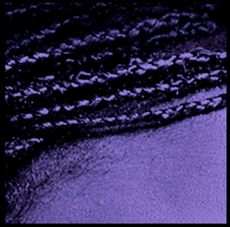


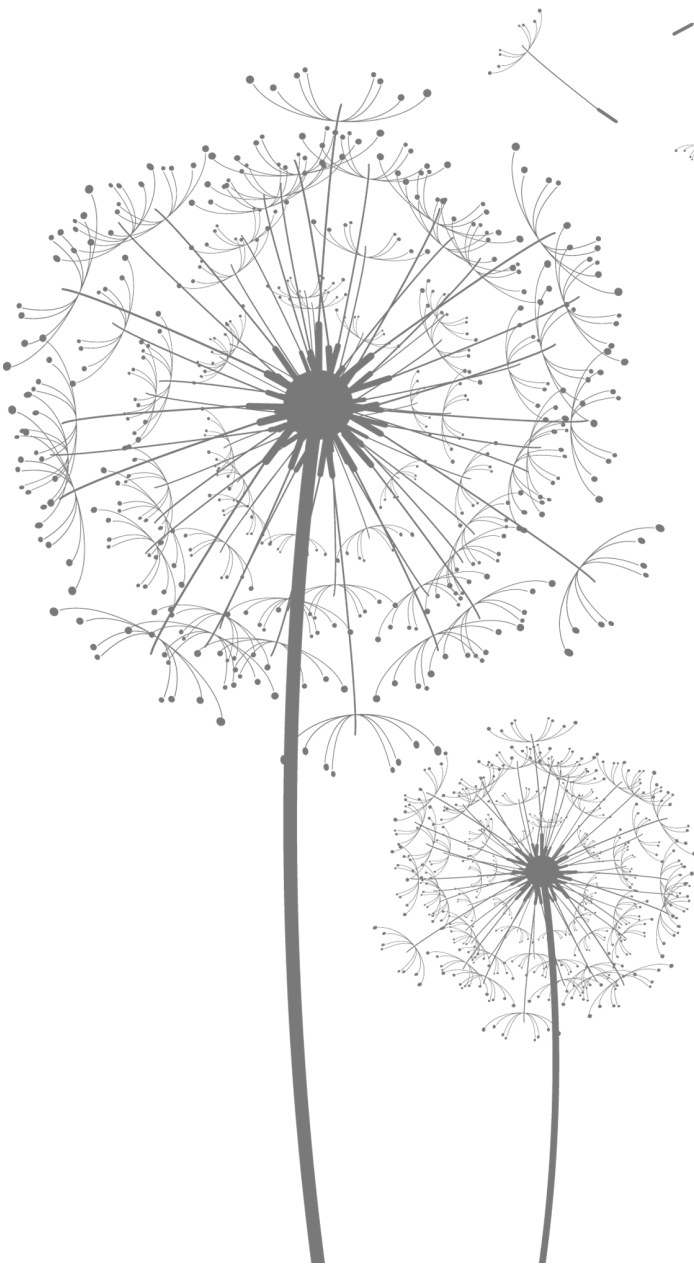
# Girls in the City: A Status Report on Teen Girls Residing in Chicago



Coalition on *Urban* Girls  
CHICAGO

## Dedication

This report is dedicated to every girl who resides in the city of Chicago. May your confidence rise as high as her skyscrapers and your passion for life as deep as her waters. This is your city, so take your rightful place and lead, grow, create and let nothing stop you from being all that you were created to be. We celebrate you!





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## History of the Coalition on Urban Girls- Chicago

The Coalition on Urban Girls- Chicago (CUG) is an alliance of agencies and organizations which serve girls throughout the Chicagoland area. Through a collective and holistic approach, CUG is committed to advocating for gender equality and improving the health, safety and wellness of ALL girls who reside in Chicago. CUG provides capacity building and training opportunities to strengthen girl-serving organizations. The Coalition was founded and convened by Demoiselle 2 Femme, NFP, on March 17, 2010 as the South Side Coalition on Urban Girls in response to the “Status of Girls in Illinois Report” (released September 10, 2009). In May 2011, the Coalition completed its evaluation goal by surveying more than 400 girls ages 12-18 and conducting focus groups with an additional 180 girls to determine the health priorities and needs of girls living in low-resourced communities on Chicago’s south side.

For seven years, the Coalition provided training, education, community awareness campaigns, the “Girls on Fire” Conference, research and advocacy efforts reaching 117 organizations and over 10,000 girls. The Coalition also published a resource guide entitled “Girls in the City: The South Side Edition.” In 2017, the Coalition expanded its vision beyond the south side to become the Coalition on Urban Girls - Chicago. A steering committee representing various organizations and public agencies was established to serve as the governing body. CUG will officially launch on October 11<sup>th</sup>, 2018 – the International Day of the Girl. The Coalition will also release “Girls in the City: A Status Report on Teen Girls Residing in Chicago.”

The Steering Committee has established five priority areas: Adolescent Health, Violence & Justice, Social Emotional Learning & Trauma, Educational & Economic Equity and Leadership Development. These priority areas will serve as a framework to support all Coalition activities. Annually, the Coalition will host quarterly meetings (open to the public) which focus on one of the priority areas, capacity building trainings, advocacy and campaign initiatives to support and increase policies and practices which impact the lives of girls. Membership is open to all organizations, agencies and institutions that serve girls.



## Introduction

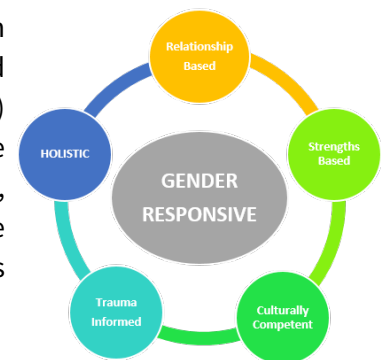
Who are “girls in the city?” Over 300,000 girls reside in the city of Chicago representing an essential element in the fabric of all 77 neighborhoods. You can see them in Roseland, Humboldt Park, China Town, Lawndale, Englewood and Lake View - walking, riding bikes, waiting at the bus stop, playing in parks and riding the “L”. Journey into our schools and you can see them engaging teachers and peers in the hallways and classrooms of Corliss, Young Women’s Leadership Charter School, Whitney Young, Clemente, Lindblom, Lane Tech and Kenwood. They can tell you their favorite places to eat and where they like to hangout. Many of them have seen the best and worst of our city, and have yet resolved to “make it!” In support of every girl who desires to pursue and fulfill her goals and dreams, we have compiled this report to inform community stakeholders, families, educators, policy makers, philanthropists, researchers and all others who advocate for girls. We believe that to provide the best services, programming, care and advocacy for girls, access to current, accurate data is vital. **It is our hope that this information will bring the needs of girls to the forefront and spark “girl-centered” conversations which lead to ACTION.**

In 2009, the Status of Girls in Illinois report was released to “better understand the multiple needs of girls, along with strategies to meet those needs.” This report was designed with the same intention, but focuses primarily on teen girls (ages 13-19) residing in Chicago. The Coalition on Urban Girls-Chicago is comprised of organizations and individuals that have served girls and championed their causes for decades. Our lived experiences as “girls in the city” shaped our current realities as women who are committed to the health, safety and wellness of all girls. The lack of gender-responsive practices in the socio-ecological environment can increase the risk of re-traumatization, criminalization and victimization among girls. We believe that gender-responsive practices and approaches, particularly those that are strength-based, trauma-informed, culturally competent, holistic, and relationship-based, can buffer the negative trajectories experienced by girls in the city.

## Defining Our Gender-Responsive and Socio-Ecological Lens

### Gender-Responsive

Overwhelmingly, gender-responsive studies and practices have been contextualized to address only a small sub-segment of the women and girls in our area (.i.e., incarcerated women and girls). Bloom et al (2003) identifies the implementation of gender-responsiveness through five core practice areas: strength-based, trauma-informed, culturally-competent, holistic, and relationship-based.<sup>1</sup> To expand the discourse, we have adopted a comprehensive definition of gender-responsiveness that speaks to the needs of all girls.<sup>2</sup>



Copyright © Demoiselle 2 Femme, NFP.

