

TRiO

McNair Scholars Program
ST. OLAF COLLEGE

Summer Research 2012 Abstract Booklet



www.stolaf.edu/services/mcnair

The TRiO McNair Scholars Program is a graduate school preparatory program funded by the U.S. Department of Education and sponsored by St. Olaf College. The TRiO McNair Scholars Program was founded in 1989 and initiated at St. Olaf College in 2007. (www.stolaf.edu/services/mcnair)

Program Goals

The federal goal of the TRiO McNair Scholars Program is to increase the rate of doctoral program applications, degree attainment, and participation in the professoriate by low-income, first-generation college students and those who are underrepresented in graduate programs. We identify students with high academic potential and provide opportunities for participants to develop graduate school level academic skills necessary to gain admission to and successfully complete graduate study.

Participants

Annually, 28 undergraduates who are interested in pursuing graduate studies participate in the St. Olaf TRiO McNair Scholars Program.

- Two-thirds of the participants meet federal income guidelines and are from a family in which neither parent graduated from a four-year postsecondary educational institution.
- One-third may be from groups that are traditionally underrepresented in graduate studies.
- Participants have completed *at least* 2 courses in their major and have a GPA of 2.75 or higher.

Services

McNair Scholars receive assistance with:

- Internships - summer sophomore year to explore viable fields of academic study
- Research Writing Course (1 credit and WRI) - summer junior year to learn how to write an effective proposal, conduct research and present results
- Research experience - summer junior year. Participants are paired with a faculty mentor whose research interests match those of the McNair Scholar.
- Preparation for graduate school admissions tests
- Graduate school applications/completion assistance
- Financial aid, fellowship and scholarship applications/completion assistance

Highlights

During the summer of 2012, nine students were paired with a St. Olaf Faculty Mentor who guided their participation in an intensive summer research experience. Faculty Mentors provide information and guidance about graduate school and support the McNair Scholars as they make the transition to their post-baccalaureate education. Working with their Faculty Mentors, students produced professional quality posters and presented their research at the St. Olaf College Summer Research Symposium. This Abstract Booklet highlights the St. Olaf TRiO McNair Scholars' summer research.

St. Olaf TRiO McNair Demographic Summary (2008-2012)

Total Number of Scholars Completing Undergraduate Research: 59 Females: 39 Males: 20

Scholar Race/Ethnicity:

Asian American/Hmong: 23

Black/African American: 14

Hispanic/Latino: 7

Native American: 2

Pacific Islander: 2

Tibetan: 4

White: 6

BOTH low-income and first-generation: 70%

Total Number of St. Olaf Faculty Mentors: 39 Females: 19 Males: 20

Mentored more than one student or have participated in more than one McNair summer: 8

Post-Graduation Status: More than 50% of McNair graduates are accepted or enrolled in graduate school

Number of students *accepted or enrolled* in Master's program: 16

Number of students *completed* Master's program: 8

Number of students accepted to Ph.D. program: 4



Biography of Ronald E. McNair

"Before you can make a dream come true, you must first have one."

Dr. Ronald E. McNair

In 1986, in memory of Ronald McNair, the U.S. Congress established the Ronald McNair Post-Baccalaureate Achievement Program, commonly known as the TRiO McNair Scholars Program.

Dr. Ronald E. McNair's career as a scholar and astronaut stands as an inspiration to all McNair Program participants. Ronald McNair, the second African American to fly in space, was born on October 21, 1950 in Lake City, South Carolina. In 1976 McNair earned a Ph.D. degree in Physics at the Massachusetts Institute of Technology and joined the Hughes Research Laboratories. Ronald McNair completed the training and evaluation course for shuttle mission specialists and began working at the Shuttle Avionics Integration Laboratory and later worked for NASA. Even though Dr. McNair's awards and special recognitions are numerous, he will be best remembered as being among those who died on January 28, 1986 when the Space Shuttle Challenger exploded after the launch. Dr. McNair was a mission specialist on that flight. His lifelong commitment to scholarship lives on in the McNair Scholars who are selected each year to participate in the many McNair programs across the United States.

