ABSTRACT
                This report was prepared to guide the New York Women's
Foundation in its grant-making activities and to provide information for
decision making regarding programming for girls in New York City (New York).
The Foundation asked the Academy for Educational Development to report on the
status of girls aged 9 to 15 by providing data on their socioeconomic and
health status, educational achievement, and involvement with the juvenile
justice system. They also asked that the extent and nature of programming for
girls in this age range be studied, and that portraits be developed of
exemplary programs with analyses of why these programs are beneficial. The
Academy was also asked to make recommendations regarding programming. The
report is organized into four chapters. Chapter 1 provides a summary of
statistical data on the status of girls in New York City. Chapter 2 gives an
overview of girls' participation in youth programs and the perspectives of
youth programmers on the needs of girls. Chapter 3 describes 3 exemplary
programs and highlights factors essential to their effectiveness, and Chapter
4 provides recommendations to the Foundation about strategies it might adopt.
Data from a variety of sources indicate that the availability of good
programming for girls is shockingly low. Only five programs other than
nationally known programs were identified in the city, and few youth workers
were knowledgeable about developing separate programs for girls. Statistics
on poverty, early parenthood, and the high incidence of health problems
related to unprotected sex make the need for programming for girls very
evident. Eight appendixes list survey respondents and present instruments
used in the study. (Contains 24 charts, 2 tables, and 33 references.) (SLD)

A REPORT ON

THE STATUS OF PROGRAMMING FOR GIRLS AGED 9-15 IN NEW YORK CITY

Submitted to

The New York Women's Foundation

Submitted by

Academy for Educational Development

March 1996

AED·

Academy for Educational Development

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Submitted to

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120 Wooster Street
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Academy for Educational Development
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INTRODUCTION

This report was prepared for the New York Women's Foundation by the Academy for Educational Development (AED) to guide the foundation in its grant-making activities and to provide information for decision making regarding programming for girls in New York City. Specifically the foundation asked AED to undertake four tasks:

- To document the status of girls aged 9 to 15 by providing data on their socioeconomic and health status, educational achievement, and involvement with the juvenile justice system.

- To document the extent and nature of programming for low-income girls of this age group in the city.

- To provide portraits of exemplary programs that serve low-income girls aged 9 to 15, have continuity over time, and emphasize positive youth development and to analyze the elements that make these programs exemplary and beneficial for the participants.

- To make recommendations to the foundation regarding programming for girls based on the data gathered through the project.

The project has been an exciting one from start to finish—first, because of the pleasure of discovering and observing several outstanding programs for girls, which could provide ideas for other agencies around the city; second because of the widespread interest we found among youth-serving agencies to address the needs of girls and to develop programming that would better serve their needs than existing programs; and third because of the strong "yes" that we heard repeatedly from girls—both those in girls-only programs and those who were not in separate programs for girls—regarding the importance of programming for girls that is fun, provides opportunities for development not normally available to them, helps them relate well to other girls, and supports their physical, social, cognitive, and emotional development.

While this is the good news in this report, there is much to worry about. The availability of good programming for girls is shockingly low (AED identified only five programs for girls other than the nationally known programs); few youth workers are very knowledgeable about developing separate programs for girls; and the need for such programs is great, as indicated by some of the

statistics on poverty, increasing number of births to very young adolescents (15 and younger) in some

parts of the city, and high incidence of health problems related to unprotected sex.

This report is organized into the following four chapters: chapter one provides a summary and

analysis of the data on the status of girls in New York City; chapter two provides an overview of girls'

participation in youth programs and the perspectives of youth-service providers on the needs of girls,

how they are currently being addressed, and what should be done to improve programming for girls;

chapter three provides portraits of three exemplary programs in the city and an analysis of the factors

that we feel are critical to their effectiveness; and chapter four provides recommendations to the

foundation regarding strategies it might consider to strengthen programming for girls in the city.

CHAPTER ONE:
SUMMARY OF STATISTICAL DATA ON THE STATUS OF GIRLS AGED 9 TO 15

AED analyzed existing data on several general indicators that provided information on the status of girls aged 9 to 15 in New York City. Data included basic indicators on demographic and socioeconomic status, health and welfare, education, and juvenile justice. These indicators provided a general description of the health and welfare of girls, as well as information on the frequency with which girls engage in risk behaviors, such as substance abuse, truancy, delinquency, and early and unprotected sexual intercourse. In addition to the dangers related to engaging in any one of these behaviors, it is important to note that many risk behaviors appear to be interrelated. Early initiation of any one of these behaviors is a strong predictor of other risk behavior, and school failure is often the precipitating event. For example, of young people aged 10 to 17, fully one-fourth are experiencing multiple difficulties, such as failing in school, using drugs, drinking excessively, and experiencing trouble with the law (Dryfoos, 1990).

In collecting data on the general health and welfare of girls aged 9 to 15, several data collection issues and challenges emerged. First, the level of published analyses were often inadequate. Published data are typically presented for aggregate groups (i.e. boys and girls together, all ages together), and disaggregation of data by meaningful groups often can only be obtained through a costly and time-consuming request for a special data analysis. This lack of attention given to subgroups (as indicated by the infrequency of data reported by gender or age) indicates a misconception either that the statistics are the same across groups or that any differences are not important. We know from the literature that differences are sometimes great across groups and within groups. Aggregated data may mask these differences and make understanding of issues specific to subgroups in the population difficult.

Second, data definitions were often inadequate to assess the extent of certain problems. For example, data on cases of child abuse included all types of abuse together (physical, mental and sexual). This definition was inadequate for a full understanding of the problem since the implications of these different types of abuse are very different and must be addressed in different ways. The following summarizes data collected from several sources. The data were collected and disaggregated by age (or grade), race/ethnicity, and borough of residence, and compared to boys of the same age and national or statewide data when possible.

Demographic and Socioeconomic Status Data

Demographic data were collected through the 1990 Census Public Use Micro Data Sample (PUMS) of New York City. The PUMS data allowed a unit-record-level analysis of specific subgroups, such as by gender, age, race/ethnicity and borough of residence.

Population

As shown in Chart 1, girls aged 9 to 15 comprise 9 percent of the nearly seven million individuals living in New York City. Census data also showed an equal distribution of girls to boys, and across age groups. These proportions are consistent with New York State and national proportions.

Poverty

Poverty is the single most powerful predictor of poor health among children (U.S. Department of Health and Human Services [DHHS], 1981). Children living in poverty are exposed more frequently to such environmental risks as substandard housing, family stress, and inadequate social

support. Poor nutrition, lead poisoning, learning disabilities, and infectious diseases are more common among poor children (Parker et al., 1988; Randolf & Rivers, 1985).

As shown in Chart 2, the highest concentration of poverty for girls aged 9 to 15 in New York City in 1990 was among Hispanic* (49 percent) and American-Indians (41 percent). No gender differences in childhood poverty rates were seen. Chart 3 shows that, among all New York City boroughs, the highest concentration of poverty was in the Bronx (31 percent). Chart 4 shows the same trend in poverty status by borough for girls aged 9 to 15; again the highest concentration of poverty was in the Bronx. It is also clear from Charts 3 and 4 that poverty was much more prevalent among children than the population as a whole. The poverty rate among New York City's children was much higher than that experienced by children of a similar age group across the state. Specifically, in 1989, 20 percent of children aged 5 to 11 and 17 percent of children aged 12 to 17 were in poverty in New . York State (New York State Department of Economic Development, 1992).

Children's economic well-being is also strongly associated with the composition of the household in which they live. Underlying causes of poverty differ by family type. Fluctuations in poverty rates among two-parent families can be traced almost completely to wage and employment rates. The consistently high rate of poverty among single-parent families headed by women is related to lack of support from the absent parent and to the lower salaries earned by women relative to men of the same racial/ethnic group. In 1992, full-time working women's annual earnings were 71 percent of their male peers (U.S. Department of Labor, 1993). This disparity is particularly apparent among Black females whose earnings lag behind Black and white men and white females. However, after steady growth over the last 10 years, white women's earnings began to surpass Black men's earnings in 1992.

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* The census data race categories are problematic because they ask Hispanic origin as a separate category and aggregate Latinos/as and individuals of Spanish descent together. Therefore, all data labeled Hispanic includes both Latinos/as and individuals of Spanish descent. Note also in this chapter that we use the language of the census to describe racial and ethnic groups.

Further, 65 percent of absent fathers pay no child support or alimony. Less than 6 percent of all absent

fathers contribute $5,000 or more annually in support to their families (Bane and Ellwood, 1989).

In New York City, a large proportion of girls aged 9 to 15 who are Black, Hispanic and

American-Indian were living in single-parent families. Specifically, 52 percent of Black, 54 percent of

Hispanic, and 46 percent of American-Indian girls were living in female-headed households (see Chart

5). Living in female-headed households was a strong predictor of poverty in New York City, as it was

for the nation, as shown in Chart 6. A total of 34.1 percent of New York City female-headed

households were in poverty in 1990 compared to 19.0 percent of male-headed households and 9.5

percent of married families. Poverty was most concentrated among Hispanic female-headed

households (57.7 percent) and least concentrated among white female-headed households (23.1

percent). Among New York City girls aged 9 to 15, the concentration of poverty is even higher with

over half of girls in female-headed households across all racial and ethnic groups (53.8 percent) falling

below the poverty level. Poverty among Hispanic girls aged 9 to 15 is extremely high with nearly

three-fourths (72.0 percent) falling into that category. With the exception of Hispanic families, racial

disparities among female-headed households for girls in poverty are fairly small. However, when all

families (not just those with girls aged 9 to 15) are considered, the disparities among racial groups are

much larger. There is a 1.2 percentage point difference in the proportion of Black and white female-

headed households with girls aged 9 to 15 compared to a 13.7 percentage point Black/white

difference in proportion of all female-headed households that are in poverty. This finding may indicate

that the presence of children in a home is a stronger predictor of poverty than race.

Family Composition and Parent's Employment

A comparison of parent's employment status by household type showed the interrelation

between family composition and employment (see Chart 7). Half of female heads of house worked for

at least part of 1989 (49 percent), while over three-fourths of male heads of house (78.9 percent)

worked, and over 90 percent of married families had at least one parent working. Employment rates

decreased for single parents with young children under the age of seven and increased as children

became older. Most male heads of house, even with small children, were employed.

Health Data

Data on indicators of health were collected from a variety of city and state health agencies.

The following section summarizes data on several common indicators of health, such as substance

abuse, leading causes of death, incidence of AIDS cases, reports of sexually transmitted disease and

child abuse, and rates of sexual activity and pregnancy. Much published health data are not broken

down by gender and age. When possible, special requests were made to have these data

disaggregated.

Substance Abuse

Alcohol and drug use can be the cause of many health problems and sometimes, death.

Experimentation with and use of alcohol and drugs are widespread among youth; between 10 and 15

percent of the teenagers nationwide who use drugs or alcohol develop serious problems (Davis,

Kercheck, & Schricker, 1986). Alcohol also plays a large role in accidental deaths—particularly

automobile accidents and drownings (DHHS, Public Health Service, 1991). In general, use of drugs

and alcohol statewide has decreased over the 1980s. This trend was also true among New York City

students grades 7 through 12 (see Chart 8). From 1983 to 1990, the proportion of youth who never

used any substances in their lifetime increased from 39 percent to 62 percent. The proportion of

youth defined as extensive users (used 10 or more substances in the past six months) remained at 2

percent over this time period and a decrease was seen in all other categories of level of substance use.

No specific gender or age breakdowns of this data were available; however, it is estimated that one-

third of all drug and substance users are females. This estimated proportion has not changed over the

last decade (New York State Division of Substance Abuse Services [DSAS], 1991).

Leading Causes of Death Among Children

As shown in Chart 9, accidents were the leading cause of death for children and adolescents

aged 10 to 14 in New York City. Between the ages of 15 to 19, homicide and legal intervention

constituted the leading cause of death among youth. Homicide rates were considerably higher for

males than for females in the 15- to 19-year-old age group but were similar for males and females in

younger age groups. Suicide was the third leading cause of death among New York City adolescents

aged 15 to 19. The proportion of deaths caused by suicide was higher among girls aged 10 to 14 (5.9

percent) than boys of the same age group (1.3 percent). Among older adolescents (aged 15 to 19),

gender differences were small.

AIDS

Although they constitute a very small proportion of AIDS cases in New York City, the number

of children diagnosed with AIDS has increased dramatically as more women become infected and give

birth. Thirty percent of all infants born to HIV-infected mothers will themselves be infected (New York

State Department of Health [DOH], 1994). As shown in Chart 10, 75 percent of AIDS cases in New

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* Data from the University of Michigan's National High School Senior Survey indicates that this trend was reversed in 1991 with increasing numbers of youth using illicit drugs, especially marijuana. The report on the survey concludes that "illicit drug use remains an appreciable problem among American young people." *PSAY Network Newsletter* (Protecting Sexually Active Youth), Southwest Regional Lab, Los Angeles, CA, June 1995.

** Legal intervention is defined as death resulting from police action.

York City were among children aged 4 and under. Children aged 10 to 14 comprised the smallest

proportion of AIDS cases, in part because transmission of the virus to this group occurs mainly through

blood transfusions and blood products. Slightly more males under 19 were affected by AIDS than

females (see Chart 11). These trends are consistent with those across New York State.

Sexually Transmissible Diseases

Sexually transmissible diseases (STDs) are a major cause of morbidity among adolescents. In

children over the age of one, the presence of gonorrhea is a strong indication of sexual contact or

molestation (Beneson, 1990). As shown in Chart 12, girls between the ages of 10 and 14 in New York

City were infected with gonorrhea at a rate nine times higher than boys of the same age group.

Seventy-two out of every 100,000 girls aged 10 to 14 had reported cases of gonorrhea in 1994.

Comparable figures were not available for New York State; however, the rate of reported cases of

gonorrhea to all children aged 0 to 19 years is much higher in New York City (26.0 per 10,000) than

in New York State (19.7 per 10,000).* STDs leave individuals more susceptible to infections and at

greater risk of HIV infection. In spite of the high rates of infection among teenagers only one-third of

sexually active girls aged 15 to 19—and even fewer males are screened for STDs each year.

Abuse and Maltreatment

According to New York State law, child abuse occurs when a parent or other person legally

responsible for a child intentionally causes or places a child at risk of physical or mental harm.

Maltreatment occurs when a child is in danger of physical or mental harm because a parent or other

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* Rates are from 1991. Source: New York State Department of Health, Bureau of Sexually Transmitted Disease Control. Nationally, sexually active teen girls are more likely to be infected with sexually transmitted diseases than boys (Gonorrhea: 5% boys and 10% girls; chlamydia: 10% boys and 40% girls). Source: *Adolescent Health*, vol. II, The Alan Guttmacher Institute.

legally responsible adult has failed to supply adequate food, shelter, clothing, education or medical

care. Incidents of suspected abuse and maltreatment are typically underreported, often as a result of

inability to recognize abuse or maltreatment, concern about consequences for the perpetrator, and

unwillingness to get involved on the part of adults in contact with the children involved (Children's

Defense Fund [CDF], 1988). The relatively small number of reported cases of sexual abuse suggest

they are particularly underreported. National data indicate that nearly half of all sexual abuse of

women occurs before the age of 14. Data showing type of abuse by gender were not available;

however, studies of adults found that 25 percent of females and 10 percent of males reported they had

been sexually abused as a child or adolescent. As shown in Chart 13, slightly less than half of all

substantiated abuse and maltreatment cases in New York City among children under 10 involved girls.

This trend changed among older girls. Slightly more cases of abuse to females aged 10 to 14 were

reported than males. For the age group 15 to 19, nearly two-thirds of the cases involved females. A

similar increase in proportion of abuse cases involving older females is seen statewide. Overall, New

York City experienced an 8 percent decrease in reported abuse and maltreatment cases from 1993 to

1994, as did New York State. However, over the last decade (1982 to 1993), family court cases

involving abuse and neglect of children increased by 161 percent statewide and nearly tripled in New

York City (New York State Courts, 1994). And, according to the chief administrative judge of the

courts, recent cases indicate increasingly more complex problems. For example, the court reported

that in the past, most neglect cases involved parents who failed to attend to children's educational

needs or otherwise lapsed in their supervision. More currently, the courts are seeing neglect cases that

frequently involve drug-addicted parents who have abdicated responsibility for a child (New York State

Courts, 1994).

Pregnancy

Pregnant teenagers, particularly those younger than 15 years, have higher than average rates of complications, maternal morbidity and mortality, and premature and/or low birth- weight babies. Teenagers are also more likely than adult women to experience stillbirths and miscarriages. However, medical problems associated with adolescent pregnancy can be greatly reduced through prenatal care and good nutrition (Hayes, 1987), indicating that good medical care for pregnant teenagers in particular is lacking.

Adolescent parents often face significant difficulties, including extended school absence or even termination of schooling (Zellman, 1982), financial hardship, isolation from peers, and psychological stress (Ulvedal & Feeg, 1983). By disrupting education and depriving a young woman of paid work experience, early childbearing may result in prolonged periods of unemployability later in life or lifelong underemployment (Mott & Maxwell, 1981).

The adolescent pregnancy rate in New York City is much higher than the statewide rate with 128.5 pregnancies per 1,000 New York City females compared to 93.1 pregnancies per 1,000 females statewide. As shown in Chart 14, in 1989, 10.9 percent of all births in New York City were to adolescents. The majority of births (91.3 percent) were to older adolescents aged 16 to 19; 1,189 births were to adolescents aged 11 to 15. In absolute number, the most births to girls aged 11 to 15 occurred in districts 9 and 10 in the Bronx (87 and 82, respectively). Districts with 50 or more births to teen mothers aged 11 to 15 included districts in Manhattan (4, 5); the Bronx (9, 10); Brooklyn (12, 13, 17); and Queens (32). As shown in Charts 15, 16 and 17, a higher proportion of 14- to 18-year-old boys are sexually active compared to girls of the same age and age of first sexual intercourse is generally older for girls.

Education

Results from two standardized tests were used as indicators of the status of educational achievement for girls in New York City—the California Achievement Test (CAT) and the Degrees of Reading Power (DRP) test. Results on these tests disaggregated by district, grade, gender and race/ethnicity were obtained through a special request to the Board of Education. Additional data on educational indicators, such as attendance, retention, dropout, and course failures rates were not available in a disaggregated format.

Mathematics: The California Achievement Test

New York City administered the CAT for the first time in 1993. The test emphasizes higher-order mathematical skills, including conceptual understanding, problem solving in realistic contexts, and multi-step logical reasoning, and measures mathematics achievement in a manner consistent with the curriculum and assessment standards of the National Council of Teachers of Mathematics.

In grades 2 through 8, males generally outperformed females in both 1993 and 1994 on the CAT, but not at every grade. Slight differences occurred in grades 2-7 with larger differences in scores in grade 8. According to the Board of Education, this finding may be related to a decrease in self-esteem among girls in the middle school grades, and their "reluctance to define themselves as competent learners of mathematics" (New York City Board of Education, 1994). The board also suggests that the differences may relate to "differences in the expectations supported by school, peers, and society at large, that girls are not as good at math as boys, a phenomenon belied by their early grade performance levels." As shown in Chart 18, 48.3 percent of females scored at or above the 50th percentile in 1993 compared to 50.5 percent of their male peers. Proportionately more males and females scored at or above the 50th percentile in 1994. In addition, the gap between male and female achievement on the CAT was slightly smaller in 1994 with 50.2 percent of females and 51.7 percent of males scoring at or above the 50th percentile.

Chart 19 shows growth in achievement levels from 1993 to 1994 for all ethnic groups; however, white and Asian students had much higher scores than Hispanic or Black students. The chart also shows larger gender differences in grade 8 between Hispanic males and females and white males and females than in earlier grades; however, this gap is not as great among Black or Asian students. Overall, the differences in achievement among races are much larger than gender differences within racial/ethnic groups.

An analysis of CAT scores by district shows wide variation across groups. In three districts (9 [Bronx], 12, and 23 [Brooklyn]), less than one-third of both males and females scored at or above the 50th percentile, while well over half the students from districts 2 (Manhattan), 25, 26, and 31 (Queens) score at or above the national norm (see Chart 20). This table also shows some variation between districts in gender differences. Most districts showed small differences (less than three percentage points) in male and female scores; however a few (7) showed differences of three percentage points or more.

Nationally, trends in male/female differences were similar to those experienced in New York City. According to students' scores on the National Assessment for Educational Progress (NAEP), females slightly outperformed males at age 9; however the trend reversed at age 13 to favor males. In the last two decades (between 1973 and 1992), the gap between male and female performance in math has narrowed.

Reading: The Degrees of Reading Power Test

The Degrees of Reading Power Test (DRP) was administered to New York City students in grades 3 to 10 from 1986 to 1990 and to students in grades 2 to 10 from 1991 to present. The DRP measures reading achievement in the context of an entire passage with the intention of measuring the degree to which the student understands the literal meaning of expository prose. The passages

typically focus on aspects of science and social studies chosen to be unfamiliar to students for the purpose of reducing the effect of prior subject knowledge on students' scores.[*]

Achievement on the DRP among students in community school districts has been relatively stable since 1992, with 46.7 percent of students scoring at or above the 50th percentile in 1994. As shown in Chart 21, in 1994 females generally outscored males in grades 2 through 8; however, this trend reversed among ninth and tenth graders where males outscored females. Similar results were seen in 1993. The largest differences in size between male and female scores occurred at grades 2 (females scored 3.7 percentage points higher than males) and 10 (males scored 3.4 percentage points higher than females). Also similar to trends in mathematical performance, gender differences in reading scores among New York City students parallel those documented nationally. According to NAEP, females outperform males at both age 9 and age 13. This trend has not changed over the last 20 years. However, unlike the citywide DRP scores, females continue to outperform males on the NAEP through age 17; no narrowing of the gap occurs as seen in New York City among ninth and tenth graders.