<sup>1</sup> Bloom, B., Owen, B & Covington, S. (2003). Gender-Responsive Strategies: Research, Practice and Guiding Principles for Women Offenders, Washington, DC: U.S. Department of Justice.

<sup>2</sup> Benedict, A. (2008). The Five CORE Practice Areas of Gender-Responsiveness. CORE Associates, LLC.

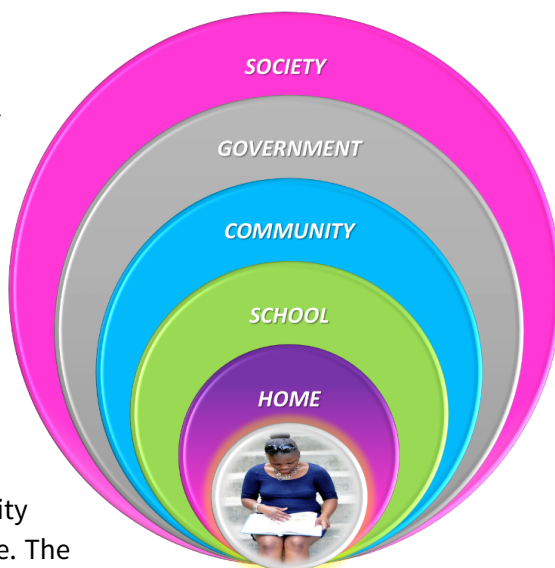
“Gender Responsiveness is the deliberate creation of safe environments, programs, practices, and systems that address the causal issues of girls by respectfully taking into account the realities of their lives, development and strengths by providing the necessary care, resources and empowerment to support them in reaching their full potential.”<sup>3</sup>

#### Five Core Practice Areas for Girls<sup>4</sup>

- **Relationship-Based:** working with girls in a relational way to promote mutual respect and empathy.
- **Strengths- Based:** intentional movement away from a deficit approach to recognize that all girls have strengths **that can be mobilized and maximized.**
- **Trauma-Informed:** acknowledgement of the impact and effects of trauma and how the history and context of trauma plays an important role in how girls may respond to services.
- **Holistic:** acknowledges the “whole girl” and provides a comprehensive model that addresses the social and emotional needs, thoughts, feelings, behaviors and decision-making of girls.
- **Culturally-Competent:** Culturally-Competent: values and acknowledges cultural diversity among girls and is respectful and responsive to their health beliefs and practices, cultural, and linguistic needs

#### Socio-ecological model

Bronfenbrenner’s Ecological Systems Theory consists of several contextual systems that affect a child’s development.<sup>5</sup> An individual’s behavior is influenced and shaped by social networks, institutions, laws, policy, and how individuals choose to access relationships with the latter. At the center of the model is the child. Every child has a different set of systems that interact with the other systems and shape the development of the unique child. The primary goal of the approach and its use of behavioral change theories is to shift from a problem-centered model aimed at attacking negative youth behaviors to strategies that emphasize the provision of family, school, and community resources that support healthy decision making during adolescence. The integration of this model provides a level of accountability for each sphere of influence in the development of a girl.



Copyright © Demoiselle 2 Femme, NFP.

<sup>3</sup> Morrison, S., Piper, T, Girls and Trauma: Performing Socio-Surgery through a Gender Responsive Lens, 2018

<sup>4</sup> Ibid.

## **How should you respond to this report?**

**Girls** – Read it! Process the information as it applies to your own experiences. Identify ways to share the information with your friends, family, teachers and community leaders. Ask yourself, “what can I do to help girls in my family, school and community have better experiences?”

**Parents/Families** – These are your daughters and family members! Consider practices in your household/family that reinforce some of the negative experiences of girls. Make commitments around health, safety, physical fitness, education, violence, and emotional wellness. Share the report with other parents, school officials, religious and political leaders. Organize around a cause and connect with an organization whose mission supports that cause.

**Schools/Educators** – Share the report with teachers, administrators, and your local School Council. Invite the Coalition on Urban Girls – Chicago to conduct a professional development training on how to become a gender-responsive school. Ensure that your school resource officers are trained in gender-responsive practices. Assess how the girls in your school fare with respect to these topic areas. Develop partnerships with community based organizations to address the needs of girls in your school.

**Community** - Share the report with individuals in your circle of influence. Use the report as a framework for town halls, community meetings, and professional development training. Advocate for the safety of girls in your community. Establish priorities around key areas in the report and conduct strategic planning to address those areas. Invite the Coalition on Urban Girls–Chicago to conduct a professional development training on how your organization/institution can implement gender-responsive policies and practices. Develop Communities of Practice (CoPs) to increase skilled practitioners in gender-responsiveness.

**Government** – Use the report as a framework to assess policies and practices that affect girls. Identify ways to disrupt systemic and institutional pipelines that increase justice involvement among girls. Require mandatory gender responsive training for all employees who interact with girls. Prioritize funding to meet the critical needs of girls in each area of the report.

**Society** - Protect girls. Respect girls. Recognize the significance that girls have in the health of our current and future society. End societal attitudes and practices that sexually exploit and perpetuate violence against girls. Identify ways that you can be a mentor or positive role model in the lives of youth.



# ADOLESCENT HEALTH

# Adolescent Health

*“The health of a nation resides in its communities”*

According to the World Health Organization, health is much more than the absence of disease; health is also the presence of complete mental, physical, and social well-being. In the city of Chicago, 34% of households with children are headed by single-females which is almost double (1.78 times) the national average of 19%.<sup>1</sup> Based on the number of single-female headed households in Chicago, the overall health and wellness of girls can serve as an indicator to the future health of communities throughout the city.

The state of Illinois is home to approximately 1,466,164 girls (ages 0-17)<sup>2</sup>

Illinois Girls Population Estimate	Hispanic	White (non- Hispanic)	Black (non- Hispanic)	Other (non- Hispanic)
	405,859	765,853	178,513	115,939

Approximately, 321,752 girls (56.7% of youth), ages 5-17 reside in the city of Chicago<sup>3</sup>:

- 5-9 Year Olds - 148,384
- 10 to 14 Year Olds 108,952
- 15-17 Year Olds -64,416

Why focus on the adolescent health of girls?

Girls are powerful, smart, beautiful and breaking through barriers, injustices and glass ceilings in this 21<sup>st</sup> Century. Yet, they remain one of the most vulnerable populations in the WORLD. For girls who live in urban environments like Chicago, there have always been some vulnerabilities within the socio-environment, but resilience was much more of a reality because of the presence of family, caring adults and strong community systems of support.<sup>4</sup> Today, girls are experiencing multiple traumas which can affect their ability to “bounce back” and researchers argue that resilience is not an outcome

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<sup>1</sup> Illinois population estimate [https://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml?src=bkmk](https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk)

<sup>2</sup> Ibid

<sup>3</sup> Ibid

<sup>4</sup> Morrison, S., Piper, T, Girls and Trauma: Performing Socio-Surgery through a Gender Responsive Lens, 2018



of childhood trauma<sup>5</sup>. Adolescence is a critical period in the development of a girl, and behavioral patterns established during this period help determine young people's current health status and their risk for developing chronic diseases during adulthood. Researchers argue that some important health and social problems either start or peak during adolescence, i.e. mental disorders, substance abuse, tobacco use, sexually transmitted infections, pregnancy, suicide, homicide, homelessness, low academic performance and persistence and motor vehicle collisions.<sup>6</sup> For some girls, the challenges of adolescent development are further exacerbated by providing care for an aging/disabled parent, guardian or younger sibling which can start as early as five years old.