St. Olaf McNair Scholars Staff

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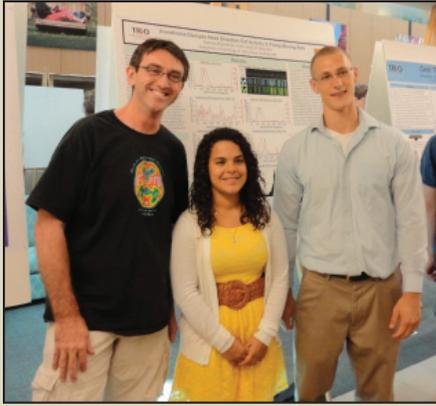
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Pictured from left to right:
Melissa Hinderscheit, Heather
Campbell, and Janis Johnson.



Faculty Mentor: Dr. Gary Muir

Dr. Gary Muir is a first-generation student who was highly encouraged from a young age to achieve a higher education. Dr. Muir, born and raised in New Zealand, received his M.A. in Psychology (with Distinctions) and Ph.D. in Psychology from the University of Otago, Dunedin, New Zealand. While developing an interest in Neuroscience in graduate school, which deviated from his initial Clinical Psychology degree, Dr. Muir developed research interests that related to the neural basis of navigation. He is particularly interested in researching the neural basis of navigation of head direction cells and place cells in the brain. Throughout his trajectory as a professor and student he has published numerous articles. Dr. Muir considers one of his articles published in the *Journal of Neuroscience* in 2009, which explored the disruption of head direction cell signal after occlusion of the semi-circular canals in the freely-moving Chinchilla, as one of his most significant scientific accomplishments as a result of his long years of hard work and dedication to the project. Also worth recognizing about Dr. Muir's accomplishments are two awards: Faculty of Undergraduate Neuroscience (FUN) Distinguished Mentor Award (2009) and the Minnesota Psychological Association Walter D. Mink Outstanding Undergraduate Teacher Award. Besides these academic accomplishments, Dr. Muir is a dedicated professor of Psychology at Saint Olaf College. As a child he was a passionate reader, as a graduate student he was a committed student and learner, and as a professor he is a role model and mentor to his students.

Gabriela Bosmenier Cruz

Majors: Psychology &
Spanish



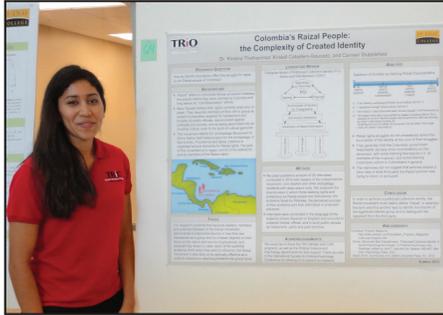
"Through the McNair research, I was able to gain the skills to analyze data, comprehend results, be an active participant in the lab, and develop skills needed to succeed in graduate school. I grew a lot as a student and as a researcher. I definitely have more confidence now. You believe in us more at times than we believe in ourselves and that means a lot! McNair is a great program that really dedicates itself to helping their students strive!"

Research Title:

Anesthesia Disrupts Head Direction Cell Firing in Freely-Moving Rats

Abstract:

Head direction (HD) cells found in the brain seem to play a crucial role in the neurophysiological basis for spatial navigation. A HD cell only fires when the animal's head is pointing in a certain direction. Our research examined the firing characteristics of HD cells to determine whether there was any preserved directional firing of HD cells while the animal was unconscious. In order to record HD cells, electrodes were implanted in the brain of six rats. A gas anesthetic was then used to induce brief periods of unconsciousness. Once the animal lost consciousness, it was placed on a turntable and rotated both clockwise and counterclockwise in order to record HD cells. Preliminary results obtained show that the firing of HD cells while the rat was unconscious appeared random with no preferred firing direction. This suggests that the animal loses its sense of direction while unconscious and then recovers its sense of direction upon regaining consciousness. Future research could be done to determine how the animal recovers its sense of direction after losing it while unconscious.



Kristell Caballero-Saucedo

Majors:
Political Science & Spanish

"During the TRiO McNair summer, I was able to gain research skills, sharpen my reading skills, and prepare for the GRE. A highlight of my summer was presenting my research and getting to meet important researchers in my field. It was also great to get to know my Faculty Mentor on a more personal level."