A comparison of DRP scores for students in various ethnic groups reveals a similar pattern to the CAT scores. As shown in Chart 22, white and Asian students outscored Hispanic and Black students. This pattern was fairly consistent at all grade levels although the gap narrowed somewhat by the tenth grade. Within each ethnic group, gender differences were mostly smaller than five percentage points with the exception of Black students at grades 2 (1993 and 94), 3 (1993), 4 (1993), and 6 (1994) and Hispanic students at grade 10 (1994). In all of these cases females outperformed males. These results suggest an interaction between gender, ethnicity and grade levels, with Black females outperforming Black males at the early grade levels. Similar to the CAT findings, there is some

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[*] Literature on the limitations of using norm-referenced standardized tests to assess what students have learned or are able to do is extensive. One of the issues raised in this literature concerns the use of decontextualized text in assessing reading ability, as is used in the DRP.

variation among districts in overall scores. There is also variation among districts in male/female score

differences; however females mostly outperform males (see Chart 23).

Juvenile Justice

As an indicator of intervention with the juvenile justice system among girls, we analyzed data

on dispositions of Persons in Need of Supervision (PINS) petitions. The PINS petitions are sought by

parents or guardians, or the court, against youth who are deemed in need of supervision by the court

system. The supervision may include court-supervised probation, placement in a foster home,

placement with the Division for Youth, or referral to another social service.

An analysis of PINS dispositions by gender showed that more petitions were filed against

females than males. In 1994, 1,203 petitions were filed against males aged 9 to 15 compared to 1,598

petitions filed against females aged 9 to 15 in New York City. Most of the petitions were filed against

youth between the ages of 12 and 15. These trends are consistent with statewide data. However, an

analysis of resulting dispositions showed that PINS petitions against females in New York City were

more often dismissed than petitions against males (see Chart 24). Specifically, 57.5 percent of the

petitions against females aged 9 to 15 were dismissed compared to 53.7 percent of the petitions

against males. This finding was consistent across all boroughs. An analysis of the allegations and their

resulting disposition is necessary to determine the extent to which males and females are treated

differently by the court system.

SUMMARY

- The failure to disaggregate some data by gender and age points to the continuing assumption among policymakers that differences between genders, racial, and age groups are unimportant. For example:

  ► All educational data is not disaggregated by gender unless a special request is made to the Board of Education's Office of Educational Research.

  ► Alcohol and substance abuse data are not disaggregated by gender or age.

  ► Data on child abuse include all types of abuse—physical, mental, and sexual—and thus, make it impossible to determine whether certain types of abuse are more prevalent by gender and age group.

- Incidence of poverty among children in female-headed households is extremely high in New York City; over half of all girls (and boys) aged 9 to 15 in female-headed household fall below the poverty line.

- Rates of death caused by suicide are higher among girls aged 10 to 14 (5.9) than among boys of the same age group (1.3).

- Girls between the ages of 9 and 14 in New York City are infected with gonorrhea at a rate 9 times higher than boys—a strong indicator of sexual abuse.

- Cases of abuse among girls and boys is about equal until girls reach ages 15 to 19 when two-thirds of reported cases of abuse are to females.

- Births to girls below the age of 15 are especially high in eight community districts (4, 5, 9, 10, 12, 13, 17, and 32) where 50 or more of the births were to teenagers aged 11 to 15.

- Nationwide, disparities between the educational achievement of girls and boys has been decreasing as are disparities among racial/ethnic groups. Gaps between the achievement of racial/ethnic groups are much greater than between genders within groups. Overall, in New York City girls perform slightly less well than boys on standardized mathematics tests in grades 2 to 8, although not in all grades. On NAEP tests females outperform males until age 9 with the trend reversing after age 13. In reading, New York City girls outperform boys on the DRP tests until grade eight and then the trend is reversed in grades nine and ten. On the NAEP tests, females outperform males on reading until age 17.

- Far more females than males are referred to the courts for PINS (Persons in Need of Supervision) dispositions (1,598 petitions for girls and 1,203 petitions for boys in 1994). However, petitions against females are dismissed more frequently than those against males (58 percent of petitions against females and 54 percent of petitions against males).

CHART 1: New York City Population, 1990

Girls aged 9-15
632,245 / 9%
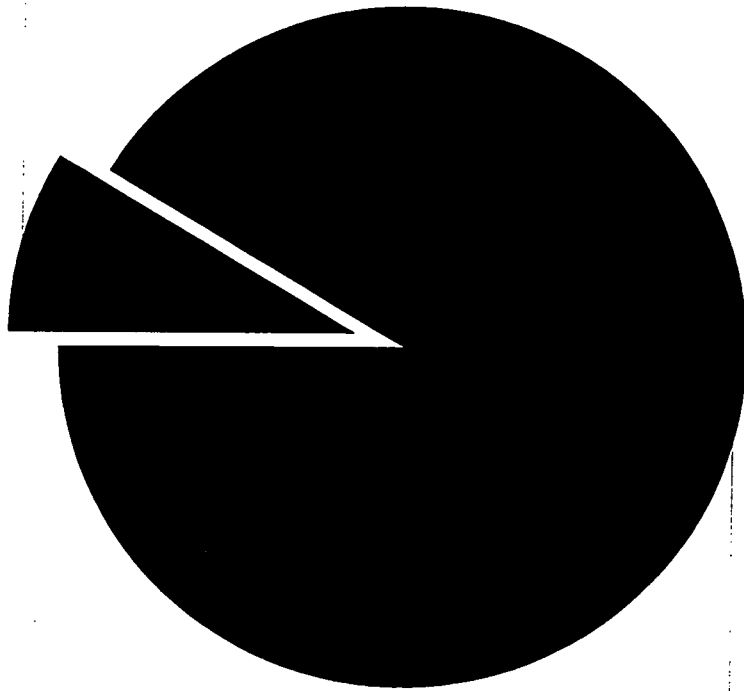
All others
6,647,861 / 91%

Source: 1990 Census, Public Use Micro Data Sample

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CHART 2: POVERTY STATUS BY RACE/ ETHNICITY, GIRLS 9-15, NEW YORK CITY, 1990

Poverty Status
- at or below poverty
- above poverty level
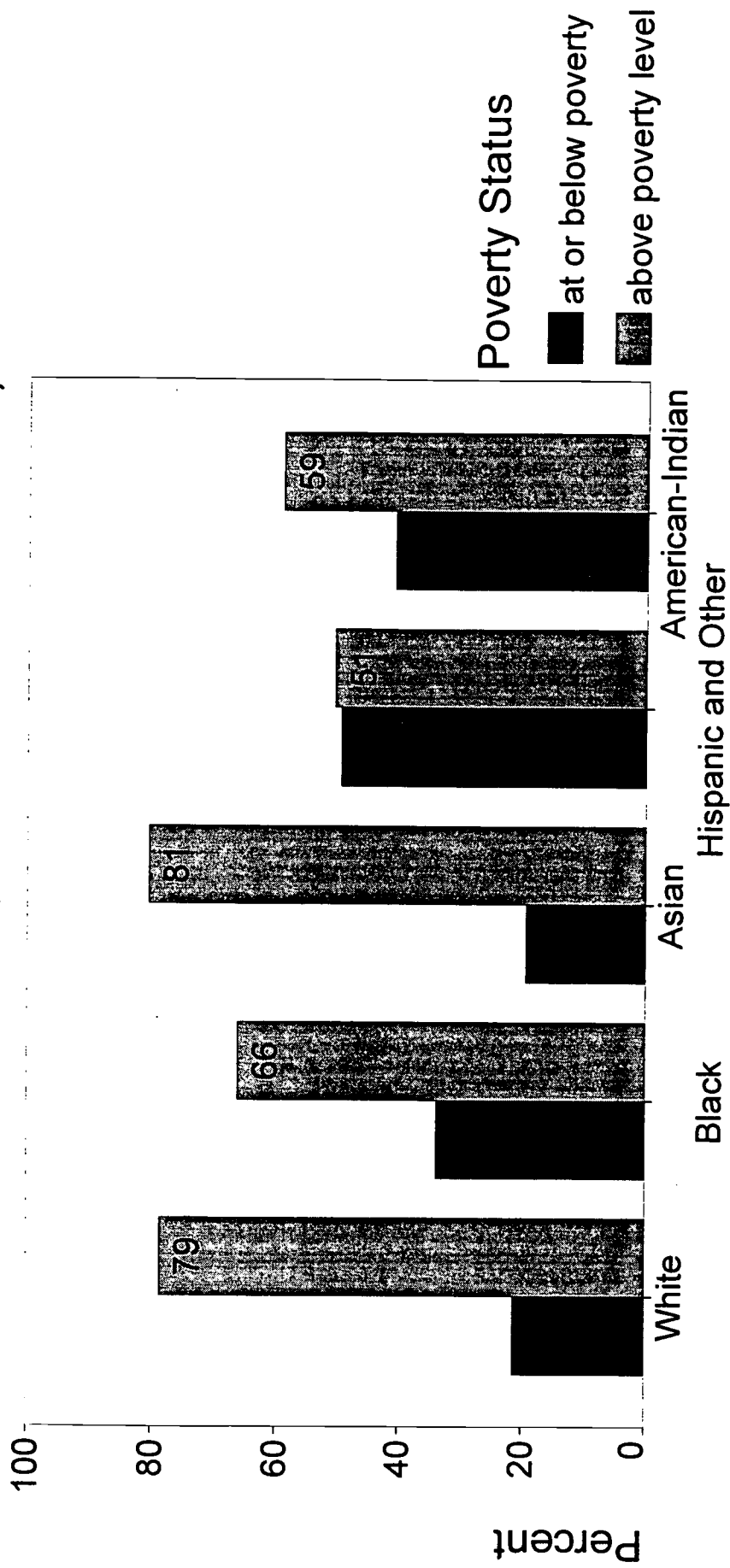
Source: 1990 Census, Public Use Micro Data Sample

CHART 3: POVERTY STATUS BY
BOROUGH, NEW YORK CITY, 1990
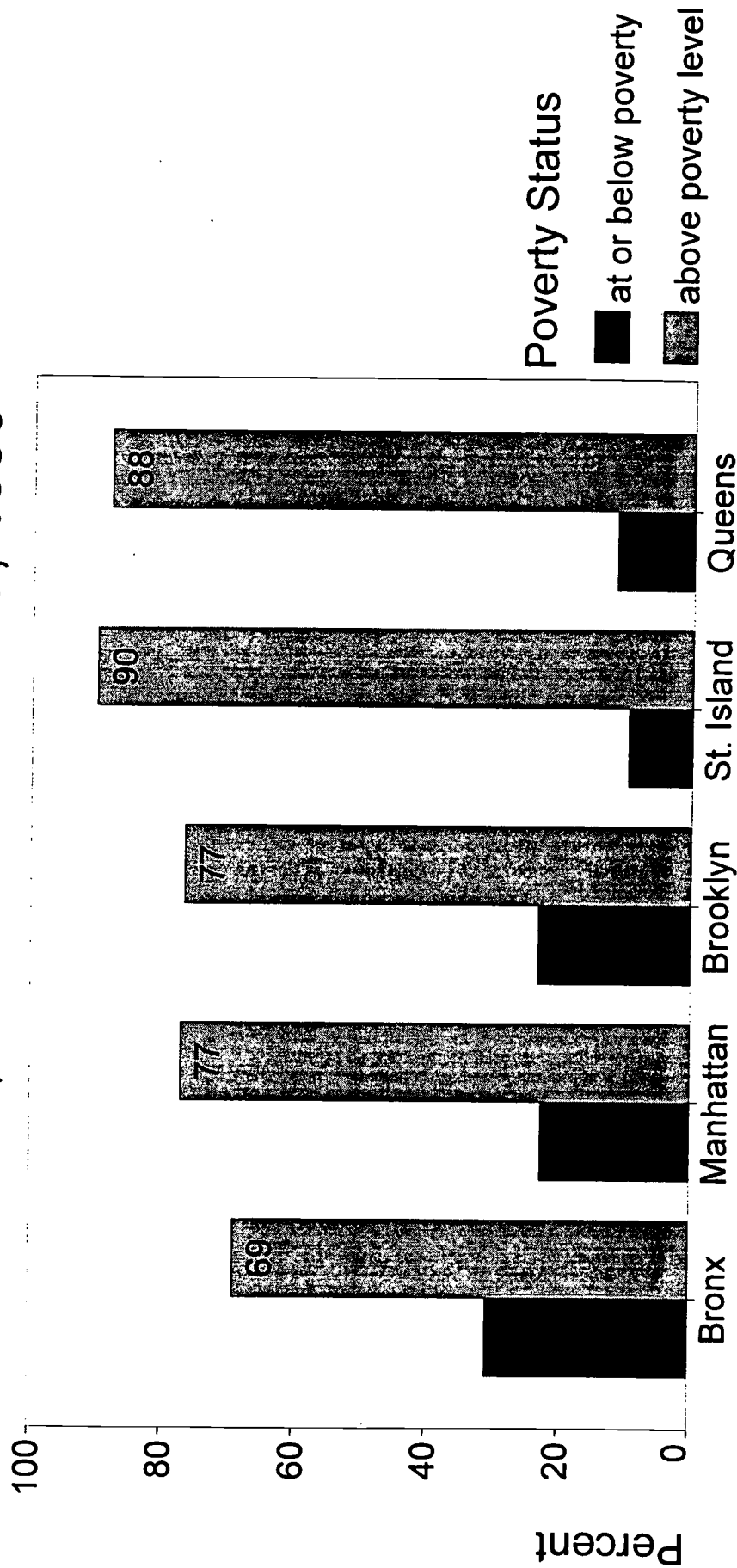
Source: 1990 Census, Public Use Micro Data Sample

CHART 4: POVERTY STATUS BY BOROUGH, GIRLS 9-15, NEW YORK CITY, 1990

Poverty Status

■ at or below poverty

▨ above poverty level

Bronx — 58

Manhattan — 60

Brooklyn — 66

St. Island — 90

Queens — 84

Percent: 100, 80, 60, 40, 20, 0

Source: 1990 Census, Public Use Micro Data Sample

27

28
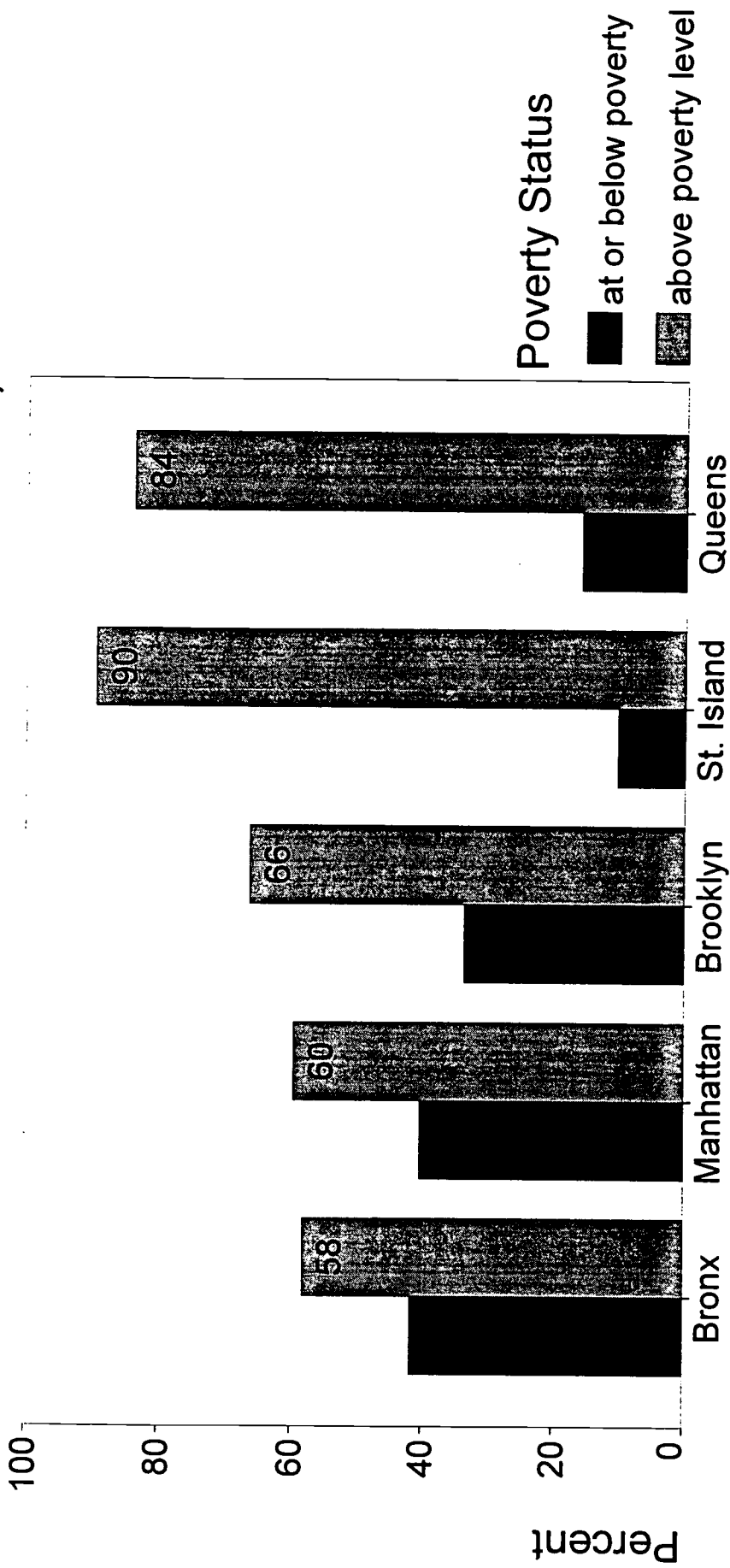
CHART 5: FAMILY COMPOSITION BY RACE/ETHNICITY, GIRLS 9-15, NEW YORK CITY, 1990
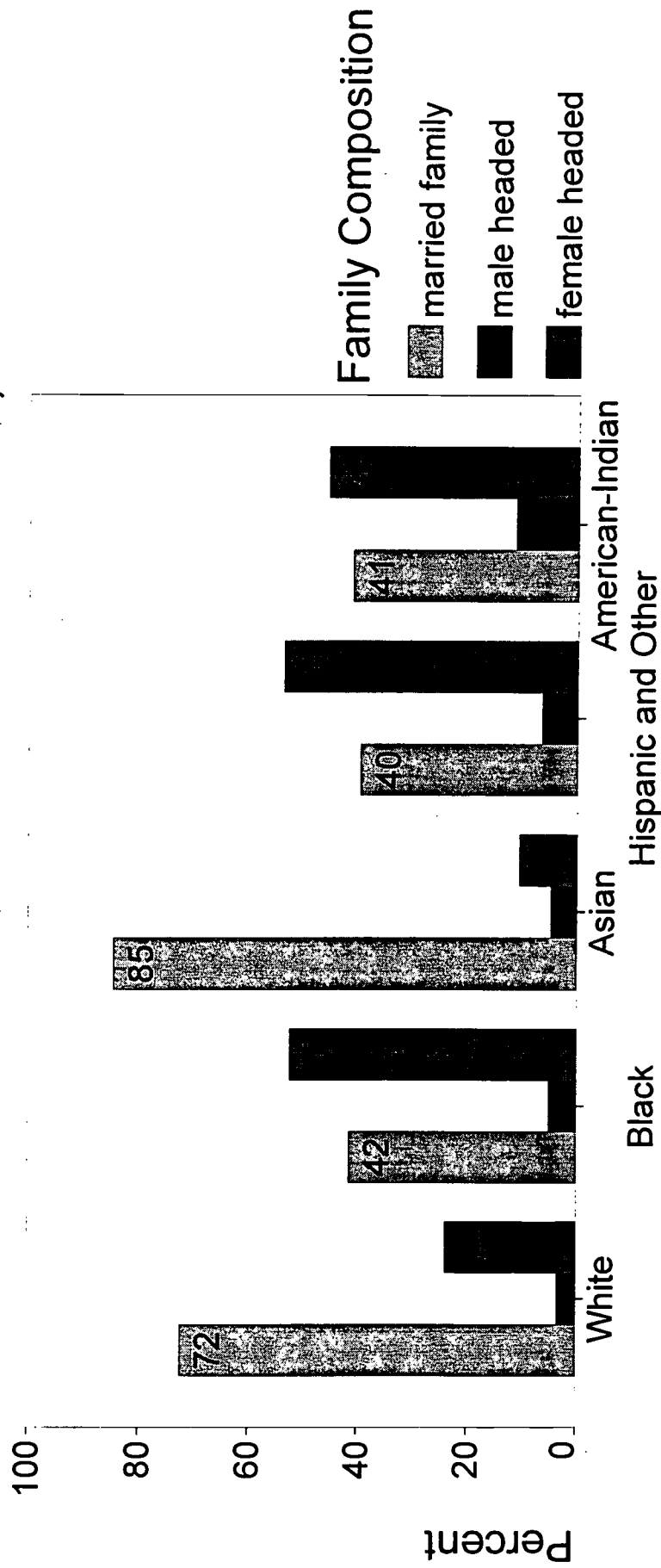
Race/ethnicity

Source: 1990 Census, Public Use Micro Data Sample

CHART 6: PERCENT OF HOUSEHOLDS IN POVERTY FOR NEW YORK CITY AND GIRLS 9-15, 1990

Family Composition	New York City Total	Girls 9-15
Female Headed	34.1%	53.8%
White	23.1%	49.3%
Black	36.8%	48.1%
Asian	25.3%	45.5%
Hispanic and other	57.7%	72.0%
American-Indian	36.2%	44.6%
Male Headed	19.0%	33.9%
White	13.8%	28.2%
Black	25.3%	37.5%
Asian	21.8%	32.6%
Hispanic and other	29.5%	33.7%
American-Indian	31.1%	72.5%
Married Family	9.5%	13.9%
White	7.1%	11.6%
Black	11.1%	14.0%
Asian	13.0%	15.5%
Hispanic and other	17.8%	21.5%
American-Indian	7.0%	25.4%

Source: Public Use Microdata Sample, 1990.

