure of this contribution is the extent to which our research is cited by other researchers in their publications. In a recent search of the Social Science Citations Index for four WCW researchers, dozens of publications by these researchers and their colleagues were found. One of the more frequently cited articles, "Gender and race patterns in the pathways from sports participation to self-esteem," by Allison Tracy and Sumru Erkut, was published in *Sociological Perspectives* in 2002. Other articles that have been widely cited include Anne Noonan's article, "At this point now': older workers' reflections on their current employment experiences," published in *International Journal Of Aging & Human Development* in 2005, and Nancy Marshall's article, "Work-family strains and gains among 2-earner couples," published in the *Journal of Community Psychology* in 1993. These publications—written by only four of the many researchers at WCW—have been cited in other scholarly publications more than 2,000 times, a sample reflection of the contributions of all WCW researchers to advancing science and theory. Further, literally dozens of psychology text books include chapters or references to relational-cultural theory (RCT), which has been developed and taught through the Jean Baker Miller Training Institute. One such text, *Diversity and Development: Critical Contexts that Shape Our Lives and Relationships*, is based entirely on RCT.

*continued on next page*

## RECENT HIGHLIGHTS OF MEDIA COVERAGE

This past fall and winter, research from the Critical Mass Study was referenced in dozens of articles in daily and industry papers such as the *New York Times*, *Sacramento Bee*, *Calgary Sun*, *Harvard Business Review*, Investment News online, and Fortune.com. The stories focused on the influence to the corporate culture of women serving on governing boards of major corporations.

This spring, the NICHD Study of Early Child Care and Youth Development project, was the focus of major print and broadcast news reports, including those by *US News & World Report*, *Newsweek*, *New York Times*, *London Telegraph*, National Public Radio and MSNBC.com. The stories, although varied in viewpoint, all focused on the findings of this long-term study of early child care.

## INFORMING POLICY MAKERS

WCW researchers have offered testimony at the local and national levels in support of a range of policy initiatives including legislation on domestic violence, gender equitable education, and safe, high quality, affordable education. For example, a series of state- and federally funded studies on the cost and quality of early care and education programs were the basis of expert witness testimony by Nancy Marshall in a recent education reform court case. This spring, Marshall was also invited by the Boston City Council to present data related to a recent, high-profile WCW evaluation of the public school system's preschool programming. Also this spring, Nan Stein was invited by the Massachusetts Legislature to provide testimony on anti-bullying legislation which is under consideration.

## Global Connections *continued from page 15*

**Peggy McIntosh** offered a lecture at City University of Hong Kong on her Phase Theory—"Five Ways of Teaching and Seeing the World" during a trip this past January.

**Diane Purvin** made two presentations at the International Conference on Violence Against Women: Diversifying Social Responses, organized by Résovi, a research component of the Interdisciplinary Research Centre on Family Violence and Violence Against Women held in Montreal, Quebec, Canada in October 2006. One program focused on "Violence as a Family Tradition: Relationship to Poverty across Generations," presented with Silvia Dominguez, and "Beyond Work Participation: The Impact of Domestic Violence on Low-Income Women's Career Trajectories." The second presentation was "The Impact of Domestic Violence on Children in Low-income Families," also offered with Dominguez.



(Pictured from left to right) **Nan Stein** welcomed Raul Navarro and Santiago Yubero, both from the Departamento de Psicología at the Universidad de Castilla-La Mancha, and Martha Montero-Sieburth from the Department of Leadership Education, University of Massachusetts-Boston, to the Wellesley Centers for Women in March to discuss work on issues of harassment and violence in schools in Spain.

# Spotlight on New Research

## Boston Ready: Universal Access to Professional Development for Early Childhood Educators

*Project Director of the Evaluation: Michelle Porche  
Funded by the U.S. Department of Education,  
Office of Elementary and Secondary Education*

University of Massachusetts, Institute for Community Inclusion is the primary recipient of this partnership grant with Boston Public Schools and Wellesley Centers for Women for an Early Childhood Educator Professional Development Program Award. Using a randomized control design, Michelle Porche will conduct an evaluation of the Boston Ready professional development intervention to test its effectiveness. Boston Ready professional development for teachers is designed to help them prepare 2,500 children from disadvantaged families, with limited English proficiency, disabilities, and/or challenging behaviors, for kindergarten over the course of this three-year project. Professional development includes training and coaching in early literacy, math, and socio-emotional curricula, as well as training in Universal Design, and access to college coursework.