Research Title: Colombia's Raizal People: the Complexity of Created Identity

Abstract: Members of the Raizal ethnic group in the Colombian Department of San Andrés and Providencia have struggled for nearly a century to maintain their culture and traditions in the face of federal policies that aim to "Colombianize" the island archipelago. Long before they used the term Raizal to describe themselves, islanders responded to efforts to assimilate the ethnic language, culture and religious traditions that encouraged large-scale immigration of Colombian mainlanders to the islands. In recent decades Raizal activists have secured some rights and recognition for their ethnic group. More recently they have attempted to increase educational opportunities and publicly protest Raizals' treatment and status by creating both a Raizal Christian University and an independence movement: AMEN-SD. This research explores the contested meaning of Raizal collective identity and its origin as well as the political consequences this identity has for efforts to preserve ethnic culture. We explore the political and psychological implications of the evolution of Raizal identity in relation to social identity theories and particularly Simon and Klandermans' (2001) politicized collective identity (PCI) model. Applying the PCI model in analysis of dozens of interviews with descendants of the original people of San Andrés and Providencia, we found that even those most closely engaged in the struggle for Raizal rights disagree on who belongs to the in-group at the heart of the struggle. While they tend to agree on who is responsible for the injustices, they do not consistently identify a third party (i.e. potential group ally) that might triangulate their cause. These inconsistencies offer possible explanations for the limited success of recent Raizal efforts. Applying the PCI model suggests that to be successful in employing politicized collective identities, Raizal activists should clarify membership boundaries of the in-group and clearly identify domestic or international allies.



Faculty Mentor:
Dr. Kris Thalhammer

Dr. Kris Thalhammer received a Ph.D. in Political Science from the University of Minnesota. Inspired by her grandfather's courageous acts in Nazi Germany, her research interests include human rights, resistance to oppression, grassroots responses to globalization, political tolerance/intolerance as well as Latin American democratization. Throughout her career she has published numerous articles including her interdisciplinary work "Courageous Resistance: The Power of Ordinary People" published in 2007. This work presented a model, which aimed to explain the process of how individuals can choose to become courageous resisters against violent oppression and injustice. In 1992, one of her works was awarded the Best Paper of Conference at the American Educational Research Association. Besides the obstacles of coming from a poor immigrant background, she was able to complete her Ph.D. and becoming a great researcher and Political Science professor at St. Olaf.



Nancy Castenda

Major: Psychology

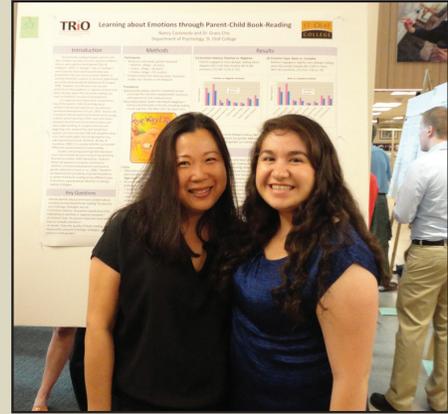
"I learned so much this summer and though it was challenging, it was a wonderful experience! I loved going to the McNair Research Class! It was fabulous and Professor Campbell was great! My Faculty Mentor was also accessible to answer any questions that I had and I was able to learn more about SPSS software, which is important in Psychology."



Research Title: Learning About Emotions through Parent-Child Book-Reading

Abstract:

Past research has found that parent-child book reading enhances early literacy and cognitive development, particularly when parents utilize dialogic reading, a highly elaborative style (Bus & Pellegrini, 1995). However, little is known about the role that shared book reading may play in children's emotional development. The purpose of this study was to examine how parents discuss and teach their children about emotions during shared book reading and to describe patterns of dialogic (or elaborative) reading strategies. Our main research questions were: Do parents spend more time elaborating on positive or negative emotions? Do they elaborate more on basic or complex emotions? Does the quality of book reading vary by parent or child gender?