CHART 7: EMPLOYMENT STATUS BY HOUSEHOLD TYPE FOR NEW YORK CITY BY AGE OF CHILDREN, 1990

Employment Status

Household Type	Not Working			One Parent Working			Two Parents Working		
	Total	Children 0-6	Girls 9-15	Total	Children 0-6	Girls 9-15	Total	Children 0-6	Girls 9-15
Female Headed	50.1%	57.7%	44.6%	49.0%	40.6%	55.0%	NA	NA	NA
Male Headed	18.5%	19.4%	19.3%	78.9%	77.0%	79.2%	NA	NA	NA
Married Family	4.2%	4.0%	4.2%	43.0%	47.7%	39.5%	48.5%	42.4	53.4%

Source: Public Use Microdata Samples, 1990.

CHART 8: LEVEL OF SUBSTANCE USE AMONG NEW YORK CITY STUDENTS ENROLLED IN GRADES 7 THROUGH 12, 1983 AND 1990

	1983	1990
Number Surveyed	537,000	492,000
Never Used	39%	62%
Prior User	15%	14%
Infrequent User	25%	14%
Regular User	13%	5%
Substantial User	7%	4%
Extensive User	2%	2%
Percent of females using drugs and alcohol*	33%	33%

The levels of drug involvement were defined as follows:

Never used -   students who have never used any substances in their lifetime.

Prior User -   students who have used at least 1 substance in their lifetime but have not used any drug in the past 6 months.

Infrequent User -   students who report having used 1 or 2 substances in the past 6 months with only infrequent use (e.g., 1 to 3 times) reported in the 30 days preceding the survey.

Regular User -   students who have used 3 to 6 substances in the past 6 months with no substance other than marijuana used more than 3 times in the past 30 days. Students who use marijuana on the average of 3 times a week are also included.

Substantial User -   students who have used 7 to 9 substances in the past 6 months or at least 1 substance other than marijuana on a weekly basis. Those who use marijuana on an average of more than once a day (40 or more times in the past month) are also included in this group.

Extensive User -   students who have used 10 or more substances in the past 6 months, or at least 1 substance other than marijuana more than once a day (40 or more times) in the month prior to the survey.

* The proportion of female substance users is estimated to be 33 percent.

Source: New York State Division of Substance Abuse Services, 1991a, 1991b, 1991c, 1991d, 1991e, 1991f, 1991g, and 1991h.

CHART 9: PERCENT DISTRIBUTION OF LEADING CAUSES OF DEATH FOR CHILDREN IN NEW YORK CITY BY AGE GROUP, 1993

AGES 10-14

Cause of Death	Number	Percent Distribution		
		Total (N=131)	Girls (N=51)	Boys (N=80)
Total Accidents	27	20.6%	15.7%	23.8%
Motor Vehicle Accidents	17	13.0%	7.8%	16.2%
Homicide and Legal Intervention	24	18.3%	11.7%	22.5%
Suicide	4	3.1%	5.9%	1.3%
All Causes	131	100%	38.9%	61.1%

AGES 15-19

Cause of Death	Number	Percent Distribution		
		Total (N=419)	Girls (N=75)	Boys (N=344)
Total Accidents	54	12.9%	8.9%	14.0%
Motor Vehicle Accidents	31	7.4%	5.3%	7.8%
Homicide and Legal Intervention	247	58.9%	25.3%	66.3%
Suicide	16	3.8%	4.0%	3.8%
All Causes	419	100%	17.9%	82.1%

Source: State of New York Department of Health, Bureau of Biometrics, unpublished data, 1995.

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CHART 10: Cumulative cases of AIDS by age group, New York City, 1991

0-4 years
936 / 75%

5-9 years
168 / 13%

15-19 years
109 / 9%

10-14 years
39 / 3%
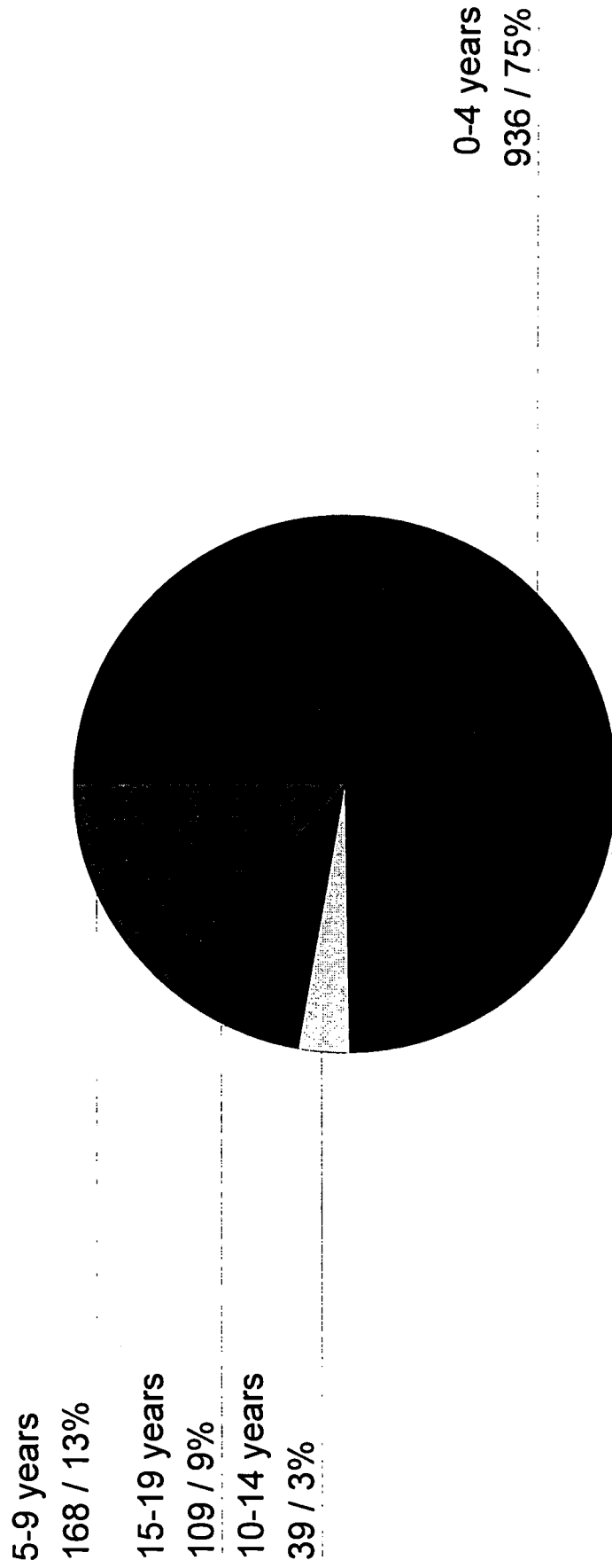
Source: NYS Department of Heath, Bureau of HIV/AIDS Epidemiology

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Chart 11: Cumulative cases of AIDS by age group & gender New York City, Jan - Mar 1994

Gender

Female

Male

680

632

86

66

0-12

13-19

Age

Cumulative Cases

800

600

400

200

0
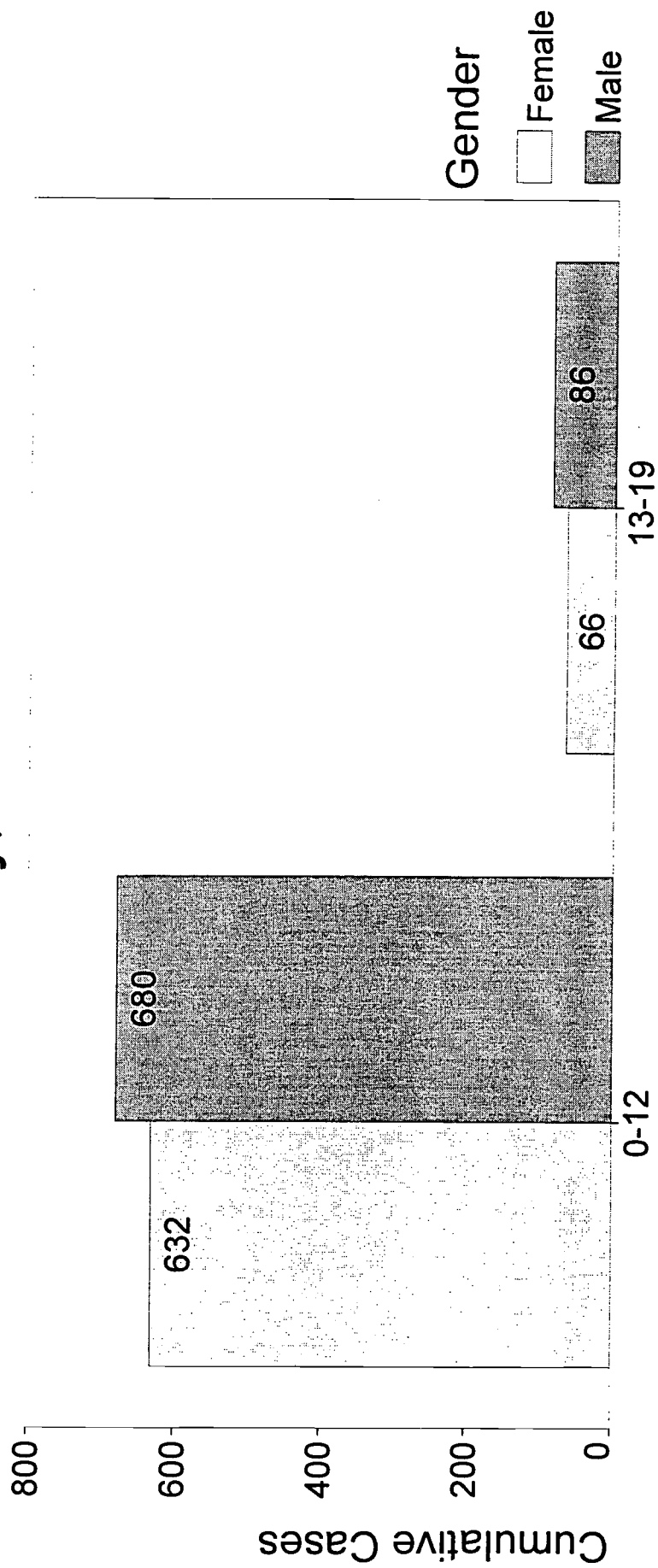
Source: New York City AIDS Surveillance Report, 1994

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CHART 12: NUMBER AND RATE OF REPORTED CASES OF GONORRHEA IN CHILDREN AGED 10-14, 1994

	N	Rate per 100,000
New York City Total	179	
Females	157	71.6
Males	22	9.8

Source: New York State Department of Health, Bureau of Sexually Transmitted Disease Control, unpublished data, 1995.

CHART 13: NUMBER OF INDICATED REPORTS OF CHILD ABUSE OR MALTREATMENT IN NEW YORK CITY BY GENDER AND AGE GROUP, 1994

Age	Total	Percent Male	Percent Female
Under 5 years	5,178	50.5%	48.9%
5-9 years	3,573	53.3%	46.0%
10-14 years	3,078	48.2%	51.3%
15 years and over	1,931	37.6%	62.2%

Source: New York State Department of Social Services, Bureau of Services Information Systems, 1994.

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Chart 14: 1989 Births to Adolescents by Community School Districts					
Comm. School Dist.	Births to 11-15 yr. olds	% of teen births in CSD	Births to 16-19 yr. olds	% of teen births in CSD	Total births in CSD	teen births as % of all CSD births
1	13	6.3 %	195	93.7 %	1,542	13.5 %
2	31	11.1 %	249	88.9 %	6,335	4.4 %
3	34	11.1 %	272	88.9 %	3,485	8.8 %
4	53	13.4 %	343	86.6 %	2,090	18.9 %
5	52	12.5 %	363	87.5 %	2,557	16.2 %
6	44	6.9 %	594	93.1 %	5,834	10.9 %
7	47	9.8 %	434	90.4 %	2,363	20.4 %
8	37	7.3 %	470	92.7 %	3,359	15.1 %
9	87	9.4 %	842	89.5 %	5,615	16.5 %
10	82	8.8 %	850	91.2 %	6,725	13.9 %
11	30	7.0 %	400	93.0 %	4,185	10.3 %
12	57	12.2 %	410	87.8 %	2,875	16.2 %
13	53	11.1 %	423	88.9 %	3,051	15.6 %
14	42	8.9 %	429	91.1 %	3,821	12.3 %
15	41	9.9 %	375	90.1 %	3,989	10.4 %
16	37	10.0 %	334	90.0 %	1,921	19.3 %

Comm. School Dist.	Births to 11-15 yr. olds	% of teen births in CSD	Births to 16-19 yr. olds	% of teen births in CSD	Total births in CSD	Teen births as % of all CSD births
17	67	10.0 %	601	90.0 %	5,951	11.2 %
18	13	6.3 %	194	93.7 %	2,673	7.7 %
19	49	8.1 %	555	91.9 %	3,833	15.8 %
20	13	3.9 %	319	96.1 %	5,328	6.2 %
21	28	9.1 %	280	90.9 %	3,992	7.7 %
22	26	7.6 %	317	92.4 %	5,407	6.3 %
23	37	8.6 %	394	91.4 %	2,075	20.7 %
24	21	5.1 %	390	94.9 %	5,858	7.0 %
25	8	6.3 %	119	93.7 %	3,335	3.8 %
26	3	10.3 %	26	89.7 %	1,182	2.5 %
27	37	7.1 %	486	92.9 %	4,547	11.5 %
28	24	6.9 %	326	93.1 %	4,059	8.6 %
29	32	8.1 %	362	91.9 %	3,782	10.4 %
30	17	5.0 %	321	95.0 %	4,857	7.0 %
31	24	6.6 %	337	93.4 %	5,981	6.0 %
32	50	10.3 %	437	89.7 %	2,465	17.6 %
Total	1,189	8.7 %	12,447	91.3 %	125,124	10.9 %

Source : New York City Department of Health. 1989 birth certificate data. Cases where age of mother was not known (N = 248) are not included.

CHART 15: SEXUAL ACTIVITY - GIRLS (n=3,966)

AGE	NOT SEXUALLY ACTIVE	SEXUALLY ACTIVE
14 YRS OLD	68% (478 of 706)	32% (228 of 706)
15 YRS OLD	63% (641 of 1,014)	37% (373 of 1,014)
16 YRS OLD	49% (501 of 1,017)	51% (516 of 1,017)
17 YRS OLD	45% (378 of 844)	55% (466 of 844)
18+ YRS OLD	35% (134 of 385)	65% (251 of 385)
SAMPLE TOTAL	54% (2,132 of 3,966)	46% (1,834 of 3,966)

NYC Student Survey Wave 1
Evaluation of NYC HIV/AIDS Education Program
Sponsored by the Robert Wood Johnson Foundation

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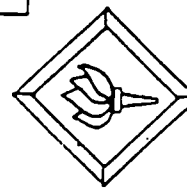
CHART 16: SEXUAL ACTIVITY - BOYS (n=2,609)

AGE	NOT SEXUALLY ACTIVE	SEXUALLY ACTIVE
14 YRS OLD	52% (212 of 410)	48% (198 of 410)
15 YRS OLD	41% (271 of 663)	59% (392 of 663)
16 YRS OLD	37% (233 of 623)	63% (390 of 623)
17 YRS OLD	30% (170 of 572)	70% (402 of 572)
18+ YRS OLD	25% (85 of 341)	75% (256 of 341)
SAMPLE TOTAL	37% (971 of 2,609)	63% (1,638 of 2,609)

NYC Student Survey Wave 1
Evaluation of NYC HIV/AIDS Education Program
Sponsored by the Robert Wood Johnson Foundation

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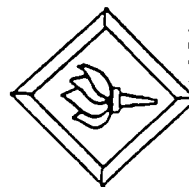
CHART 17: AGE AT FIRST SEXUAL INTERCOURSE
(Sexually Active Students Only)

— Females —■· Males

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

<12   12   13   14   15   16   17 +

48

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Comparison of the Percentage of Students Scoring At or Above the 50th Percentile on the California Achievement Test - Fifth Edition (CAT-5) by Grade and Gender (General Education and Resource Room) 1993 - 1994

Grade	1993		1994	
	Females	Males	Females	Males
2	48.8	50.4	56.0	55.8
3	53.1	53.9	53.4	53.2
4	56.8	57.1	49.9	52.5
5	51.5	53.4	56.8	57.6
6	45.3	48.2	49.9	51.7
7	41.3	44.5	43.4	44.5
8	39.7	44.7	41.3	45.3
Citywide	48.3	50.5	50.2	51.7

Source: New York City Board of Education, "Citywide Test Results in Mathematics Spring 1 Part 1" unpublished data, 1995.
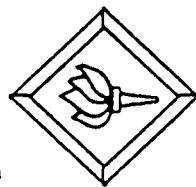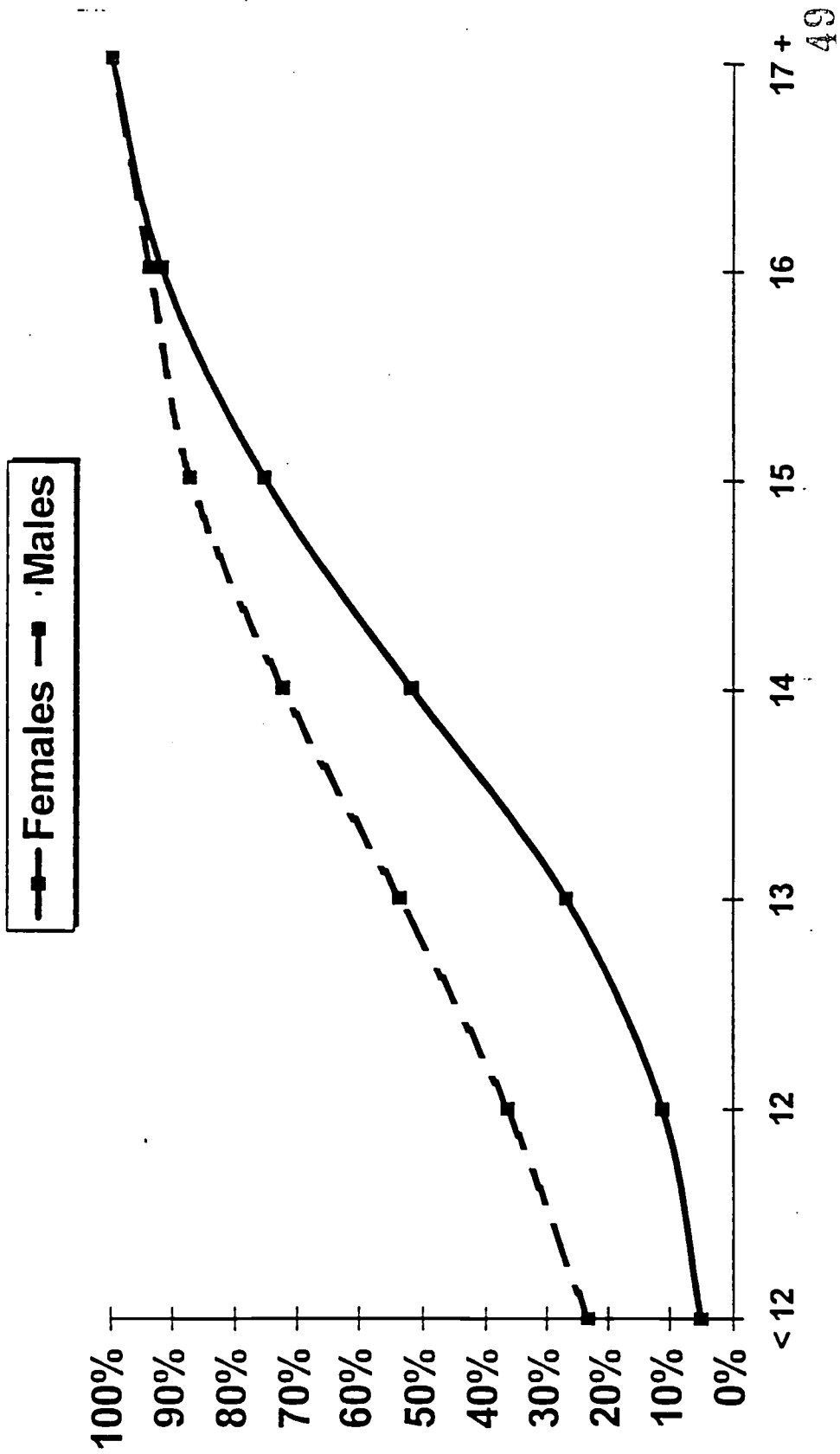
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Chart 19:

Comparison of the Percentage of Students Scoring At or Above the 50th Percentile on the
California Achievement Test - Fifth Edition (CAT-5) by Grade, Gender and Ethnicity
(General Education and Resource Room)
1993 - 1994

Grade	1993				1994			
	Asian/ Pac. Is.	Hispanic	Black	White	Asian/ Pac. Is.	Hispanic	Black	White
2 Female	70.2	42.1	39.5	70.8	80.5	49.7	46.0	78.0
2 Male	76.8	44.6	38.1	74.4	80.5	49.9	44.0	78.8
3 Female	74.6	43.9	45.3	75.6	75.4	43.8	45.5	75.6
3 Male	74.9	45.9	43.5	77.3	77.2	44.7	42.3	77.1
4 Female	79.0	47.6	49.0	78.9	75.6	39.9	41.1	73.5
4 Male	78.9	49.3	45.7	81.1	75.4	44.3	40.9	76.7
5 Female	78.8	42.7	43.0	73.4	80.6	48.5	48.4	77.9
5 Male	78.3	45.5	42.0	77.0	80.5	50.1	45.8	80.2
6 Female	74.2	35.7	37.6	66.4	78.0	41.4	40.7	72.2
6 Male	76.7	38.8	37.3	72.1	78.0	43.9	40.0	74.8
7 Female	70.8	31.3	31.4	65.6	72.5	34.2	34.5	65.7
7 Male	73.8	35.6	31.6	68.8	73.0	35.9	32.1	69.3
8 Female	72.9	30.4	29.1	62.0	71.3	31.0	31.5	64.4
8 Male	74.1	36.8	31.4	67.7	74.0	36.7	32.6	67.9

Source: New York City Board of Education, "Citywide Test Results in Mathematics Spring 1994
           Part 1" unpublished data, 1995.