The transitional stages of adolescent development make girls more sensitive to influences from their social environment. Through a socio-ecological lens, social influences, e.g. family, peers, community, government, etc., can either support or threaten a girl's health and well-being. The effects of gender bias, structural and institutional racism and media messages are manifested through inequalities that widen the gap of health disparities among girls of color. As girls transition into adulthood, those with chronic health conditions, may face challenges in navigating the adult health care system, due to changes in their insurance coverage, legal status and decreased attention to their developmental and behavioral needs.<sup>7</sup> Bolstering the positive development of girls facilitates their adoption of healthy behaviors and helps ensure a healthy and productive adult population.<sup>8</sup> This is of monumental importance as some girls may become single-parents as teens or emerging adults (ages 18-24). The financial burdens of preventable health problems are large and include the long-term costs of chronic diseases resulting from behaviors begun during adolescence and young adulthood. As a CCUG priority area, the health status of girls provides a lens into the current and future health of Chicago communities which should be a priority to all sectors.

## Are the Girls Well?

*"Healthy behaviors that are the underlying cause of chronic conditions are often modifiable, but the conditions under which people are born, grow, live, go to school, and work often affect these behaviors. In fact, it is widely believed that approximately 70% of what impacts health happens outside of the healthcare system. We often refer to these social factors as the social determinants of health." - 2016 UI Health Community Health Needs Assessment*

According to Healthy Chicago 2.0...

Over 835,000 Chicagoans were living in high economic hardship in 2014, with 48% of children in Chicago living in low child opportunity areas on the south and west side of the City.<sup>9</sup>

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<sup>5</sup> De Bellis, M. D., & Zisk, A. (2014). The Biological Effects of Childhood Trauma. *Child and Adolescent Psychiatric Clinics of North America*, 23, 185-222.

<sup>6</sup> Available from: <https://www.ncbi.nlm.nih.gov/books/NBK215414/>

<sup>7</sup> Available from: <http://www.nap.edu/catalog/18869/investing-in-the-health-and-well-being-of-young-adults>

<sup>8</sup> Available from: <https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/docs/TTYE-Guide.pdf>

<sup>9</sup> Healthy Chicago, 2.0, 2016

The Child Opportunity Index measures community characteristics that influence a child's health and development. One in two African American and Hispanic children live in low child opportunity areas (see table 1.0) compared to 1 in 50 white children. The opportunity gaps between white children and African American and Hispanic children demonstrate the need for health equity and opportunities that directly address the index areas.

### Homelessness:

In Chicago, homeless students miss more school days than students with stable housing<sup>10</sup>

- For the 2017 – 2018 school year, Chicago Coalition for the Homeless reports that according to CPS records 17,894 homeless students were enrolled in Chicago's public schools, approximately 4.8% of the total student population.
- These students are overwhelming black (81%) and Hispanic (16%).
- While gender specific data could not be obtained, the stories of girls who are displaced, homeless and staying at a friend or relatives house are echoed by educators and service providers across the city.

The Point in Time (PIT) count and survey of unsheltered and sheltered homeless persons in Chicago led by the Department of Family and Support Services (DFSS) took place on the evening of January 26, 2017. A mandate by the U.S. Department of Housing and Urban Development (HUD), the intent is to produce a picture of homelessness in Chicago. The data collected annually is comparable to previous counts conducted since 2005. Recognizing that youth can be difficult to track, the hours of the count were extended for the purposes of identifying homeless youth. The supplemental youth count (SYC) began at 3 PM the day of the count and extended into the next day.

*Despite making up only about one-third of the city of Chicago's total population, the Black/African American representation remains high at 81 percent of sheltered and 76 percent of unsheltered populations.<sup>11</sup>*

<sup>10</sup> Healthy Chicago 2.0, 2016

<sup>11</sup> Homeless Point-in-Time (PIT) Count and Survey Report - City of Chicago, 2017

Table 1.0

## Components of the Child Opportunity Index

### Educational

- Adult educational attainment
- Student (school) poverty rate
- Reading proficiency rate
- Math proficiency rate
- Early childhood education neighborhood participation patterns
- High school graduation rate
- Proximity to high-quality early childhood education centers
- Proximity to early childhood education centers of any type

### Health & Environmental

- Retail healthy food index
- Proximity to toxic waste release sites
- Volume of nearby toxic release
- Proximity to parks and open spaces
- Housing vacancy rates
- Proximity to health care facilities

### Social & Economic

- Neighborhood foreclosure rate
- Poverty rate
- Unemployment rate
- Public assistance rate
- Proximity to employment

Source: Healthy Chicago 2.0, Chicago Department of Public Health, 2016

According to the PIT Count of Homelessness in Chicago and the Supplemental Youth Count, African Americans represent a disproportionately large percentage of the populations, along with females who represent a large percentage of unaccompanied youth who are parenting other youth.

	Homeless Youth	Homeless Youth - Unaccompanied	Homeless Parenting Youth ages 18-24
% Black/African America	75%	76%	93%
% Female	31%	34%	95%
% disabled/mental illness	17%		

## Food Insecurity

According to Feeding America’s “Map the Meal Gap,” **1 in 5 Children in Cook County struggle to have access to healthy food and are at risk of hunger.** <sup>12</sup>Food insecurity is defined as a lack of access, at times, to enough food for an active, healthy lifestyle for all household members and limited or uncertain availability of nutritionally adequate foods.

- Hunger continues to disproportionately affect children as 255,180 of the food insecure individuals in Cook County are under the age of 18.<sup>13</sup>
- This equates to 20.8 percent of Cook County’s child population.<sup>14</sup>
- A basic needs survey of approximately 300 high school girls participating in programs at Demoiselle 2 Femme, NFP reported that 43% of teen girl have experienced “missing a meal” due to a lack of food in their household.

The negative effects of food insecurity are numerous, especially for teenagers who are at a critical stage of their development. For these youth, food insecurity undermines their physical and emotional growth, stamina, academic achievement, and job performance.

In a 2015, Feeding America published Bringing Teens to the Table: A Focus on Food Insecurity in America<sup>15</sup>. The report investigated food-insecurity in 10 communities nationwide including Chicago. Findings of the report indicated, teen food insecurity was widespread, and that the stigma associated with hunger caused most teens to hide it. Food insecure teens also have the added responsibility of

<sup>12</sup> <http://map.feedingamerica.org/>

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> <http://www.feedingamerica.org/research/teen-hunger-research/bringing-teens-to-the-table.pdf>

providing food for themselves and younger siblings, even in households where parents attempted to shield their children from the reality of poverty/hunger. Findings of this report indicated that although teens would overwhelmingly prefer to earn money through a normal job, teens facing acute hunger often engaged in criminal behavior (shoplifting food, selling drugs or stealing items to sell for cash). Teens at all 10 of the study locations and in 13 out of 20 focus groups talked about girls having sex for money as a way of getting food and other basic items.

### **Menstrual Equity... a basic need!**

“The worst part of being homeless is when my period comes!”  
“It’s easier for a girl to get a free condom than a free pad or tampon!”  
“Menstrual products are a necessity not a luxury!”

Menstrual equity advocates for laws and policies that ensure menstrual products are safe, affordable and available for those who need them.<sup>16</sup> A national launch was moved in 2015 by Cosmopolitan and Period Equity to eliminate the tax on tampons and sanitary napkins. Illinois joined a handful of states and the city of Chicago in repealing a so-called “tampon tax” as Gov. Bruce Rauner approved a bill that exempts feminine hygiene products from the state sales tax.<sup>17</sup> Illinois took a further step toward menstrual equity by passing legislation that requires Illinois schools to provide free feminine hygiene products in girls’ restrooms starting January 1, 2018. Advocates argue that when students do not have access to affordable feminine hygiene products, they may miss multiple days of school every month. Girls who are experiencing displacement or homelessness may also feel pressured to negotiate sex for money to purchase basic needs items such as pad or tampons.