Faculty Mentor: Dr. Grace Cho

Dr. Grace Cho received a M.A. and Ph.D. in Developmental Psychology from the University of Illinois at Urbana-Champaign. At the UIU Urbana-Champaign, she was recognized for her outstanding teaching and research accomplishments and received numerous awards and grants. Dr. Cho's research interests are embedded in emotion and gender socialization, specifically about children's self development and self-esteem, and children's narrative development. As she realized there was a need to include fathers in the discussion of children's emotional, self, and narrative development, she made it a primary personal goal to include fathers in her research. The findings from her extensive research have been presented at various conferences and appeared in many publications. Dr. Cho is currently working on a book manuscript, "Self-Esteem as Folk Theory and Practice: How American Families Personalize as a Cultural Ideal," which discusses parental ethnotheories and how families cultivate self-esteem in children. Her cross-cultural work on emotion socialization of European Americans and Koreans has received international attention. At St. Olaf, Dr. Cho has advised many student researchers and recently received the Magnus the Good Award, an endowed fund that supports student-faculty undergraduate research. Her experience with research and collaborative work exemplify her passion to study, teach and disseminate information concerning human development.



Faculty Mentor:
Dr. Ibtesam Al-Atiyat

Dr. Ibtesam Al-Atiyat is a native of Jordan. She received a B.A. and M.A degrees in Sociology from the University of Jordan and a Ph.D. in Political Sociology from Freie University of Berlin, Germany. Her research interests are in Gender Issues, the Middle East, Islam and Islamism. Dr. Al-Atiyat has published several works throughout her career. Her most recent publication in 2010 includes her book titled *Harvests of the Golden Decade: Jordanian Women's Movement Since 1990*, and her article published in *Totalitarian Movements and Political Religions*, "Liberating Women with Islam? The Islamist and Women's Issues in Jordan." Her future publication expected to be released in 2013 is "Digital Geographies of Jordan Female Islamist," a chapter in the forthcoming book on Muslim Women's Digital Geographies. Adding to her successes, Dr. Al-Atiyat received a Fulbright Scholars Award in 2005/2006 from the University of Wisconsin, Green Bay. With her credentials, Dr. Al-Atiyat continues to research and teach her passions about the Middle East and the Arab World.

DeMico Davis

Major:
Sociology/Anthropology

"Through the TRiO McNair summer I feel that I was able to learn research skills that I can apply to future research that I will do. I really would like to go to graduate school and McNair has motivated me to work harder and push myself. One highlight from my summer was collaborating with the computer science team."



Research Title: U.S. Media Portrayal of Arab Women's Involvement within the Arab Spring

Abstract: The image and status of Arab and Muslim women have been a preoccupation of "Western" media and scholarship. Previous research on the depiction of Arab women documented general views and images of passiveness, seclusion and oppression. However with the advent of the Arab Spring, U.S. media have shifted their attention towards the active public roles of Arab women. Despite this significant shift, the image and status of Arab women are still misrepresented. "Western" media coverage overlooks Arab women's diversity and the culture-specific means of activism they employ for their liberation. We argue that there has been a shift in the way Arab women are portrayed in U.S. based media due to women's active involvement in the Arab Spring. This shift is identified by seeing images move away from presenting veiled and passive women to images of veiled and active women who are involved in a historical momentum of change. Despite the shift from passive to active role depictions, portrayals of Arab women in U.S. media coverage of the Arab Spring still present this active role as being inspired by "Western" and "liberal" feminist values and not by Arab and Muslim culture and traditions. In our study we analyze images and image captions of online articles used in the coverage of CNN, CBS, Fox and MSNBC from December 2010 to June 2012. Our analysis focuses on the protests that took place in Tunisia, Egypt, Libya, Bahrain and Yemen.



Faculty Mentor:
Dr. Jeremy Loebach

Professor Loebach is currently an Assistant Professor in the Psychology Department at St. Olaf College. He received his master's degree in Biological Psychology at the University of Illinois, and continued his education there to obtain his Ph.D. in Biological Psychology. He then attended Indiana University, where he completed his Postdoc. His research interests consist of understanding speech and language perception, cochlear implants, how the brain accomplishes speech, and language perception. One of his many published articles is titled "Perceptual Learning of Spectrally Degraded Speech and Environmental Sounds." This article focused on environmental sounds, in particular analyzing the difference in response of cochlear ear implant users and non-users. One of his many achievements was joining the incomplete list of teachers ranked as excellent by their students at UIUC. One fascinating aspect of his life is that he was introduced to cochlear ear implant research during his Postdoc education, which really inspired his interest in the field, and which he believes led him to his job at St. Olaf.