Chart 20:
Comparison of the Percentage of Students Scoring At or Above the 50th Percentile on the California Achievement Test -Fifth Edition (CAT-5) by Grade and Gender (General Education and Resource Room)
1993-1994

District	1993				1994		
	Females	Males	Female-Male Difference		Females	Males	Female-Male Difference
1	36.7	43.0	-6.3		37.3	38.2	-0.9
2	65.4	70.6	-5.2		68.8	71.2	-2.4
3	44.6	47.6	-3		45.1	46.8	-1.7
4	37.3	40.2	-2.9		40.6	42.7	-2.1
5	33.9	34.6	-0.7		35.0	35.6	-0.6
6	45.6	46.2	-0.6		48.0	47.6	0.4
7	30.7	33.0	-2.3		33.1	35.3	-2.2
8	44.3	46.4	-2.1		43.4	45.6	-2.2
9	29.2	30.1	-0.9		31.5	31.1	0.4
10	37.9	39.4	-1.5		40.6	42.3	-1.7
11	51.3	52.2	-0.9		51.4	52.7	-1.3
12	31.4	32.6	-1.2		30.4	31.9	-1.5
13	42.2	42.4	-0.2		44.8	43.5	1.3
14	44.8	46.0	-1.2		45.6	47.0	-1.4
15	52.8	55.5	-2.7		53.7	56.4	-2.7
16	34.8	34.0	0.8		35.5	32.8	2.7
17	36.6	35.6	1		38.9	37.0	1.9
18	51.3	51.7	-0.4		53.2	51.5	1.7
19	37.6	39.9	-2.3		37.7	38.9	-1.2
20	55.6	59.3	-3.7		58.7	61.5	-2.8
21	59.7	64.0	-4.3		62.5	63.7	-1.2
22	59.9	61.7	-1.8		61.7	63.2	-1.5
23	31.8	28.8	3		34.3	33.3	1
24	50.3	54.3	-4		52.7	54.9	-2.2
25	68.6	73.7	-5.1		69.8	72.9	-3.1
26	83.9	86.6	-2.7		83.8	86.6	-2.8
27	48.5	48.6	-0.1		48.9	49.3	-0.4
28	54.7	56.7	-2		58.4	58.5	-0.1
29	51.0	50.2	0.8		53.7	52.5	1.2
30	54.7	57.5	-2.8		56.8	59.3	-2.5
31	63.7	68.9	-5.2		66.1	70.2	-4.1
32	41.9	41.6	0.3		42.0	40.4	1.6

Source: New York City Board of Education, "Citywide Test Results in Mathematics Spring 1994 Part 1" upublished data 1995.

Note: Community school districts 1-6 are in Manhattan, 7-12 are in the Bronx, 13-23 and 32 are in Brooklyn; 24-30 are in Queens and 31 is in Staten Island.

Chart 21:

Comparison of the Percentage of Students Scoring At or Above the 50th Percentile
on the D.R.P. by Grade and Gender
(General Education and Resource Room)
1993 - 1994

	1993		1994	
Grade	Females	Males	Females	Males
2	47.3	43.6	54.6	50.8
3	39.4	36.6	38.6	36.9
4	52.0	48.9	45.8	44.3
5	52.5	51.7	51.9	50.3
6	41.5	42.5	44.0	41.2
7	52.1	50.7	51.7	50.5
8	44.9	45.6	48.7	48.5
9	52.8	54.2	46.3	47.7
10	63.9	66.4	56.3	59.7
C.S.D	47.4	46.0	47.9	46.1
High School	57.3	58.9	50.2	52.3
Citywide	49.2	48.2	48.3	47.2

Source: New York City Board of Education, "Citywide Test Results in Reading-Spring 1994."
            unpublished data, 1995.

Comparison of the Percentage of Students Scoring At or Above the 50th Percentile on
the D.R.P. by Grade, Gender and Ethnicity
(General Education and Resource Room)
1993 - 1994

Grade	1993				1994			
	Asian/ Pac. Is.	Hispanic	Black	White	Asian/ Pac. Is.	Hispanic	Black	White
2 Female	66.7	37.2	40.3	70.0	73.9	45.0	48.4	75.6
2 Male	67.3	35.2	34.2	66.7	73.9	42.5	41.8	72.1
3 Female	54.6	26.8	36.1	64.0	54.8	25.9	35.2	63.2
3 Male	53.0	25.0	30.9	61.1	54.1	25.8	30.9	61.6
4 Female	73.4	39.8	47.3	75.5	64.9	33.1	41.5	70.4
4 Male	70.0	37.8	41.2	73.2	63.9	32.8	37.4	69.5
5 Female	71.7	40.8	48.5	75.8	72.9	40.1	46.8	75.6
5 Male	70.0	40.5	46.0	74.5	70.2	39.1	42.7	74.6
6 Female	60.9	29.6	37.4	64.6	64.0	31.6	40.1	67.8
6 Male	63.7	31.3	36.0	65.1	60.7	29.7	35.0	65.0
7 Female	68.6	41.2	46.6	76.2	69.1	39.0	48.7	74.2
7 Male	66.8	41.0	43.1	74.0	68.0	39.0	45.3	73.6
8 Female	62.2	33.7	39.9	67.2	64.1	37.1	44.4	71.8
8 Male	61.5	36.5	38.2	67.5	64.0	38.8	41.2	70.9
9 Female	65.7	44.7	49.1	72.2	58.9	36.4	42.7	66.5
9 Male	66.1	48.1	49.8	71.1	57.6	39.7	43.3	66.8
10 Female	69.6	55.1	61.1	81.9	65.9	47.7	52.8	75.1
10 Male	71.0	59.7	62.9	81.8	66.6	53.5	55.6	76.0

Source: New York City Board of Education. "Citywide Test Results in Reading-Spring 1994,"
           unpublished data, 1995.

Chart 23:
Comparison of the Percentage of Students Scoring At or Above the 50th Percentile on the D.R.P. by District and Gender
(General Education and Resource Room)
1993 - 1994

District	1993			1994		
	Females	Males	Female-Male Difference	Females	Males	Female-Male Difference
1	34.6	35.2	-0.6	35.3	34.7	0.6
2	61.0	60.0	1	61.3	61.3	0
3	41.2	39.9	1.3	42.4	40.0	2.4
4	40.0	39.5	0.5	38.8	36.9	1.9
5	32.2	29.8	2.4	31.9	29.3	2.6
6	39.4	36.8	2.6	37.8	35.5	2.3
7	27.5	27.0	0.5	30.0	28.2	1.8
8	39.2	38.1	1.1	39.2	38.2	1
9	28.8	26.3	2.5	29.2	26.7	2.5
10	35.0	33.2	1.8	34.4	32.8	1.6
11	48.4	45.1	3.3	46.6	44.2	2.4
12	29.7	27.8	1.9	28.4	28.4	0
13	45.4	42.6	2.8	46.6	43.4	3.2
14	44.0	42.6	1.4	44.3	42.9	1.4
15	48.2	46.6	1.6	48.3	45.2	3.1
16	37.9	34.5	3.4	39.2	35.6	3.6
17	40.2	37.2	3	43.3	39.0	4.3
18	56.7	51.8	4.9	56.1	51.9	4.2
19	36.1	34.9	1.2	37.0	35.1	1.9
20	54.2	54.9	-0.7	56.1	55.9	0.2
21	58.3	55.7	2.6	58.9	56.5	2.4
22	60.6	58.5	2.1	60.9	58.8	2.1
23	33.6	30.2	3.4	33.3	29.9	3.4
24	48.3	49.2	-0.9	49.3	48.1	1.2
25	66.4	66.9	-0.5	65.5	65.0	0.5
26	80.9	80.2	0.7	80.7	80.7	0
27	48.0	45.2	2.8	48.9	44.5	4.4
28	56.0	54.4	1.6	56.7	54.6	2.1
29	53.8	50.5	3.3	55.3	51.1	4.2
30	52.7	51.9	0.8	52.3	51.4	0.9
31	64.6	65.0	-0.4	65.4	65.7	-0.3
32	40.3	36.6	3.7	40.3	35.0	5.3

Source: New York City Board of Education, "Citywide Test Results in Reading-Spring 1994," Unpublished data, 1995.

Note: Community School districts 1-6 are in Manhattan, 7-12 are in the Bronx, 13-23 and 32 are in Brooklyn; 24-30 are in Queens and 31 is in Staten Island.

Chart 24: Number and Percent of Persons in Need of Supervision (PINS) Cases in New York City for Youth Aged 9-15 by Gender and Disposition, 1994

New York City Total / COUNTY

Disposition	New York City Total Females N	%	New York City Total Males N	%	Richmond Females N	%	Richmond Males N	%	New York Females N	%	New York Males N	%
CONTEMPLATION OF DISMISSAL	73	4.6%	52	4.3%	5	6.8%	4	5.8%	3	1.2%	2	1.1%
CHILD PLACED WITH CHILD SOCIAL SERVICES	118	7.4%	104	8.6%	8	11.0%	7	10.1%	11	4.3%	7	3.8%
CHILD PLACED WITH DIVISION OF YOUTH	3	0.2%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CONDITIONAL DISCHARGE	0	0.0%	5	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DISMISSED	919	57.5%	646	53.7%	44	60.3%	35	50.7%	175	67.8%	110	59.8%
WITHDRAWN	188	11.8%	169	14.0%	12	16.4%	13	18.8%	47	18.2%	40	21.7%
PINS DIVERSION*	248	15.5%	168	14.0%	0	0.0%	2	2.9%	18	7.0%	22	12.0%
PROBATION	42	2.6%	51	4.2%	4	5.5%	7	10.1%	2	0.8%	1	0.5%
RETURN CHILD TO PARENTS	3	0.2%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%
SUSPEND JUDGMENT	4	0.3%	7	0.6%	0	0.0%	1	1.4%	1	0.4%	2	1.1%
TOTALS	1598	100.0%	1203	100.0%	73	100.0%	69	100.0%	258	100.0%	184	100.0%

COUNTY

Disposition	Queens Females N	%	Queens Males N	%	Kings Females N	%	Kings Males N	%	Bronx Females N	%	Bronx Males N	%
CONTEMPLATION OF DISMISSAL	18	5.8%	18	6.7%	34	5.1%	16	3.7%	13	4.5%	12	4.9%
CHILD PLACED WITH CHILD SOCIAL SERVICES	29	9.4%	33	12.3%	52	7.8%	40	9.1%	18	6.2%	17	7.0%
CHILD PLACED WITH DIVISION OF YOUTH	2	0.6%	0	0.0%	1	0.2%	1	0.2%	0	0.0%	0	0.0%
CONDITIONAL DISCHARGE	0	0.0%	1	0.4%	0	0.0%	4	0.9%	0	0.0%	0	0.0%
DISMISSED	179	57.7%	138	51.5%	357	53.7%	227	51.8%	164	56.2%	136	55.7%
WITHDRAWN	42	13.5%	40	14.9%	55	8.3%	37	8.4%	32	11.0%	39	16.0%
PINS DIVERSION*	21	6.8%	17	6.3%	150	22.6%	91	20.8%	59	20.2%	36	14.8%
PROBATION	16	5.2%	18	6.7%	14	2.1%	22	5.0%	6	2.1%	3	1.2%
RETURN CHILD TO PARENTS	1	0.3%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
SUSPEND JUDGMENT	2	0.6%	3	1.1%	1	0.2%	0	0.0%	0	0.0%	1	0.4%
TOTALS	310	100.0%	268	100.0%	665	100.0%	438	100.0%	292	100.0%	244	100.0%

* PINS Diversion includes referrals to social service agencies or non-court supervision

Source: Family Court of the State of New York, City of New York, Unpublished Data, 1995

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CHAPTER TWO:
NATURE AND EXTENT OF PROGRAMMING FOR GIRLS IN NEW YORK CITY

Through a survey mailed to approximately 560 youth-serving agencies in New York City, AED

assessed the participation of girls in youth-serving agencies, the nature of programs in which they

participated, the nature and pervasiveness of girls-only programs, and the perceptions of youth service

providers regarding issues and challenges of providing services for girls. The agencies included

community-based organizations, recreational centers, Beacon centers, and YW/YMCA's. Of the

surveys sent out, 75 were returned, representing a return rate of 13 percent.

The survey asked several questions about youth served by the agencies in an effort to learn

more about the participation of girls (especially those between the ages of 9 and 15 years and from

low-income communities) in program activities. Responding agencies reported that they served a total

of 101,379 girls in their programs; the total number of youth served was 435,003. Therefore, *of the*

67 agencies that served girls as well as boys in their programs, a little less than one-fourth of the

total program participants were girls (23%). Similar to the age breakdown reported for all youth

served, all respondents indicated they served some proportion of girls between the ages of 9 and 15

years. Specifically, 42 (65%) served youth younger than 9 years; 41 (63%) served youth ages 9 to 15

years, and 58 (89%) served youth older than 15 years." The racial/ethnic and low-income

compositions for female participants were similar to those reported for all youth participating in agency

programs as described below.

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* All percentages in this chapter were calculated from the number of respondents who answered each particular item. Because of missing responses, the numbers from which the percentages were calculated vary from item to item. Therefore the same number of responses can be a different percentage of total respondents. For example: 50 respondents is 76 percent of a total of 75 respondents; it is 83 percent of a total of 60 respondents.

** Age ranges are not mutually exclusive (i.e., some agencies served youth in the 9-15 range and over 15 range).

The size of the agencies, as determined by the number of youth served, varied, ranging from small to very large agencies (29 to 205,000 youth served). Twenty-two respondents (31%) represented medium-sized agencies serving 100 to 500 youth annually; 20 agencies (28%) were large agencies, serving 500 to 1,500 youth; an equal number were very large, serving more than 1,500 youth. Nine small agencies (13%) served fewer than 100 youth each year.

Seventy-two agencies reported that they served some proportion of youth between the ages of 9 and 15. Forty-seven (65%) included the entire range of youth ages 9 to 15 years in their numbers served; a few only served youth ages 10 to 15 or 12 to 15. Sixty-four (89%) offered services to youth and young adults older than 15 years (the oldest reported as 25 years old);[*] 49 of the respondents (68%) served youth younger than 9 years of age.

Most respondents served a racially and ethnically diverse population of youth. Over four-fifths of the respondents (87%; N = 65) served African-American youth; a similar proportion (85%; N = 64) served Latino/a youth. Just over half (53%; N = 40) served West Indian/Caribbean youth, and almost half (44%; N = 33) served white youth; a slightly smaller percentage (37%; N = 28) served Asian youth. A small proportion (17%; N = 13) served American Indian youth; and 35 percent of respondents (N = 26) indicated they served "Other" youth.

Most respondents (90%; N = 53) reported that at least half of the youth they served were from low-income families; two-thirds (68%; N = 40) of these agencies served predominantly (more than two-thirds) low-income youth.

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[*] Age ranges are not mutually exclusive (i.e., some agencies served youth in the 9-15 range and over 15 range).

Program Types

On the survey, a list of youth programs was provided to elicit information about the types of

programs available for youth and, more specifically, for girls. For each type of program, we asked the

agency to complete information about participants in the program—gender of participants (boys only,

girls only, or both), number of participants, ages of participants, and the percentage of girls

participating.` As shown in Table 1, the most frequently offered programs were after-school academic

support (64%; N = 48); career development (52%; N = 39); sports and recreation (51%; N = 38); and

performing arts (48%; N = 36). Few respondents reported that they offered rites of passage (15%;

N = 11); mother-daughter (8%; N = 6); and father-son (5%; N = 4) programs. Girls comprised the

majority of participants in all listed programs, especially career development, performing arts, and

mother-daughter.`` However, for two-thirds of the reported sports and recreation programs, girls

represented less than half the participants.

A list of programs by type and a description of the data reported for each appear below.

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* All percentages in this chapter were calculated from the number of respondents who answered each particular item. Because of missing responses, the numbers from which the percentages were calculated vary from item to item.

** According to the numbers of youth and girls served in all agency programs provided by respondents, a little less than one-fourth of the total program participants were girls. However, girls comprised the majority of participants in all listed programs. This is largely a result of the fact that most respondents provided duplicated counts of girls participating in listed program activities.

Table 1: Participation of Girls in Youth Programs by Program Type

Program Type	Number of respondents	Percentage of respondents	Typical gender composition of participants
After-school academic support	48	64%	Most programs served at least 50% girls.
Career development	39	52%	More than two-thirds of the programs served at least 50% girls.
Sports and recreation	38	51%	Two-thirds of the programs served less than 50% girls.
Performing arts	36	48%	Most programs served least 50% girls.
Cultural heritage	30	40%	More than two-thirds of the programs served at least 50% girls.
Health education	30	40%	All programs served at least 50% girls.
Visual arts	26	35%	More than two-thirds of the programs served at least 50% girls.
Community service	24	32%	All programs served at least 50% girls.
Mentoring	24	32%	More than two-thirds of the programs served at least 50% girls.
Pregnancy prevention	20	27%	All but one program served at least 50% girls.
Rites of passage	11	15%	All but one program served at least 50% girls.
*Mother-daughter	6	8%	One program served less than 50% girls.
Father-son	4	5%	N/A

* We assume that some of the programs are mother-child; hence the participation of boys and girls.

The following data indicate the number and ages of youth and girls served by each type of

program.

- **After-school academic support**. Forty-eight respondents (64%) reported that they offered after-school academic support for youth. The majority of the programs (46%; N = 22) served 100 to 500 youth. About one-third of the programs (35%; N = 17) served less than 100 youth, and nine (19%) served more than 500 youth. Youth served by the different respondents ranged in age from four to 25 years-old. Ten (21%) served only youth 10 years or older. An additional three served youth aged 9. Almost

four-fifths of the respondents (78%; N = 35) reported at least half of the youth served in this program were girls. Ninety percent of the youth served in one program were girls.

- **Career development**. Thirty-nine respondents (52%) indicated that they offered career development programs for youth. Most (54%; N = 20) reported that they served less than 100 youth. Twelve programs (32%) served 100 to 500 youth, and a small proportion (14%; N = 5) served more than 500 youth. Almost two-fifths of the respondents (79%; N = 30) reported serving some proportion of youth between the ages of 10 and 21 years in career development programs. The ages of youth served ranged from six to 25 years. In most programs (N = 30), at least half the participants were girls. Two respondents reported career development programs comprised of girls only.

- **Sports and recreation**. Approximately half of the respondents (51%; N = 38) reported that they offered sports and recreation programs for youth, most (59%; N = 22) serving 100 to 500 youth. Nine programs (24%) served more than 500 youth and six (16%) served fewer than 100 youth. Youth ranged in age from four to 25 years. The specific ages served in sports and recreation programs varied across respondents. In two-thirds of the programs (66%; N = 25), less than half of the youth participating were girls. Only two of the respondents offered all-girls sports and recreation programs.

- **Performing arts (dance, drama)**. Thirty-six respondents (48%) indicated that they offered performing arts programs for youth. More than half (56%; N = 18) served fewer than 100 youth in these programs. Just under one-third (31%; N = 10) served 100 to 500 youth; a small proportion served over 500 youth. The youth served ranged in age from four to 25 years; 10 respondents (30%) only served youth 10 years or older. Thirty-three respondents provided information on the percentage of girls served in these programs. At least half of the youth served in 28 programs (85%) were girls; 90 percent or more of the youth in two programs were girls.

- **Cultural heritage**. Two-fifths of respondents (40%; N = 30) reported that they offered cultural heritage programs for youth. Nearly half of respondents (50%, N = 12) served between 100 and 500 youth in these programs. An almost equal number (42%; N = 10) served less than 100 youth; a couple served 5,000 or more. Youth served ranged in age from one to 25 years with most (80%; N = 21) six years or older. The majority of youth served through these programs were girls. At least half the participants in 21 programs were girls. One program reported serving girls only.

- **Health education**. Thirty respondents (40%) reported that they offered health education classes for youth. Twenty-five completed the item about numbers of participants. Of these, a little more than half (56%, N = 14) served less than 100 youth. Eleven (44%) served more than 100 youth with a couple serving more than 500 youth. Two-thirds of the respondents indicated they served youth 10 years or older in health education programs. The ages of youth served by all respondents ranged from three to 21 years. At least half of the youth in 23 reported programs were girls. Two respondents offered health education programs comprised of female participants only.

- **Visual arts (video, sculpture).** Visual arts programs were offered by 26 respondents (35%). Of the 22 who supplied numbers on youth participants, two-thirds reported serving less than 100 youth. The remainder served more than 100 youth, a couple reporting numbers greater than 10,000. The range of youth served was three to 25 years old with 9 respondents offering visual arts programs only to youth 11 years and older (oldest being 21). The majority of youth served in these programs were girls; 19 respondents indicated at least half of the youth in the programs were girls. In one program, at least 90 percent of the youth served were girls.

- **Community service.** Almost one-third of the respondents (32%; N = 24) reported offering community service programs for youth. Of them, 14 programs (70%) served fewer than 100 youth; six (30%) served 100 to 300 youth. Youth served ranged in age from 10 to 21 years. Most respondents (59%; N = 10) indicated they served youth at least 13 years old. At least half of the youth served in 19 programs (86%) were girls; 2 percent of the youth in one reported program were girls.

- **Mentoring.** Twenty-four respondents (32%) indicated that they offered mentoring programs for youth. Of the 21 who completed the item on numbers served, two-thirds served less than 100 youth; the remainder served more than 100 youth, with one serving over 4,000 youth. Respondents indicated mentoring programs were offered to youth ranging in age from six to 21. Youth served by two-thirds of respondents were at least 10 years old. Eighteen respondents (78%) reported that at least half of the youth served in their mentoring programs were girls. Two respondents served all girls in their mentoring programs.