Those who are unable to afford tampons and pads are at risk of<sup>18</sup>:

- isolation
- infection
- missed days of school and work
- bullying
- sexual manipulation

In Chicago, the implication of menstrual insensitivity and dehumanizing disciplinary practices were widely publicized when a charter school network’s bathroom policies caused girls to bleed through their uniforms. These types of inequities and biases further demonstrate the need for gender responsive training, practices and policies which value and support the dignity of girls.

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<sup>16</sup> See <https://www.periodequity.org/>

<sup>17</sup> See <http://www.wsilvtv.com/story/37112767/in-2018-illinois-schools-required-to-provide-free-feminine-hygiene-products>

<sup>18</sup> See <https://www.periodequity.org/>

## General Health & Behaviors

The behavioral patterns established during adolescent development help determine young people's current health status and their risk for developing chronic diseases during adulthood.<sup>19</sup> Researchers argue that the leading causes of illness and death among adolescent youth are largely preventable<sup>20</sup> and health outcomes are frequently both behaviorally mediated<sup>21</sup> and linked to multiple social factors.

There are significant disparities in outcomes among racial and ethnic groups. In general, girls who are African American, American Indian, or Latino, especially those living in poverty, experience worse outcomes in a variety of areas such as obesity, teen and unintended pregnancy, tooth decay, and educational achievement, compared to girls who are Caucasian or Asian American.<sup>22</sup> In addition, sexual minority youth have a higher prevalence of many health risk behaviors.<sup>23</sup> Health promoting behaviors such as efficient sleeping patterns, exercise, proper nutrition and personal hygiene are regarded as a major criteria that determine overall health and are directly related to preventing many diseases. The lack of physical activity, poor nutrition and participation in at-risk behaviors can lead to diseases and mortality in all ages, including adolescent girls.

### Oral Health

Oral health is a very important part of overall health. Changing hormone levels during a girl's menstrual cycle or pregnancy can raise their risk of problems affecting the mouth, teeth, or gums.<sup>24</sup> The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students:

- 1.2% percent of girls in the U.S. and 1.1% in Illinois never saw a dentist (for a check-up, exam, teeth cleaning, or other dental work)<sup>25</sup>
- In Chicago, 1.4 % of girls never saw a dentist. The number of Black girls (2.9%) who never saw a dentist is twice the rate of White girls (1.4%) and SEVEN times the rate of Hispanic girls (0.4%).<sup>26</sup>

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<sup>19</sup> Available from: <https://www.nap.edu/catalog/12063/adolescent-health-services-missing-opportunities>

<sup>20</sup> Park MJ, Scott JT, Adams SH, Brindis CD, Irwin CE. Adolescent and young adult health in the United States in the past decade: Little improvement and young adults remain worse off than adolescents. *J Adolesc Health*. 2014;55(1):3-16. doi: 10.1016/j.jadohealth.2014.04.003

<sup>21</sup> Available from: [http://www.thelancet.com/journals/lancet/issue/vol379no9826/PIIS0140-6736\(12\)X6017-](http://www.thelancet.com/journals/lancet/issue/vol379no9826/PIIS0140-6736(12)X6017-)

<sup>22</sup> See <https://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health>

<sup>23</sup> Available from: <https://www.cdc.gov/mmwr/volumes/65/ss/ss6509a1.htm>

<sup>24</sup> See <https://www.womenshealth.gov/a-z-topics/oral-health>

<sup>25</sup> 2017 Chicago Youth Risk Behavior Survey

<sup>26</sup> Ibid



## Sleep Behaviors

Adequate sleep is an essential ingredient of overall good health. Teens are at an important stage of their growth and development and need more sleep than adults. According to research, the average teen needs about nine hours of sleep each night to feel alert and well rested.

### **The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students:**

- o In Chicago, 83% of girls did not get 8 or more hours of sleep (on an average school night). This is higher than the U.S. rate (75.4%) and the Illinois rate (79.9%) among high school girls. <sup>27</sup>

## Asthma:

***Childhood asthma is a leading cause of chronic disease-related school absenteeism in the U.S., associated with >10 million missed school days annually.*** <sup>28</sup>

In Chicago...

- o African American youth have asthma rates ALMOST TWICE than white youth<sup>29</sup>
- o African American children visit the emergency room for their asthma as often as Chicago children overall.<sup>30</sup>
- o The University of Chicago Medical Center (UCMC), 2015 Community Health Needs Assessment reported that among UCMC Service Area children under age 18, 17 % of girls currently have asthma.

The 2017 Chicago Youth Risk Behavior Survey indicates that, among female high school students, the percentage of Black girls, who were ever told by a doctor or nurse they had asthma, is higher than the national, state and city rate and more than twice that of white girls. There has been an increase in the percentage of white girls who report being diagnosed with asthma since 2007. The management and care of asthma in Chicago children is vital. The importance of school nurses and medical support staff in ALL schools is needed to support children diagnosed with chronic health conditions.

YRBS DATA 2017	Percentage of Female High School Students Who Were Ever Told By A Doctor Or Nurse That They Had Asthma, by race/ethnicity.			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	22.5	22.9	21.8	20.7

<sup>27</sup> 2017 Chicago Youth Risk Behavior Survey

<sup>28</sup> Hsu, J., Qin, X., Beavers, S. F., & Mirabelli, M. C. (2016). Asthma-Related School Absenteeism, Morbidity, and Modifiable Factors. American Journal of Preventive Medicine, 51(1), 23-32. <http://doi.org/10.1016/j.amepre.2015.12.012>

<sup>29</sup> Healthy Chicago 2.0, 2016

<sup>30</sup> Ibid.

BLACK			27.1	27.3
HISPANIC			18.6	19.0
WHITE			Group too small	11.7

## Obesity, Overweight & Diet

### 19% of all CPS kids are OBESE<sup>31</sup>

CLOCC (Consortium to Lower Obesity among Chicago Children) report that:<sup>32</sup>

- The rates of childhood overweight have tripled nationally since the 1970s.
- Children in Chicago have higher overweight and obesity prevalence rates than US children in the same age groups
- Child obesity rates in children of all ages were highest among Blacks and Hispanic communities for both boys and girls.

According to the Center for Disease Control (CDC) the increased prevalence of type 2 diabetes among children and adolescents has been relatively recent in most populations, beginning in the early to mid-1990s. In Illinois, there has been an unprecedented growth in the weight of children in recent years. Type 2 diabetes in children is on the rise, fueled largely by the obesity epidemic.

### Adjusted estimates of overweight and obesity prevalence among Chicago Public Schools students in grades Kindergarten, Sixth and 9<sup>th</sup>:

#### Females - Overweight & Obesity:<sup>33</sup>

- Kindergarten- 36.2% (highest among Hispanic girls at 42%)
- Sixth Grade - 47.2% (highest among Hispanic girls at 49.7%)
- Ninth Grade- 45.7% (highest among Black girls at 47.8%)

#### Females - Obesity: <sup>34</sup>

- Kindergarten- 19.1% (highest among Hispanic girls at 23.8%)
- Sixth Grade - 26.7.2% (highest among Hispanic girls at 29.0%)
- Ninth Grade- 25.2% (highest among Black girls at 27.1%)

<sup>31</sup> Healthy Chicago 2.0

<sup>32</sup> See <http://www.clocc.net/about-childhood-obesity/prevalence/#chicago>

<sup>33</sup> Overweight and Obesity Among Chicago Public Schools Students, 2010-11

<sup>34</sup> Ibid

The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students, girls in Chicago reported higher rates of obesity and being overweight than state and national rates.

YRBS DATA 2017	Percentage of high school females who had obesity (students who were $\geq$ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts)			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
GIRLS	12.1	11.9	15.2	

YRBS DATA 2017	Percentage of high school females who were Overweight (students who were $\geq$ 85th percentile but $<$ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts)			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
GIRLS	16.8	16.5	20.9	

YRBS DATA 2017	Described themselves as slightly or very overweight			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
GIRLS	37.5	33.7	27.1	37.0

Girls who are not engaging in weight loss efforts may still have unhealthy diets. The diet of Black girls, in particular, remains one of concern as they are eating fewer healthy foods than their White and Latina peers.