Juan-Ita Effiom

Major:
Sociology/Anthropology



"Through McNair, I was able to gain research skills and learn how to conduct research more independently. One highlight of working with my Faculty Mentor was engaging in conversations about research. He made research fun and not intimidating. I am now more confident about taking harder classes to prepare for graduate school, knowing that I have support, both personally and academically."

Research Title: Hearing Rehabilitation for Cochlear Implant Users

Abstract: Cochlear implants (CIs) are prosthetic devices that can be surgically implanted to help deaf individuals hear. Appropriate training following cochlear implantation is very important because one is learning how to utilize a new device that will help them function in the hearing world. However, there are no standardized rehabilitation paradigms for new adult CI users, and they do not necessarily develop comparable hearing ability. Even after accounting for differences, the hearing of CI users is extremely varied across CI users. Appropriate training might help to equalize CI effectiveness, and therefore performance, among all users. We tested the efficacy of a multilevel CI rehabilitation paradigm by comparing the test results of normal hearing (NH) participants who had been trained on the rehabilitation paradigm with a CI simulation (Loebach & Pisoni, 2008) to results from 19 postlingually deafened CI users. The proposed training paradigm contained stimuli such as meaningful sentences, semantically anomalous sentences, multisyllable words (PB words), and phonemes (MRT words). Our results showed that the trained NH individuals scored better than the CI users, suggesting that the training paradigm is effective. Additionally, CI users made more Thematic errors on sentences, suggesting that they are hearing only a couple of words and are using context to guess the rest of the sentence. This will help us adapt the program to better meet CI users' needs. The subsequent step is applying the training paradigm to implant CI users to help them adapt to their devices and attain better hearing ability.



Mohamed Haji

Majors: Physics & Math

“Through the TRiO McNair research, I learned more about electronics, programming, and design work. The McNair GRE preparation explained test strategies and how to approach questions. The McNair class helped prepare me with the tools necessary for writing my research paper. I had a great time this summer and learned a lot about myself and my future. My participation in the TRiO McNair program increased my desire to accomplish to pursuing graduate school.”

Research Title:

Robotic Tool use with Force-Torque Sensor Feedback

Abstract:

For robotic platforms to effectively interact with people in a physically assistive role, they need to be able to cooperatively manipulate objects in partnership with humans. In this study, we developed a robotic platform that is capable of using tools and assisting people in a common environment: the kitchen. We built two robotic arms that are able of mimicking human hands and their interactions with tools. In order to model human interaction with tools, we used Kinect, a motion-sensing device equipped with a camera and projector that plays the role of a human eye and a force-torque sensor to identify the amount of weight put on the robotic arms. We used a computer program, LABVIEW VI that communicates commands for the arm to execute activities such as scooping or cutting materials. The program uses robotic functions and mathematical methods to manipulate the movement of the arms. This approach to modeling human interactions can provide resourceful techniques in the application of similar robotic platforms to other environments.



Left: St. Olaf TRiO McNair Scholars attend the “MN TRiO Day with the MN Twins.”



Right: TRiO McNair students at the St. Olaf Summer Research Symposium

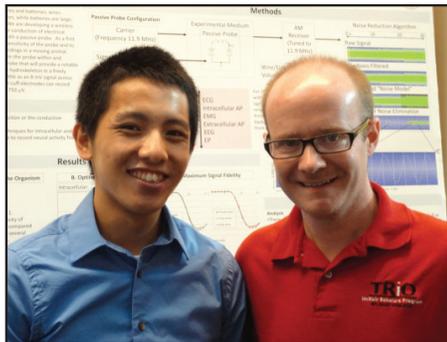
Faculty Mentor: Dr. Jason Engbrecht

Dr. Jason Engbrecht is an Associate Professor at St. Olaf College in the Physics Department. Dr. Engbrecht received a B.S. in Physics from Trinity University in 1995, a M.S. and Ph.D. in Physics from the University of Michigan in 1997 and 2002. His research interests include working with positrons for atomic physics and material science and working on problems related to control theory in robotics. Professor Engbrecht enjoys teaching and working with students in collaborative engineering design with the physics courses he teaches at St. Olaf College. He has led St. Olaf College to first place finishes in two of the last four years in the Rube Goldberg National Championship Competition. Apart from his teaching and research responsibilities, Dr. Engbrecht is very involved in the community. He holds a chair in the Faribault School District Committee.



