

Research & Action Report

Wellesley Centers for Women



Center for Research
on Women
Stone Center

FEATURING:

Open Circle: Making a Difference

**The Methods Behind
Passionate Science**

**An Exploratory Study of Same-Sex
Marriage: How Legalization Has
Influenced Massachusetts Couples**

**Women and Work:
Forced Choices, False Choices**



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

For more than three decades, 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, and is the powerful alliance of the Center for Research on Women and the Stone Center at Wellesley College.

The work of WCW is grounded in the perspectives of women from diverse backgrounds 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
781.283.2500

Executive Director:
Susan McGee Bailey, Ph.D.

Editors:
Donna Tambascio
Jodie Wennemer

Design:
LIMA Design

Printing:
Shawmut Printing

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This issue of *Research & Action Report* is dedicated to our much loved colleague, Fern Marx, who passed away May 19, 2006, after a short battle with lung cancer. In her 20 years at the Wellesley Centers for Women, Fern contributed to a wide range of projects on the care and education of children, many with lasting effects on public policy and school practice. She played an integral role in our internship program, working with many college students over the years, as a mentor and role model. Fern deeply affected all who knew her. We will greatly miss her wit, kindness, and generosity of spirit.



From the Executive Director

In this issue of *Research & Action Report*, Jean Baker Miller's commentary, "Forced Choices, False Choices," addresses the oversimplification of conflicts mothers often face as they try to balance child rearing and paid employment. This title applies equally well to the unending discussions of education as an either/or proposition—where helping girls somehow hurts boys and the so-called "boy crisis" often steals attention from serious discussion of the educational crisis confronting all children, not only in the United States, but around the world.

The World Bank has noted repeatedly that the education of girls is one of the best investments a country can make and at the United Nations, Kofi Annan continues to call for the empowerment of women as a crucial aspect of national development. Seventy percent of the world's women live in poverty, 600 million can not read or write, and of the 100 million children out of school, two thirds are girls. Education is key to the development of citizens who can take an active role in the world. This month Peggy McIntosh and I will travel to Hong Kong to take part in the Second International Conference on Gender Equitable Education in the Asia Pacific Region, continuing WCW efforts to expand our global connections, learn from women in other nations, and share our findings and perspectives.

Here at the Centers we have always acted upon the belief that any improvement in women's lives is directly tied to the quality of care and education available to children. Much of our work since our founding has focused on important aspects of childcare and education for all students, regardless of gender, race, or social or economic status.

The overview of Open Circle featured in this issue outlines how important healthy social/ emotional environments are to effective learning and teaching. For nearly 20 years, this model program has reached thousands of children in New England and the Northeast and helped create a new culture of learning in elementary schools. And for more than 20 years, The National SEED Project (Seeking Educational Equity and Diversity) has prepared teachers in this country and abroad to lead year-long seminars in their schools or colleges on making curriculum, teaching methods, and school climates more gender-fair, multicultural, and respectful of the realities of students' lives and cultures. To date, 1,680 teachers from 39 states in the U.S. and eleven other countries have been trained as seminar facilitators and have engaged over 35,000 colleagues in SEED seminars.

These are only two of the many ongoing efforts here at WCW to explore, understand, and promote effective education for boys and girls and to find ways to honor differences in cultures, communities, and individuals without resorting to stereotypes based on gender or race or ethnicity or any one of the many other categories that are used to divide people. I thank you for your support for this work and urge you to share your insights and perspectives with us.

E-mail us at wcw@wellesley.edu.

Short Takes

Celebrating Women of Courage

2006 MARKS THE LAST YEAR OF THE WOMEN OF COURAGE (WOC) LECTURE SERIES, which celebrated women throughout history who have taken brave stands on issues of economic injustice, nonviolence, environmental ethics, and human rights. Co-sponsored by the Wellesley Centers for Women and the Boston Research Center for the 21st Century in Cambridge, MA, the series began in 2002 by honoring civil rights activist, Fannie Lou Hamer. Hamer spoke at the 1964

Democratic National Convention about being brutally beaten for her efforts to assure voting rights and justice for black Americans and roused much of the nation to a new awareness of the consequences of racism and the necessity of guaranteeing the civil rights of all Americans. Linda Stout, author of *Bridging the Class Divide and Other Lessons for Grassroots Organizing*, gave a lecture honoring the work of Hamer. Stout also triumphed over personal tragedies and became the organizer of successful multi-racial grassroots organizations



2006 Women of Courage Lecture

The 2003 WOC presentation featured Congresswoman Barbara Lee, who honored pacifist and suffragist Jeannette Rankin. Rankin is particularly well known for her dissenting votes against U.S. involvement in both WWI and WWII. "As a woman I cannot go to war, and I refuse to send anyone else," Rankin said after sacrificing her political career when, in 1940, she cast the single vote of opposition to U.S. entry into WWII.

such as the Piedmont Peace Project, which brings poor people of all races together in the same organization to work for social, economic, and political justice.

Congresswoman Barbara Lee, first elected in 1998 after a record of distinguished service in the California Assembly and California Senate, cast the lone vote in opposition to H.J. Res. 64, which ceded Congress' future authority to the President regarding the use of military force in response to terrorist attacks. Lee expressed how grief-stricken and angry she was about such attacks, but added, "We must respond, but the character of that response will determine for us and for our children the world that they will inherit."

In 2004, the work of Rachel Carson, writer, scientist, and ecologist, whose life-long love of nature inspired her writing and guided her studies, was celebrated. Disturbed by the profligate use of synthetic chemical pesticides after WWII, Carson warned the public about the long-term effects of misusing pesticides with her book *Silent Spring*, in which she challenged agricultural and governmental practices. Carson also testified before Congress in 1963, calling for new policies to protect human health and the environment. Janine Benyus delivered a moving address honoring Carson's work. An author and life sciences writer, Benyus also teaches, lectures, and works for the protection and restoration of wild lands. In her most recent work, *Biomimicry: Innovation Inspired by Nature*, she discusses an emerging science that seeks sustainable solutions by mimicking nature's designs and processes.

The work of abolitionist and social reformer, Harriet Tubman, was celebrated at the 2005 WOC lecture. Tubman, who worked throughout her life to end slavery and achieve equal rights for women, was born into slavery. After securing her own freedom by traveling to the north on foot, Tubman made 19 trips to the South and it is believed that she was instrumental in freeing over 300 slaves, including her own parents. The Reverend Gloria E. White-Hammond delivered the lecture, discussing her efforts to highlight the problem of modern-day slavery. White-Hammond has worked as a medical



Shulamith Koenig

missionary in several African countries, and since 2001 she has traveled several times to southern Sudan, where she has been involved in securing the freedom of 10,000 women and children who were enslaved during two decades of civil war.

The final WOC lecture in January, 2006 celebrated the work of Eleanor Roosevelt, who chaired the UN commission that drafted the Universal Declaration of Human Rights. After its completion, Roosevelt, who was praised for bringing her intellect, compassion, and common sense to the process, urged people to bring it to life saying, "The destiny of human rights is in the hands of all our citizens in our communities." Shulamith Koenig, who delivered the lecture, was the driving force behind a campaign advocating for worldwide human rights education which sparked the UN Decade for Human Rights Education (1995-2004). As Executive Director of the People's Movement for Human Rights Education, she conducted consultations and workshops with educators and community leaders in more than 60 countries and leads the Human Rights Cities initiative. She was the recipient of the 2003 UN Human Rights Award.

Publishing News

Pamela Seigle and Beverly Koteff contributed the chapter, "Inside Open Circle," in the new book, *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom*, edited by Maurice Elias and Harriett Arnold.

Georgia Hall signed a book agreement with Corwin Press for a chapter in an upcoming book on after-school youth development programs. Hall's chapter will focus on the experiences of youth in an urban debate program.