## Collaborative Language and Literacy Instruction Project (CLLIP) Year 4

*Project Director of the Evaluation: Michelle Porche  
Funded by the Ohio Education Development  
Center*

Michelle Porche will oversee all aspects of analysis and dissemination of data collected as part of the Collaborative Language and Literacy Instruction Project (CLLIP) for the Ohio Educational Development Center. This will include completion of analyses from the 2005-2006 school year and preliminary analyses for the 2006-2007 school year. CLLIP provides professional development in literacy instruction for teachers and administrators serving students in preschool through 6th grade. In addition, it offers a series of family literacy programming designed to foster fun parent-child literacy activities that complement classroom instruction.

## Building an Outcomes Evaluation System Phase III: Developing Youth and Family Surveys

*Project Directors: Ellen Gannett and Wendy Surr  
Funded by the Massachusetts Department of  
Education*

The Afterschool and Out-of-School Time Outcomes Evaluation System began in 2000 with extensive training of Massachusetts Department of Education 21st Century Community Learning Centers grantees in methods of evaluation and continuous program improvement and has led to the development, testing, and refinement of two assessment tools: the Survey of Afterschool Youth Outcomes (SAYO) and its companion quality assessment tool the Assessing Afterschool Program Practices Tool (APT). During this next phase of the work, NIOST will design and develop two additional measurement tools—a youth survey (SAYO-Y) and a family survey (SAYO-F). These two tools will be used by Massachusetts Department of Education grantees to better understand youth needs and their program experiences and help pinpoint areas where youth may benefit from additional support. The SAYO-Y, in particular, will provide programs with data on important youth outcomes that are associated with later academic and life success but which have not been possible to measure through teacher and staff responses to the teacher survey (SAYO-T) and student survey (SAYO-S).

## Out of Harm's Way

*Project Director: Georgia Hall  
Funded by the United Way, Boston Public Schools*

The primary goal of the Out of Harm's Way (OHW) Initiative is to address the escalating violence in a subset of middle schools in the Boston Public Schools by offering comprehensive services and care, and increasing the participation of students in afterschool programming. Wellesley Centers for Women and the National Institute on Out-of-School Time will serve as the project evaluator.

## Additional Funding

**Tracy Gladstone** received a contract from Judge Baker Children's Center for her work on an ongoing research project entitled "Prevention of Depression in At-Risk Adolescents."

**Nancy Marshall** received a consulting contract from Children's Investment Fund, Inc. to conduct research on the impact of facilities on child outcomes in early education and child care settings.

**Peggy McIntosh** received individual gifts to support the National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity) and to support the Gender, Race, and Inclusive Education Project.

**Katherine Morrison** received a contract from the Council of Clergywomen of Metropolitan Detroit to give a presentation entitled "Talkin' and Testifyin': African-American Women Talk about Domestic Violence."

**Nancy Mullin** received continued funding through Clemson University as a national Training Director to provide ongoing consultation to trainers in the Olweus Bullying Prevention Group.

**Open Circle** received an additional gift in Pamela Seigle's honor to fund an Open Circle Scholarship, a gift from Barbara and Patrick Roche, and a gift from another anonymous individual.

**Michelle Seligson** and **Patricia Stahl** received ongoing support from C. Hunter and Pamela T. Boll for the Bringing Yourself to Work project and for the Women Artist Film Project, "Who Does She Think She Is?"

**Nan Stein** received an anonymous gift to support her work on sexual harassment.

The **National Institute on Out-of-School Time** also received funding for trainings and consultations from: Missouri School Age Community Coalition; the Connecticut Afterschool Network; Boston After School & Beyond on behalf of Achieve Boston; 2006 Vermont School Age Care Network conference, Building Success Afterschool; the New York City Department of Youth and Community Development; Massachusetts Institute of Technology Kavli Institute; Collaborative Communications Group, Inc. on behalf of the Charles Stewart Mott Foundation; Work/Family Directions, Inc. (WFD); DC Children and Youth Investment Trust Corporation; New Jersey After 3; the City of Cambridge, Agenda for Children project; the Center for Schools and Communities; State of South Dakota, Department of Social Services, Division of Child Care; Oklahoma Institute for Child Advocacy; and Illinois Afterschool Network.