- **Pregnancy prevention.** About one-fourth of the respondents (27%; N = 20) indicated that they offered pregnancy prevention programs for youth. Just over half of these programs (53%, N = 10) served 60 or fewer youth; seven (37%) served 100 to 800 youth; and two (11%) served over 2,000 youth. Youth served ranged in age from six to 21 years. More than two-thirds of respondents (76%; N = 13) served youth at least 11 years old. Four programs served youth younger than 11. The majority of youth in these programs were girls. In nearly every pregnancy prevention program reported, at least half of the participants served were girls.

- **Rites of passage.** Fifteen percent of the respondents (N = 11) indicated that they offered rites of passage programs for youth. For the most part, these programs served smaller numbers of youth than some of the others types of programs. Most respondents (71%; N = 5) reported serving fewer than 50 youth; one reported serving 200 youth, and one over 1,000 youth. All respondents reported serving youth at least 10 years old but not older than 19. The majority of participants in these programs were girls. Seven respondents (88%) indicated that all least half of the youth served were girls. One respondent reported offering a rites of passage program that served only girls.

- **Mother-daughter.** Six respondents (8%) indicated that they offered mother-daughter programs for youth. (In comparison, only four respondents offered father-son programs.) Of those six, four reported numbers of youth served, all less than 140. One program served girls between the ages six and 21 years; another served girls at

least 12 years old. Three of the programs were for girls only. At least half of the participants in two of the programs were girls. In one reported program, only 40 percent of the youth served were girls.*

Overall, in the agencies that described girls-only programs, slightly more than 1,000 girls were served—approximately one percent of the 101,379 girls served by the surveyed agencies.

Program characteristics

Agency staff were asked to rate the importance of several program characteristics for addressing the needs of girls in their communities on the following scale: very important, important, somewhat important, or not at all important (see Table 2).

All respondents agreed that the qualities of staff were very important or important for addressing the needs of girls. Almost all agreed that opportunities for girls to explore life options (97%), a focus on non-traditional skills and knowledge (88%), and fostering positive relationships with adult women (85%) were very important or important program characteristics. Separate meeting time and space for girls was rated somewhat important or not at all important by 36 percent of respondents, as was development of solidarity among girls by 25 percent. In general, however, respondents rated all the listed program characteristics as very important or important, with no less than 64 percent rating each characteristic as very important or important.

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* We assume that the programs serving boys were in fact mother-child programs.

Table 2: Agency ratings of importance of various program characteristics

Which characteristics of these programs are most important for addressing the needs of girls in your community?

Program characteristics	Very important	Important	Somewhat important	Not at all important
Separate meeting time and space for girls	37%	27%	21%	15%
Focus on positive development of girls (e.g., positive body image, self-esteem, health)	78%	14%	5%	3%
Opportunities for girls to explore life options	78%	19%	3%	0%
Focus on non-traditional skills and knowledge (e.g., math, science, carpentry)	54%	34%	11%	2%
Cultural awareness and pride	55	34%	9%	2%
Development of solidarity among girls	42%	34%	17%	8%
Fostering positive relationships with adult women	51%	34%	11%	5%
Qualities of staff	81%	19%	0%	0%

Issues Related to Programs for Girls

In a series of open-ended questions, we asked agency staff several questions related to developing and operating programs for girls in their communities. Their responses were categorized for purposes of analysis and reporting; examples of their comments further illustrate their responses.

Recruitment

We asked respondents how they recruited youth to their programs. There was general agreement on methods used, with most agencies reporting they used multiple recruitment strategies. The most frequently cited strategy was referrals or assignments from other agencies (e.g., schools,

courts, service providers), family, and friends; 49 respondents (65%) recruited youth using this method. Disseminating information about the programs by posting fliers and sending mailings (N = 31, 41%) and via word-of-mouth (N = 29, 38%) were also widely used. Other ways for recruiting youth to programs described by respondents were the following: making presentations at youth gatherings (N = 20, 26%); advertising programs through media (N = 16, 21%); and offering special events for youth (N = 9, 12%).

In addition to ways they recruit youth generally, respondents were asked if they do anything special to recruit girls to their programs. **More than two-thirds of the respondents (N = 54, 71%) reported that they do not do anything special to recruit girls to their programs**. Of the 18 agencies reporting that they made special efforts to recruit girls, most did so by sponsoring activities or events targeted to girls (e.g., seminar on women's issues and girls' sports day) (N = 5, 28%) or offering programs just for girls (N = 5, 28%). Three of the agencies (22%) reported that they offered programs to which girls seemed to be or were likely to be attracted in order to recruit girls. Other strategies for recruiting girls mentioned by respondents included using female staff in recruiting girls (N = 2, 11%); using female participants for recruiting other girls (N = 2, 11%); and limiting or encouraging recruitment by gender to provide a gender balance in programs (N = 2, 11%).

Effective Strategies for Serving Girls

We asked agency staff to describe the strategies they found to be most effective for serving girls in their communities. Their responses fit into three general categories: (1) program-related strategies; (2) supporting girls' personal development and creating a positive environment for girls; and (3) organizational factors, such as staffing.

(1) Programming-related strategies. Almost two-thirds of respondents (N = 47, 62%) described program-related strategies, such as developing opportunities for girls to meet and interact with female

role models (preferably adult women from the community). Other programming strategies included

offering separate programs for girls, providing a forum where girls could meet in small groups and

share views and feelings, and encouraging athletics and competitive sports activities that were not

necessarily girls-only but included more girls as active participants. One respondent wrote

"Encouraging equal participation in activities is important, even those traditionally assigned [as] a

'male' activity. Most of our programming is coed, but we have always made a special emphasis to

involve females in all activities, especially those relating to sports. A separate girl's group hopefully

will offer major new avenues for addressing their needs."

(2) *Supporting personal development and creating a positive environment*. Nearly one-third

of the respondents (N = 24, 32%) reported they found strategies that support girls' personal

development and establish a positive environment for them to grow to be effective in serving girls.

Open communication between the program staff and girls, a focus on positive development, an

honesty and consistency on the part of staff when dealing with girls were all mentioned. Typical

responses were:

> Be straightforward and honest.
>
> Expect achievement.
>
> Programming with high expectations, that elicits young women's visions and concretely helps
> them attain their goals and offers them support throughout is effective.

Other effective strategies included fostering a sense of unity, camaraderie, and belonging among girls

and treating them with dignity and patience. For example, two agency representatives noted the

following:

> We focus on positive development rather than problems. Exposure to cultural opportunities
> and career options instills a sense of hope and pride rather than an expectation of failure.
>
> Our programming helps them to develop supportive relationships with other girls, developing
> physical skills and confidence (especially in non-traditional physical activities, such as
> rockclimbing, building, etc.).

(3) Organizational factors. Seventeen percent of respondents (N = 13) mentioned effective strategies related to the organizational structure and operation of programs. Specifically, respondents noted the importance of identifying qualified and committed staff members with a sensitivity to girls' issues who reflected the racial/ethnic identity of the girls. One respondent emphasized the importance of "finding staff with ideas and passion about life possibilities and choices for girls." Another emphasized "Having staff that is reflective of their [girls'] ethnicity, culture and background and "providing a 'safe space' of respect, protection and an arena to speak and be heard."

Challenges

To obtain a sense of the challenges involved in developing programs for girls, we asked agency staff to describe some of the obstacles to serving girls in their communities. Their responses were coded and analyzed. Six issues were mentioned by respondents: (1) girls' negative self-perceptions and personal motivations; (2) program-related challenges; (3) societal values and gender stereotypes; (4) insufficient funding; (5) community barriers; and (6) outreach obstacles.

(1) Girls' negative self-perceptions and personal motivations. More than one-third (N = 27, 36%) of respondents described challenges related to girls' negative self-perceptions and personal motivations. One respondent wrote, "[Girls'] resistance to services, problems engaging them, stubborn attitude, low self-esteem, peer pressure, drugs, poor communication skills" are obstacles to serving girls. Several respondents specifically cited "peer pressure" not to do things differently from their group as an obstacle to serving girls. A few respondents noted that girls were reluctant to join programs alone; they preferred to join with a friend, partly for safety reasons. "Girls do not travel alone. If they have no other girls they know to attend with, they come with a brother. Programs geared to 'girls only' suffer because girls are not likely to come," one respondent said. Another challenge mentioned was girls' conflicting priorities (e.g., family obligations, need for jobs and other

extracurricular obligations). "The young ladies in our community have many responsibilities in the home (for example: childcare, preparing food, housework, etc.). This prevents them from becoming involved in many outside programs and interests." A few respondents said they had a difficult time getting girls interested in and committed to their programs.

(2) *Program-related challenges.* Challenges related to programming were also noted by some respondents (N = 17, 22%). The most frequently mentioned program-related challenge among these respondents was addressing the parents' concern about their daughters' safety. A respondent wrote, "Safety, especially in the evening, is the utmost priority of parents in the community." Another challenge, according to some respondents, was the lack of sufficient space and resources to develop and operate separate programs for girls. A few respondents recognized that "Traditional recreation programs (basketball, basketball, basketball) don't meet interests or needs of young women."

(3) *Societal values and gender stereotypes.* Fourteen respondents (18%) reported challenges associated with societal values and gender stereotypes. Traditional values of parents and society about what girls are capable of, as well as traditional and cultural stereotyping of women were noted by respondents as challenges to serving girls in their communities. One respondent wrote about "The tendency by the community to offer and encourage only 'traditional' type female roles for girls to aspire to." Another wrote, "The girls were brought up in very traditional families, having very traditional mothers as role models. It is a challenge to open options to them." In addition, a few respondents described the general lack of emphasis in the larger society on developing positive programming for girls as a challenge. Another wrote "The major challenge is the pernicious persistence of sexism with its accompanying sex-role stereotyping and violence against women."

(4) *Insufficient funding.* Insufficient funding to develop programs for girls was cited by 10 respondents (13%) as a challenge. A respondent wrote, "Not having the money to provide programming that is specific to young women is a definite obstacle for us."

(5) **Community barriers.** Ten respondents described community barriers that created

challenges to serving girls in their communities, including the lack of support from girls' parents, the

men and boys in their lives, and their communities: "Societal expectations of limited ability or failure

[of girls]. Sometimes reinforced by boys, parents or even other girls." Limited access to adult female

role models and "finding jobs and job paths that do not minimize girls' abilities" were also mentioned.

(6) **Outreach obstacles.** A few respondents wrote that they had encountered difficulties

reaching and recruiting gives in middle and high schools, as well as some racial/ethnic minority

populations. In addition, competition from other programs for participants was a challenge to serving

girls in their communities.

What Agencies Want for Girls in Their Communities

We asked agency staff what more they would like to see happen for girls in their communities.

Their responses included descriptions of the following: (1) types of programs they would like to see; (2)

characteristics of those programs; (3) improved access for girls; and (4) community changes.

(1) **Types of programs.** Almost half the respondents (N = 35, 46%) reported they would like to

see more and different types of programs for girls·in their communities. Some specific types of

programs they mentioned included more sports and recreation programs; educational programs;

programs that encourage girls' positive development and discourage risk-taking behaviors; job training,

placement and career counseling programs; and girls' support circles and "rap" groups. One

respondent wrote, "I'd like to see a program for girls at our center that would provide rap groups;

challenging physical activities; career counseling and mentoring with women who have professions."

Another wrote, "[We need] more programs addressing intimate relationship violence and more young

women's support circles and leadership development."

(2) Program characteristics. Thirty respondents (40%) described specific aspects or characteristics of programs they would like to see offered for girls in their communities. "Our programs are not politicized. We'll probably have to step outside the current program models in order to truly impact and enhance girls' development," one respondent commented. Several respondents described programs that would create more mentoring opportunities and relationships, promote non-traditional career and educational options, and offer leadership development opportunities. "There doesn't seem to be enough emphasis on developing physical skills and encouraging non-traditional career and educational options," another respondent wrote.

(3) Improved access for girls. Increased access to opportunities was mentioned by 11 respondents (15%) as something they would like to see for girls in their communities. More specifically, they mentioned that they would like to see "more girls participating in available programs;" "more after-school, summer and free-time activities" for girls; and "girls given equal opportunities as boys to participate in activities and be recognized."

(4) Community changes. Eight respondents (11%) wrote about changes in their communities they would like to see occur. These included more parental and community support, more unity among girls, and greater community education around gender equity issues. One respondent would like to see "greater community education (teachers, religious leaders, etc.) re: sex equity." Another wrote about "a development of emotional support and interdependence that would foster personal resourcefulness and commitment to sisterhood." A few respondents hoped for more respectful treatment by teachers, boys and men, and for reductions in the level of conflict with men (fathers, brothers, boyfriends). Two very specific changes noted were "increased opportunities for girls to report violence and abuse" and "more programs addressing intimate relationship violence."

Support Needed to Make Changes

We also asked agency staff what types of support they needed to make the above-noted changes happen. There were five areas in which respondents reported they needed support: (1) funding and resources; (2) technical assistance; (3) consciousness raising and advocacy; (4) program staffing; and (5) coordination and collaboration with other service providers.

(1) Funding and resources. Nearly two-thirds of the respondents (N = 49, 65%) agreed that funding and resources are needed to develop opportunities for girls. "Money is key to freeing up staff time to run a specific program for young girls," one respondent wrote. Another suggested that a "focus on needs of girls by funders in [the] city and state" would help. A third commented, "There seem to be many professional resources available to those who want to pursue such programs and research to support the need for them. But there's not enough money to get some of these good ideas off the ground!!" Some specific types of support they mentioned included increased and sustained funding for programs; more available resources (e.g., volunteers, space, equipment and opportunities); more role models and mentors for girls; and more community-based centers. For example, one respondent described the need for "more contact with successful female adult professionals and resources to broaden the exposure of girls to a wider range of interests, career possibilities and self-esteem building activities."

(2) Technical assistance. Technical assistance around topics, such as fundraising, program planning, program evaluation and assessment, and recruitment was mentioned by 17 respondents (22%). Specifically, one respondent wanted "technical assistance to identify funding for these types of programs that are not city or state funds." "It would be helpful to get technical assistance to evaluate our current programming and see new ways that we build on what we are doing for girls," another respondent wrote.

(3) Consciousness raising and advocacy. Seventeen respondents wrote that consciousness raising and advocacy were needed to support their efforts to serve girls. One respondent wrote, "We need to raise awareness and to think critically about our program models. It's tough going. We women have internalized so much about our roles in society/the family, etc." Another suggested, "More effective coalitions in social advocacy and policy issues to fight resource cuts and attacks on women, particularly low-income women of color." One respondent stated: "Our media should play a greater role in promoting these issues. Our political, educational, religious and business leaders need to be better educated about women's issues." Another respondent wrote, "We need to communicate to the parents the importance of girls getting involved with outside programs."

(4) Program staffing. Hiring knowledgeable people to teach and run programs for girls, offering staff training, and providing visionary leadership were mentioned by eight respondents (11%). They suggested "[a] talented and committed adult staff," "knowledgeable people and volunteers to actually teach and run such programs," and "a staff dedicated to develop girls-only programs."

(5) Coordination and collaboration with other service providers. A few respondents (N = 6, 8%) wrote that more coordination and collaboration with other service providers was needed. One respondent gave an example of "cooperation among schools, police, hospitals, courts, and community-based providers" as a key factor in the success of programming for girls.

SUMMARY

- In the 75 surveyed programs, girls were underrepresented relative to boys. Sixty-seven agencies reported serving girls and boys; these agencies reported that only 23 percent of their participants were girls.

- The most popular types of youth programs were academic support, career development, sports and recreation, and performing arts programs. The surveyed agencies reported that, with the exception of sports and recreation, 50 percent or more of the participants in these programs were girls.

- Of the over 100,000 girls served by surveyed programs, approximately 1,100 girls (1%) were served in girls-only programs.

- Two-thirds of the surveyed agencies did nothing special to recruit girls to their programs. Those that did offered programs for girls, used female participants and staff to recruit girls, or sponsored special girls-only events to attract girls, such as a girls' sports day.

- Surveyed programs described many strategies that they found to be effective in addressing girls' needs and interests. They included separate programs, forums or rap groups for girls; emphasis on the personal development of girls and creating a positive climate for girls in the agency, and having qualified staff sensitive to girls' issues and needs and reflective of the girls' ethnic/racial backgrounds.

- Challenges to creating effective programs for girls included girls' own negative self-perceptions and peer pressure; safety concerns on the part of parents and girls; traditional norms held by parents and community members; insufficient funds; community barriers, including lack of support from men and boys in girls' lives; and difficulties reaching and recruiting junior and senior high school students and racial/ethnic minority populations.

- Agencies defined the following supports as being needed to develop programming for girls and improve girls' access to youth programs: funding and resources; technical assistance; consciousness raising and advocacy in their communities regarding girls' needs; knowledgeable program staff; and coordination and collaboration with other program providers and social service agencies.

CHAPTER THREE:
EXEMPLARY PROGRAMS FOR GIRLS: PRINCIPLES AND PRACTICES

How Programs Were Selected

In order to identify exemplary programs for girls, AED analyzed the surveys completed by the

67 youth service providers who reported serving girls. We also interviewed the following

knowledgeable people: Girls Inc. staff who have researched youth programs in East Harlem and have

been providing staff development to the director of selected community-based agencies as part of the

Urban Initiative; the director of the Networking for Youth Development Project at the Fund for the City

of New York, which has been mapping staff development opportunities for youth workers in the city;

and the director of the Youth Development Institute, also at the Fund, who has been instrumental in

the development of the Beacon Schools.

Except for targeting low-income girls in the 9 to 15 age group, very few of the agencies that

returned surveys described programs meeting the conditions outlined by The New York Women's

Foundation as essential to effective girls' programming, namely:

- A separate space and time for meeting

- Continuity over time in programming

- Involvement of all girls, not just those identified with problems

- Focus on positive youth development, including building on strengths, and providing support and opportunities to develop in areas that might not otherwise be available to them

Among the agencies responding to the survey, 10 had girls-only programs. Of these, we were

able to identify five agencies with girls-only programs that seemed to fit most of the criteria mentioned

above. The others were more ad hoc initiatives—for example, sexuality education or mother-daughter

workshops. One of the identified programs, a sports program serving 300 girls annually in Staten

Island did not provide services in the winter; we did not, therefore, visit this program. We visited the

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other four programs after having interviewed the agency directors by phone to ascertain program

missions, objectives, and organizational features. We also visited the Girls Inc. Urban Initiative

program.

Based on our visits and interviews, we selected three programs for inclusion here as

exemplary; the other two, briefly described at the end of this chapter, are at more preliminary stages of

program development even though they do provide separate time and space for girls' activities and a

variety of programming for girls only—sports, martial arts, summer camp, and discussion groups on

such topics as sexuality.

The three exemplary programs profiled here include Girls Inc., which over the past few years

has been developing its Urban Initiatives program in New York City, Chicago and Los Angeles and has

programs in three schools in East Harlem. The program profiled in this chapter is located at Central

Park East Secondary School and targets 40 seventh-grade girls. The second program is Young Women

's Voices, a writing program for 20 girls ages 12 to 15, which is now in its third year. It is sponsored

by Interfaith Neighbors, a youth-serving agency on the Upper East Side of Manhattan that offers

programs for young people from around the city. The third program is the Acro Club, a tumbling,

juggling and unicycle club for girls sponsored by the Goddard-Riverside Community Center. The club

is located at I. S. 118 and is now in its fifth year of operation; Goddard-Riverside is located on the

Upper West Side of Manhattan. In addition to these three exemplary programs, we provide brief

descriptions of girls-only programs at Grosvenor Neighborhood House in Manhattan and Forest Hills

Community House in Queens.

We begin by laying out the principles of programming that we believe make the three

programs profiled here exemplary. We then present portraits of each one based on interviews with

key staff, observations, and focus groups with the participants.

Principles of Good Youth Programming

Many principles of good programming apply to all youth programs and have been elaborated

in the literature on youth development. This literature especially emphasizes the need for

programming that regards young people as resources not as problems to be fixed (Cahill, Pittman,

1992; Connell, 1993; Heath, 1991; McLaughlin, 1994). Programs that view young people as

resources recognize that young people must have their basic survival and affective needs addressed

before they begin to develop other competencies. To accomplish this, programs must provide a range

of experiences and supports to develop young people's strengths and assets and address their

developmental needs.

Critical to the development of young people is the quality of adult guidance that they receive.

The literature on resiliency emphasizes that young people who effectively negotiate the shoals of

growing up, even under the harshest of circumstances, have an adult in their lives who provides

sustained support, caring and guidance (Bernard, 1991). Good youth programs are led by youth

practitioners who are committed to and caring of young people and who understand the conditions of

their lives. (McLaughlin, 1994). Good youth programs develop a climate that is physically and

emotionally safe, where young people are encouraged to express their views and ideas and where they

do not fear ridicule from adults or peers or fear for their physical safety. Other aspects of programming

emphasized in the literature are the need to provide young people of all ages with leadership

opportunities and to involve them actively in making decisions and determining the content and

direction of programs in which they are participating. Once viewed as resources, young people

indeed can become resources in the communities in which they live, providing leadership, vision and

needed services (Heath, 1991; McLaughlin, 1994).

Recent literature on youth development suggests that good programming must be outcomes-

driven—that is, without a clear sense of what a program is trying to accomplish and benchmarks to

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indicate progress, it is not likely to address the many developmental needs that young people have

(Pittman and Cahill, 1992). Emphasis on outcomes also stems from the demands by the public for

accountability for public dollars and the need to demonstrate that the money spent on youth programs

does in fact lead to positive outcomes for young people.

In selecting the programs to profile for this report, we chose programs in which the aspects of

youth programming described above were in evidence. However, in addition, to these aspects we

looked for others that have been emphasized in the research and literature on girls' development.

These include a recognition of the effects of stereotyping and discrimination on girls' development and

the need to develop compensatory programs to make up for deficiencies resulting from prior

discrimination—for example, exposure to working with one's hands, team sports, math- and science-

related activities, and expressing and defending one's views publicly.

