



Summer 2012

# COMMUNITY RESEARCH NEWS



Greetings from the Southwest Institute for Research on Women! I hope you had an enjoyable and productive summer both personally and professionally. Here at SIROW, we have been busy with many projects wrapping up (Project DAP, Los Rosas, Recover2gether), and several others recently funded (i-STEM, Working Poor Mothers, Reclaiming Futures Cross-site Evaluation). In this issue, we highlight selected projects including a few that have ended, some that are on-going, as well our newly funded National Science Foundation Project, *iSTEM*.

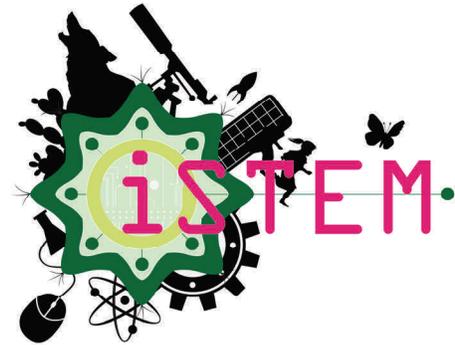
I would like to thank the many agencies and individuals who have supported SIROW with in-kind donations and cash. As many of you know, external funding has been more difficult to obtain and dollars allowed for participant support such as clothing, food, and emergency housing are limited. Last year, SIROW served over 1,000 individuals and families – the majority of whom are financially challenged. While we are successful in developing and delivering important services, we rely on donations from people like you to assist with participant support.

This fall, we will be kicking off a **capital campaign** to raise \$10,000 to assist with expenses that grant funds do not cover. These are important expenditures – sometimes as important as the services themselves.

We wish to continue to provide goods such as professional clothing for women seeking employment, hygiene kits, baby formula, books for adolescents re-enrolling in high school and GED programs, sports equipment and other fees for education and positive recreation experiences.

For women and youth who find themselves in desperate situations (homeless, detained in immigration detention facilities, leaving domestic violence relationships, addicted, health challenged) and are working to advance their lives, basic needs assistance and/or involvement in positive activities following program participation is key to their continued success. So, please consider a gift to SIROW this year—now or when you receive our **capital campaign request** letter in October. We count on your to help us help others. A small gift can make a big difference!!! With many thanks and much appreciation!

*Sally Stevens, Executive Director*



## **iSTEM: Science and Engineering: Making it Local and Personal**

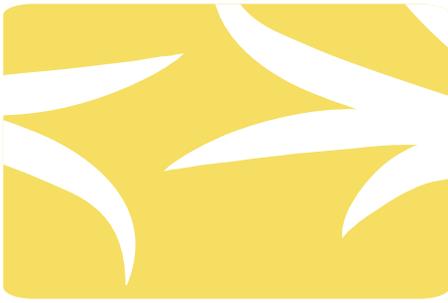
Over the next three years, SIROW and its partners will work with over 60, 3rd-8th grade students in a program that combines one-on-one mentoring with science and engineering exploration in two Tucson area schools. This National Science Foundation grant, "An Innovative Hybrid Program for Diversifying and Building Capacity in the STEM and ICT Workforce" or i-STEM, will design, implement and evaluate an innovative model for engaging underrepresented students, specifically Native Americans and Hispanic youth, in science, technology, engineering and math.

Much has been written about the reasons for the significant underrepresentation of women and other underrepresented groups in STEM careers and education programs. Hall, Dickerson, et al. (2011) found that high school students listed personal interest and encouragement from parents and significant others as the top two factors that influence students' choice of a STEM major. Researchers have also explored the perception within some cultures of the role of the scientist or science in general, as being in opposition to cultural beliefs about the natural world and spirituality (Murray, 1997; Riggs, 1998). Additionally, in our own informal discussions with parents and community members, there is fear that their children will leave the community for post-secondary education or jobs if they pursue technical or science careers.