## Still Stuck in Low-wage Jobs: Is It Time That We Solve the Youth Worker Compensation Problem?



Afterschool practitioners and youth workers play a critical role in today's society, serving as positive adult role models, mentors, coaches, tutors, and friends for young people, and a vital support for working parents. Too often, however, these practitioners do not receive the recognition or resources they need to feel valued in their work by the public and, more importantly, by their employers. While most youth workers are educated, satisfied, and committed to making a difference in the lives of the children and youth they serve, too many report being underpaid, underappreciated, and at times overworked, often holding down multiple jobs just to make a living wage. Stress and burnout are all too real and recruitment of qualified administrators and staff remains challenging. For our most vulnerable youth who depend on quality out-of-school-time programs, it is imperative that private and public policy makers understand the domino effect that results from underpaid youth workers.

*If given the opportunity to access career pathways for training and education, and advancement of their careers, youth workers will be better equipped to “make a career” in what has now become a vital industry.*

As a member of the steering committee for The Next Generation Youth Work Coalition, a national group of individuals and organizations committed to developing a strong, diverse afterschool and youth development workforce, I have joined others in the belief that state and local funders—public and private—have a critical choice ahead of them. They can ignore the problem and hope that the dedication of the

people who work with their children and youth outweighs their frustration. Or they can tackle the problem head on, cognizant of the fact that ultimately, efforts to recognize and reward training and experience must lead to discussions about compensation and incentives.

In 2005, with support from Cornerstones for Kids, the Next Generation Youth Work Coalition mobilized its members by mounting a linked set of surveys that provided the country with the clearest, most comprehensive picture yet of the youth work profession. These studies found that while most of those surveyed by the Next Generation Coalition members report having access to training and professional development opportunities, most also reported that tangible rewards for training and experience were few and far between. Job mobility—within and between organizations—may reflect workers' decisions to compensate for the lack of recognition and advancement within jobs and organizations by moving between them.

Findings from *Growing the Next Generation of Youth Work Professionals* suggest that while training is available, links between training and tangible rewards are weak at best. Most youth workers say there are not clear opportunities for promotion within their organization; and for many frontline staff, career advancement and recognition—in particular salary increases—requires job changes.

While cause-effect research is not available, these findings strongly suggest that the youth-worker workforce could be stabilized by ensuring that states work on policy changes to ensure that there are career pathways in place. This is an important strategy for ensuring a supported and stable workforce.

The Next Generation Youth Work Coalition strongly believes that a flexible and fair career pathways system:

- *Recognizes competence*—acknowledges that there are multiple pathways to competence: certificate-based training, academic coursework, life experience, and work experience.
- *Rewards competence*—provides guidelines and financial incentives to employers that reward competence with increased responsibility, compensation, and work incentives.
- *Requires competence*—has standards of workforce quality, and includes efforts to support, sustain, and prepare youth workers as a part of the core definitions of program quality that are subject to monitoring and improvement.
- *Redefines competence*—provides guidelines that describe: position levels by responsibility and connection to direct service; qualifications required, including experience, education, and certification; knowledge expected; and advancement options, or how to move through and/or up the lattice.
- *Reflects the perspectives of all stakeholders*—regularly seeks the input of workers, employers, and funders.
- *Relies on the use of public and private dollars*—ensures the sustainability and scale of the system by leveraging private dollars and linking the system to public funding sources to ensure the creation of a diversified funding base.
- *Reaches all youth workers*—has the authority to address the needs of all youth workers—full-time and part-time, across age groups and settings.

In response to these findings and these principles, the National Institute on Out-of-School Time, in partnership with the Forum for Youth Investment and the National Collaboration for Youth, has kicked off a new project *Clear Policies for Career Pathways*, that will demonstrate that it is possible to rewire organizational and governmental policies in ways that create real changes in how youth worker education, training, and experience are recognized and rewarded by supporting state and local coalitions interested in pursuing these options.

If given the opportunity to access career pathways for training and education, and advancement of their careers, youth workers will be better equipped to “make a career” in what has now become a vital industry. If the field can support them in this pursuit by providing healthy work environments with adequate salaries and benefits, youth workers will be able to provide quality care and services to youth while still being able to provide for themselves and their own families. ❁



Ellen S. Gannett, M.Ed. is the director of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, where she is celebrating her 25th anniversary working in the program. As a national speaker and trainer, she has conducted hundreds of seminars throughout the country. Her recent work has focused on workforce issues and professional development. Gannett co-authored NIOST's publications, *Links to Learning: A Curriculum Planning Guide for Afterschool Programs*; *City Initiatives in School-Age Child Care*; and chapters in the following books: *Employer-Supported Child Care: Investing in Human Resources*, by Burud et al, published by Auburn House, Boston, and *Yearbook in Early Childhood Education, Vol. 5: Issues in Child Care*, edited by Spondek and Saraho, published by Teachers College Press. She also co-authored the 1998 edition of *ASQ: Assessing School-Age Child Care Quality* as well as the project's publication, *School-Age Child Care: A Policy Report*.