Research conducted at Harvard University emphasizes the loss of voice among girls in young

adolescence as they begin to self-censor in order to maintain peer-group respect and meet the

expectations of adults around them (Gilligan, Brown, 1992; Rogers, 1993). Girls are caught between

their desire (developed through their socialization experiences) to maintain strong relationships and

the need to develop autonomy and separation. They often neglect the latter in favor of addressing

relational needs, and this may lead to the silencing of their once exuberant, expressive voices.

Evidence for this loss of voice is particularly strong among white and Latina girls. Other research

suggests that such perspectives on girls are not sensitive to race and class differences among girls and

are too monolithic—girls exhibit different behaviors in different settings and may cross gender

"borders" in some settings and not in others (Thorne, 1994). These studies suggest the need to attend

to differences among girls and to contextual factors in shaping their behavior.

In spite of some these differences that have emerged in the research about girls, there is general

agreement, that, given current gender relations and the continuation of discriminatory practices in

virtually all institutions affecting girls, there is a need for programs to address issues of silencing and

loss of voice and to provide girls with conceptual tools and behavioral approaches to handle

discriminatory treatment and sexist attitudes. There is also little question that girls are more likely to be

subject to sexual abuse than boys and that abuse in general is a serious threat to the health and well-

being of many children, with particularly adverse effects on their later ability to form intimate

relationships. Differences in rates of physical and cognitive development among girls and boys and

differences in how girls experience puberty, the impact of the media on girls' body image, and the

attitudes of those around them to physical changes in puberty are all issues demanding thoughtful

attention in programming for young girls (Nicholson, 1992). In our view, exemplary programs for girls

must demonstrate some awareness of all these issues and provide programming that is informed by

research and best practices.

In selecting the three programs described in this report, we asked what aspects of these

programs distinguished them from others that we observed or discussed with agency representatives in

phone interviews. We concluded that the following aspects were distinctive and merited further

investigation and support as critical factors in developing effective programs for girls.

Critical Factors in Developing Effective Programs for Girls

1. Each of the three programs was based on a clear philosophy that combined an emphasis

on positive youth development with an understanding of how this could be affected by

discriminatory practices and attitudes; the philosophy emphasized group dynamics and its

importance in supporting girls' development and included an emphasis on girls' developmental

needs at different ages. The Girls Inc. program has evolved its philosophy of programming over many

years and through experimentation with and refinement of curricula and approaches to group

dynamics for various age levels. In its literature, it emphasizes that good programming for girls must

do the following:

- Value girls and take them seriously

- Affirm that girls are capable and competent

- Build their competence in areas such as science, math and technology, where gender
  stereotypes may limit their opportunities for development

- Encourage girls to explore many career options

- Assist girls in learning about the contributions of girls and women, past and present

- Ensure that girls see women in leadership roles

- Empower girls to take action and take risks (Girls Inc., 1993)

The Girls' Inc. program that we observed uses the *Operation SMART* curriculum, which

emphasizes hands-on, experiential discovery of science and math concepts; access to women role

models in science-related and technical fields; opportunities to engage in science activities that are not

normally available to students in science classrooms; an emphasis on group process in problem

solving; and a recognition of the multiplicity of approaches to problem solving and of the importance

of making mistakes in learning. In the program we observed, the science curriculum is followed by

the *Will Power/Won't Power* curriculum, which helps girls to explore their values and beliefs about

relationships and sexuality and to learn and practice assertive behaviors to help them negotiate

relationships of all kinds and avoid pregnancy.

Young Women's Voices emerged from discussions within Interfaith Neighbors about the

silencing of young women's voices in early adolescence—something that staff observed and were

disturbed about. They felt that some of the research regarding this loss of voice as girls entered

adolescence—the need to please others by not saying what was on their minds and the fear of losing

relationships through expression of their ideas and feelings—was very evident among girls in their

programs. This inspired one staff member to design a curriculum that would use writing as a vehicle

to help young women find and express their voices at the same time as it would build group solidarity among young women and help them to become effective writers (Sorel, 1995).

The Acro Club was initiated by a staff member who had organized a similar club for Latino boys in New York City. The club, which was a tremendous success, received national attention and was the subject of a book, entitled *Tumble Weeds*, published in 1977. The staff member felt that as he became more knowledgeable about the needs of young women, he began to see that such a club could benefit them but only if it was restricted to girls. He felt that in an all-girls program, the participants could benefit from mastering the physical and team skills that the program offered without the threat of competition or ridicule from boys. He also felt that it was important to make this club available to girls at every level of physical skill so that all could benefit, and the most skilled and interested could go on to higher levels of performance and competition.

Each program profiled here has a clear philosophy regarding girls' development; the philosophy guides every activity, as well as professional development. Bringing new staff into the program means that they must learn about the program history, philosophy and principles. Without a clear philosophy of what girls' needs are and how a program will address them, girls' programming is unlikely to be sustained over time and will take the form of a succession of ad hoc arrangements to provide access to facilities and to address needs deemed particular to girls—for example, groups to discuss sexuality issues. While such programming may be useful, it does not constitute the type of sustained programming informed by a philosophical perspective on girls' and women's issues that we observed in the three exemplary programs.

2. Such programming requires a staff knowledgeable about issues related to girls and willing to learn more about them in order to become effective leaders. While it is preferable that the leaders be female, the Acro Club was led by a male social worker who was as committed to the development of effective programming for girls as women leaders whom we observed. The staff we observed were

skilled in group dynamics and knew how to address issues of competition among girls and to develop programs in which girls developed trust in one another. They also knew how to include girls who were at different skill levels—beginning writers and girls who considered themselves to be "writers" and girls afraid to mount a unicycle the first time for fear of falling and those who whirled around the gym performing a variety of daredevil tricks—and make everyone feel welcome and comfortable.

In Young Women's Voices, staff are also experienced social workers with an interest in literature, writing and feminism. One staff member described herself as having a "passion for writing." Nevertheless, her skill as a writer would not have been sufficient without her additional skills in group dynamics. To build and maintain a high level of trust among a group of girls who did not know one another before the group began required group process skills on the part of the facilitators. They needed to pay constant attention to sustaining the cohesion and effectiveness of the group and to balance attention to group needs with skill development.

3. Each program selected activities that were engaging, that were carefully sequenced to build competencies and simultaneously develop trust, that provided skills that were transferable to other settings in the girls' lives, and which staff had expertise in teaching. In each program we saw a high level of engagement: young women were involved in discussions of important issues; listened respectfully to each other's writing and commented on it; practiced mastering a variety of difficult physical skills through a carefully designed sequence of activities; had opportunities to tinker with machines and experiment with science concepts; and met women who were writers and scientists and who shared their work with them. In these programs girls also had opportunities to demonstrate what they had learned for others: at the Acro Club, in national competitions; at Interfaith through Festivals of Learning where they had opportunities to share their writing, which was also displayed on the walls of the agency; and through parent-participant events at Central Park East Secondary School. We found that in all the programs, trust building and group cohesion were as important to the effectiveness of the

program as the content of the curriculum, as will be evident from the comments made by girls in focus groups.

4. All the programs recruited girls intentionally and specifically for the type of activities that they offered. This was in sharp contrast to youth programs around the city, very few of which said that they specifically recruited girls to their activities. The programs tried to find girls who would be interested in the types of activities they offered. Recruiting was undertaken through the schools where two of the programs—Acro and Young Women's Voices—were held; at Interfaith Neighbors, recruitment also took place at schools where the agency had outreach workers and through their case-management systems. Interfaith staff carefully screen girls during an intake interview through which they are able to establish participants' interest in the central feature of the program—the development of their voices through writing. At Central Park East Secondary School, girls selected the program based on presentations in their classes.

5. All the programs developed strategies to address the challenges of meeting girls' needs. In our survey and interviews, youth program directors mentioned many challenges to serving girls, and these were also mentioned by the leaders of the programs we observed. These included girls' low self-esteem; their dependence on their peer group for acceptance and unwillingness to engage in activities that might separate them from their peers or friends; their feelings of mistrust and competition with other girls; home and school demands on their time; their parents' and their own concerns for their safety; concern about engaging in activities that might be perceived as unfeminine; and the expectations of males or other family and community members that they adhere to stereotyped behaviors.

All these challenges surfaced in the programs and had to be addressed. For example, in the Acro Club, many girls had concerns about their physical skills, size and weight. Staff addressed their concerns through sequencing activities so that everyone would be comfortable in developing different

levels of mastery and by designing activities so that size and weight did not make a difference in how

well the activity was performed. Staff also allowed the girls to take equipment home to practice on

their own and make mistakes in the privacy of their homes. In Young Women's Voices, competition

among girls and a lack of trust sometimes interfered with the writing process, and time had to be

devoted to talking about issues that prevented girls from expressing themselves freely. This involved

developing a contract regarding confidentiality, building group norms of respect—for example, in how

girls critique each others' writing—and building trust over a period of time. Critical to the building of

trust and group cohesion is the consistent participation of girls. Because the agency uses a case-

management approach in its youth work, issues regarding attendance are dealt with through case

management and in discussions with parents once a month.

In Girls Inc., the sequencing of the program is specifically designed to allow girls to develop a

level of trust so that by the time the Will Power/Won't Power curriculum begins they are prepared to

discuss their views and feelings about relationships and sexuality and to assist one another in

developing assertive behaviors in their relationships.

Rather than viewing the challenges as obstacles to developing effective girls' programs,

addressing these challenges was essential to the design of these programs.

6. The programs helped girls develop competencies and behaviors that were transferrable to

other settings. In the Girls Inc. program, girls learned skills of observation and hands-on approaches

to science that developed coordination, and problem-solving and group skills. The program included

role models who inspired them to imagine careers related to science and math. In the Will Power/

Won't Power curriculum girls explored their values and attitudes about relationships and sexuality, and

had opportunities to role play new ways of behaving that could help them define their needs in a

relationship. Young Women's Voices taught girls how to speak up in a group; to express what they

believed in writing; to read their writing to a group and give and receive feedback; to edit writing; to

share their writing with a larger audience; and to plan events for the public where they would present

their work. A core group of the Acro Club participants competed in national and international

competitions. In addition, all participants performed in an annual spring show for parents and the

school. For the competitions, girls had opportunities to travel and meet people from other parts of the

country. The Latina students said that being in the group helped them to learn English because English

was the language they all had in common.

       7. All the Programs Have Strong Institutional Support. Each of the three programs had strong

institutional support—both from the sponsoring agency and from the schools where the programs were

located. Central Park East Secondary School, where the Girls Inc. program was implemented, was

founded by a feminist, has many feminist teachers, and consistently addresses issues of gender, race

and class in its curriculum. Having the program in the school is consistent with the school's pedagogy

and values and is viewed as supporting the goals of the school in producing thoughtful, independent

young people capable of compassion and critical thinking. I. S. 118 is a welcome host to many

Goddard-Riverside programs, among them the Acro Club. The instructor conducts other programs at

the school and is generally valued for his contributions to the school. The leadership at Goddard-

Riverside, while very supportive of the Acro Club, has not taken a lead in developing girls'

programming. The assistant director described their philosophy as one that emphasized teaching

young people how to cooperate in diverse groups that are coed. Nevertheless, she felt that staff's

understanding of gender issues was essential to making these groups work better for girls, and felt that,

in general, staff lacked awareness of gender issues and how to address them in group settings.

Interfaith Neighbors is led by a director who describes herself as a feminist—she is constantly searching

for ways to improve the experiences of girls in Interfaith programs, and therefore welcomed the input

of the staff person who developed Young Women's Voices. Interfaith Neighbors also sponsors two

other girls-only programs—a "Mathemagicians" program, which focuses on mathematics through

practical applications and group work in problem-solving; and a girls-only annual conference, Girls

Power, which is planned and partially facilitated by girls from various Interfaith programs.

The following program profiles demonstrate the ways in which good youth programming, as

well as the principles described above, were implemented in the design and activities of the three

programs.

Program Profiles

Acro Club

Program Description: Sponsored by Goddard-Riverside Community Center,ᐟ the Acro Club,

is a program for girls ages 12 to 14 that teaches unicycling, tumbling and juggling. The program is

located at I. S. 118 (Joan of Arc Intermediate School ; the building also houses the Community Action

School). This is the fifth year of the program. It meets daily from 8:00 to 8:40 a.m. Monday through

Fridays and from 3:00 to 5:30 p.m. on Fridays. Certain days are reserved for the performance group,

which meets separately on Monday and Wednesday afternoons and Friday mornings. Approximately

20 girls come to each session; generally a core group of 15 is consistent over time. In addition, there is

a performance group comprised of highly skilled girls who go to special events and unicycle

"conventions" to perform.

The program is facilitated by two men—one, a social worker, who developed the tumbling

program for Latino boys and another who was full-time teacher and is now a full-time juggler and

musician. Both men are committed to providing girls with the opportunities to learn "high risk," "high

profile" activities that, once mastered, promote feelings of pride and confidence. Both are convinced,

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*Goddard-Riverside is located on the Upper West Side. It serves approximately 1,200 young people
between the ages of 3 and 19, of whom half are girls. The population is diverse and predominantly low-income
(90 percent).

from their experience working with coed groups, that this program would not work as a coed program because of the difficulty of keeping boys in athletic programs from dominating the group.

Program Vignette: The program takes place in the school gym, where three posters list Unicycling Skills, Difficult Unicycling Tricks, and Really Difficult Unicycling Tricks. On the day of the site visit, the session began with juice and a snack. Girls were dressed in sneakers, pants and some in shorts. The girls were a very diverse group, including five Latina, a Haitian, a Polish-American, an African-American, and two African girls. Girls split into groups for the activities, some working on the giraffe—a very tall unicycle, which only a few of the girls had mastered—others at various skill levels on the unicycle. Girls helped one another mount and do tricks; while they practiced other girls worked with another instructor who taught juggling. Since they were beginning jugglers, the girls used colored scarves instead of balls so that they would not get hurt. After a short time practicing, girls mounted their unicycles and began performing tricks as the director called them out. They paired off and spun in circles; they held hands and rode together and broke off at the last moment to pass through opposite lines of girls; and they rode through obstacle courses of orange cones placed around the floor. All the girls were able to do the tricks, some more easily than others. After the unicycling tricks, girls joined one another on mats for tumbling exercises, which involved pairing off and using their arms and shoulders to balance a partner; the director explained that weight was not a factor and that everyone could lift her partner through the proper use of her body.

An important aspect of the program is the performance. The juggling instructor said that the program promotes girls' self-esteem because, "there is a high standard of excellence that the girls have to meet and when they know they have met it, by participating in performances, they are absolutely beaming." He indicated that if they were boys in the program, "they would tend to overpower the girls, take over the activities and I'm not sure the girls would get the same sense of accomplishment they get now." He also mentioned the benefits to non-English speakers who "come out of their shell"

through learning the tricks and learning to communicate with the other students in English—the only

common language in the group.

Girls' Perspective on the Program: Girls learned about the program primarily through the

teacher who came to their classes to speak about it and through word-of-mouth—sisters and friends.

The program was attractive to them because of its unusual, non-traditional nature. For example,

participants noted the following:

> I joined because I liked the fact you don't see people riding a unicycle. It's something
> other people don't know how to do.

> I thought the unicycle was incredible. Now when I ride outside, people ask me if I
> work in the circus.

> It's a lot of fun. I'm impressed that I've learned the unicycle. I couldn't even ride a
> regular bike.

Other students enrolled for more mundane reasons—their friends brought them or they

wanted some exercise and felt this would be good for them. The most exciting parts of the program

are the shows. In a focus group, the girls talked about the many benefits of traveling (last year a group

went to competitions in Iowa and Ohio and won a trophy and medal). One girl said:

> We get to go to different states and cities. And when we travel we have to learn all
> about the city we are going to stay in. We learn a lot about different states and the
> history of the places we visit. And even when we go places in New York, we still
> learn. Like when we went to that hospital in Roosevelt Island. I didn't know it existed.
> I never been on a tram car before going to Roosevelt Island.

Girls also talked about the degree of commitment and perseverance that was required to learn

the unicycle tricks. For example:

> At first you are scared and think you are going to fall. Some girls give up after a little
> while. You have to pedal sometimes for two or three weeks before you can ride. But
> some girls don't have the patience and they quit.

> Yeah, some girls think they are going to ride the unicycle the first time they get on it.
> But it doesn't work like that.

Girls described about the amount of work that going on tour requires—they practice every

morning and sometimes in the afternoons as well. They also described the cooperation that takes

place, which we also observed in the practice session as more experienced riders helped the less

experienced. Most girls felt that having an all-girls program was important. Statements to this effect

included the following:

> It's better that it's girls because with boys we would be embarrassed. We have more
> confidence because we are all girls. We are comfortable with each other.

> If there were boys here they would be fresh.

Others concurred, noting that without boys they could wear shorts and not worry: "With boys

they would be trying to look up our shorts." Some girls disagreed and thought that it would be fun to

have boys in the shows as partners. But the majority concurred with one girl who said:

> Boys are inconsiderate. They wouldn't respect the equipment, the drills. They would
> just want to come in and do things their way.

Because the girls travel for performances, a number of the parents have been reluctant to allow

their children to participate. The girls described the campaigns that were mounted to convince their

parents to allow them to go:

> My mother said no and the teacher and the assistant teacher talked to her and then my
> mother said yes, but my father said no. They had to talk to him over the phone to
> convince him.

> I was so disappointed. I begged the teacher to talk to my parents and finally they said
> yes. Now they are very proud of what I do.

And finally, one girl described the group's solidarity in helping to convince her parents:

> My father was the last one to say yes. Everybody talked to him—the teacher, the
> assistant teacher, my mother—and he kept saying no. At last, all the girls came and
> talked to him and told him they could not compete without me and finally he said yes.

This program has a powerful impact on the girls who commit themselves to learning the skills.

They are clearly proud of their skills and eager to demonstrate them, and their confidence spills over

into other areas of their lives—as suggested by the desire for adventure and travel and the organizing to

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convince their parents to allow them to travel. The uniqueness of the skills taught makes the girls feel very special; they are also very conscious of the fact that in front of boys they would not have the same confidence to experiment, fail, look ridiculous, and try again—all essential aspects of learning a challenging physical skill. Finally, the various ways in which group solidarity is developed in the program make it especially powerful for girls who are often socialized at this age to regard their peers as competitors for boys' attention. Instead, they practice together, help less-skilled students, and go to parents' homes to convince them of the importance of each girl to the team.

Young Women's Voices

Program Description: Young Women's Voices is one of many programs offered by Interfaith Neighbors, a youth-serving agency located on the Upper East Side.* The agency has a youth development philosophy and uses a case-management approach to help young people become competent learners and negotiate the difficult issues that arise for them in school, their families, and communities. The program has outreach workers in schools throughout the city and recruits directly for the Young Women's Voices program in schools.

Young Women's Voices was the brainchild of a staff member who was working on a graduate degree and became especially interested in the work of Carol Gilligan at Harvard University on the loss of voice in young adolescent girls. She observed such loss of voice among the girls at Interfaith. In spite of what she described as a great deal of bravado among girls, there was a lack of candor, an unwillingness to say what was on their minds, and a perceived need to meet the expectations of others that often conflicted with their desire to express their feelings and views. An article on the program in

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* Interfaith Neighbors offers a range of programs to young adolescents 10 to 13. It targets young people, primarily from low-income families. Most participants are African-American and Latino/a; they come from Bronx, Brooklyn and Queens schools, as well as from local schools. Annually the agency serves 400 on site and an additional 1100 in the schools.

Literacy Harvest describes the conflict in young adolescents between being "true" to themselves and

maintaining peer relationships and meeting adult expectations. This conflict was captured in the

response of one girl to a question regarding the pressure on adolescent girls to say what they think

others want to hear: "I am always honest—but not too honest—I would never hurt anybody's feelings."

The staff person who developed the program thought that a writing group for girls in a safe

environment would encourage them to develop confidence in their voices as they dealt with the

difficult issues of adolescence. Specifically, the goals of the program are:

- To help girls develop confidence in their authority to speak out honestly from their experiences, feelings and personal knowledge.

- To provide a space where girls can be together and develop relationships characterized by honesty, openness, understanding, mutual support and cooperation; and where it is safe to speak so that girls can begin to take risks in saying what they have to say.

- To support girls' development as writers, help them to find their "writer's voice," and encourage their creativity through exploration of different topics and styles; to help girls express themselves through writing and share their writing with an audience.

Two groups were formed—one for sixth and seventh graders and one for eighth and ninth graders (a

few tenth graders also joined). The staff debated whether or not two groups were needed but

ultimately felt that the developmental differences in girls at this age were too great to address in a

group with mixed ages. Each group meets once a week for two hours—from 3:30 to 5:30 p.m. There

are about 10 girls in each group—equal numbers of Latinas and African-Americans and some West

Indian girls.

The groups meet in comfortable rooms—one has a couch, books, easy chairs and educational

posters on the wall. The other room is a conference room with a round table big enough to seat the

entire group. The group leaders are a white woman and an African-American woman. Both are

experienced social workers, and one describes herself as passionate about writing. In each session,

girls generally listen to a short reading—a poem or story—discuss it and then write on a topic inspired

by the reading. At other times, a theme is selected—a self-portrait, for example—and girls write on the theme. Following the 40 or so minutes devoted to writing, in which girls work together on their pieces, there is a sharing time in which each girl reads her work and receives constructive feedback. Each girl maintains a journal in which she reflects on her writing and what is happening in her life; the instructors collect these dialogue journals and write back, which gives them an opportunity to know what is happening in the girls' lives and to comment on their writing. Girls meet with a social worker twice a month; this provides additional emotional support and opportunities to discuss issues that may not be appropriate for the group. The case manager maintains contact with the girls' schools as well as with their parents.

Additional activities include having women authors visit the group and share their writing and listening to famous women writers on tape—Maya Angelou is a favorite. The group members also do readings for an end-of-the-year benefit and a Festival of Learning. The participants are also very involved in planning Girl Power, an all-girls annual conference planned and partially facilitated by girls from various programs at Interfaith Neighbors.