Patriarchy Matters: Toward a Gendered Theory of Teen Violence and Victimization, a WCW working paper authored by **Nan Stein**, Lyn Mikel Brown, and Meda Chesney-Lind, will be published in a 2007 edition of the SAGE Publications journal, *Violence Against Women*. The paper is currently available through the WCW Publications Office.

Connecting with the Community

Jasmine Waddell opened her first photography show in the U.S. at the Jewett Arts Center at Wellesley College. The exhibition included black and white photojournalistic prints Waddell took during her doctoral fieldwork in rural communities in the Eastern Cape Province of South Africa. This exhibition coincides with her work to raise awareness about poverty and social exclusion in South Africa. Waddell has also expanded her emerging interest in research on the impact of HIV/AIDS transmission in communities of color. She served as co-chair of the 17th Annual Bayard Rustin Community Breakfast sponsored by the AIDS Action Committee of Massachusetts, which recognizes the roles of lesbian, gay, bisexual, and transgender people from communities of color in the fight against the AIDS epidemic.

Award-Winning Work

Jean Kilbourne was honored with the first Hilda Crosby Standish Leadership Award from Planned Parenthood of Connecticut at an event in October. Hilda Crosby Standish, a Wellesley College Alumna and planned-parenthood pioneer, died in June of 2005, and the Planned Parenthood chapter plans to present this award annually to an individual or group who shares the courage and passion for social change that Dr. Standish embodied. In November, Kilbourne also received the Woman of Excellence Award from Germaine Lawrence, Inc., in Arlington, MA, which provides residential treatment services for troubled adolescent girls in New England.



OPEN MAKING A DIFFERENCE CIRCLE

In 1987 Pamela Seigle, a teacher and school psychologist, was invited to work with six teachers from two of the most diverse schools in Framingham, MA. The teachers took a leap of faith and signed up to participate in an action-research project focused on what was then described as a "coping skills" program. Together, they explored ways to help young school children develop critical communication, self-control, and problem solving skills. They also wanted to discover ways that schools could create safe learning environments that would support both the social and academic success of children.

Kaufmann, daughter of the founders. "My father, in particular, hoped that one of the Center's projects would involve working with children in school settings to develop model programs that would reduce psychological stress and prevent the kind of serious problems that my own sister had suffered."

The initial funding for this project came from Grace and Robert Stone, founders of the Stone Center at the Wellesley

Centers for Women (WCW), who were committed to the

importance of prevention programs in helping all children become healthy adults.

"When my parents founded the Stone Center, they were clear that the mission was the prevention of emotional

problems," recalls Kathy Stone

Kaufmann, daughter of the founders. "My father, in particular,

In the mid-80's, the Stones helped jump-start what became known as the Open Circle Program, and with generous support since 1989 from Pat and Barbara Roche, Roche Bros. Supermarkets, Inc., and many other funders, the Open Circle Program at WCW flourished.

Under the direction and leadership of Seigle, for nearly two decades Open Circle's dedicated staff has developed, enhanced, and worked to implement its model curriculum for grades kindergarten to five. They have trained more than

6,250 teachers who have introduced the *Open Circle Curriculum* to more than 300,000 children in over 285 elementary schools and 100 diverse communities in New England, New Jersey, and New York. The impact of Open Circle's work is felt even more widely in its role as a model program in the field. The value of Open Circle has been demonstrated through scientific research which shows a marked positive difference in the behavior of students who participated in Open Circle during their elementary years, compared

with those who did not. The benefits are evident as well in the day-to-day lives of scores of children and educators in schools that use the program.

Open Circle is...

Pencils poised over answer sheets, the time has come for students in Mr. Nguyen's fifth-grade class to take one of Massachusetts' high-stakes, standardized tests. But first, their teacher reminds them that it would be good to "calm down." The students know what to do. They breathe in slowly and deeply, filling their bellies with air. "Let's do that a few more times," Mr. Nguyen says. Then they begin.

In Ms. Ricca's second-grade classroom, students are using their Open Circle time to plan how to welcome the new student who is joining their class next week. "Have you ever gone some place new where you didn't know anyone?" she asks. "How did it feel? What helped you to feel more at home?" The discussions begin.

Out at recess, a first-grader comes running to Ms. Rayleen, the playground aide. "He won't let

me have a turn on the swing." Instead of immediately stepping in herself, Ms. Rayleen first asks the child, "Is this a Double D?" "No...it's not," says the boy, calming down as he realizes that what's going on isn't really dangerous or destructive. "What can you do if someone isn't giving you a turn on the swing?" Ms. Rayleen prompts. "What are some things you could say to that person?" Soon, the boys are playing happily.

Scenes like these happen every day in thousands of classrooms and playgrounds in hundreds of elementary schools that use Open Circle.

"At its heart, Open Circle is about building positive relationships, which are the foundation for the social and academic success of children," says Seigle.

To help children develop positive relationships, now and throughout their lives, Open Circle provides schools with year-long curricula for each grade level from kindergarten through fifth grade. The program teaches children social

and emotional skills, including how to communicate effectively, listen well, recognize and manage emotions, cooperate and collaborate, respect and appreciate differences, and solve "people problems." Open Circle also works to create a safe and caring environment in the classroom and school — the type of environment in which the best teaching and learning can happen. Schools receive the curriculum through an extensive training program that helps classroom teachers and other staff members learn the Open Circle approach to fostering social and emotional development.

In Open Circle classrooms, students bring their chairs into a circle, typically twice a week, leaving an extra chair open as a sign that a new person—or a new idea—is always welcome. The classroom teacher facilitates as students discuss a lesson topic and take part in an activity, such as a role-play or team-building game, that reinforces the concept addressed. Throughout the rest of the



day, the teacher makes connections to Open Circle through children's literature and in other parts of the academic curriculum. In the process of coming together regularly in the circle, a context is created that not only allows children to learn and practice social and emotional skills but also provides a forum to discuss issues of importance to the class.

This focus, not only on fostering social skills but also on building community, is one of the unique aspects of Open Circle. As one teacher involved in the training this year remarked, "Open Circle has really given me a program that will help me build a community in my classroom. I feel that I am trained to help students take control of themselves and the environment that they are in."

Open Circle's impact

Educators from a diverse range of schools have noted the effectiveness of Open Circle in their classrooms and schools. At the Everett School in Boston's Dorchester neighborhood, Deb Mason, a teacher with over 30 years of experience in the classroom, was initially skeptical. "When it first started, I thought 'I don't have the time.' But then I started taking the time, and the kids starting to treat each other better. This is a city school, and they are going to come up against a lot of things.

In Open Circle, we are teaching life skills."

Suburban schools have also noticed positive results from their use of Open Circle. At the Hardy School in Wellesley, MA, principal Gayle Vonasek is enthusiastic about the positive impact of the program. "I have hired teachers who were brand new to teaching and teachers who were very experienced—and all came in and embraced the Open Circle Program. They could feel its effect in the school when they came in the door."

Formal research has also demonstrated Open Circle's effect. A study coordinated by Beth A. Hennessey, professor of psychology at Wellesley College, compared fourth-grade classrooms that used the Open Circle Program with similar classrooms that did not. Students using Open Circle showed significant increases in social skills and fewer problem behaviors than students in comparison classrooms. These effects held in both urban and suburban classrooms.

A study conducted under the leadership of Linda Williams, then Director of Research at WCW's Stone Center, explored the longer-term effects of the program. Students who had at least two years of Open Circle in elementary school continued to show positive effects into middle school. Girls who had at least two years of the program showed significantly higher self-assertiveness and an easier adjustment to middle school.

Boys who had participated in Open Circle for at least two years showed higher social skills and self-control and fewer problems with physical fighting.

Because of its strong program design and demonstrated effectiveness, Open Circle is one of only several dozen programs in the country to appear in the U.S. Department of Education's Expert Panel guidebook, *Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs*, which lists researched-based prevention programs that "[show] promise for improving student achievement." Open Circle was also chosen by the Collaborative for Academic, Social & Emotional Learning (CASEL) as among 22 programs nationally identified as "Select SEL programs" that are especially effective and comprehensive in their SEL coverage, their documented impact, and the staff development they provide.