The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students<sup>35</sup>:

- 73.1 % drank soda or pop (such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey). Percentages were highest among Black (77.5%) and Hispanic (77.4%) girls.
- 10.2% did not eat vegetables (highest among Black girls at 14.6%)
- 4.1% did not eat fruit or drink 100% fruit juices (highest among Black girls at 6.7%)

<sup>35</sup> Ibid

- 17.1% drank a can, bottle, or glass of soda or pop one or more times per day. The rate of Black girls who reported drinking soda or pop three or more times per day is more than THREE times the rate of Hispanic and White girls.
- 77.5 % did not eat breakfast on all 7 days (during the 7 days before the survey). Percentages were highest among Black (81.1%) and Hispanic (79.6%) girls.

## Physical Activity

Researchers argue that physical education can have a positive effect on children's physical Health. Learning during physical education experiences can have positive, immediate, and long-term effects on children's health. Girls who are enrolled in high school physical education report higher levels of moderate to vigorous physical activity than those who are not.<sup>36</sup> *The average number of days of physical education per week is 2.7 (out of 5 days) in Chicago Public Schools which is lower than the state average of 4.0 days.*<sup>37</sup> The impact of a reduction in physical education may be more impactful for girls when compared to the physical activity and participation of boys in sports. Some researchers believe giving kindergartners at least five hours of physical education time per week-the amount recommended by the federal government-could potentially reduce the prevalence of obesity and overweight among girls by 43 percent.<sup>38</sup>

YRBS DATA 2017	Percentage of high school females who did not go to physical education (PE) classes on 1 or more days (in an average week when they were in school).			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
ALL RACES	58.0	19.8	32.8	
BLACK			42.5	
HISPANIC			26.7	
WHITE			30.2	

YRBS DATA 2017	Percentage of high school females who did not go to physical education (PE) classes on all 5 days (in an average week when they were in school)			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
ALL RACES	58.0	19.8	56.8	

<sup>36</sup> (Pate et al., 2007).

<sup>37</sup> 2017 Illinois Report- City of Chicago School District 299

<sup>38</sup> See <http://www.chicagotribune.com/news/ct-xpm-2004-09-07-0409080262-story.html>

BLACK			66.1	
HISPANIC			51.0	
WHITE			52.1	

In addition to physical education, participation in sports can also provide youth with heart healthy activity, opportunities to develop peer relationships, increased physical performance, stamina and team building. The 2017 Chicago Youth Risk Behavior Survey reports a critical gap for girl's participation in physical activities and sports when compared to boys:

2017 YRBS DATA	
<b>Percentage of students who were not physically active for a total of at least 60 minutes on at least 1 day</b> (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time, during the 7 days before the survey)	
CHICAGO 2017	
GIRLS	22.9
BOYS	14.7

2017 YRBS DATA	
<b>Percentage of students who were not physically active at least 60 minutes per day on 5 or more days.</b> (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time, during the 7 days before the survey)	
CHICAGO 2017	
GIRLS	69.5
BOYS	56.4

2017 YRBS DATA	
<b>Percentage of students who were not physically active at least 60 minutes per day on all 7 days</b> (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time, during the 7 days before the survey)	
CHICAGO 2017	
GIRLS	87.8.*
BOYS	76.9

2017 YRBS DATA	
<b>Percentage of students who did not play on at least one sports team</b> (counting any teams run by their school or community groups, during the 12 months before the survey)	
CHICAGO 2017	
GIRLS	56.2
BOYS	41.8



## Sexual Behavior, Reproduction & STDs

In order to promote girls' sexual health and most effectively reduce sexual risk, it is important to understand the social factors that influence the development of a girl's sexuality.<sup>39</sup> While medically accurate sex education and prevention programs have expanded to promote abstinence, delay of initiation of intercourse, increased contraception/ condom use, and broader developmental issues, the rates of STD infections and pregnancy are still disproportionately high among low income, girls of color. These outcomes demonstrate an increased need for gender responsive approaches to sexual decision **making** that increase self-efficacy among girls enabling effective execution of prevention and health promotion strategies.

### Sexual Behaviors

According to the 2017 Chicago Youth Risk Behavior Survey (YRBS), over half of Illinois female high school students statewide (55.9 %) have had sexual intercourse which is slightly higher than the national average (50.1%).<sup>40</sup>

2017 Chicago YRBS data report<sup>41</sup> ...

- Girls (35.2 %) are less likely to report having ever had sex than boys (43.8%). The rates are highest among Black (45.1%) and Hispanic (46.3%) girls.
- Girls are three times less likely than boys to have had sexual intercourse for the first time before age 13 years. Rates of sexual intercourse before age 13 are highest among Hispanic girls (7.3).
- 5.4% of girls had sexual intercourse with four or more persons during their life.
  - 8.3% of LGB females report having had sexual intercourse with four or more persons during their life.
- 27.8% of girls were currently sexually active (had sexual intercourse with at least one person, during the 3 months before the survey). Rates were highest among Black girls (34.8%) and LGB females (32.7)
- 13.7 % of girls and 28.6% of LGB females drank alcohol or used drugs before last sexual intercourse.

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<sup>39</sup> Teitelman, A. M., Bohinski, J. M., & Boente, A. (2009). The Social Context of Sexual Health and Sexual Risk for Urban Adolescent Girls in the United States. *Issues in Mental Health Nursing*, 30(7), 460-469.

<sup>40</sup> 2017 Chicago Youth Risk Behavior Survey (YRBS)

<sup>41</sup> Ibid

- Over half (51.9%) of girls who were currently sexually active did NOT use a condom during last sexual intercourse. The number was highest among Hispanic girls (51.6).
- 82% of girls did not use birth control pills before last sexual intercourse (to prevent teen pregnancy among students who were currently sexual active).

## Pregnancy & Abortion

Social determinants of health are conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks (Healthy People 2020). Certain social determinants, such as high unemployment, low education, and low income, have been associated with higher teen birth rates. Interventions that address socioeconomic conditions like these can play a critical role in addressing disparities observed in U.S. teen births rates.

The impact of giving birth to a child before completion of high school has adverse consequences for both mothers and children. Only 2 percent of teen moms earn a college degree by the time they reach age 30. Girls who have children at a young age are less likely to obtain a high school diploma or continue their education, which can affect lifelong opportunity.<sup>4</sup>

Children of teen parents are more likely to:

- o be pre-term or low birth weight and to suffer health consequences as a result
- o grow up in poverty
- o grow up in environments with less cognitive stimulation and emotional support
- o have lower school achievement

Most teen births in Illinois (76%) are to older teens (age 18-19). It is also the case that 14% of all teen births were to teens who already had a child.

Teen birth rates have fallen for all racial and ethnic groups, and in some cases the gap in teen birth rates by race/ethnicity has narrowed, but disparities remain. Reducing teen pregnancy is a poverty prevention strategy that will affect the health of mothers and children. And in 2015, public savings due to declines in teen birth rates, totaled \$179 million.<sup>42</sup>

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<sup>42</sup> See <https://powertodecide.org/what-we-do/information/national-state-data/illinois>

Despite the declines, in Chicago:

- Hispanic and African American teens are over four times more likely to give birth than white teens
- The rates in communities with low child opportunity are up to 20 times that of rates in areas with plentiful opportunities for children.
- Teen birth rates in areas of very low child opportunity are 60% higher than in the city overall.