Program Vignette: On one of the days AED staff observed this program, both groups began with the reading of an excerpt from a Jamaica Kincaid story, "Girl." The story is written as advice from a mother to her daughter. Kincaid mixes the mundane with the profound, thus providing a running commentary on all the ways in which girls are controlled through their mothers by the larger society as they grow up. The younger girls liked the piece and at first talked about their mothers' concerns for them. The discussion quickly moved to their parents' concerns about their dating boys and the various prohibitions that parents mete out concerning the boys whom they date—their race, their economic prospects, their age. An interesting moment in the group came when a Latina participant said that her father would not let her go out with an African-American boy. An African-American participant, asked with an edge in her voice, if her father were racist. The Latina responded that he was not: "He just

likes us to be with Spanish people." The other girl, with less edge in her voice, responded, "I understand now that you put it that way." The incident seemed remarkable for the ability of the group to contain what appeared like a potentially explosive moment and reach some agreement that appeared to satisfy both girls. It suggested that members of the group were able to engage one another around the most difficult issues and resolve them successfully—at least for the group to proceed. Following their discussion of the issues raised in the Kincaid story, the group wrote advice to daughters from the point of view of their mothers.

After they completed their pieces, the older students went into the auditorium to read them. Each girl stood at the podium on the stage, read her piece, and then asked the group for feedback. There was little fooling around on the part of readers or the audience, although a few girls were clearly nervous. One of the first readers elicited some negative comments. One student said, "Give us more girlfriend. That was just a list." The AED observer was somewhat surprised to hear the negative feedback. The instructor quietly reminded the group to think about constructive feedback. The speaker corrected herself, and said to the writer, "We wanted more." Other girls read their pieces; some, picking up the tone of the Kincaid piece, emphasized the controlling messages in their lives regarding sexuality and relationships with men, while others gave bold advice to be brave young women who like adventure, travel and work.

Program leaders provide opportunities for girls to choose activities and determine the group agenda. For example, on another day in which we conducted observations, the group was planning its participation in a benefit for Interfaith—how they would present their work at a booth that they would staff. Issues around their cooperation with the younger girls, whom they regarded as immature, surfaced, and the group leader told them that she would consider their perspectives and return with some answers on the following Monday.

Girls' Perspectives: In both groups, girls said that they found out about the program either because of outreach by Interfaith in their school or because they were already involved in other Interfaith programs or had siblings who were. Some said their parents found out about the program and encouraged them to sign up. Several described their pre-existing interest in writing:

I love writing. I am a writer.

In my language arts class, we don't do a lot of writing. I have all this creativity bottled up and don't know what to do with it.

Girls liked the writing and interacting with others around their writing. Girls in both groups especially valued the opportunity to express themselves freely without fear of ridicule as noted in the following quotes:

I like the program a lot. It's fun and you can be up front with the group. You can say things you can't say in other groups.

I feel the freedom to express myself and nobody is gonna tease me.

In discussing whether they would recommend the group to other girls, one participant said she told her friends that if they came to the program, they could get their writing published in the Interfaith newsletter. Another told her friend that this was the place to come where she could talk about things that happened in her life. In both groups, girls speculated about how the group would be different if it had boys. The younger girls especially felt that they would not reveal themselves if boys were present: "I don't want to talk around boys. Boys are always looking for you to mess up. They are very critical." Others mentioned the freedom to talk about things they would not feel comfortable discussing with boys, like their periods. One girl disagreed and felt that she could tell some boys everything. The older girls felt that "nobody should be shy about talking in front of anybody"— including boys. On the other hand, they felt that they would not be comfortable sharing if it were a mixed group and that boys would be more competitive than they were. In general, the older girls placed a greater emphasis on developing themselves as writers than the younger girls. The younger

girls tended to place more emphasis on the sharing that took place. As such, they tended, with one exception, to be more emphatic about keeping the group an all-girls group.

Girls Inc.

Program Description: For the past three years, Girls Inc. has been developing an Urban Initiative in three cities—Chicago, Los Angeles and New York. The New York initiative has targeted three schools in District 4 in East Harlem for program development—two elementary schools (P.S. 7 and River East) and one middle school (Central Park East Secondary School). The initiative also involves training seminars for directors of community-based agencies to develop their capacity to introduce girls-only programming into their agencies.

For this study, AED observers visited one of the school sites—Central Park East—where two groups of 20 seventh graders meet once a week for a two-hour period with a Girls Inc. instructor. The class is held during the day as an elective, which girls may choose from a number of other offerings. Over the course of the year, the girls participate in the experiential, inquiry-based science and math curriculum developed by Operation SMART, a science/math initiative funded by the National Science Foundation. The curriculum, which has been pilot-tested and evaluated by Girls Inc. and outside evaluators, has been successfully implemented in Girls Inc. affiliates throughout the country. It emphasizes hands-on approaches to science and math that encourage girls to work in groups; seek answers on their own; experiment with equipment (this year they took a computer apart); learn about careers related to math and science by meeting with women in these fields; and participate in field trips to enhance their understanding of math and science and its relationship to future careers.

In the spring, the group participates in the *Will Power/Won't Power* curriculum, which helps young adolescents aged 12 to 14 identify and discuss values concerning relationships and sexuality, learn about passive, aggressive, and assertive behaviors, and how to use assertive behavior in

negotiating relationships with others. Specifically, the curriculum is based on the assumption that sexual desires are a healthy and important aspect of young adolescent development, but that sexual intercourse should be postponed until girls are developmentally ready for it. The curriculum is based on research on young adolescent behavior and development and on effective pregnancy prevention strategies.

In the other two New York schools in which Girls Inc. has developed programs, the *Operation SMART* curriculum has been adapted for young students—in one afterschool program with fifth- and sixth-grade girls, and in an elementary school for third graders. The *Will Power/Won't Power* curriculum will also be implemented in the spring with the fifth and sixth graders; the curriculum for younger students also includes a series of mother (or guardian) /daughter workshops, entitled *Growing Together*, that enhances parents' and children's ability to communicate with one another specifically about changes during puberty and sexuality. The *Sporting Chance* curriculum, which teaches girls physical skills, games involving skill, and teamwork, has been implemented with the third graders.

Program Vignette: The Central Park East program is held in a science classroom that has a number of round tables and chairs. The class meets at 10:00 a.m. on Monday. Girls sat in friendship groups of two to five around the tables on the day of the site visit. On this day, there were 18 girls present, most of whom were African-American or Latina. The leader began the class by asking girls if they had any good stories about the what happened to them during the blizzard—the class took place on the first Monday in school following the blizzard. While girls ate bagels and drank juice, they laughingly recounted some of the disaster stories that occurred in their communities or families. The instructor facilitated the group with ease and humor, bringing many girls into the discussion and maintaining a fast pace, which was nevertheless attentive to each girl. After this informal sharing time, she discussed the activity for the day, which was for the girls to construct the highest tower they could

using only small marshmallows and toothpicks and using a base with a fixed perimeter—the size of a

large index card. The only admonition was that they could eat only seven of the marshmallows.

Girls had about 30 minutes to complete the task. All of them tried to construct the tower,

some demonstrating a much greater feeling for the type of construction that would not topple than

others. At several tables girls created elaborate constructions, having first taken care to ensure that they

had a sufficient base to prevent the tower from collapsing. In one group, there was little discussion

about the task itself, even though everyone participated. Most of the talk focused on sneakers and

stories about the weekend. The instructor walked around the tables and after a short period of time

suggested that girls no longer use the index card as the measure of the base and freely construct their

own designs—which many of the girls were already doing. After the instructor called time, she

facilitated a brief discussion about the activity, mainly focused on the nature and impact of the

materials: What would the activity have been like if the students had used gum drops instead of

marshmallows? What were the advantages of using marshmallows and why? After the girls completed

the structures, they placed them on a side cabinet for display, and each one pitched in cleaning tables

and removing all signs of their activity so that the classroom was as clean as when they found it. They

then put on coats and went outside for a vigorous tag game in which everyone paired off and the

person who was being chased had to link with a pair, one of whom she displaced and who was then

"it." Everyone participated, including the instructor, laughing and falling in the snow; everyone

seemed to love the activity and to need the time to let off steam.

Girls' Perspectives: In informal conversations with several girls in the class, as well as with a

student who had taken the class last year and whom the observer met in the office before the class

began, girls said that the class was a great deal of fun, that they especially loved the trips and taking the

computer apart; they also liked a class without boys and felt that they could share things with one

another that they would not share if the class were coed. The instructor described the former

participant as having been extremely reserved and shy when she entered the program and—coming

from a difficult family situation—as often depressed in school. During the program, this girl had

participated in an essay contest, in which the winner was selected to go to Beijing to the NGO

conference on women. She and another student won the contest. Before the conference and

afterwards she began to demonstrate greater confidence, was able to speak her mind in front of others,

and seemed to emerge from her depression. The instructor felt that the program often had these kinds

of effects on the participants, particularly after they participated in the *Will Power/Won't Power*

curriculum, which helped the group move to a new level of trust and intimacy and taught girls how to

act assertively in settings outside the group. Although girls do not continue with the program formally

once the year is over, many come back to visit the instructor and maintain contact by participating in

other girls-only events sponsored by Girls Inc. in the school.

Other Agencies with Girls-Only Programs

In addition to the three programs described above, AED visited two other programs located in

Grosvenor Neighborhood House and Forest Hills Community House. Agency directors had

participated in the training provided by Girls Inc. and began to develop girls-only programming in

their agencies. Forest Hills serves approximately 1200 youth, of whom about half are girls. They serve

a predominantly low-income, diverse population. During our site visit, the majority of young women

were Latina. Grosvenor House serves approximately 600 youth, of whom half are girls, also

predominantly low-income (65 percent) and of diverse backgrounds.

The Forest Hills director was especially concerned about girls' lack of access to facilities and

activities. In a phone interview she said, "It's not okay to walk into a teen center with 400 boys. That's

not acceptable." The Forest Hills program, Access for Young Women, is in its second year and usually

operates four evenings a week. It offers girls-only programming, which includes basketball and female

leadership meetings, and discussion groups. On the evening of the site visit, during a basketball game, girls had to contend with comments from boys on the sidelines—which they did very ably. The director is aware of access issues in the center and the sexism of some staff, whom she believes are not aware of gender issues and need to participate in staff development. She felt that the greatest barrier to operating Access for Young Women was the resistance of the boys, who resent giving up time and space to the girls. She also felt that families' concerns about their daughters' safety prevent girls from coming. In a focus group with the girls, some commented on the positive social aspects of the program: "We are all just girls and can talk." "It's being together, being friends." They felt that one of the things that would keep other girls from joining was that they did not know how to play basketball—and indeed with a large group of boys watching and commenting on the girls' performance, this would be challenging for most girls—and that "they are shy in front of the guys." Their comments suggest the extent to which programs need to create a safe, separate space in which girls can find their own voices and define the agenda.

The Grosvenor House program is called Fly Girls and, like the Forest Hills, program is intended to provide girls with separate programming that, according to the director, will "introduce girls to non-traditional careers, expose them to sports that have been traditionally dominated by boys, provide sex education and increase their self-esteem." During our visit we observed a martial arts class for 10- to 12-year-olds, three of whom were Latina and three African-American. The male instructor demonstrated little awareness of gender issues, and, although the students enjoyed some of the activities, the girls and the female assistant to the male instructor were treated as less than equal partners in the class. Other classes in the program included arts and crafts and discussion groups on sex education.

Conclusions

Visiting these last two programs described above was helpful in defining the essential aspects of girls-only programming. Clearly, gaining access to facilities and time is an important first step in improving programming for girls; it must be followed by staff development and further conceptualizing of the content of the programs to be effective. Grosvenor Neighborhood House and Forest Hills Community House are agencies based on a male model of youth development, in which girls' programming takes place in a very limited amount of time and space set aside for activities for girls to compensate for the boys' domination of the main program activities. The larger question of what a center might look like that did not assume a male model of programming had not been asked. We felt that such programming was of marginal benefit to girls since it assumed a male model in the larger program, thus forcing girls to define their activities in relationship to boys—as revealed in their focus-group comments. Girls in this group far more than girls from other programs—were preoccupied with the question of how the boys would perceive them, even doubting whether a girl who might come into the program could handle the boys' comments.

In the three exemplary programs, there was no competition for space and time with boys. Girls had clear ownership of their time and space, pride in the activities that they were engaged in, and little concern about how boys would perceive their activities. Critical to the effectiveness of the programs was instructors' awareness of gender issues and how to develop programming to meet girls' needs. Another critical aspect was institutional support, which in all cases was strong, demonstrating to the girls and their instructors the importance of their time, space, and activities to the larger organization.

CHAPTER FOUR:
ISSUES AND RECOMMENDATIONS

The news from this survey of programming for girls aged 9-15 in New York City is both

heartening and disheartening, as we indicated in the introduction to this report. Certainly, the

existence of exemplary programs for girls in Manhattan and other programs that are beginning to

address access issues for girls are important achievements from which others can learn. The

findings from the three profiled programs substantiate the premise on which this project is based:

exemplary programming has the potential to positively affect girls' development and achievement.

AED was also heartened by the responses to the survey from the 75 youth-serving agencies. The

respondents discussed many effective strategies to address girls needs and also provided thoughtful

perspectives on the challenges to serving girls.

Other evidence from the project are less heartening. The statistical data indicate that some

agencies publish data that are not disaggregated by gender or in other ways that make a gender

analysis possible. This makes it difficult to identify problems and develop strategies to address

them. Although the New York City Board of Education has unit records for every student,

educational data are not disaggregated by gender in published reports on student status and

achievement, except on special request to the Board. Other data that are not disaggregated in ways

that permit gender analyses include childhood abuse data, which are also not disaggregated by type

of abuse, and thus it is impossible to determine the extent of sexual abuse among girls in published

analyses. Drug and alcohol abuse data are also not disaggregated by gender in published analyses.

This failure to disaggregate published data by gender and age contributes to the lack of public

awareness of gender issues.

Through AED's analysis of the published educational, health, and poverty data we found

the following findings of particular concern in considering the status of girls ages 9 to 15:

- The high poverty rates for boys and girls in female-headed households: over half of all children in female-headed households live in poverty, with even higher rates among Latinas and Native Americans.

- The high incidence of STDs among teenage girls (in the case of gonorrhea girls are nine times more likely than boys to be infected).

- The higher rate of death caused by suicide among girls 10 to 14 than among boys

- The continued increase in birth rates among the youngest adolescents—ages 11 to 15—and the high concentration of births to young adolescents in specific community school districts

- The lower performance of girls than boys on the CAT (California Achievement Test) in mathematics at most grade levels from the second to the eighth grade, and in reading in the DRP test (Degrees of Reading Power) in grade 9

The surveys completed by youth-serving agencies revealed an underrepresentation of girls in programs sponsored by the 75 agencies that responded. Girls constituted only 23 percent of the participants in the 67 agencies that reported serving girls. The same agencies also reported that, with the exception of sports and recreation, girls are equally or better represented than boys in the specific program areas that AED listed. Few agencies reported girls-only programs; approximately 1000 girls participate in such programs in the reporting agencies, which represents less than one percent of the total number of girls who participate in the agencies' programs.

We believe that the idea that separate programming for girls is needed will continue to lack credibility and will not be a priority area for most youth providers except to address issues such as sexuality and pregnancy prevention, which unfortunately are perceived by many as "female" issues. Therefore, some of our recommendations are related to changing this perception. Among the respondents to the AED survey were many providers who were knowledgeable about gender issues and eager to develop programs for girls. They require information, technical assistance, and resources to develop programs. Our recommendations are focused on addressing both public perception and technical assistance needs by doing the following:

- Developing public awareness about girls' issues and how exemplary girls' programming can support girls' development

- Providing technical assistance and networking opportunities to youth-serving agencies and community groups that are eager to serve girls but require further information and resources

- Developing a network of community agencies to exchange information about what works for girls and the capacity of a core of agencies and community-based groups to provide exemplary programming to girls

- Interfacing with agencies and groups that are researching and developing policy in the area of youth development and the development of youth workers to infuse a gender perspective into their work

To accomplish the above, we recommend that the foundation consider the following eight areas of activity:

1. **Research and Evaluation**: Although we are aware that research seldom changes policy or public perception, we believe that since there is so little research in the area of girls' programming, it would be worthwhile to commission a study that would assess the outcomes of comparison groups of girls who participate in exemplary girls-only programs, in exemplary coed programs, and who do not participate in any youth programs. The study should be carried out with different age groups. Outcomes could include those directly related to the program activities as well more general personal, social and cognitive outcomes. We believe that the results of such a study would lend credibility to the assumption of this report—that separate programming for girls, when based on research and best practices and carried out by skilled youth workers, benefits girls in unique ways that cannot be achieved through other types of youth programming.

2. **Targeted dissemination of information and mobilization of youth providers, teachers, and parents of girls,** especially in communities where the problems of girls are particularly acute—areas of poverty and with high incidences of adolescent pregnancy—to advocate for programming for girls: Different strategies for disseminating information regarding the needs of girls and effective

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programming should be developed for each audience. For example, parents could be reached through existing newsletters and organizations involved in parent organizing, such as the Industrial Areas Foundation, ACORN, Mothers on the Move, and the New York Parents Coalition. For example, parents could be mobilized through existing organizing efforts to demand that a school provide special programming for girls, based on models such as those profiled in this report. There should also be public education around the need for girls' programming through disseminating the results of this report to a wide audience of practitioners, policymakers, and funders.

3. Networking among youth providers: We believe that the AED survey and this report provide the basis for networking among youth providers—many of the respondents are eager to receive the results and some will be prepared to act on them—even without additional resources. Networking could be supported among these agencies through meetings to discuss the implications of the report, information sharing through newsletters that report on girls' programming throughout the city and through E-mail. Models for networking exist already, especially among the providers of afterschool services. Networking could also take place on a growing number of electronic networks, such as the Handsnet Forum on Children, Youth and Families, which specifically targets youth-serving agencies, and GenderWise, a forum on the Internet dealing specifically with gender issues.

4. Involvement of girls of diverse backgrounds and all ages throughout the city in designing programs of interest and benefit to them: This could be done through sponsoring youth speak-outs and conferences in which girls are encouraged to speak out on issues of concern to them and in which they have opportunities to advise youth providers and policymakers on effective programming.

5. Technical assistance to agencies around the city to conduct assessment of the agencies for attention to gender issues: Girls Inc. has already developed a format for agency self-assessment around gender issues. Its application could be brought to scale through support from foundations and the New York City Department of Youth Services. Technical assistance follow-up could be provided to agencies that carry out the assessment to develop strategic plans to address gender issues in their agencies. The efforts to improve programming for girls should be coordinated with the Networks for Youth Development Project at the Fund for City of New York, which is mapping existing staff development opportunities for youth workers in the city and developing models for staff development for youth workers, and assessment tools to determine how effectively youth-serving agencies are implementing youth development models.

6. Creation of staff development models in addition to those already provided by Girls Inc., which could reach many youth providers each year and allow them to gain graduate credits for participating in workshops concerning girls' needs, interests and programming. Models for such staff development efforts, which are coordinated with colleges and universities, have been developed by the Literacy Assistance Center and the Institute for Literacy Studies at Lehman College, both in New York City. In addition, technical assistance should be coordinated with existing youth worker networks, such as the Youth Practitioners Institute, a network of afterschool literacy providers, which also provides staff development.

7. Use college students with backgrounds in women's studies as tutors and mentors in girls programs: This may be possible through arrangements with colleges through which students gain credit for developing and facilitating programs for girls based on existing models—for example, the writing workshops developed at Interfaith Neighbors. Students could research different models and

make arrangements with various agencies to facilitate programs during the semester or over the

summer as part of their course work. Graduate students from CUNY, Bank Street, Fordham, and

Teachers College could also be encouraged to undertake studies regarding girls' development and

programming, and to assist existing programs by disseminating information and assisting programs

to collect data on girls and girls' programs and to document their outcomes.

8. Advocate with the Board of Education and city and state agencies to disaggregate published

education, health, and other data by gender and with other partitions such as race, ethnicity and

age.

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APPENDICES

LIST OF SURVEY RESPONDENTS

LIST OF SURVEY RESPONDENTS

Access for Women/New York City Technical College
The Actors Theatre Workshop
Advocates for Children of New York, Inc.
Alianza Dominicana
Alianza Dominicana, Inc.
Alianza Dominicana, Inc. CETE
The Big Sisters, Inc.
Broad Channel Athletic Club
Bronx Boricua Sports League, Inc.
Brooklyn Center for the Urban Environment
Brownsville Recreation Center
Casita Maria, Inc.
Citizens Advice Bureau/Girls Club
Countee Cullen Community Center
Cypress Hills Local Development Corporation
Dominican Sisters Family Life Program
The Door—A Center of Alternatives, Inc.
Eastern District YMCA
EHCCI/El Faro Beacon Program
Federation of Italian-American Organizations of Brooklyn
The 52nd Street Project
First Baptist Church Homework Assistance Program
Flatbush Development Corporation
Flushing YWCA
Goddard-Riverside Community Center
Good Shepherd Services
  Children and Youth Development Services
  Crossroads
  Euphrasian Short-Term Residence
  Marion Hall
  Park Slope Mini School
  Redhook Community Center
Graham-Windham Services to Families and Children
Grand Street Settlement, Inc.
Greater Ridgewood Youth Council, Inc.
Grosvenor Neighborhood House
Highbridge Community Life Center
Hispanic Young People's Alternatives
Immigrant Social Services, Inc.
Interfaith Neighbors, Inc.
J-Cap/Safe Kids
Jackson Heights Community Development Corporation
Kips Bay Boys & Girls Club

The Ladsonian Foundation - Heritage Symphony Orchestra
Laurelton Theatre of Performing/Visual Arts
Learning Thru an Expanded Arts Program, Inc.
Lenox Hill Creative Center/Teen Program
Lincoln Square Neighborhood Center
The Midtown Management Group, Inc.
New York City Job & Career Center
New York City Outward Bound Center
Our Lady of Mercy Church
People Against Sexual Abuse, Inc.
Phase Piggy Back, Inc.
Pius XII Youth & Family Services
Project Reach Youth, Inc.
Promesa, Inc.
Riverdale Community Center, Inc
Roots Revisited Committee, Inc.
Science Skills Center, Inc.
Seneca Beacons Program
Soundance, Inc.
South Brooklyn Local Development Corporation
South Queens Boys & Girls Club
South Ozone Park Youth Community Center
St. John's Recreation Center
Staten Island Children's Council, Inc.
Staten Island Debs Athletic Association, Inc.
Studio in a School Association, Inc.
Teachers & Writers Collaborative, Inc.
Variety Boys & Girls Club of Queens, Inc.
Victim Services, Inc.
Young Organizers Uniting Teenage Harmony
Young Audiences/New York
Youth Communication
The Valley, Inc.