# Conferences and Presentations

**Pamela Alexander** presented “Intimate Partner Violence in Immigrant Groups” at the 19th Annual Conference on Women and Gender at the University of Connecticut in February. Alexander also presented “Attachment & Battered Women’s Stage of Change Regarding Intimate Partner Violence” at the biennial meeting of the Society for Research in Child Development in Boston, MA in March.

**Amy Banks** presented on the neurobiology of connection at the University of Virginia, Wise campus this past winter; she also met with students from Appalachia. Along with **Judith Jordan**, Banks conducted a one-day seminar on “The Connected Brain,” a program of the Jean Baker Miller Training Institute, held this past April in Dedham, MA.

**Linda Charmaraman** presented “The importance of audience and agency to represent urban youth media producers in the Bay Area” at the annual meeting of the American Educational Research Association in Chicago, IL in April.

**Rangita de Silva-de Alwis** presented “Gender-Based Legal Reform in China: The Transformative Potential of Human Rights Norms and Transnational Connections” at an event sponsored by, and held at, the Women and Public Policy Program of Harvard University’s John F. Kennedy School of Government in Cambridge, MA in May.

**Sumru Erkut** presented “Raising Competent Women and Enlightened Men” for the Miami Wellesley College Alumnae Club in Coral Gables, FL in February. Erkut made a presentation in May at the meeting of the Joint Committee on the Status of Women at Harvard Medical and Dental School, Boston, MA entitled, “Surviving and Thriving in an Academic Medical Environment: Strategies for Female Faculty and Staff.”

**Ellen Gannett** facilitated a Middle School Symposium in Dallas, TX in February, sponsored by Work/Family Directions, Inc., to increase the quality and supply of middle school out-of-school-time programs. Gannett delivered the keynote speech at the Promising Practices Conference in Harrisburg, PA, sponsored by the Pennsylvania Department of Education and the Center for Schools and Communities, and led a workshop highlighting the importance of expectations and accountability outcomes for the afterschool industry in March in Lewisburg, PA.

**Tracy Gladstone** co-presented at the Society for Research in Child Development 2007 Biennial Meeting held in Boston, MA in March. She presented “Sibling Relationships Among Offspring of Depressed Parents” (with William Beardslee, Deena Battista, Judy Garber, David Brent, Greg Clarke, Robin Weersing, Eugene D’Angelo, and Lynn DeBar), and the poster session, “The Impact of Parental Mood Disorder on the Transition to Adulthood” (with Ellen Wright and William Beardslee).

**Georgia Hall** presented two programs at the Physical Activity and Nutrition in Afterschool Conference sponsored by the Kansas Enrichment Network in Wichita, KS in October 2006: “Physical Activity in Afterschool Across the United States” and “Healthy Choices Afterschool.” In February, Hall presented “Discovering Community: Linking Afterschool Programs, Schools, Teachers, and School Communities” at the Beyond School Hours 10 conference sponsored in partnership with the U.S. Department of Education 21st Century Community Learning Centers Programs and Foundations, Inc. in Greensboro, NC. Hall presented in a joint briefing to the Montgomery County Council (MD) and the Montgomery Public Schools Board of Education along with members of the Montgomery County Collaboration Council for Children. The presentation in March was on a report prepared by the National Institute on Out-of-School Time on the Status of Out-of-School Time in Montgomery County. Also in March, Hall presented “Healthy Choices: Physical Activity, Health, and Nutrition During the Out-of-School Time Hours” and “Kids Wear Genes” at the Promising Practices Proven Strategies conference in Harrisburg, PA sponsored by the Pennsylvania Department of Education and the Center for Schools and Communities.

**Meena Sonea Hewett** participated in the South Asian Summit held March 16-18 at the American University Washington College of Law, Washington, DC, organized by the South Asian American Leaders of Tomorrow. Hewett served on a panel that discussed ways to mobilize change through volunteer support in the broad movement towards social change among South Asian immigrants in the United States.