Open Circle's evolution

While Open Circle continues to focus its core program around the unique role that teachers play in their work with children in the classroom, the program has responded to suggestions and feedback from educators and evolved over the years to work with other important members of the elementary school community, including principals and other administrators; specialists; paraprofessionals such as cafeteria workers and recess aides; as well as parents and other adult caretakers.

Open Circle's focus on relationships informs its approach to working with schools. Open Circle programs include extensive contact over time with educators, both in group training sessions and in consultation at the school site. To make these deep relationships with educators and schools possible, Open Circle has chosen to focus its work largely in the Northeast, and has established several additional training sites in the region.

Open Circle's vision includes carrying its principles and practices into its own culture as an organization, into its wide-ranging collaborations with other local and national social and emotional learning programs, and into other organizations involved in related work.

Recent Open Circle projects include work with Project Aspire at the Harvard Graduate School of Education to continue to develop effective approaches to social and emotional learning in urban schools; a partnership with FamiliesFirst Parenting Programs funded by the Klarman Family Foundation to develop a series of workshops on topics related to social and emotional learning; and an extensive project on the links between social and emotional learning and reflective practice, and the success and retention of teachers who are new to the classroom, funded by the DuBarry Foundation.

A time of change

After nearly 20 years providing creative leadership for the program, Seigle is stepping down as executive director of Open Circle.

"For me, all that we do in Open Circle comes out of a deep respect for educators and a belief that teaching and leading in schools is the most important work in our society," she reflects. "I'm so grateful for all that I have learned from my treasured colleagues at Open Circle and in the field, and from the educators we work with so closely."

Over the last ten years, Seigle has been a facilitator of Courage to Teach, a program based on the work of educational activist Parker Palmer, and Seigle has integrated many of the practices of that work into her leadership style and into the programs of Open Circle. She will continue to work with teachers and principals by developing a regional Center for Courage & Renewal in the Northeast, based on the work of Courage to

"Open Circle has really given me a program that will help me build a community in my classroom. I feel that I am trained to help students take control of themselves and the environment that they are in."

Teach, and will stay connected to Open Circle through the programs' partnership around this work.

"I'm so proud of all we've achieved together," Seigle says. "The work of Open Circle is more important than ever. As schools address the challenge of preparing students for the 21st century, for technologies and circumstances we can only imagine, certain truths remain constant. As human beings, we need to learn to work together, to empathize, communicate, and collaborate. And we need to develop the capacity to form relationships with others that give our lives meaning, challenge us to look beyond ourselves, and inspire us to create a better world. Open Circle is in a strong position to continue to thrive

and grow with its talented staff and cutting edge initiatives. I know that in the coming years, the program will have an even greater impact on the lives of children." ☀

For more information about the Open Circle Program, please visit www.wcwonline.org/opencircle.





The Wellesley Centers for Women (WCW) has been a leader in the study of issues of importance to women for more than 30 years. What makes our work somewhat different from many other “think tanks” around the country is that the Centers’ staff pursue research about which we are unabashedly passionate, with the goal of making a positive difference in the world. This vigor which we bring to our work may appear to some, particularly if the findings challenge their views, to be at the expense of scholarly rigor. This couldn’t be farther from the truth.

To start, each research project must be successfully funded. To be funded, a project must have a compelling topic, relevant to social issues identified as priority areas by the granting agencies. In other words, a funded project must demonstrate vigor. Still, however compelling the topic, the methods (e.g., sample selection, data collection protocol, and analysis of the data) to be used to address the research questions must

presentations at academic conferences. These venues act as gatekeepers for the research community. Again, summaries of projects—from the justification of the importance of the topic, to a detailed description of the research methods and analysis, to a full discussion of the implications, limitations, and merits of the study results—are subjected to critical review by a panel of respected scholars.

WCW’s scholarly research bears the badge of commendation from the scientific community. But what exactly constitutes this scientific rigor? What are the methods used at WCW to conduct rigorous research? The answers to these questions are as varied as the many research projects undertaken. Every research question contains elements that suggest certain methodological tools and techniques. Most research methods and analysis can be classified as either quantitative in nature (summarized by numbers and subjected

THE METHODS BEHIND PASSIONATE SCIENCE

EXPLAINED BY ALISON TRACY, PH.D., WCW METHODOLOGIST AND RESEARCH SCIENTIST

be unquestionably rigorous. Indeed, the scientific rigor of proposed methods must pass the critical review of scholars and/or practitioners noted for their expertise in the field of interest.

Once a project has been funded, the methods faithfully executed, and the research questions analyzed, the moral mandate is still not satisfied until the findings have been delivered to policy makers and practitioners in order to benefit those for whom the data and analyses speak. The delivery of these messages often begins with publication in scholarly journals and with

to statistical assumptions from which meaning is inferred), qualitative (consisting of non-numerical data such as language, interactions, or observations, from which discernable patterns can be extracted), or mixed (containing elements of qualitative and quantitative methods and/or analysis). Often, a research project will contain both qualitative and quantitative elements but will emphasize one more strongly than another.

Quantitatively based research often carries the most impact in influencing federal policy



Human experience is dizzyingly diverse and subject to many influences, both within a person and extending to her/his social and physical context.

decisions (e.g., the requirements of statistical evidence underlying the No Child Left Behind Act) and is regarded as the “coin of the realm” in the biological and physical sciences, leading to the common assumption that statistical evidence is required for rigorous research. Indeed, there are many obvious strengths of mathematical modeling of social processes, including the opportunity to analyze the experiences of many more individuals, providing clear standards for replicability and validation, and offering standardized techniques and evaluative criteria.

For all its strengths, quantitative approaches do not represent the “silver bullet.” For instance, statistical analysis has historically meant summarizing research results with a single value such as a correlation, an odds ratio, or a regression weight. But, human experience is dizzyingly diverse and subject to many influences, both within a person and extending to her/his social and physical context. A single answer or value simply cannot satisfactorily sum up many of the nuanced social issues studied at WCW.

In recent years, advances in computer technology and statistical modeling approaches have allowed researchers to more accurately capture essential distinctions in experience and explore the forces at play and the implications of the differences detected. One study recently completed at WCW drew from a large, nationally representative dataset called the National Longitudinal Study of Adolescent Health. This WCW study looked at the various ways that participation in sports in high school might influence youths’ sexual decisions and behaviors into young adulthood. For this project, the team used a sophisticated statistical modeling technique called structural equation modeling, or SEM, that allowed the researchers to examine multiple pathways of influence (e.g., self efficacy, gender role ideology, social support, etc.) and compare the relevance

and prevalence of these pathways across boys and girls and across youth from various racial/ethnic backgrounds. This modeling technique revealed dramatic differences across gender and varied, and sometimes countervailing, differences across race and ethnicity (Project: Sports as Protective of Girls’ High Risk Sexual Behavior; Researchers: Sumru Erkut and Allison Tracy).

Other existing datasets used at WCW include the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development, for which WCW hosts one of a number of study sites nationally (Researchers: Nancy Marshall and Wendy Wagner Robeson), and the Health and Retirement Survey (Project: Older Workers and Health; Researcher: Nancy Marshall). Large national surveys such as these lend themselves to the testing of statistical models that more nearly capture the complexities of the conceptual models theorists at WCW use.

At times, WCW research is directed toward understanding local issues such as in the Massachusetts Afterschool Research Study (Research Team: The National Institute on Out-of-School Time). Occasionally the researchers at WCW identify a need for a strong quantitative measure for a construct identified by theorists in the Centers such as in the Wellesley Relational Model Instrument Development Study (Researchers: Belle Liang and Allison Tracy). Quite often, WCW researchers are called on to empirically evaluate intervention/prevention programs such as the Jacksonville Afterschool Experiences Evaluation Project and Rosie’s Girls Evaluation Project (Researcher: Fern Marx). These projects require the collection of new data dedicated to the specific purpose of the project and are well-suited to quantitative analysis models.