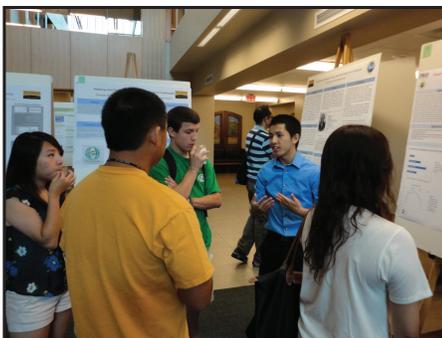
Faculty Mentor: Dr. Kevin Crisp

Dr. Kevin Crisp is a college graduate who received a B.A. in Psychology with a concentration in Brain and Behavioral Science from Haverford College and a Ph.D. in Neuroscience from the University of Minnesota. His areas of expertise and research interests include invertebrate neurobiology, plasticity and motor control, computational modeling of neuronal biophysics and circuits, repair and regeneration of injured nervous tissue, and invertebrate circulatory systems. He has held many teaching positions in his field such as Post-Doctoral Fellow at the University of Minnesota, Post-Doctoral Researcher at the University of Miami, instructor for the Summer Undergraduate Research Program in Neurobiology, and is currently an Associate Professor at Saint Olaf College. Professor Crisp also provides many services in addition to being a professor such as advising and mentoring the Pre-Med Club, Neuroscience Club, Mayo Innovation Scholars Program, Biosource Internship Program, as well as the TRiO McNair Scholars Program. On top of his services as an advisor and mentor, Professor Crisp serves the Saint Olaf community as a participant in the Re-Accreditation Committee and as chair of the Health Professions Committee.



Pha Lor
Major: Nursing

“The highlight of my summer was collecting data. I also found it really helpful that the McNair class was structured around my research project. It helped me ask the right questions in lab to help me understand my project a little better. I met with my Mentor frequently and feel that I became more independent with my decision making throughout the summer. Through participating in McNair I made valuable connections. Thank you for all of your support!”



Research Title:

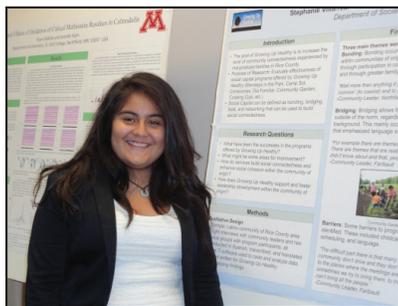
Toward A Method for Wireless Recording Using Passive Resonance Probes

Abstract:

Implantable recording techniques are limited by wires and batteries; wires encumber animal behavior and present a pathway for infection, while batteries are large, generate undesirable heat and must be surgically replaced. We aimed to develop a wireless method for recording impulses from nerve cells using volume conduction of electrical currents through body tissues as a means to communicate with a passive probe. As a first step toward this eventual end, we sought to determine the sensitivity of the probe and to design an interface for the probe that will permit stable recordings in a moving animal. Specifically, we asked how small a signal could be detected from the probe within and through a rodent skull, and found that the probe reliably detects as little as 8 mV signal across brain tissue and 15 mV across skull.

Stephanie Villareal

Majors: Social Work & Family Studies



"This summer I enjoyed the opportunity to work one-on-one with my Faculty Mentor and conduct research. Another highlight from the summer was living in the TRiO McNair house. I really feel that McNair has

motivated me to apply to graduate school and take the GRE. My interest in attending graduate school and commitment to obtaining my M.A. degree in Social Work has increased as a result of my experiences this summer."