This spring, **Ruth Harriet Jacobs** presented numerous special programs in Massachusetts on aging including “Aging Outrageously and Courageously” at Massachusetts Bay Community College and Framingham State College, both in Greater Boston. She also led a half-day workshop in Boston, MA for professionals who work in elder housing.

**Judith Jordan** presented an introduction to Relational-Cultural Theory at Tufts University, Medford, MA and gave grand rounds at McLean Hospital in Belmont, MA on “Mutual Empathy in Psychotherapy.” She was an invited presenter at the national Family Networker conference in Washington, DC in March, where she spoke on the “emotionally responsive therapist.” Jordan also recently made a psychotherapy video for the American Psychological Association in which she explains and illustrates the use of Relational-Cultural Theory.

**Peggy McIntosh** led several speaking engagements under her Gender, Race and Inclusive Education project, which focused on issues such as gender-fair and multicultural curricula, diversifying teaching methods, privilege systems, diversifying organizational thinking, and “feeling like a fraud.” She served as presenter, co-presenter, and/or facilitator at: the Minnesota SEED Collection Dedication at the Perpich Center for Multicultural Arts Education in Minneapolis, MN in December 2006; City University of Hong Kong in January; the Piedmont Behavioral Health Care in Concord, NC in February; National Association of Law Professionals in Chicago, IL in March; St. Mary’s College in South Bend, IN, the UN Commission on the Status of Women in New York, NY, the Raising Achievement & Closing Gaps Conference in Greensboro, NC, and the Northwest Regional YWCA Retreat in Leavenworth, WA, all in March; the White Privilege 8 Conference in Colorado Springs, CO in April; and the National Conference on Race and Ethnicity (NCORE) in San Francisco, CA in May/June.

**Katherine Morrison** presented “Talkin’ and Testifyin’: African-American women and intimate partner violence” at a November 2006 program in Detroit, MI organized by the Council of Clergywomen in Metropolitan Detroit, and at Children’s Hospital in Boston, MA in March. Morrison also presented “Preventing intimate partner violence among Black communities in the United States and Nigeria,” at the 19th Annual Conference on Women and Gender at the University of Connecticut in February.

**Michelle Porche** and Lisa Fortuna presented “A Review of Psychological Trauma and Implications for Adolescent Literacy and Learning” at the annual meeting of the American Educational Research Association in Chicago, IL in April. At this same event, Porche, Daniel Pallante, and **Stephanie Harris** presented “An Evaluation of the Parent Collaboration Project: A School-Family Partnership for Literacy Achievement.”

**Diane Purvin** presented “Beyond Work Participation: The Impact of Domestic Violence on Low-Income Women’s Career Trajectories” at a symposium on “The Economic Burden of Domestic Violence on Women” at the 11th Annual Conference of the Society for Social Work and Research in San Francisco, CA this past January. Purvin presented this work again as part of the panel “Domestic Violence and the Global Marginalization of Women” at the University of Connecticut’s 19th Annual Conference on Women and Gender: Situating Gendered Violence within a Global Context” in February. Purvin also presented along with Silvia Dominguez, “Violence as a Family Tradition: Relationship to Poverty across Generations” at the 77th Annual Meeting of the Eastern Sociological Society, “New Diversity, Persistent Inequality” held in Philadelphia, PA, in March.

**Nan Stein** and Judy Boykin-McCarthy presented “Linking American School Counseling Association Standards to Bullying & Harassment Prevention” in May at the Massachusetts School Counselors Association Spring Conference, “Catch the Wave: Counselors Advocating to Change History” held in Hyannis, MA.

# Save the Date

## JBMTI Summer Institute

June 20-24  
Wellesley, MA

The Jean Baker Miller Training Institute (JBMTI) Summer Institute, "Embracing Change," will be held June 20-24 at the Wellesley College Club, Wellesley, MA. The goals of the program are: to describe new formulations of the relational-cultural approach to psychological development and psychological problems; and to discuss the applications of these formulations in clinical and other settings. The inaugural Jean Baker Miller Memorial Lecture, given by S. M. Miller, will focus on "From Ideas to Action: Jean Baker Miller's Legacy." For more information: [www.jbmti.org](http://www.jbmti.org).