Some of the Centers’ research topics are

clearly pioneering and, for such topics, there is little or no existing data on which to base analyses. In these cases, we have the opportunity to craft our own sampling strategy, to design protocol, and to include ways to measure exactly the right constructs for the research questions. While this adds time and effort to the research process, it also enhances the validity of the results since the methods are tailor-made for the research questions at hand.

One such study is the Exploratory Study of Same-Sex Marriage (Research Team: Same-sex Marriage Study Group), for which a qualitative methods and analysis approach are best suited. While the data collection protocol for this study included a short written questionnaire, emphasis was placed on in-depth interviews conducted with both partners of committed same sex couples and any dependent children able and willing to participate.

The validity, rigor, and relevance of qualitative research relies on researchers’ ability to retain the integrity of participants’ unique experiences, using their own ways of relating their stories—their language and phraseology, the sequencing and emphasis (or lack of emphasis), etc.—rather than on methods which require standardization of meaning. Scientific rigor in the case of qualitative research is demonstrated by the clarity of the research process and decisions made in response to preliminary findings and in the logic of the analytic process, the clarity and consistency of the patterns the analysis discovers, and the insight of the researcher(s) in interpreting the meaning of the patterns.

Other current WCW research projects applying various rigorous qualitative approaches include Perceptions of Work Environments and Relationships (Researcher: Anne Noonan), the African American Intimate Partner Violence Study (Researcher: Katherine Morrison), and the

Massachusetts Cost and Quality Study (Researchers: Nancy Marshall, Wendy Wagner Robeson, and Joanne Roberts).

An ambitious project recently funded, the Mixed Ancestry Project (Researchers: Sumru Erkut, Michelle Porche, Allison Tracy, et al), represents the pilot for a nation-wide study of racial and ethnic identity development. This study will use quantitatively based components to examine typical patterns of development over late-adolescence and qualitatively based components to discover the meaning-making processes youths employ in constructing racial/ethnic identity in a culturally complex social context.

Although quantitatively based research findings are more easily generalizable to a larger population, and are more easily replicated, quantitative designs do not provide the in-depth understandings of individual experiences achieved using qualitative methods. Well-designed qualitative research provides researchers with the opportunity to consider individual experience as well as social and physical context. Increasingly, the richness of mixed or integrated method approaches is recognized and rewarded in the research world. WCW has both helped to build this understanding as well as benefited from it, as our work increasingly draws from the full range of strengths available in both quantitative and qualitative approaches. ●

Advances in computer technology and statistical modeling approaches have allowed researchers to more accurately capture essential distinctions in experience and explore the forces at play and the implications of the differences we detect.





An Exploratory Study of Same-sex Marriage:



IN NOVEMBER OF 2003, THE SUPREME JUDICIAL COURT OF MASSACHUSETTS RULED THAT THE EXCLUSION OF SAME-SEX COUPLES FROM THE INSTITUTION OF MARRIAGE WAS DISCORDANT WITH EXISTING CONSTITUTIONAL PRINCIPLES. In 2004, after the ruling went into effect, the Same-sex Marriage Study Group formed at the Wellesley Centers for Women (WCW). Faced with the unique opportunity to study how the recent legalization of same-sex marriage affected gay and lesbian couples in Massachusetts, the group designed the Exploratory Study of Same-sex Marriage. Through the study, the team sought to explore the diversity of experiences along the lines of gender, race/ethnicity, and parenting status. The study also examined how children in same-sex-parented families perceived and experienced this social change.

"We seized on this historic moment because we knew that this would never come again," reports Sumru Erkut, WCW senior research scientist and lead investigator of the exploratory study. "Who were the first to marry? Why did they marry? What kind of reactions did they experience? This data could never be captured again and we knew the responses we would get could serve as baseline information for future research."

How Legalization Has Influenced Massachusetts Couples

The research team, which included a cross section of more than one dozen WCW staff from a variety of disciplines and roles, interviewed 51 same-sex couples who had been in their relationship for at least one year and who had volunteered to participate in the study. Couples were solicited through word-of-mouth, community postings with over 80 lesbian, gay, bisexual, and transgender organizations, and advertisements in local newspapers. Every attempt was made to recruit a diverse sample with regard to gender, race and ethnicity, socio-economic status, marital status, and parental status.



Nearly three quarters of the couples interviewed chose to mark their commitment publicly in some way. Of those couples, 61 percent had previously participated in a commitment ceremony and, when same-sex marriage became legal, also participated in a legal marriage ceremony.



Researchers obtained quantitative data from participants through the use of a brief questionnaire, while qualitative data were collected through in-depth, semi-structured interviews, which began with individual meetings with each partner, followed by an interview with the couple, and finally an interview with any participating children aged 8 or older. The interviews provided data on the history of the relationship, the impact of the legalization of same-sex marriage, the place of religion and spirituality in same-sex relationships, and children in same-sex families. Members of the group formed sub-groups dedicated to the analysis of the data in each of the aforementioned areas.

The individual and the relationship

On average, the participating married couples reported being together for about 12 years and unmarried couples for about ten years, though there was no significant difference in the length of relationship, and the range in the length of the relationship was quite wide (less than two years and up to 40 years). Both married and unmarried couples reported high levels of being “out”—living publicly as a gay or lesbian individual. Ninety-four percent of the participants reported being “out” to their immediate family and 75 percent reported being “out” to neighbors, coworkers, and extended family. Couples rated their satisfaction with their relationship on a scale of 0 (“extremely unhappy”) to 10 (“extremely happy”) and, on average, gave a rating of 9. Both married and unmarried couples reported being quite happy.

“The majority of the couples we interviewed had been together a relatively long time,” reports Michelle Porche, WCW research scientist. “And overall, most of the couples experienced strong support from their communities—from their families, friends, neighbors—in response to their legal marriage. One area that we hadn’t purposely sought to examine, but came through in many of

the interviews, was the workplace,” she adds.

“This has opened the door to further analysis and research about the importance of a supportive working environment in the lives of same-sex individuals. Having co-workers celebrate their union in the same way that heterosexual couples are honored was an unexpected and affirming surprise for many. Visibility of same-sex marriage provided opportunities for open discussion of these issues that led to enhanced connections with co-workers.” Porche has begun additional research on workplace support of same-sex marriage.

To marry or not

Nearly three quarters of the couples interviewed chose to mark their commitment publicly in some way. Of those couples, 61 percent had previously participated in a commitment ceremony and, when same-sex marriage became legal, also participated in a legal marriage ceremony. Thirty-six percent who chose to marry did not have a prior commitment ceremony. One couple who had had previously participated in a commitment ceremony chose not to get legally married. And slightly more than one quarter of all of the couples interviewed chose not to publicly mark their commitment with a ceremony of any kind.

“Respondents reflected a wide range of views regarding the importance of marriage and in making choices about their own relationships,” states Porche. “The majority of the couples we interviewed had already long-established their commitments to one another. One interesting aspect of the findings was why some couples chose not to marry. The pressure to conform to societal norms from which many gay and lesbian individuals had long been excluded, the uncertainty of the future legal status of same-sex marriage in Massachusetts, and lack of federal recognition—all contributed to the decision making of some of those couples we interviewed who chose not to marry.”

Religious and spiritual perspectives on legalized marriage

The study revealed that religion and spirituality played a prominent role in couples’ decisions to marry or not to marry, either because of participants’ current practices, their upbringings and families of origin, or their reactions to the involvement of organized religion in the political arena of legalized marriage. This influence was seen even among people who didn’t describe themselves as “religious” or “spiritual.” In fact, an important finding from this section of the study was the extent to which religion influenced people’s decisions not to get married, which is perhaps not surprising considering that many faith traditions actively oppose marriage equality. However, according to Anne Noonan, WCW research scientist, “A focus on the negative aspects of religion with regard to same-sex marriage is accurate only to a point. Participants also shared experiences of acceptance, support, validation, and integration that arose from their participation in faith communities that are supportive of same-sex relationships and marriage.” Almost half of the sample reported some level of involvement in a faith community, and most of those who did described their faith community or faith tradition as being supportive.