**Illinois Department of Public Health (IDPH) - Teen Births by Resident County, Illinois Residents, 2016<sup>43</sup>**

Age	<18	18-19	All Teens	Teen Percent
State of Illinois	2,093	5,709	7,802	5.1
Chicago – Chicago	693	1,593	2,286	6.0

The teen **pregnancy** rate, which includes all pregnancies rather than just those that resulted in a birth, has also fallen steeply, by 62 % between 1988 and 2013 (the most recent data available).<sup>44</sup> As of 2013 there were 18,420 pregnancies among teens age 15 to 19 in Illinois.<sup>45</sup>

**Abortion**

According to the Guttmacher Institute, in 2014, approximately 926,200 abortions were performed in the United States, down 12% from 1.06 million in 2011.<sup>46</sup> In 2014, some 1.5% of women aged 15–44 had an abortion.<sup>47</sup> Just under half of these women (45%) reported having a previous abortion. Twelve percent of abortion patients in 2014 were adolescents: those aged 18–19 accounted for 8% of all abortions, 15–17-year-olds for 3% and those younger than 15 for 0.2%.<sup>48</sup> The reasons teens give most frequently for having an abortion are concern about how having a baby would change their lives,

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<sup>43</sup> IL Dept. of Public Health, Teen Births by Resident County, Illinois Residents, 2016

<sup>44</sup> Centers for Disease Control and Prevention (CDC). (2016). Natality Public-Use Data on CDC WONDER Online Database, for years 2007-2014 [Interactive Data Tables]. Available February 2016 from <https://wonder.cdc.gov/natality.html>.

<sup>45</sup> Centers for Disease Control and Prevention (CDC). (2016). Vital Stats [Interactive Data Tables]. Hyattsville, MD: National Center for Health Statistics. Retrieved July 2016 from <http://www.cdc.gov/nchs/vitalstats.htm>.

<sup>46</sup> See <https://www.guttmacher.org/fact-sheet/induced-abortion-united-states>

<sup>47</sup> Jones R., Jerman J., Abortion incidence and service availability in the United States, 2014, Perspectives on Sexual and Reproductive Health, 2017, 49(1):17-27, doi:10.1363/psrh.12015.

<sup>48</sup> <https://www.guttmacher.org/report/characteristics-us-abortion-patients-2014>.

inability to afford a baby now, and feeling insufficiently mature to raise a child. 6 out of 10 minors who have abortions do so with at least one parent's knowledge.<sup>49</sup>

In 2016, there were:

- o 32,663 abortions performed in Illinois.<sup>50</sup>
  - 3,111 abortion patients in Illinois were females age 19 and below.
- o 15,138 abortions performed in Chicago.
  - 1,348 abortion patients in Chicago were females age 19 and below.<sup>51</sup>

## Sexually Transmitted Diseases

According to the Center for Disease Control (CDC), half of the 20 million new Sexually Transmitted Diseases (STDs) reported each year were among young people, between the ages of 15 to 24.<sup>52</sup>

### National Rates

#### Chlamydia

- Chlamydia, a sexually transmitted bacterial infection caused by *Chlamydia trachomatis*, is the most common notifiable disease in the United States. According to the CDC, chlamydia is one of the most prevalent STIs and has comprised the largest proportion of all STIs reported to the CDC since 1994<sup>53</sup>
  - o In 2016, the rate of reported chlamydia cases among Black girls aged 15–19 years (6,485.2 cases per 100,000 females) was 4.5 times the rate among White women in the same age group (1,433.3 cases per 100,000 females).<sup>54</sup>

#### Gonorrhea

- Gonorrhea is a sexually transmitted bacterial infection caused by *Neisseria gonorrhoeae* and is the second most commonly reported notifiable disease in the United States. According to the

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<sup>49</sup> Illinois Status of Girls Report, 2008

<sup>50</sup> State of Illinois, Illinois Department of Public Health, Illinois Abortion Statistics, 2016

<sup>51</sup> Ibid.

<sup>52</sup> (CDC. Sexually Transmitted Disease Surveillance 2016. Atlanta: U.S. Department of Health and Human Services; 2017).

<sup>53</sup> Ibid.

<sup>54</sup> Ibid

CDC 2016 STD Surveillance Report, gonorrhea infections are a major cause of pelvic inflammatory disease (PID) in the United States and certain strains of the bacteria have developed resistance to many of the antimicrobials used for treatment.<sup>55</sup>

- o The rate of reported chlamydia cases among Black women aged 15–19 years (6,485.2 cases per 100,000 females) was 4.5 times the rate among White women in the same age group (1,433.3 cases per 100,000 females).<sup>56</sup>

## HIV

- HIV stands for human immunodeficiency virus. It is the virus that can lead to acquired immunodeficiency syndrome or AIDS if not treated. Unlike some other viruses, the human body can't get rid of HIV completely, even with treatment. HIV attacks the body's immune system, specifically the CD4 cells (T cells), which help the immune system fight off infections. Untreated, HIV reduces the number of CD4 cells (T cells) in the body, making the person more likely to get other infections or infection-related cancers.<sup>57</sup>
  - o Youth aged 13 to 24 made up 21% of all new HIV diagnoses in the United States<sup>58</sup>
  - o 992 young women received an HIV diagnosis. Black girls represented 626 of new diagnosis which is more than three times the number of White (181) and Hispanic (139) girls.<sup>59</sup>

## **2016 STD Snapshot in Chicago:**

In 2016, community areas with the highest rates of chlamydia and gonorrhea included areas considered to have a high economic hardship.<sup>60</sup> There were a total of 29,776 chlamydia cases, 10,836 gonorrhea cases, and 813 syphilis cases reported to Chicago Department of Public Health (CDPH) in 2016.<sup>61</sup> The number of chlamydia and P&S syphilis cases were the highest ever since 1997.

## Chlamydia

- There were 7,860 cases of chlamydia reported in Chicago in 2016 among youth aged 13-19 years.<sup>62</sup>

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<sup>55</sup> Ibid.

<sup>56</sup> See <https://www.cdc.gov/std/stats16/minorities.htm>

<sup>57</sup> See <https://www.cdc.gov/hiv/basics/whatishiv.html>

<sup>58</sup> See <https://www.cdc.gov/nchhstp/atlas/index.htm>

<sup>59</sup> Ibid

<sup>60</sup> Healthy Chicago 2.0, 2016

<sup>61</sup> City of Chicago STI/HIV Surveillance Report 2017

<sup>62</sup> Chicago Department of Public Health, Bureau of STI/HIV Surveillance. 2016.



- o #5,705 of those cases were among females aged 13-19 years<sup>63</sup>
- o Highest number among African American non-Hispanic youth<sup>64</sup>

#### Gonorrhea

- There were 2,315 cases of gonorrhea reported in Chicago in 2016 among youth aged 13-19 years.<sup>65</sup>
  - o 1,389 of those cases were among females aged 13-19 years<sup>66</sup>
  - o Highest number among African American non-Hispanic youth<sup>67</sup>

#### HIV

- o In 2016, the rate of new HIV diagnoses among Chicago youth aged 13-19 years was 25.1 per 100,000 population.<sup>68</sup>
- o According to YRBS- Chicago data, 9.9 % of all girls and 78.1% of LGB females **were never** tested for Human Immunodeficiency Virus (HIV) (not counting tests done if they donated blood).<sup>69</sup>

#### Human Papilloma Virus (HPV)

Today HPV is the most common sexually transmitted infection in the U.S. — yet in 2013, 35 percent of Americans had never heard of it, and 89 percent had never discussed HPV with their health care provider.<sup>70</sup> HPV is a group of more than 150 related viruses. Each HPV virus in this large group is given a number which is called its HPV type. HPV is named for the warts (papillomas) that are caused by some types of HPV. Some other HPV types can lead to cancer. In women, HPV infection can also cause cervical, vaginal, and vulvar HPV cancers. About 79 million Americans are currently infected with HPV, and approximately 14 million Americans acquire HPV annually. As many as half of these infections are among young people between the ages of 15 and 24.<sup>71</sup>

<sup>63</sup> Ibid. Chicago Department of Public Health, Bureau of STI/HIV Surveillance. 2016.

<sup>64</sup> Ibid.

<sup>65</sup> Ibid.

<sup>66</sup> Ibid

<sup>67</sup> Ibid.

<sup>68</sup> Ibid

<sup>69</sup> 2017 Youth Risk Behavior Survey (YRBS), Center for Disease Control

<sup>70</sup> National Cancer Institute (2013). (2013). "HINTS - Health Information National Trends Survey."