### **In This Issue**

i-STEM: Project	1
National Evaluation of Juvenile Drug Courts	2
New SIROW Publications	2
Las Rosas Program Comes To a Close	4
Project DAP: HIV & Substance Abuse Prevention Program	4
Support SIROW Project Participants!	5

(Continued on page 3)



**SIROW**  
***Building community  
 and strengthening individuals and families through  
 research, action  
 and advocacy.***

*The Southwest Institute for Research on Women (SIROW), established in 1979, is a regional research and resource institute within the Gender and Women's Studies Department at the University of Arizona. SIROW's region includes Arizona, Colorado, Nevada, New Mexico, Texas, Utah, Wyoming, and Northwestern Mexico.*

Visit us on the web!

<http://sirow.arizona.edu>

**CONTACT US**

The Southwest Institute  
 for Research on Women  
 925 N. Tyndall Avenue  
 P.O. Box 210438  
 Tucson, AZ 85721  
 Tel: (520) 621-7338  
 Fax: (520) 621-1533  
[SBS-sirow@email.arizona.edu](mailto:SBS-sirow@email.arizona.edu)



**New Award Announcement: National Evaluation of Juvenile Drug Courts Implementing Reclaiming Futures**

SIROW recently began a multi-year evaluation of juvenile drug courts implementing Reclaiming Futures. Reclaiming Futures is a national program that improves drug and alcohol treatment for teens in trouble with the law by linking community system reforms, substance abuse treatment, and community engagement while using evidence-based practices. This evaluation, the first of its kind, was funded by the Office of Juvenile Justice and Delinquency Prevention through an interagency agreement with the Library of Congress. This cross-site evaluation will examine the impact, processes, and cost-effectiveness of implementing the Reclaiming Futures model into Juvenile Drug Courts.

"We know from a 2006 evaluation by the Urban Institute that Reclaiming Futures improves the lives of young people by changing the juvenile justice system for the better," says Susan Richardson, national executive director of Reclaiming Futures. "This new research will look at specific outcomes, such as recidivism, relapse rates, and costs." Dr. Sally Stevens, Executive Director of SIROW, emphasizes that "learning how the programs are addressing the high rates of substance use, crime, and trauma among both girls and boys in the program is essential for the field to improve long term outcomes."

"It is important to understand what efforts are working in communities," says Sally Stevens, Ph.D., Executive Director of SIROW. "This comprehensive evaluation will inform policy and practice of Juvenile Drug Courts and other youth-serving agencies to improve outcomes for youth." Dr. Stevens emphasizes that learning how the programs are addressing the high rates of substance use, crime, and trauma among both girls and boys in the program is essential for the field to improve long term outcomes.

Contact: Jo Korchmaros, Ph.D., [jkorch@email.arizona.edu](mailto:jkorch@email.arizona.edu)

**Selected New SIROW Publications**

Andrade, R., and Stevens, S. (2011). Finding voice: From relationships to literacy, the potential of women's literature study groups. In M. Miller and K. P. King (Eds.). *Our Bodies, Ourselves: The EmBODYment of Women's Learning in Literacy*. A volume in Adult Education Special Topics: Theory, Research & Practice in Lifelong Learning. Information Age Publishing: Charlotte, NC.

Manning, P., Pring, L., and Glider, P. (2012). Relevance of campus climate for alcohol and other drug use among LGBTQ community college students: a statewide qualitative assessment. *Community College Journal of Research and Practice*, 36:7,494-503.

Powell, C., Stevens, S., Lo Dolce, B., Sinclair, K. O., and Swenson-Smith, C. (in press). Outcomes of a trauma-informed Arizona family drug court. *Journal of Social Work Practice in the Addictions*.

Rabin, Nina (forthcoming 2012)). At the border between public and private: US immigration policy for victims of domestic violence. *Law & Ethics of Human Rights*, Vol 6.