Parenthood’s influence on marriage decisions

Fourteen couples in the study reported having children and there were 27 children among the couples with an average child age of 13 years. The majority of the children were biological children of one of the members of the couple and in most cases the other member had adopted the child. The couples with children had been together as partners for an average of 13 years. Many of the couples interviewed articulated numerous advantages for their children as the result of a legal marriage; couples indicated they expected their children would feel a greater sense of belonging,

pride, or permanence by having legally married parents and reported marriage as a protective factor for children. Many children voiced strong opinions about the importance of their parents’ rights to marry. However, previous commitment ceremonies and years of growing up in their families seemed to render the marriage ceremony itself less climactic.

“We were surprised to note the difference in perspectives between parents and children about the actual marriage ceremony,” reports Georgia Hall, WCW research scientist. “The ceremony seemed for many couples a milestone, a protective act, or a legitimizing moment while for children something more ordinary. One wonders if the significance of the ceremony for children will change for them over time.”

Study limitations

As an exploratory study, this project offered a tremendous learning opportunity, not only in regard to the data collected about same-sex couples, but also in the creation of the survey tools and the sample selection. One major limitation of the study was the self-selected nature of the participants. Despite purposeful sampling efforts, obtaining a diverse sample of same-sex couples with regard to race and ethnicity, gender, and socioeconomic status was challenging, resulting in a largely white, middle-class sample—all of whom were Massachusetts residents. As such, the researchers caution that these results should not be generalized to all same-sex relationships. Also, the findings in this study are very much influenced by the timing of the data collection, which took place within one year of the legalization ruling. Whether future same-sex marriages will be similar to or different from those that took place during the first year of legalization is an empirical question in need of further study.

Study conclusions and next steps

Both married and unmarried couples in the sample were engaged in long-term relationships, expressed high levels of satisfaction in those relationships, and were comfortable being “out” to family and community. They reflected a wide range of views on the importance of marriage in making choices about their own relationships, while at the same time were like-minded in stressing the importance and value of the legalization of same-sex marriage. They reported that the availability of legal marriage provides sanction and greater equality for intimate relationships, whether or not a couple chooses to marry.

When legal marriage is available to same-sex couples, the ramifications of marrying stretch far beyond the couples themselves. Families, coworkers, and societal institutions’ perceptions of same-sex couples can shift toward greater acceptance. The intersection between religion and spirituality and legal same-sex marriage creates a highly complex picture, with a very simple bottom line: the experience of legalized same-sex marriage is influenced by religion, even among people who do not describe themselves as religious or spiritual. The existence of children in the family is a positive influence toward the decision to marry: all of the couples in the study with children chose legal marriage. The overwhelming majority of couples considered the presence or anticipation of children as strong influence on their decision.

“We see the legalization of same-sex marriage in Massachusetts as one more way that the institution of marriage is evolving,” reports Erkut.

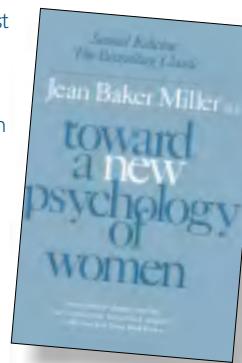
“Individual researchers and smaller teams have already begun exploring more specific aspects of the social, personal, and legal expectations of both same-sex and heterosexual marriage and families in general. This initial study has opened the door to many possibilities.”

Commentary

Forced Choices, False Choices



Jean Baker Miller, M.D., is the founding director of the Jean Baker Miller Training Institute at the Wellesley Centers for Women (WCW). She served as the first director of the Stone Center at WCW from 1981 to 1984. A practicing psychiatrist and psychoanalyst for more than 40 years, Miller authored *Toward a New Psychology of Women* (Boston, Beacon Press, 1976), a book which has become a classic in its field. Celebrating its 30th year on book shelves, *Toward a New Psychology of Women* has been translated into more than 20 languages and was reissued in a second edition in 1987.



Miller is also co-author of *The Healing Connection* (Boston, Beacon Press, 1997) which she wrote with Irene Stiver, Ph.D. She co-authored *Women's Growth in Connection* (Guildford Press, 1991), served as editor of *Psychoanalysis and Women* (New York, Brunner-Mazel and Penguin Books, 1973), and wrote or contributed to numerous papers in professional journals on the psychology of women, depression, and the study of dreams. These books, with the exception of *Psychoanalysis and Women*, can be purchased through the WCW publications office: 781.283.2510.

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recent months have brought us a drum beat of articles and books telling us of affluent, highly educated women who have left work to return to fulltime motherhood. They attest to the impossibility of solving the problem of motherhood and serious work—of doing them both well and fruitfully under present conditions.

Note that these are our most advantaged women, those with partners in the upper middle class or higher. Less affluent women cannot make this choice. They cannot walk off the job.

I remember pondering this dilemma in 1976, when I was writing *Toward a New Psychology of Women*. I thought then, "If a society wants children, it should make proper provision for them." It should not be left for women alone to solve. I do not mean only that men should "pitch in" but that societies need to build a whole viable context of relationships and arrangements that can support parents in this endeavor. We should not and do not need to force women to solve a problem that is insoluble by the individual alone.

For parents we can think of alternatives. Life is long today. There is time to devote to child raising if we choose to do it and still we will have a lot of life left to do other valuable work—but only if employers don't penalize people for it. There are all kinds of arrangements that could be created and they can change as children get older and need less care. Everyone would benefit—women, men, children, businesses, society. Why should anyone be penalized?

Changes to be made are many, not the least are attitudes, as well as time and schedule improvements. As just one example, many women have managed to come back to work after varying amounts of time raising children full- or part-time. Often they still face the stigma of being on the "mommy track" and are not considered serious workers. In reality, parents often bring new and fresh ideas, learned through parenting, to the job which may enhance the work environment.

To create a society that would provide much fuller lives for women, men, and children would not be so difficult. What is difficult is to convince the culture to do it. We are often locked into forced and false choices without recognizing it, likely because we are so accustomed to thinking this way. These appear to be the only options, but we can easily think of many others. While major change in societal arrangements will take much hard work, many benefits follow from refusing false choices. The

Ridding ourselves of these burdens can help to sustain us while we work to accomplish all of the major changes we truly need.

Women have made tremendous strides in advancing our options. We don't want to get bogged down now. We can find our way out of these forced choices. Society needs to help women, men, and families find new, multiple-choice alternatives today.



Global Connections



WCW Co-sponsors Violence against Women Conference

More than 200 advocates, researchers, and grassroots organizers convened at the New York County Lawyer's Association (NYCLA) on March 4, 2006 for "Violence against Women: From Critical Concerns to Collective Action," a one-day conference that coincided with the United Nations Commission on the Status of Women (CSW) Fiftieth Session. The conference, co-sponsored by the Wellesley Centers for Women (WCW) and the NYCLA, was part of a two-year advocacy effort of the NGO (Non-Governmental Organization) Committee on the Status of Women, NY.

The program provided an opportunity for CSW attendees to learn about current efforts to coordinate NGO advocacy in various areas of violence against women. The program featured international experts who addressed research, media influence, and legal impunity related to this global concern and was designed to galvanize action among researchers, grassroots activists, and policy makers as well as to bring visibility to the issues.

WCW organized "Searching for the Roots of Violence: the Research Paradigm," a panel which offered an academic perspective on addressing research, statistical data, data collection, and other concerns around the issue of violence against women. Moderated by Susan Bailey, executive director of WCW who asked, "How can research help get to the root cause of the problems?", the panel featured Yakin Ertürk, United Nations special rapporteur on violence against women; Charlotte Bunch, founder and executive director of the Center for Women's Global Leadership at Douglass College, Rutgers, the State University of New Jersey; and Sealing Cheng, Henry Luce assistant professor in the Women's Studies Department at Wellesley College.