<sup>71</sup> Center for Disease Control and Prevention (2014a). Genital HPV Infection - Fact Sheet.

Over the past years, the use of vaccinations to guard against HPV has sparked controversy and received national attention. Concerns over the short term side effects, the potential long term effects of the drug, and marketing of the drug in communities of color, led many to question and oppose its use.<sup>72</sup> Local initiatives like the Health4Chicago program have been implemented to improve adolescent vaccination rates for students who may not have regular access to a medical provider while attempting to link families to providers in their community. The HPV vaccine prevents the most common types of the virus, some of which can lead to cancer.<sup>73</sup> The HPV vaccine is recommended for all girls and boys ages 11 to 12 and is given as a series of three shots over six months.<sup>74</sup>

In, 2015 the Chicago Department of Public Health (CDPH) announced a dramatic increase in the percentage of Chicago teens who have received the human papillomavirus (HPV) vaccine:

- o In 2014, coverage levels for Chicago females having received the first dose of the HPV vaccine increased to 78.1 percent, up from 57.6 percent in 2013. The 2014 average for the United States was 60 percent.<sup>75</sup>
- o Coverage levels for the same group having received all three doses of the vaccine increased to 52.6 percent, up from just 36.5 percent in 2013. The 2014 average for the United States was 39.7 percent.<sup>76</sup>

## Spiritual & Mental Health

### Religion

The Search Institute identifies the “Religious Community” as one of 40 developmental assets which strengthen positive youth development. They specifically find that youth benefit from more constructive use of time, including through participation in one or more hours per week in a religious institution/activity.<sup>77</sup> Religion and Spirituality have generally been shown to

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<sup>72</sup> IL Status of Girls Report, 2008

<sup>73</sup> See <https://www.cdc.gov/std/hpv/hpv-Fs-July-2017.pdf>

<sup>74</sup> Ibid

<sup>75</sup> See [https://www.cityofchicago.org/city/en/depts/cdph/provdrs/healthy\\_living/news/2015/july/cdph-announces-record-jump-in-chicago-teens-receiving-hpv-vaccin.html](https://www.cityofchicago.org/city/en/depts/cdph/provdrs/healthy_living/news/2015/july/cdph-announces-record-jump-in-chicago-teens-receiving-hpv-vaccin.html)

<sup>76</sup> Ibid

<sup>77</sup> Search Institute- 40 Developmental Assets

positively predict youth prosocial behaviors (e.g., social initiative) and negatively predict youth antisocial behaviors (e.g., substance use, delinquency).

How young people spend time after school is important for their character development and can have a positive impact on reducing risky behaviors such as sex, smoking, drinking alcohol, and using drugs. In that regard, widely accepted are the many scholarly articles upholding the benefits of youth participation in organized sports as a way of reducing risk behaviors. Similarly, there have been numerous reports that determine a positive relationship exists between participation in religion, spirituality and reduction of risk behaviors amongst students. While there is a dearth in research that specifically reports on girls, the following provide a brief snapshot:

Compared to adolescent boys ...

- Girls attend church more often<sup>78</sup>
- Girls engage in personal prayer more frequently<sup>79</sup>
- Girls appear to believe and practice their religion more than young men<sup>80</sup>

## Mental Health

*While one-third of Chicago youth reported prolonged periods of sadness.*

*The rate was 25% higher among young girls<sup>81</sup>*

The mental health of adolescents has a profound impact on their physical health, academic achievement, and well-being.<sup>82</sup> By mid-adolescence, girls are twice as likely to develop mood

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<sup>78</sup> Wright, L. S., Frost, C. J., Wisecarver, S. J., "Church attendance, meaningfulness of religion, and depressive symptomatology among adolescents," *Journal of Youth and Adolescence*, vol. 22, no. 5, pp. 559-568, 1993

<sup>79</sup> Francis, L.J., Evans, T.E., "Insights from scholarship: the relationship between personal prayer and purpose in life among churchgoing and non-churchgoing twelve-to-fifteen-year-olds in the UK," *Religious Education*, vol. 91, no. 1, pp. 8-21, 1996

<sup>80</sup> Smith, C., Denton, M. L., Faris, R., Regnerus, M., "Mapping American adolescent religious participation," *Journal For the Scientific Study of Religion*, vol. 41, no. 4, pp. 597-612, 2002

<sup>81</sup> Healthy Chicago, 2.0, 2016

<sup>82</sup> National Research Council and Institute of Medicine, Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education, O'Connell ME, Boat T, Warner KE, eds. Preventing mental, emotional and behavioral disorders among young people: Progress and possibilities. Washington, DC: National Academies Press; 2009

disorders as boys<sup>83</sup>, and while eating disorders affect both genders, girls make up over 90% of hospitalizations related to eating disorders.<sup>84</sup> Studies show that nearly a quarter of teenage girls display depressive symptoms and that over two-thirds of teenagers taking antidepressants are girls. Researchers argue that about 50% of lifelong mental disorders begin by age 14 and 75% begin by age 24.<sup>85</sup>

Girls who have been impacted by trauma may display symptoms of mental and behavioral health disorders that can produce negative adult outcomes if left untreated. While community mental health providers struggle to address the overwhelming need of mental health services in Chicago, the limited number of school psychologists and in-school resources to support and maintain the mental health of youth are a tragic reality.

*\*For more information on the Emotional health of girls, see the SEL & Trauma section of this report.*

### **In Chicago:**

#### **The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students<sup>86</sup>:**

- 43.6 % felt sad or hopeless (almost every day for 2 weeks or more in a row so that they stopped doing some usual activities, during the 12 months before the survey).
- 23.5% seriously considered attempting suicide. The rate was highest among Hispanic (26.1%) and LGB (39.9%). females
- 18.6% made a plan about how they would attempt suicide (during the 12 months before the survey). The rate was highest among Hispanic (21.2%) and LGB females (35.7%)
- 13.4% attempted suicide. The rate was highest among Black (16.2%) and LGB females (25.6%)
- 5.3 % experienced a suicide attempt which resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey). The rate was highest among Black (6.2%) and LGB females (10.0%)

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<sup>83</sup> See <https://childmind.org/article/mood-disorders-and-teenage-girls/>

<sup>84</sup> See <https://www.theguardian.com/society/2017/sep/23/mental-health-data-shows-stark-difference-between-girls-and-boys>

<sup>85</sup> Kessler, R., Berglund, P., Demler, O., Jin, R., Merikangas, R., Walters, E., Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. Arch Gen Psychiatr. 2005;62(6):593-602.

<sup>86</sup> 2017 Chicago Youth Risk Behavior Survey

### Self-inflicted injury:

Emergency room visits for non-fatal, self-inflicted injuries surged in recent years among US girls and young women, especially those between the ages of 10 and 14<sup>87</sup>. Poisoning -- such as an overdose of medication -- was the most common method of injury for girls, though self-inflicted injuries with a sharp object increased during the study period<sup>88</sup>.

- Nationally, the rates of self-inflicted injuries rose from 245 to 434 per 100,000 girls between 2001 and 2015.<sup>89</sup>
- In the US, the annual rate of self-inflicted injuries among females 10 through 24 rose from 245.5 per 100,000 in 2001 to 434 per 100,000 in 2015, an increase of 8.4% each year.<sup>90</sup>
- For US girls between 10 and 14, annual rates of self-inflicted injury swelled from 109.8 per 100,000 in 2009 to 317.7 per 100,000 in 2015, an increase of nearly 19% each year.<sup>91</sup>

### ATOD (Alcohol, Tobacco & Other Drugs)

#### Alcohol

According to the Center for Disease Control (CDC), alcohol is the most commonly used and abused drug among youth in the United States.<sup>92</sup>

- Excessive drinking is responsible for more than 4,300 deaths among underage youth each year, with an economic cost to the U.S. of \$24 billion in 2010.<sup>93</sup>

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<sup>87</sup> See <https://www.cnn.com/2017/11/21/health/self-inflicted-injury-cdc-study/index.html>

<sup>88</sup> Ibid.