Ruiz, B., Korchmaros, J. D., Greene, A., and Hedges, K. (2011). Evidence-based substance abuse treatment for adolescents: Engagement and outcomes. *Practice: Social Work in Action*, 23, 215-233.

Ruiz, B., Korchmaros, J. D., Greene, A., and Hedges, K. (2011). Evidence-based substance abuse treatment for adolescents: Engagement and outcomes. *Practice: Social Work in Action*, 23, 215-233.

Stevens, S. (2012). Meeting the substance abuse treatment needs of lesbian, bisexual, and transgender women: Implications from research to practice. *Substance Abuse and Rehabilitation*, 3, 1, 27-36.

## i-STEM (Continued from page 1)

The i-STEM program has been designed to address many of these barriers, through 1) one-on-one mentoring from members of their own community, as well as university students from underrepresented cultural groups, 2) culturally relevant knowledge and themes integrated into hands-on science activities, 3) the use of relevant local community development and health issues as springboards into science topics, and 4) exposure and interaction with local science and engineering laboratories, educational facilities, and industries (fieldtrips).

The mentoring component of the program will be led by StrengthBuilding Partners (SBP), a Tucson based non-profit, led by Pamela Clark-Raines. SBP has been working with the Pascua Yaqui tribe and in other communities and schools for over 10 years. The project will examine the differential effects of three categories of mentors: community/tribal members; UA STEM students; and professional scientists from industry and academia. Mentors will receive training and will be matched with students from Lawrence Intermediate and Hohokam Middle Schools in Tucson. SBP also facilitates a partnership team comprised of school officials, tribal members, leaders, and parents and families of students. The partnership team will provide guidance and input in all areas of the program.

UA SIROW will provide grant oversight and is leading the development of the science curriculum. Additional products being developed during the project include a compilation of in-school STEM Mentoring Activities/Lesson Plans that will be available to educators and a STEM Family Education and Career Guide, which will focus on local science and engineering outings, educational opportunities, jobs/industry information and connections to tribal and community plans, projects and issues of importance.

The *Funds of Knowledge* framework, developed by Dr. Luis Moll of the UA College of Education, is an important foundation for the program. This framework emphasizes and incorporates culturally relevant knowledge, histories, cultures, geographies and current social contexts into learning environments. Dr. Rosi Andrade (SIROW) and Dr. Moll will be providing expertise and training on the application of the



*Funds of Knowledge* throughout the program.

As an action research project, the i-STEM Project includes an extensive and innovative evaluation. The evaluation is led by Melissa Page, PhD, through UA Evaluation, Research and Development (ERAD).

The evaluation of i-STEM will include traditional survey and observational methods, as well as more qualitative forms of data collection such as student feedback in a round robin focus group, digital storytelling, and student captured photos and audio that demonstrate their knowledge and understanding of STEM and its relationship to their lives and community. The qualitative feedback methods incorporated into the project will not only enrich the evaluation data, but will become an important component of the interactive and personalized learning process for mentors and students.

The experiences, products, and information that will emerge from the i-STEM project will yield new avenues for community partnerships and suggest new strategies for increasing and diversifying STEM in our community. Throughout all of the phases of the project new information will be shared with participants, educators, scholars and anyone interested in creating meaningful, engaging science experiences and programs for underrepresented youth, specifically Native American and Hispanic youth. Please check the SIROW website ([sirow.arizona.edu](http://sirow.arizona.edu)) for updates, products, curriculum and other information.

Contact: Rachel Paz, iSTEM Coordinator, [rpaz@email.arizona.edu](mailto:rpaz@email.arizona.edu)

### References and Resources

Cajete, G. (1999). *Igniting the spark: An Indigenous science education model*. Durango, CO: Kivaki Press.

Riggs, E. M., & Marsh, D. G. (1998). The Indigenous Earth Sciences Project: Exploring the synthesis of southern California Native American traditional knowledge and the Earth sciences. *GSA Today*, 8, 12 – 13.