"I find incredible achievement in the past ten to 12 years. I think we should not be so discontented with what's going on because it's a new mandate," reported Ertürk, pointing out that the issues such as shame and violence known as "honor crimes" are open to more public discussion and are accepted more broadly as human rights issues. "We need to build upon this visibility and achievement. Violence against women is about women's empowerment, not victimization," she stated, encouraging attendees to look at this critical issue from a wider perspective and to not fragment agendas. "We should be empowered."

According to panelist Bunch, research plays an important role in shaping policies to address violence against women. But, she cautions, "We have very little good research on what works, what doesn't work and why. We need to be clear what works best and we need to bring creativity to the agenda." Bunch emphasized the need to understand all aspects of the issues by addressing traditional and contemporary challenges if research is to effectively influence policy. Cheng furthered this argument and shared examples of research on trafficking by NGOs in Korea. She cited important policy implications that can come from evidence presented in the form of such collected data.



The day's program began with welcoming remarks by representatives of the host organization, followed by the morning address, "Looking at the issues," a review of statistics on global violence against women presented by Lois A. Herman, coordinator of the Women's UN Report Network. A second panel, "Shaping Society: Using Media Exposure," focused on the media's role in exposing the forms of violence against women and how the media is helping to bring attention to these issues. Sponsored by the NGO CSW NY, this panel featured Rita Henley-Jensen, founder and editor in chief, Women's eNews; Ki Mae Heussner, public affairs manager, LifetimeTV; Zoe Neirizi, writer, director and producer of The Corridor, 2004; and Sue Conde, Vice President, UNIFEM Australia speaking for the National Leadership Group for White Ribbon Day.

Christine Brautigam, Chief, Women's Rights Unit, Division for the Advancement of Women, UN DESA, provided an overview of the UN Secretary General's Study on Violence Against Women before participants broke into workshops to begin drafting position papers to present the perspectives of those attending the conference.

"Legal Impunity: The Rule of Law, Administration of Justice and Legal Enforcement," the final panel, addressed the deterrents to violence against women, how rules of law can be imposed to stop this violence, and what needs to be done beyond the law to enforce a no-tolerance policy. Speakers included: Denise Scotto, Esq., attorney-at-law & policy advisor; Janet Benshoof, Esq., president, Global Justice Center; Penelope

Andrews, professor, CUNY School of Law at Queens College, the City University of New York; and Simone

Monasebian, Esq., representative & chief of the NY Office, UN Office of Drugs & Crime.

Closing remarks were offered by Noeleen Heyzer, executive director, UNIFEM, and next step recommendations were outlined by Leslie Wright, Chair, sub-committee on Violence against Women; and Denise Scotto, vice chair, NGO CSW NY.



Conferences & Presentations

Monica Ghosh Driggers, as part of Domestic Violence Awareness Month events in the state of Massachusetts, presented information about the Battered Mothers' Testimony Project at the State House in October, 2005.

Katherine Morrison presented on African-American women and intimate partner violence at several conferences and meetings, including those for: the Women's Center in Cambridge in December, 2005, the Massachusetts Department of Public Health in January 2006, and for the Association for Women in Psychology in April, 2006.

Georgia Hall presented, "Delivering High Quality Homework Assistance: Lessons from the Massachusetts Afterschool Research Study," at the Foundations Inc., Beyond School Hours conference in Dallas, TX, in February, 2006.

Nancy Marshall, Michelle Porche, Diane Purvin, and **Jasmine Waddell** presented, "There's No Place Like Home" at the 2006 meetings of the Eastern Sociological Society in Boston, MA, this past February.

In March, 2006, **Maureen Walker** presented at On the Move: A Leadership Forum for Women of Color Nonprofit Executive Directors and Senior Managers in Worcester, MA.

Pamela Seigle presented "Building Relationships, Teaching Skills: Strategies from the Open Circle Program" in March, 2006, at the Annual National Association of School Psychologists 2006 Conference in Anaheim, CA.

Meena Hewett conducted a workshop with the Asian Task Force against Domestic Violence and Jane Doe, Inc. for the Boston University India Club in Boston, MA, in March, 2006.

Susan Bailey and Pat Campbell presented at the 2006 National Science Foundation's Division of Human Resource Development Joint Annual Meeting in Washington, DC.

Peggy McIntosh delivered a keynote speech and facilitated workshops around the theme of "Power Through Diversity" at the University of San Diego in March, 2006. Also in March, McIntosh presented "White Privilege: Unpacking the Invisible Knapsack" at the Metropolitan State College in Denver, CO. In June, 2006, McIntosh presented a workshop at the National Conference on Race and Ethnicity in Chicago, IL.

Anne Noonan presented "Desperate Housewives or Working Women: Individual Choices and Social Realities in Work and Family," at the 8th Annual Billa Memorial Lecture at Framingham State College, Framingham, MA, in March, 2006. With mentors from the Melrose CARES (Connecting Adolescents to Relationships, Education, and Support) Program, Noonan presented "Class in Session: Does Social Class Matter in Mentoring Relationships?" in April, 2006, in Melrose, MA.

In March, 2006, **Michelle Bragg** presented "New Day, New Dads" at the biennial meeting of the Society for Research on Adolescence in San Francisco, CA.

At the University of Connecticut Women's Studies Conference in March, 2006, **Sumru Erkut, Katherine Morrison, Diane Purvin**, and **Jasmine Waddell** presented a panel titled,

"Women as a Vulnerable Population: The Implications of Social Exclusion."

Judith Jordan presented at the Poetry Therapy Conference held in April, 2006, in Boston, MA, on Relational-Cultural Theory. Jordan also presented at the Harvard Medical School Conference on Women in April, 2006 where she discussed "Building Connection, Building Hope." The Harvard conference was co-sponsored by the Jean Baker Miller Training Institute.

Michelle Porche presented her paper, "I Had Stopped Caring: Boys Dropping Out of School," as part of a symposium at the annual meeting of the American Educational Research Conference in San Francisco, CA, in April, 2006.

Nancy Marshall presented "Work Organization and Employed Women's Post-Partum Health" at the NORA Symposium in Washington, DC, sponsored by the National Institute of Occupational Safety and Health in April, 2006.

Amy Hoffman participated in a panel about writing book reviews at the Cambridge Center for Adult Education, Cambridge, MA, as part of the Writer's Life series, in May 2006.

In May, 2006, **Nan Stein** presented at the Massachusetts School Counselors Association Annual Spring Conference held in Hyannis, MA. Stein presented with Judy Boykin-McCarthy, a guidance counselor at the West Tisbury School on Martha's Vineyard and an advisor to Stein's Linking Bullyproof to National Standards project currently in development.

Save the Date

2006 Summer Advanced Training Institute

June 21-25, 2006
Wellesley, MA

New Leaders' Workshop

July 13-20, 2006
San Anselmo, CA

Relational-Cultural Theory Workshop

October 6, 2006
Burlington, VT

Judith Jordan will present a workshop for the Vermont Psychological Association which will serve as an introduction to Relational-Cultural Theory. For more information, please call 781.283.3800 or visit www.vermontpsych.org.

The Impact of Domestic Violence on Battered Women's Career Trajectories

October 22-24, 2006
Montreal, Quebec, Canada

Diane Purvin will present, "The Impact of Domestic Violence on Battered Women's Career Trajectories" at the Violence Against Women: Diversifying Social Responses conference sponsored by the Interdisciplinary Research Centre on Family Violence and Violence Against Women. Purvin will also be presenting, with Silvia Dominguez, "Violence as a Family Tradition: Relationship to Poverty across Generations." For more information, please visit www.crvifff.qc.ca/conference.

2006 Fall Intensive Training Institute

October 27-29, 2006
Wellesley, MA

The Jean Baker Miller Training Institute will hold the 2006 Fall Intensive Training Institute, "Founding Concepts and Recent Developments in Relational-Cultural Theory and Practice" at the Wellesley College Club, Wellesley, MA. For more information, please call 781.283.3800.