INTERVIEW AND SITE VISIT PROTOCOLS

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Agency:_____   Date:_____

Person Completing Form, Title:_____

Phone: _____   Fax: _____

I.   Agency Information

Please provide a brief description of the types of services provided by your agency, and the population and community served. If this is covered in an agency brochure, please attach it instead. If your agency is a citywide, multi-site service provider, please complete one questionnaire for each site.

_____

_____

_____

_____

_____

	Number	Ages	Race/ Ethnicity*	% Low Income**
How many youth are served each year (on average) in all agency programs?	_____	_____	_____	_____
How many girls are served each year (on average) in all agency programs?	_____	_____	_____	_____

II.   Program Information

List all agency programs serving youth. For your convenience, a partial list of some typical programs for youth has been provided. If your agency offers any of these programs, please fill in the information requested for each. If not, put a line through all of the programs your agency does not have. You may add to the list as necessary.

Boys only	Girls only	Both	Program type	Participant Number	Participant Age	% Girls	How often they meet
☐	☐	☐	after-school academic support	_____	_____	_____	_____
☐	☐	☐	performing arts (dance, drama)	_____	_____	_____	_____
☐	☐	☐	visual arts (video, sculpture)	_____	_____	_____	_____
☐	☐	☐	sports and recreation	_____	_____	_____	_____
☐	☐	☐	career development	_____	_____	_____	_____
☐	☐	☐	cultural heritage	_____	_____	_____	_____
☐	☐	☐	mentoring	_____	_____	_____	_____

* Please use the following categories: 1=African American; 2=Asian; 3=West Indian/Caribbean; 4=Latino;
                    5=American Indian; 6=Euro-American; 7=Other.
** Eligible for free/reduced price lunch or family receives AFDC.

Boys only	Girls only	Both	Program type	Participant Number	Participant Age	% Girls	How often they meet
☐	☐	☐	health education				
☐	☐	☐	pregnancy prevention				
☐	☐	☐	rites of passage				
☐	☐	☐	mother-daughter				
☐	☐	☐	father-son				
☐	☐	☐	community service				
☐	☐	☐	_____				
☐	☐	☐	_____				
☐	☐	☐	_____				

How do you recruit youth to your programs? Do you do anything special to recruit girls?

_____

_____

_____

_____

_____

_____

_____

III.   Programs serving girls

Which of your programs listed above best serve the needs of girls in your community? How?

_____

_____

_____

_____

_____

_____

Which characteristics of these programs are most important for addressing the needs of girls in your community? Please add to this list as necessary.

Program characteristics	Very important	Important	Somewhat important	Not at all important
Separate meeting time and space for girls	□	□	□	□
Focus on positive development of girls (e.g., positive body image, self-esteem, health)	□	□	□	□
Opportunities for girls to explore life options	□	□	□	□
Focus on non-traditional skills and knowledge (e.g., math, science, carpentry)	□	□	□	□
Cultural awareness and pride	□	□	□	□
Development of solidarity among girls	□	□	□	□
Fostering positive relationships with adult women	□	□	□	□
Qualities of staff	□	□	□	□
Other: _____	□	□	□	□
_____	□	□	□	□

What have you found to be the most effective strategies for serving girls in your community?

_____

_____

_____

What are some of the challenges to serving girls in your community?

_____

_____

What more would you like to see happen for girls in your community?

_____

_____

_____

What types of support are needed to make that happen (e.g., suggestions, resources, technical assistance)?

_____

_____

GIRLS' PROGRAMMING IN NYC

Agency Observation Form

Agency Name: _____   Site Visitor: _____

Date: _____   Length of visit:_____

I. Surrounding Area

Note: The agency and program may be at the same or different sites; if at different sites describe both the agency site and the program site.

Describe the immediate surrounding area, including the street on which the agency (and program) is located.

What is the nature of transportation to the agency (and program) for participants?

II. Building

Size, approximate age, setting (e.g., spacious or crowded), overall physical condition (e.g., well-lit, well-maintained, clean, pleasant, attractive).

Space allocated to the program (Is program sharing space with other agency programs?)

Floor(s) on which located

Number of rooms

Number of rooms used for the program and approximate size

III. Other facilities used by the program.

	YES		NO
	On-site	Off-site	
Gym	_____	_____	_____
Library	_____	_____	_____
Computers (approximately how many, type)	_____	_____	_____
Participant lounge	_____	_____	_____
Staff Rooms	_____	_____	_____
Counseling Rooms with privacy	_____	_____	_____
Auditorium	_____	_____	_____
Other (Describe)	_____	_____	_____

Is there space for students to secure their personal belongings?

IV. Overall Environment

Entrance Description (describe signs, artwork, feeling e.g., welcoming, any specific messages to girls or their families)

Walls and public spaces

Participant work

Art work and Posters (Describe: multicultural, gender messages, representation of males/ females)

V. Overall Rating (5 is the optimal response, 1 the absence or opposite)

Friendly/participant oriented	1	2	3	4	5
Comfortable	1	2	3	4	5
Attractive	1	2	3	4	5
Functional; meets participant needs	1	2	3	4	5
Appropriateness of space	1	2	3	4	5
Use of available space	1	2	3	4	5
Parents/visitors welcome	1	2	3	4	5

VI. Summary Comments

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GIRLS' PROGRAMMING IN NEW YORK CITY
Program Observation Form

Program Name: _____ Site Visitor: _____

Staff Person:_____ Date: _____

1. **Number of Staff:** _____

     Race/Ethnicity   **Gender**

     African American   _____   Male: _____
     Latino   _____   Female: _____
     Caucasian   _____
     Other   _____

2. **Number of Participants** _____

     Race/Ethnicity   **Gender**

     Mostly African American   _____   Male: _____
     Mostly Latino   _____   Female: _____
     Mostly Caucasian   _____
     Evenly mixed   _____

3. **Room arrangement**

	Yes	No
Work/recreation areas	☐	☐
Tables with several students	☐	☐
Computer stations	☐	☐

Other (Describe:) _____

4. **If in own space, other features of the classroom** (Please describe: Walls, Displays of Participant Work or Projects, Art, Posters, Messages/Signs, Plants, Animals, etc.)

5. Materials (after each one in use please describe, especially noting when the materials are multicultural and address gender issues)

_____Books (nature, amount, how displayed)

_____Computers (describe use, e.g. as word processor, software for basic skills, other uses)

_____Science/Math materials

_____Art materials

_____Manipulatives

_____Sports Equipment

_____ Other (describe)

6. Physical Environment (rate from 1 to 5, 1 being best state and 5 its absence or opposite)

	1	2	3	4	5
Heating is comfortable	□	□	□	□	□
Lighting is adequate	□	□	□	□	□
Chairs and table comfortable	□	□	□	□	□
Space is sufficient	□	□	□	□	□
Attractive	□	□	□	□	□
Functional; Meets student needs	□	□	□	□	□
Efficient use of available space	□	□	□	□	□

7. Planning

Is the teacher working from a plan [e.g. a formal written plan?   □ Yes   □ No

How does the staff person convey day's agenda to participants?

How involved are the participants in planning the activities?

8. Focus of Activity (Please describe the role of the staff in the activities conducted.)

Consider:

What is the goal of activity/activities observed?

How does the activity fit into larger goals of the program?

Is the activity guided by a plan that the participants understand and follow?

Is this activity a part of an ongoing project or theme?

How structured is the activity?

How much choice do participants have within the activity (i.e., are all participants working on the same thing)?

Time frame for each activity.

9. Modes of Interaction (Check Primary mode--used most of the time you observed; Secondary/Mixed mode--if you observed simultaneous or limited use; None/NA, if mode is not present or not employed)

	Primary	Secondary Mixed	None/NA
Hands-on Activity	_____	_____	_____
Physical Activity	_____	_____	_____
Demonstration	_____	_____	_____
Role Playing	_____	_____	_____
Tutoring	_____	_____	_____
Participants' work individually	_____	_____	_____
Small groups or pairs	_____	_____	_____
Large group discussion	_____	_____	_____
Participants' play leadership roles	_____	_____	_____

Other (Describe):_____

_____

10. Staff/Participant Interactions

a. During the structured activities

b. During other times

11. Participant/Participant Interactions

a. During the structured activities

b. During other times

12. Staff/Staff Interactions

a. During the structured activities

b. During other times

13. Significant Behavioral Events/Other Interactions and How Handled
Describe staff approach to maintaining participant engagement in work (e.g., positive reinforcement, material incentives, tone of voice). Give examples of language used to praise, reinforce, support participants.

14. Participant Engagement Indicators (Please rate on a scale of 1 to 5. 5 is the optimal, and 1 its opposite or absence)

	1	2	3	4	5
Participant/participant interaction relates to planned activities	□	□	□	□	□
Participants work on tasks related to activity	□	□	□	□	□
Evidence of ongoing work, (e. g., displays, in-progress projects)	□	□	□	□	□
Participants are well-directed/understand expectations	□	□	□	□	□
Evidence of interest on the part of most participants (e.g., participate in discussion, seem animated and on task)	□	□	□	□	□
Questions asked by participants are related to the activity	□	□	□	□	□

15. **Number of Participants not Engaged** (doing something else, e.g. chatting, leaving room)

❑   0 - 4   ❑   5 - 10   ❑   More

Explain:_____

_____

16. **Your over-all assessment of class** (Please rate on a scale of 1 to 5, 1 being optimal and 5 its opposite or absence)

	1	2	3	4	5
Most participants engaged in activities related to class	❑	❑	❑	❑	❑
Activity is appropriate for girls of this age	❑	❑	❑	❑	❑
Interest level of participants in materials/ discussions/activities is high	❑	❑	❑	❑	❑
Materials/discussions/activities are multicultural and also promote understanding of gender issues	❑	❑	❑	❑	❑
There is ongoing feedback to participants about their work or ideas	❑	❑	❑	❑	❑
Participants are encouraged to think critically (e.g., apply concepts to other areas, think imaginatively, etc.)	❑	❑	❑	❑	❑
Participants feel comfortable asking questions	❑	❑	❑	❑	❑
Participants are encouraged to make own decisions	❑	❑	❑	❑	❑
Participants are encouraged to be cooperative with adults and other girls	❑	❑	❑	❑	❑
Activity was well organized	❑	❑	❑	❑	❑
Approaches promote participant interest in topic	❑	❑	❑	❑	❑

18. Summary Conclusions

What aspect of the activity was the most effective? Least effective?

What aspects particularly struck you as contributing most to girls' social development? To their cognitive development? To their physical development (if relevant)? To their career development? Give examples.

Any other overall impressions?

Staff protocol

Program
Program Name _____ Employee _____
_____

Interviewer _____ Date _____
_____

I.   **First, we would like to ask you some questions about yourself.**

Background information on staff

(Ask questions on the demographic form.)

1.   Please describe any previous experience (educational or professional) working with youth/girls.
        What attracted you to this kind of work?

2.   How long have you worked at this program (years/months)?

[For staff go to II. For directors go to III.]

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II.   Next, we would like to ask you about your job at the agency.

Current Position

3.   What role do you play in the program? Describe your specific job duties.
        Do you help with participant recruitment?
        How involved are you with program planning? designing activities?

4.   How are decisions made in the agency, in this program? [Probes: by the director or
        supervisor, by consensus (all staff must agree), by majority (most staff members agree), other.]

        How involved are you in the decision making-process?

5.   Did you participate in initial training or orientation for this program or trained others? Is there
        any follow-up training or ongoing staff development? Please describe.

6.   What type of support or assistance do you receive from your supervisor? from other staff?

7.   How often do you meet with your supervisor/with other staff formally or informally?

8.   What is the most challenging aspect of your work?

9.   What makes your work satisfying?

III.   Next, I'd like to talk about the program.

Program Goals

10.   What do you see as the goals/objectives of this program?

11.   What girls' needs has it been designed to meet?

12.   How was the program developed? Was there input from girls, parents, others interested in girls' issues?

13.   Are there particular theories or ideas regarding girls' development that inform this program?

Program Activities

14.   Describe a typical day in the program (i.e, what types of activities are offered to participants?).

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15. How are activities planned? [Probe: by program coordinator, by staff, by participants, some combination, etc.]

16. What type of instructional approach do you use most often? [Probe: have participants work in groups, individually, short- or long-term projects, etc.]

17. What activities do participants find most engaging?

18. Describe an activity that went particularly well since you have been involved in this program.

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19.   Are the resources you need available? Is the space you have adequate?

20.   Do you use community resources? Please describe.

21.   What type of support/information do you provide girls in:

   a)   Making decisions?

   b)   Becoming capable learners?

   c)   Learning about themselves, including their bodies?

   d)   Developing interpersonal relationships with girls, boys, adults?

   e)   Learning about future options in school or work?

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IV.   Next, I would like to learn more about the participants.

Participants

Tell me about the girls in this program.

22.   What are girls' expectations about the program?

23.   How are they recruited for the program?

24.   What strengths and needs do girls bring?

25.   How are participants rewarded for success? What sort of problems arise (e.g. discipline)?
       How do you handle them?

26.   Describe your relationship with the girls in the program.

27. What types of impact has the program had on participants?

    a)   What changes (personal) have you observed in the participants as a result of their participation in the program? [Probe for specific examples.]

    b)   Any changes in participants' skills?

    c)   Any changes in knowledge about themselves as girls?

    d)   What have you observed about participants' ability to make decisions or to take initiative in the activities in this program? [Probe for examples.]

    e)   Are participants making choices? [Probe for examples.] How are these choices different from those participants made or didn't make in the beginning of the year?

28. Overall, what do you perceive the impact of the program on participants is?

V.   **This final section addresses family/school involvement and your overall assessment of the program.**

29.   Do you have contact with family members or school staff? If yes, please describe.

30.   What is the level of family involvement in the program?

31.   What opportunities have been made available for family members to be involved?

32.   What issues do you discuss with family members or school staff?

33.   Do you feel that family or school support/involvement affects girls' engagement in the program?   [Probe for examples.]

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Overall Assessment

34. What do you like best about working in this program? Least?

35. What impact has the program had on you either professionally or personally?

36. What is the most effective aspect of the program?

37. How could the program be improved? What would you like this program to do in the future?

Additional Comments

38. Is there anything else you would like to tell me about the program?

39. About girls' programming for this age group?

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GIRLS' PROGRAMMING IN NYC

Staff Demographic Form

Complete the following by either writing in or checking the appropriate response.

NAME: _____

AGE: _____   SEX: ☐ Male
                                   ☐ Female

RACE:
    ☐ Native American or Alaskan Native
    ☐ African-American/Caribbean/Black
    ☐ Asian American or Pacific Islander
    ☐ Caucasian or White
    ☐ Latino(a)
    ☐ Other _____

ETHNICITY: _____

EDUCATIONAL BACKGROUND

    ☐ Less than high school
    ☐ High School Diploma/GED
    ☐ Two year college degree
    ☐ Four year college degree
    ☐ Other (*please specify*) _____

ARE YOU BILINGUAL?

    ☐ Yes
    ☐ No

    If yes, what language?_____

NUMBER OF YEARS OF EXPERIENCE WORKING WITH GIRLS _____

TITLE IN PROGRAM _____

I WORK AT THE PROGRAM

    ☐ Full-time
    ☐ Part-time (*where else do you work* _____)

    ☐ Other _____
        (*please specify*)

GIRLS' PROGRAMMING IN NYC

Focus Group Protocol

In-Program

1. How long have you been involved in [Agency Name]?

2. How did you first hear about [Program Name] and how long have you been a member?

3. What made you decide to join [Program Name]?

4. What do you like most about the program? (Probe: activities, staff, getting together with other girls, no boys)

5. How would you describe [Program name] to your friends? Would you recommend the program to younger girls?

6. What would keep some girls from joining the program?

7. What suggestions do you have for making the program more accessible or attractive to other girls your age?

8. Is there anything you would like to add to our discussion before we wrap up?

9. **Optional:** Ask about issues for girls in the community/school (#2 and #3 in out-of-program focus group protocol)

GIRLS' WRITING FROM YOUNG WOMEN'S VOICES

Shyness

Shyness is a girl around the age of eighteen. She lives in a small cottage in the deep, dark, dense forest. Shyness doesn't like to be around people, since her mother abandoned her when she was at a very young age. Shyness has one best friend named Out-Going. Out-Going is eighteen like Shyness. He likes to go to public places to meet people. When Shyness and Out-Going get together they talk about how they will share their future together.

by:

a.k.a.
Shorty 140

My Brother lead me along way

"*God Bless the dead*" There is one
person who lead me a long way,
his name is Junior he is my older Brother
but he died of asthma. My brother lead me along
way.

He (*Junior*) was 8 yrs. old.
I know you're probably thinking
what could an "8" yr. old do, well let
me tell you, they can do alot.

He lead me through *good*
and *bad* times when my mom
was not home my brother would
comfort me. My brother helped
me move on, when something
or anything held me back.

That's why I love
my brother
Junior

R.I.P.

a.k.a. Baby Doll

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<u>Me</u>

I don't want to sound corny
but it's almost impossible. Anyway. I am the
great   Beatlemaniac extraordinare
and rock music lover. I entertain anyone and
everyone because I crave attention!
Weird poet and crazed hippie are some of the
things I've been called. What goes on in my mind?
Even I'm not certain. I love comedy and
books. Books are a good way to escape reality
when the world around you sucks. Math I
hate. the government too. I so much wish to
be British. A British *punk* with tattoos. blue
hair and a pierced *tongue* would be nice. I
would also want to be a redhead! A <u>gorgeous</u>
redhead! With men swooning over me! Yeah. a
redheaded lead singer in a band whose 6 feet-
tall and is a model. too! But I'm stuck with
being me. But one of these days. I'm definitely
piercing my tongue!

By:

Hi, my name is
my special passion is writing. I
love writing because I love to
express my feeling. I have trouble
expressing my feeling by talking
because it always comes out
the wrong way or funny.

When I was a young girl I hated
writing because I couldn't spell
or read properly,
but I never had trouble talking
about it. I'm sorry this sounds
a little fun or different but that's
the way I am.

To sum this paper all up,
I just love to write but I never
can put all of my words and thoughts together.
This is one of the reasons why I
am in Young Womans voices today.

Everytime I write a paper one
of my thoughts would be on top
when it is supposed to be on the bottom.
This is another reason why I am in
Young Womans Voices today.

This is   expressing
her feeling about writing.

I have an attitude and it's plain to
see. I put up a wall to protect my
sensitivity.

Assumption
I'm not saying I'm an angel but,
I'm definitely not a devil in disguise.
I put up a wall, a guard that doesn't let
many people see you think I'm heartless but
let me let you know I have a heart
and it hurts me deeply to see how
people make fun of me just because I
put up a wall that can easily be broken
doesn't give you no right to judge me

Assumption
But if you take the time and try to get
to know me you will find a good
friend with a pretty good personality
That is no

Assumption

a.k.a. chocolate

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Assumptions

The sun
                bright in the sky
Clear
        Blue skies
Beautiful
                White Snow

These things might be
great for you but for someone
else well ASSUMPTIONS.

Great person,
            always cool
mean spirited...

                ASSUMPTIONS

ASSUMPTIONS

                ASSUMPTIONS

That's me!

            I am not the way I seem
                    assumptions
            You may think I'm a ***** or
            as mean as can be. You are
        entitled to your opinion and believe
        you me it's all good! Because I don't
        let people see how nice I can really be
            I am not the way I seem
                    Assumptions

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Upstairs Written by

In the upstairs apartment I hear, I hear.
I dread going to the bathroom.
Will I hear another chapter of this book.
Or will it end.
In the last chapter someone screamed,
chapter before that I heard a cry,
before that a beating.
Will the next be a death?
Or a victory the women will cry.
And next door forget it, that's wrestlemania.
To close in on Upstairs and Next door.
I remember there's a woman in each
of these apartments suffering and
getting beat.
Will that be me, crying, screaming and
suffering.
As each lay and weep.

The **Academy for Educational Development** (AED), founded in 1961, is an independent, nonprofit organization committed to addressing human development and educational needs in the United States and throughout the world. Under contracts and grants, AED operates programs in collaboration with nongovernmental and governmental agencies, community-based organizations, and schools, colleges, and universities. With its partners, AED helps organizations and individuals meet today's social, economic, and environmental challenges through education and human resource development; applies state-of-the-art techniques in education, training, research, technology, management, behavioral analysis, and social marketing to solving problems; and helps improve knowledge and skills throughout the world as the most effective means for stimulating growth, reducing poverty, and promoting democratic and humanitarian ideals.

AED's **School and Community Services** department has a strong commitment to excellence and equity in education and to developing links between schools and community-based organizations to increase educational and employment opportunities for youth across the United States. We work with school systems, community organizations, and foundations and other funding agencies on programs addressing critical educational issues: educational reform; adolescent pregnancy and parenting; HIV/AIDS education and prevention; middle-grades education; equity; youth employment preparation and school-to-work transition; and family involvement in education. We design, implement, and evaluate model educational and youth employment programs; provide technical assistance to schools and school districts; and disseminate information on issues relevant to youth through conferences, seminars, and publications. School and Community Services has worked collaboratively with schools and school districts, community-based organizations, and government agencies in 90 cities and 37 states.

AED's School and Community Services department is located both in AED's Washington office and in its New York City office. For more information about the work of AED's School and Community Services department, call Patrick Montesano or Alexandra Weinbaum, co-executive directors, 212-243-1110, or Raphael Valdivieso, vice president and director, 202-884-8727.

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