Hall, C., Dickerson, J., Batts, D., Kauffmann, P., & Bosse, M. (2011). Are we missing opportunities to encourage interest in STEM fields? *Journal of Technology Education*, 23(1).

National Clearinghouse for STEM Learning: <http://itestlrc.edc.org/>

### Creating Indigenous Learning

From, *Igniting the Sparkle: An Indigenous Science Education Model* by Greg Cajete, PhD, University of New Mexico

- Connecting to soul and sense of place
- Creating an extended family of learning
- Making meaningful connections to life
- Creating authentic learning experiences
- Sharing and giving voice to our thoughts
- Immersion, exploration, appreciation
- Personal experience, health, leadership



## Las Rosas Program Comes to a Close with Town Hall Discussion

*Las Rosas*, SIROW's recovery-oriented systems of care program for Tucson adolescent girls, neared its close with an invigorating Town Hall discussion on September 22, 2011. SIROW brought together a diverse group of more than a hundred people, primarily youth, as well as families, health professionals, researchers, educators, professionals in the juvenile justice system, law enforcement and those in the recovery community to discuss the issue of adolescent substance use and recovery in Southern Arizona. SIROW sponsored the Town Hall in recognition of The Substance Abuse and Mental Health Services Administration's (SAMHSA) declaration of September as National Recovery Month.

The Town Hall began with a networking reception and followed by inspiring opening remarks by Dr. Richard H. Carmona. Dr. Carmona served as 17th Surgeon General of the United States (2002-2006), is currently a Distinguished Professor in UA's College of Public Health, Vice Chairman of Canyon Ranch, President of Canyon Ranch Institute, and is currently running for the U.S. Senate from Arizona. Dr. Carmona shared personal stories about his upbringing, experiences

from his tenure as Surgeon General, and statistics on adolescent substance use and abuse. A riveting performance followed by Clean & Sober Theatre (C.A.S.T.), an alcohol and drug prevention education program that uses theatre to share the real life experiences of young people impacted by substance abuse. The performance was followed by a four-person panel of youth and families in recovery. Each panelist shared from their own perspective about the impact of substance abuse and recovery experience in their own adolescent life or as a caregiver of a youth who is abusing substances. One youth panelist read two moving poems; the first about her mother; and the second highlighting the importance of *Las Rosas* in her recovery. Dr. Sandy Stein, Associate Medical Director at the Community Partnership of Southern Arizona, moderated the town hall discussion to conclude the meeting. It was an inspiring event that examined local community needs and barriers related to adolescent treatment and recovery support services for substance-involved Southern Arizona adolescents.

Contact: Alison Greene, [greeneg@email.arizona.edu](mailto:greeneg@email.arizona.edu)

## Project DAP Outcome Data Shows Positive Outcomes and Sustainability



Project DAP (Determining Another Path), a 5-year long HIV and substance use relapse prevention program, ended in December 2011. Funded by the Substance Abuse and Mental Health Services Administration, the primary goal of the project

was to expand and enhance services for adolescents in residential substance abuse treatment and transitional living programs. The SIROW Health Education for Youth (SIROW-HEY) curriculum along with Assertive Continuing Care (ACC) was provided for project participants. Support and education was also provided to parents and caregivers. The Pima County Health Department (PCHD) offered voluntary HIV/STI testing to adolescents in the program. These services were provided both on site at the residential treatment facility and at a county health clinic. SIROW-HEY, a comprehensive sexual education curriculum developed by SIROW, consists of 16 lessons and is aligned with the Arizona Health Education State Standards. Participants were able to receive high school credit by completing 80% of the curriculum.