## SEED Seminars

June 26  
St. Paul, MN  
July 12-19  
San Anselmo, CA

Peggy McIntosh will speak on issues such as gender-fair and multicultural curricula, diversifying teaching methods, privilege systems, diversifying organizational thinking, and "feeling like a fraud" at the Minnesota SEED Gathering in St. Paul, MN on June 26, and at the SEED New Leaders' Training at San Domenico School in San Anselmo, CA, July 12-19. The week-long training will bring together 44 educators who prepare to lead their own school-based SEED seminars with colleagues during the nine-month academic year of 2007-2008. For more information: [www.wcwonline.org/seed](http://www.wcwonline.org/seed).

## IASSCS Conference

June 27-29  
Lima, Peru

Jean Hardisty will present her work on marriage promotion at the International Association for the Study of Culture and Society conference in Lima, Peru. This year's conference, the first of the association's to be held in Latin America, is titled, *Dis/Organized Pleasure: Changing Bodies, Rights and Cultures*. For more information: [www.iasscs.org/2007conference](http://www.iasscs.org/2007conference).

## NIOST Summer Seminars 2007 for Afterschool Program Professionals

July 9-13  
Boston, MA

Offerings during the National Institute on Out-of-School Time Summer Seminars include: Intensive Seminar for System Builders; Links to Learning for Middle School; Organizational Development Tools for Strategic Thinking & Planning; Quality Advisor Training; and Learning How to Use SAYO: The Survey of Afterschool Youth Outcomes. Registration closes June 29. For more information: [www.niost.org](http://www.niost.org).

## National Institute of Justice Conference

July 23-25  
Arlington, VA

Nan Stein and Bruce Taylor will serve as panelists for a program on "School and Community-based Programs to Combat Teen Dating Violence" at the National Institute of Justice Conference to be held July 23-25 at the Marriott Crystal Gateway in Arlington, VA. Stein and Taylor will present their work on a random assignment study that compares a gender socialization-based curriculum to a criminal justice-based curriculum to a control group, involving 6th and 7th grade classrooms in the greater Cleveland, OH area. For more information: [www.ojp.usdoj.gov/nij](http://www.ojp.usdoj.gov/nij).

## Child Care Bureau Annual Meeting

July 30-August 2  
Washington, DC

Wendy Wagner Robeson and Joanne Roberts are serving as two of the chairs of the upcoming Child Care Bureau's Annual Meeting of the Child Care Policy Research Consortium and the State Administrators Management Institute convening July 30-August 2 at the Mandarin Oriental in Washington, DC. They will also be sharing results of several of their research studies at the conference. For more information: [www.childcareresearch.org](http://www.childcareresearch.org).

## American Psychological Association

August 17-20  
San Francisco, CA

Michelle Porche, Lisa Fortuna, and Jerome Schultz will present "A Chart Review of Adolescent Psychological Trauma: Impact on Learning" at the annual meeting of the American Psychological Association, in San Francisco, CA, in August. Also at this meeting, researchers from the Adolescent Mixed-Ancestry project, Allison Tracy, Porche, and Sumru Erkut, will present a poster display, "Modeling Ambiguity in Racial/Ethnic Identification among Mixed-Ancestry Adolescents," including methodological advances in studying adolescents who have more than one racial/ethnic ancestry. For more information: [www.apa.org](http://www.apa.org).

## Society for the Study of Social Problems

August 10-12  
New York, NY

Diane Purvin will present "Bridging Advocacy, Research, and Policy: Working with Community Advocates to Influence Policy" as part of the workshop "Policy Rocks! How Researchers Can Influence Policy," along with workshop co-presenters Emily Ihara and Robert Hawkins at the Society for the Study of Social Problems 57th Annual Meeting, August 10-12 in New York, NY. For more information: [www.sssp1.org/index.cfm/m/23](http://www.sssp1.org/index.cfm/m/23).