Research Title: Exploring the Development and Sustainability of Social Capital in Local Communities

Abstract:

This project examines the development and sustainability of social capital in local communities. Through our research, we collaborated with an organization called Growing Up Healthy (GUH) and evaluated the effectiveness of their programs that serve Latino populations in the Northfield and Faribault areas. We interviewed eight community leaders and conducted two focus groups and asked questions that examined some of the successes and gaps of the programs and how the services of GUH build social connectedness within the community of origin. Analysis included literature reviews for our research, deep reading and coding of the transcripts. Our interviews and focus groups were analyzed using Atlas Ti software. Through our research, we were able to identify some key findings from the interviews and focus groups that led us to believe that more bonding capital occurred in certain programs, and it was harder for other programs to have more of a bridging effect. In addition, we saw differences in the development of social capital between the locations of the programs. In Northfield, both bonding and bridging capital were definitely in effect, whereas in Faribault, the programs were still working to ensure that participants bonded with one another. Overall, we hope that our findings can be beneficial in trying to improve the services that are offered for the Latino population.



Faculty Mentor:

Dr. Devyani Chandran

Professor Devyani Chandran is an Assistant Professor in the Social Work department at St. Olaf College. She earned her Master's in Social Work from Tata Institute of Social Services, India and her Ph.D. in Social Work from the University of Kansas. Her research interests are mostly focused on prevention theory and community-based assets. In addition, she has conducted research on HIV and aging and she also is very interested in community organization. Professor Chandran's work is well known and she is knowledgeable about what it means to be social worker with a lot of background knowledge in different fields. Through the years she has published many peer-reviewed manuscripts including "HIV/Aids Prevention in Adults over Fifty: A Strengths Approach to Social Cognitive Theory." Having received her MSW in a university outside of the United States combined with her experience practicing social work in India give her a unique perspective on the field of social work. Professor Chandran has accomplished so much at a young age, only proving how determined and committed she is towards her profession.



Faculty Mentor:

Dr. Devyani Chandran

Dr. Devyani Chandran is an Assistant Professor in the Department of Social Work and Family Studies at St. Olaf College. She received her Master's in Social Work in 2003 from the Tata Institute of Social Sciences (TISS). After completing her Master's in Social Work, Dr. Chandran enrolled at the University of Kansas, where she pursued a Ph.D. in Social Welfare. In 2009, she completed her dissertation on HIV/AIDS among Older Adult and earned her Ph.D. Dr. Chandran has been teaching at St. Olaf College for over three years now. Her main research interests include prevention theory and intervention, primarily dealing with HIV/AIDS and chemical use, such as drugs and alcohol. Currently Dr. Chandran is working on several community-based research projects, one of which includes overseeing an evaluation research project aimed at measuring the effectiveness of a Hmong and Latino Radon Education Project.

Serena Xiong

Major: Sociology/Anthropology

"The McNair class was helpful in understanding, analyzing, and composing the research paper. It was a pleasure working with my Mentor. She provided me with so much assistance, not only in research, but also in the graduate school process. McNair has made me more confident in my decision to attend graduate school. I hope that the TRiO McNair program continues to touch the lives of other Scholars; it really is a wonderful learning opportunity for those who come from disadvantaged backgrounds. Thank you for everything you have done to motivate me in reaching my goal of applying to graduate school."



Research Title: Strategies for Implementing Radon Education Interventions in Hmong and Latino Communities

Abstract: Radon, a radioactive gas and lung carcinogen, is responsible for 21,000 lung cancer deaths per year, and is the leading cause of lung cancer among non-smokers in the United States (WHO, 2009). Current Radon awareness efforts have been promoted mainly in English speaking communities. Consequently, there is an existing disparity in Radon education in non-English speaking communities. The purpose of this study was to implement and evaluate the effectiveness of a Radon education project to promote Radon awareness in non-English speaking Hmong and Latino communities. Four Radon educators from the project assessed the effectiveness of the Radon education training and classes. Radon class participants (homeowners) completed pre- and post-tests to measure their Radon awareness before and after the education sessions. They also completed a follow-up survey to report their implementation of Radon testing. Interviews from the Radon educators resulted in a positive evaluation of the Radon education training and classes, and identified a need to implement additional Radon interventions in Hmong and Latino communities. Results from the pre- and post-tests demonstrated a gap in Radon awareness in the Hmong and Latino communities. In addition, follow-up surveys indicated that English instructions on the Radon test kits were a barrier to implementing testing procedures. The results of this project evaluation have been compiled into a summary of education strategies and recommendations that will be disseminated to public health agencies to use for implementing future interventions on Radon education in non-English speaking communities.