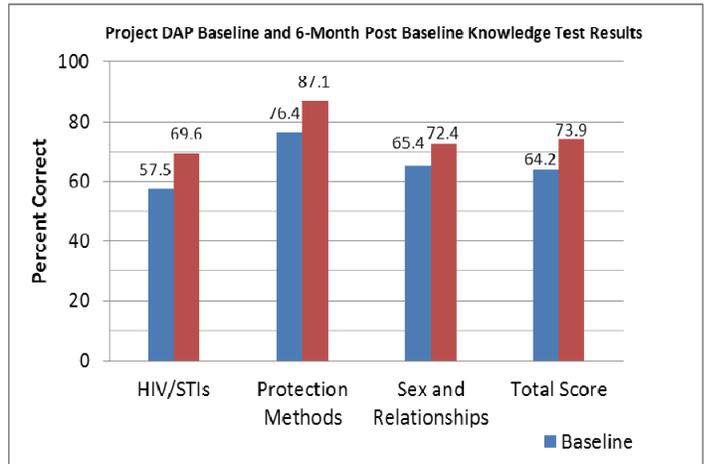
(Continued on page 5)

**(Project DAP: Continued from page 4)**

More than 475 youth completed the curriculum. A knowledge test which consists of 22-items on HIV, STIs, protection methods, sex and relationships, was administered when youth entered treatment (baseline) and at 6 months following participation (post-baseline).

As the graph to the right demonstrates, participation in SIROW-HEY increased participant knowledge in all of the subject areas measured by the assessment.

After graduation from the substance abuse treatment program, Project DAP health educators continued to meet with participants to provide support and to encourage their participation in positive activities and events. Evaluation of Project DAP examined the degree to which the project impacted youth’s mental health; exposure to environmental risk; alcohol and other substance use; and amount and riskiness of sexual activity. Results suggest that participation in Project DAP positively impacted all of these areas. While the project ended in December of 2011, through strong inter-organizational collaboration,



components of the project remain in place—such as continued use of the SIROW-HEY youth and parent/caregiver curricula, and the incorporation of HIV/STD educational sessions into substance abuse treatment programming.

Contact: Monica Davis, [midavis@email.arizona.edu](mailto:midavis@email.arizona.edu)



**New to SIROW!**

Rachel Paz is the new STEM Curriculum and Events Coordinator with the NSF, iSTEM Project. Rachel received her M.S. from the University of Arizona in Mexican American Studies with a concentration in Latino/a Health. She has also worked as a high school Spanish teacher and as an Program Coordinator for the Arizona State Museum. Her interests include examining issues in education and studying the ways in which culture may prevent racial and ethnic disparities in health. Welcome Rachel!



- INDIVIDUAL \$25 \_\_\_\_\_
- PARTNER \$50 \_\_\_\_\_
- PATRON \$200 \_\_\_\_\_
- SPONSOR \$500 \_\_\_\_\_
- Other Amount \_\_\_\_\_

Fill out form and mail with check made out to:  
 University of Arizona Foundation/SIROW  
 Mail to:  
**UA SIROW**  
**925 N Tyndall Ave.**  
**Tucson, AZ 85721-0438**  
**ATTN: Terry Mullin**

*Thank you for considering a contribution to SIROW! Your support will assist us in meeting the critical and basic needs of our participants—specifically those needs that are not covered by other sources.*

NAME: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_  
 CITY, STATE, ZIP: \_\_\_\_\_  
 PHONE: \_\_\_\_\_  
 EMAIL: \_\_\_\_\_

**THANK  
 YOU  
 FOR  
 YOUR  
 SUPPORT!**

Or make a secure donation online:

Go to: <http://sirow.arizona.edu/>  
 Click on: **“Get Involved/Contribute”**



NONPROFIT ORG  
US POSTAGE PAID  
TUCSON AZ  
PERMIT NO 190

University of Arizona  
Southwest Institute for  
Research on Women

925 N. Tyndall Avenue  
Tucson, AZ 85721-0438

Phone: 520-621-3839

Fax: 520-621-1533

Email: SBS-sirow@email.arizona.edu

Visit us on the web!

<http://sirow.arizona.edu>