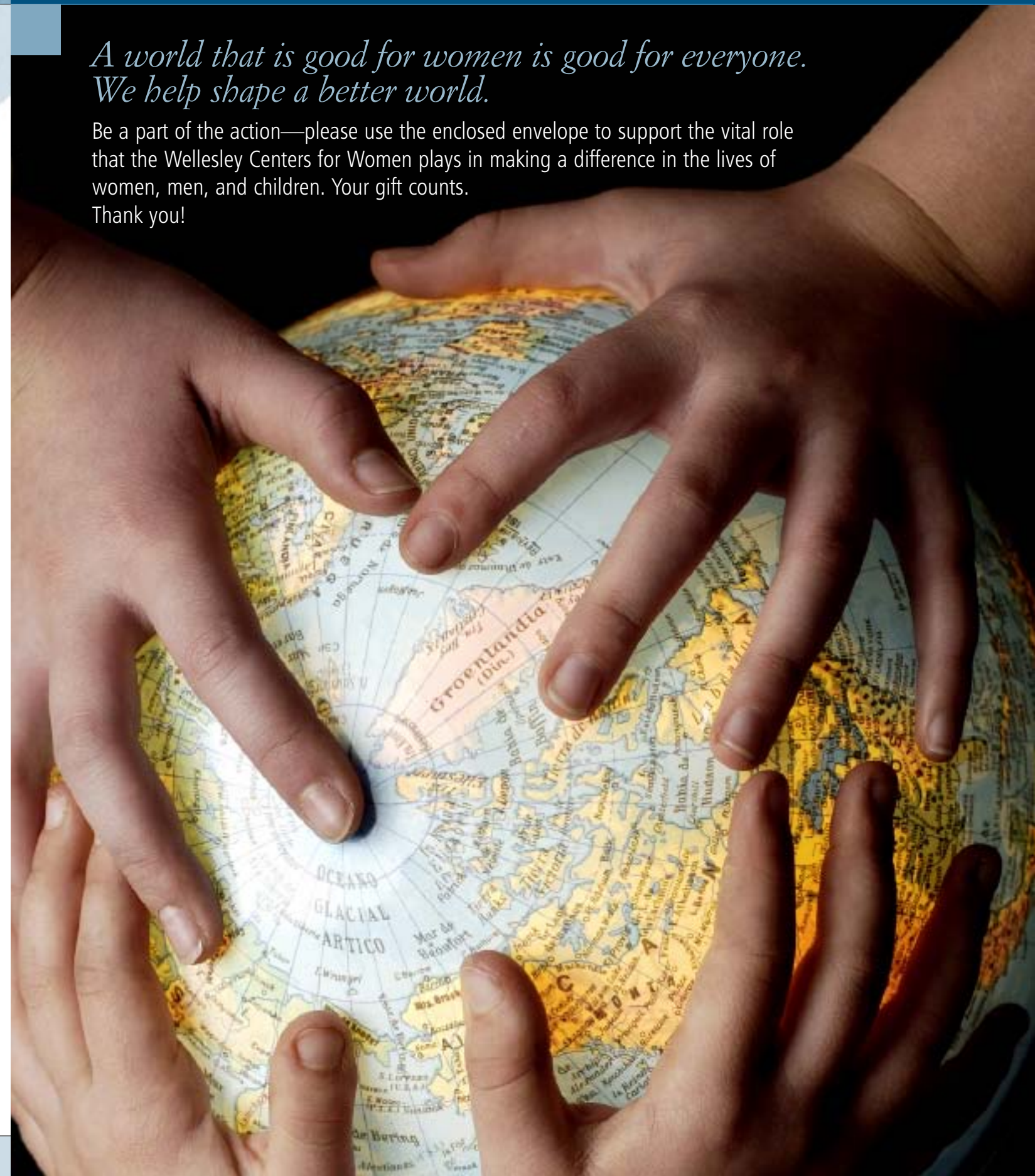
## JBMTI Fall Intensive Training Institute

October 19-21  
Wellesley, MA

The Jean Baker Miller Training Institute Fall Intensive Training Institute, "How Connections Heal: Founding Concepts/Recent Developments in Relational-Cultural Theory and Practice," will be held October 19-21 at the Wellesley College Club, Wellesley, MA. The goals of the program are: to describe the basic principles of a relational-cultural approach to psychological development; and to discuss the applications of this approach in clinical and other settings. For more information: [www.jbmti.org](http://www.jbmti.org).

*A world that is good for women is good for everyone.  
We help shape a better world.*

Be a part of the action—please use the enclosed envelope to support the vital role that the Wellesley Centers for Women plays in making a difference in the lives of women, men, and children. Your gift counts.  
Thank you!



*happening*



WELLESLEY CENTERS FOR WOMEN

Wellesley College 100 Central Street, Wellesley MA 02481-8203 Phone 781 283 2500 Fax 781 283 2504 | [www.wvwc.org](http://www.wvwc.org)

Address Service Requested

Non Profit Organization  
U.S. Postage  
PAID  
Boston, MA  
Permit Number  
12548

*Shaping a better  
world through research  
and action.*