Happenings

Spotlight on New Funding

Evaluating the HASI Homework Support Program

Project Director: Georgia Hall

Funded by Harvard After School Initiative (HASI)

The primary goal of the HASI Homework Support Program is to improve the quality of homework support in elementary-age after-school programs, with the intention of improving school performance. This evaluation will demonstrate: (1) how/if the HASI Homework Support Program adds value to the experiences of staff, university volunteers, program participants, and their families, through delivery of targeted technical assistance and the provision of high-quality learning resources to program staff and university volunteers; and (2) how/if participation in the HASI Homework Support Program has affected participants, families, staff and university volunteers.

Development and Evaluation of Sexual Violence/Harassment Prevention Programs in Middle Schools

Project Director: Nan Stein

Funded by National Institute of Justice (NIJ) with Caliber Associates, Inc.

The long-term goal of this project is to help prevent intimate partner violence, sexual violence, and sexual harassment by employing the most rigorous methods to evaluate strategies for altering the violence-supportive attitudes and norms of youth. This project will evaluate the relative effectiveness of common approaches to youth gender violence and harassment prevention programming for one of the youngest populations ever studied, and assess the cost effectiveness of two interventions for reducing gender violence and harassment.

Collaborative Language and Literacy Instruction Project (CLLIP) Year Three

Project Director: Michelle Porche

Funded by Ohio Educational 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 2004-2005 school year, including written reports and data entry, management, and preliminary analyses for the 2005-2006 school year.

Trauma and Literacy

Project Director: Michelle Porche

Funded by an anonymous, private foundation

This project will lay a foundation for a larger scope of work in the area of trauma and literacy through a series of preliminary investigations. A literature review of research and intervention efforts related to educational practices and outcomes for students with a history of trauma or stressful life circumstances will be completed. Focus groups with educators and clinicians will be conducted, and a set of case studies of adolescents with trauma history and related reading difficulty will be developed. The literature review and pilot data will provide necessary background for future publication and proposal development and will serve as the basis of theory-building for future intervention efforts.

Implementation of the Youth Development Associate (YDA) Credential in Massachusetts

Project Director: Ellen Gannett

Funded by Cornerstones for Kids

This project is a collaborative effort with Boston After School and Beyond to advance the Achieve Boston initiative through ongoing implementation of a Youth Development Associate (YDA) credential for the Massachusetts out-of-school time workforce. The National Institute on Out-of School Time will work with Achieve Boston Partners to develop an integrated set of core competencies and indicators for professionals working with children and youth, create a YDA credential framework and assessment process, and refine existing career lattices with an emphasis on designing a credential for statewide use.

Identifying Promising Practices in School-Community Partnerships

Project Director: Joyce Shortt

Funded by the Claneil Foundation

This project focuses on examining and broadly disseminating vital information on promising school/community partnerships that support after-school programs. The National Institute on Out-of-School Time will investigate best practices in individual public schools and school districts in the 25 cities represented by the Cross Cities Network and develop a series of products to be disseminated throughout the Network and more broadly through electronic and print mechanisms available to the after-school field.

Assessing the Professional Development Needs of Boston Public Schools Early Childhood Programs

Project Directors: Joanne Roberts and Nancy Marshall

Funded by the City of Boston, Boston Public Schools

The goal of this project is to provide a comprehensive, needs assessment to determine the classroom resources and professional development needed by current Boston Public School preschool (K1) and kindergarten (K2) programs to achieve National Association for the Education of Young Children accreditation and to determine the additional classroom resources needed to expand K1 programs and improve existing K2 programs.

Valuing and Leveraging Diversity among Early Child Care Providers and Programs

Project Director: Pat Stahl

Funded by Work/Family Directions, Inc.

This project will develop a training program to foster diversity in the early childhood environment through pre-school curriculum enhancement and parent involvement activities, pilot and deliver the training, provide follow-up consultation and technical assistance to participants of the training sessions, and revise the curriculum and training material for final replication.

Additional Funding

Georgia Hall received funding from: the California School Age Consortium (CALSAC) and the Substance Abuse and Mental Health Services Administration to gather information and report on research-based effective youth violence prevention interventions that can be implemented in after-school programs; New Jersey After 3, Inc. to provide consultation on the implementation of their Promising Practices initiative; and the National Afterschool Association to document their work and process on accreditation.

Peggy McIntosh received a matching grant from The Schott Foundation for Public Education and a grant from Funding Exchange to support the **National Seeking Educational Equity & Diversity (SEED) Project**.

Nancy Mullin received funding from the Olweus Bullying Prevention Group through Clemson University to conduct a Training of Trainers event in Charlottesville, VA, plus ongoing follow-up consultation with a cadre of trainers in the Commonwealth of Virginia.

The National Institute on Out-of-School Time (NIOST), co-directed by **Ellen Gannett** and **Joyce Shortt**, received funding for trainings and consultations from: the Agenda for Children project, City of Cambridge; the New Jersey School Age Care Coalition; Partners in Out-of-School Time in North Carolina; Connecticut School-Age Child Care Alliance, Inc.; Partners in Prevention, Rock County Inc. in Beloit, WI; Black Child Development Institute in Atlanta, GA; and the Minnesota School-Age Care Alliance. NIOST received funding for Human Side of Quality Trainings from the City of Cambridge and the United Way of Massachusetts Bay. NIOST also received funding from: the Nonprofit Finance Fund on behalf of the After School Project of the Robert Wood Johnson Foundation to investigate the alignment between a set of Physical Activity and Nutrition Intervention Programs and the National Afterschool

Association Standards for Quality School-Age Care; the Nellie Mae Education Foundation to explore national quality standards for after-school programs; the Agenda for Children project, City of Cambridge, MA, for an ongoing evaluation of the Leading for Quality Initiative; and Boston After School & Beyond for a youth worker workforce study in Boston, MA.

Anne Noonan received funding from an anonymous, private foundation to develop a literature review of research focused on how chronic forms of mental illness and more age-specific disorders impact social competence and access to support across the lifespan.

Pamela Seigle and the **Open Circle** program received gifts from the Vanderbilt Family Foundation, Patrick and Barbara Roche, the Klarman Family Foundation, Roche Bros. Supermarkets, Inc., from Open Circle's Advisory Board, various individuals, and others in memory of Rodger M. Trauman.

Joyce Shortt received funding from the United Way of Massachusetts Bay for an evaluation of the Connecting Schools and Afterschools Initiative and from the University of Maine at Farmington for Maine After School Network School Age Child Care Technical Assistance Papers.

Nan Stein received funding from the Department of Defense to present a workshop in Fuerth, Germany on the prevention of bullying and harassment in Department of Defense schools.

Directed individual and private fund gifts were awarded to the **Critical Mass Project**, directed by **Sumru Erkut** and her colleagues, **Vicki Kramer** and **Alison Konrad**, and to the **Women Artist Film Project** and **Bringing Yourself to Work**, both directed by **Michelle Seligson**.

New & Notable Publications

Wellesley Centers for Women (WCW) publications may be purchased from the WCW publications office by calling 781.283.2510, or by visiting: www.wcwonline.org/o-browse.html.

Please note that WCW no longer prints a paper catalog of our publications, but a complete list can be viewed on our website listed above.

Between Us: Growing Relational Possibilities in Clinical Supervision

MARILYN DOWNS, MSW

Paper No: 105

Price: \$10.00*

The practice of clinical supervision holds the potential to shape both practitioners and practice, yet most supervisors have limited training in supervision and find few opportunities to discuss their supervisory practice with colleagues. By default, most clinical supervisors conceive of the supervision they provide as merely adjunct to other work. Common supervisory practices further constrain the possibilities by focusing only on the client or on client-therapist interactions, as though these can be extracted from the contexts in which they exist. By widening the landscape of relationships to consider, we acknowledge that the supervisor, supervisee/therapist, and client are all embedded within larger relational, organizational, and cultural contexts. Attending to this complexity brings essential information into the supervisory dialogue, as relational themes are understood to reverberate between and beyond the supervisory and therapeutic encounters. Relational-Cultural Theory (RCT) offers a rich foundation of ideas through which to consider a broader vision of supervision.

Shall We Marry? Legal Marriage as a Commitment Event in Same-sex Relationships During the Post Legalization Period

ELLEN SCHECTER, PH.D.,

ALLISON J. TRACY, PH.D.,

KONJIT V. PAGE, M.S., AND

GLORIA LUONG

Paper No: 424

Price: \$10.00*

When Massachusetts became the first state to legalize same-sex marriage in 2004, it presented an unprecedented opportunity to study the impact of legalization of same-sex marriage on

same-sex relationships. This study is part of an exploratory study of 50 married and unmarried same-sex couples in Massachusetts conducted by the Wellesley Centers for Women. This paper examines whether and how legalization of same-sex marriage impacted same-sex partners' commitment to one another, presentation to others as a couple, and treatment as a couple by others.

Tying the Knot: The Context of Social Change in Massachusetts

MICHELLE V. PORCHE, ED.D.,
DIANE M. PURVIN, PH.D., AND
JASMINE M. WADDELL, PH.D.

Paper No: 423

Price: \$10.00*

This paper presents the framework, design, and methods of a new study designed to explore how lesbian and gay couples in Massachusetts, including families with children, have experienced the legalization of same-sex marriage. This paper focuses specifically on quantitative description of the sample from data gathered in the form of a short questionnaire and a qualitative analysis of interviewees' responses to questions about the effect of the legalization of marriage in Massachusetts.

What I Did for Love, or Benefits, or . . . Same-sex Marriage in Massachusetts

SAME-SEX MARRIAGE STUDY GROUP

Paper No: 422

Price: \$10.00*

This compilation of individual papers is based on the results of the Exploratory Study of the Impact of Legalization of Marriage on Same-sex Couples that were presented at the American Psychological Association meetings in August 2005 in Washington DC. The introduction describes the study group process that resulted in this collaborative project, the study method, and its limitations. Topics explored within the individual papers include: the history of same sex marriage; how the legalization of same-sex marriage effected commitment within relationships; treatment of the couple by others; the role of religion and spirituality in the context of the decision to marry or not; and parents' and children's views of the impact of legalization of same-sex marriage on the experiences of children growing up in same-sex families.

Why So Few Women at the Top? A Review of Women's Corporate Leadership Literature

SUMRU ERKUT, PH.D.

Paper No: 421

Price: \$10.00*

There is greater gender and racial/ethnic diversity in top corporate leadership in the new millennium than existed even three decades earlier. Nevertheless, visible leadership remains primarily white and male. The goal of this literature review is to examine critically the commonly debated explanations of why women's progress to upper levels of corporate leadership has been slow. The literature review identifies external barriers—such as the workplace not being designed with women's needs in mind, the burdens of tokenism, and covert discrimination, especially against women of color. The paper concludes with the observation that, more than anything else, the perception of leadership as a masculine activity and the belief that women lack the necessary qualifications to function effectively in executive positions explain why so few women have reached the top of the corporate hierarchy. The good news is that if decision makers are familiar with a woman and her record of accomplishment, she is more likely to be promoted. In other words, knowledge of a woman's work can trump the negative impact of stereotypes.

This Changes Everything

CHRISTINA ROBB

Book No: 23

Price: \$30.00*

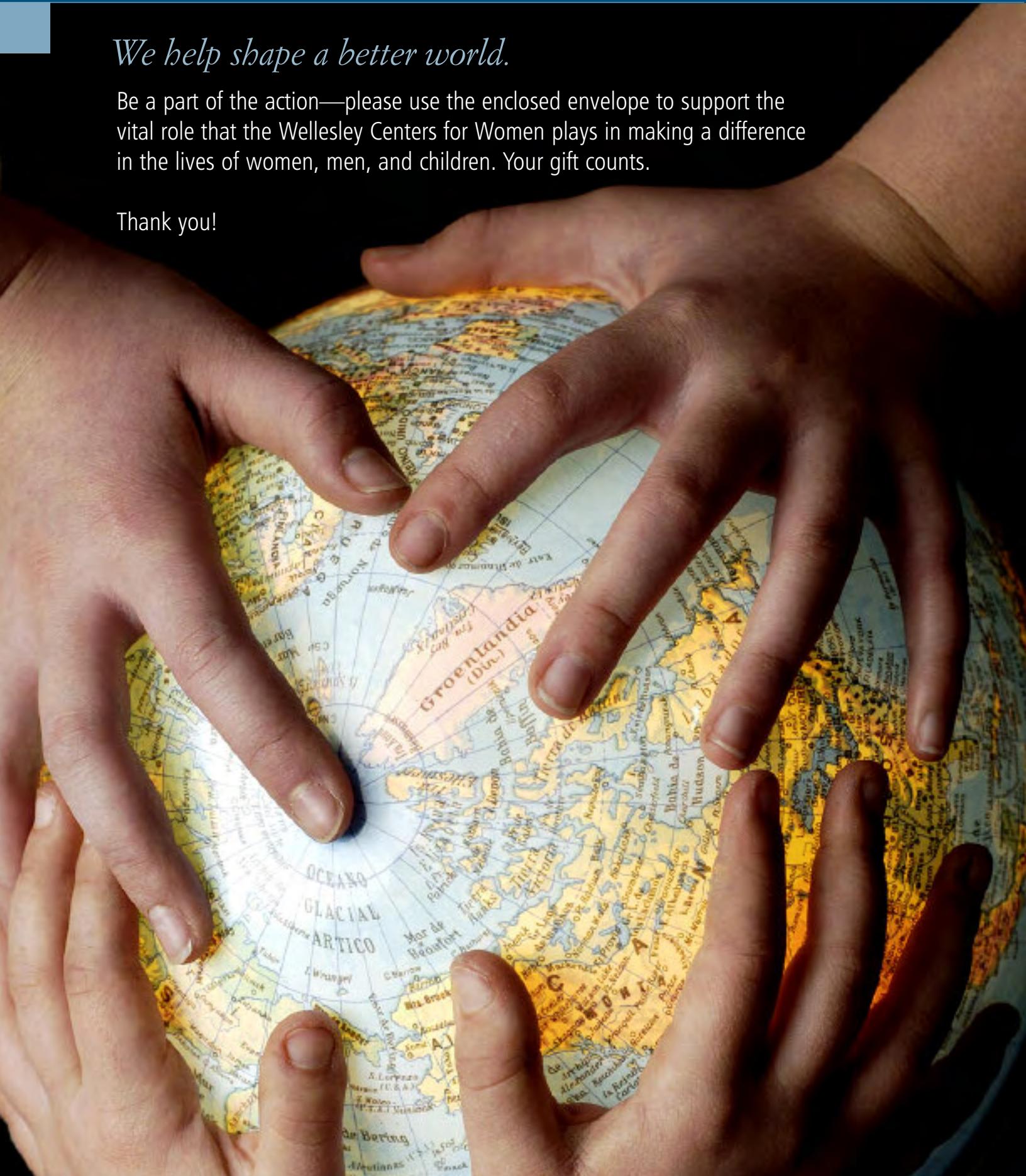
Author Cristina Robb, a Pulitzer-prize winning former reporter from *The Boston Globe* and occasional faculty member for Jean Baker Miller Training Institute (JBMTI), spent more than a decade researching and writing her history and how-to book about relational psychology, which traces and celebrates the development of Relational-Cultural Theory as the first democratic psychology. The book, the title of which is taken from Jean Baker Miller's description of the impact of Relational-Cultural Theory, focuses on the work of the JBMTI, Carol Gilligan, and Judith Lewis Herman and the Victims of Violence Program at the Cambridge Health Alliance.

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

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Thank you!





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