<sup>89</sup> Ibid

<sup>90</sup> Ibid

<sup>91</sup> Ibid

<sup>92</sup> U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Prevent and Reduce Underage Drinking. Rockville, MD: U.S. Department of Health and Human Services; 2007.

<sup>93</sup> Sacks, J., Gonzales, R., Bouchery, E., Tomedi, L., Brewer, R.. 2010 National and State Costs of Excessive Alcohol Consumption. Am J Prev Med 2015; 49(5):e73-e79..

- Although drinking by persons under the age of 21 is illegal, people aged 12 to 20 years drink 11% of all alcohol consumed in the United States.<sup>94</sup> More than 90% of this alcohol is consumed in the form of binge drinks.<sup>95</sup>
- On average, underage drinkers consume more drinks per drinking occasion than adult drinkers.<sup>96</sup>
- In 2013, there were approximately 119,000 emergency rooms visits by persons aged 12 to 21 for injuries and other conditions linked to alcohol.<sup>97</sup>

**The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students<sup>98</sup>:**

- o Girls (63%) were more likely than boys (50.8) to have ever drank alcohol (at least one drink of alcohol, on at least 1 day during their life)
- o 16% had their first drink of alcohol before age 13 years (other than a few sips). The rate was highest among Hispanic girls at 21.3%.
- o 26.9% currently drank alcohol (at least one drink of alcohol, on at least 1 day during the 30 days before the survey) which is lower than national (39.9) and state (44.8) average.

## Tobacco

Tobacco use in any form is unsafe. According to the CDC, if smoking continues at the current rate among youth in this country, 5.6 million of today's Americans younger than 18 will die early from a smoking-related illness. That's about 1 of every 13 Americans aged 17 years or younger alive today.<sup>99</sup>

<sup>94</sup> Centers for Disease Control and Prevention (CDC). Alcohol-Related Disease Impact (ARDI). Atlanta, GA: CDC.

<sup>95</sup> Office of Juvenile Justice and Delinquency Prevention. Drinking in America: Myths, Realities, and Prevention Policy. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2005.

<sup>96</sup> Bonnie, R. and O'Connell, M., editors. National Research Council and Institute of Medicine, Reducing Underage Drinking: A Collective Responsibility. Committee on Developing a Strategy to Reduce and Prevent Underage Drinking. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press, 2004.

<sup>97</sup> Naeger, S. Emergency department visits involving underage alcohol use: 2010 to 2013. The CBHSQ Report: May 16, 2017. Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration, Rockville, MD; 2017.

<sup>98</sup> 2017 Chicago Youth Risk Behavior Survey (YRBS)

<sup>99</sup> U.S. Department of Health and Human Services. The Health Consequences of Smoking—50 Years of Progress: A Report of the Surgeon General. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2014

Nationally, from 2011 to 2017, current cigarette smoking declined among middle and high school students<sup>100,101</sup> During that same time period, current use of electronic cigarettes increased among middle and high school students from 2011 to 2017<sup>98,99</sup> while current use of hookahs increased among middle school students and decreased among high school students. Electronic cigarettes ranks highest for the type of tobacco used among high school and middle school females.<sup>98,99</sup>

**The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students<sup>102</sup>:**

- o 28% have ever tried cigarette smoking (even one or two puffs)
- o 9 % first tried cigarette smoking before age 13 years (even one or two puffs)
- o 7% currently smoked cigarettes (on at least 1 day during the 30 days before the survey)
- o 37% have used an electronic vapor product (including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, ehookahs, and hookah pens)
- o Girls reported less experimentation, use and frequency of smokeless tobacco and cigars than boys.

## Other Drugs

### Marijuana

Despite its' popularity, research shows that marijuana use can have permanent effects on brain function and on the developing brain when use begins in adolescence, especially with regular or heavy use.<sup>103</sup> Unlike adults, the teen brain is actively developing and often will not be fully developed until the mid-20s. <sup>104</sup> Researchers agree that marijuana use during this period may harm the developing teen brain.<sup>105</sup> The teen years are a high-stress, often anxiety riddled time, some girls may

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<sup>100</sup> Centers for Disease Control and Prevention. Tobacco Use Among Middle and High School Students—United States, 2011-2017. Morbidity and Mortality Weekly Report, 2018;67(22):629-33 [accessed 2018 Jun 8].

<sup>101</sup> Centers for Disease Control and Prevention. [Tobacco Product Use Among Middle and High School Students—United States, 2011 and 2012](#). Morbidity and Mortality Weekly Report, 2013;62(45):893-7

<sup>102</sup> 2017 Youth Risk Behavior Survey, 2016

<sup>103</sup>

<sup>104</sup>

<sup>105</sup>

turn to marijuana to cope but teens who use marijuana to "self-medicate" may worsen their underlying depression or other mental health issues.<sup>106</sup>

**The 2017 Chicago Youth Risk Behavior Survey indicates that among female high school students<sup>107</sup>:**

- o 46.7% have “ever used marijuana”(also called grass, pot, or weed, one or more times during their life)
- o 26.2% currently used marijuana (also called grass, pot, or weed, one or more times during the 30 days before the survey)
- o Girls are less likely than boys to have ever used cocaine, heroin, methamphetamines, ecstasy, or injected an illegal drug
- o 13.5% have taken prescription pain medicine without a doctor's prescription or differently than prescribed counting drugs such as codeine, Vicodin, Oxycontin, Hydrocodone, and Percocet, one or more times during their life). The rate is higher among LGB females (18.8%)

## Conclusion

In their native language, a traditional greeting of the Massai tribe is “Are the children well?” The greeting acknowledged the high value that the Massai always place on their children's well-being and their interconnectedness to the state of the entire village. The opening question to this section, “Are the girls well?” is posed with the same emphasis of high value for “girls in the city” of Chicago. While there are areas that girls have better health outcomes, the realities of the proportion of girls who are impacted by health disparities sound an alarm for practitioners and professionals in every sector. Collectively, we cannot say that the girls are well with increasing rates of depression, suicide, STD infections, obesity and chronic health conditions. Health equity is a human right which should not be denied or compromised based on race, socio-economic status or sexual identity.

The physiological and psychosocial needs of girls are often overshadowed and overlooked by an increased sensitivity to the needs of boys. Special initiatives and advocacy efforts which target boys at risk for violence and other social ills should be developed and expanded but not at the expense of girls. Under the Obama administration, the widely applauded, “My Brother’s Keeper” initiative was developed to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential. Yet, the needs of girls were integrated with women in the establishment of the White House Council on Women and Girls. Although women and girls may share many biopsychosocial and spiritual characteristics as a gender group, women and girls are

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<sup>106</sup> See <https://health.usnews.com/health-news/family-health/brain-and-behavior/articles/2008/05/09/teen-depression-worsened-by-marijuana-government-says>

<sup>107</sup> 2017 Chicago Youth Risk Behavior Survey, 2016



heterogeneous, each requiring specific attention.<sup>108</sup> Likewise, LGBTQ females require comprehensive approaches to address their unique health needs which may vary from heterosexual females.

To achieve health equity, social determinants and barriers which increase disparities must be identified and addressed. It is critical that primary, secondary and tertiary prevention approaches as well as integrative healthcare practices are grounded in the biopsychosocial needs of girls. “Girls today, will be women tomorrow and the success of their transition is the responsibility of every stakeholder.

## Recommendations

### Research

- Promote research on and improve access to high quality health and mental health care for girls.
- Expand the questions on the Chicago Youth Risk Behavior Survey (YRBS) to capture additional data on chronic health conditions and the social and emotional health of students. (Chicago Public Schools)
- Use local data to better understand and prevent teen pregnancies using a community-based implementation model.
- Establish a central repository for research being conducted on girls ages 19 and below in the city of Chicago to promote data sharing, training and increased evidence-based approaches.
- Build local philanthropic support for collaborative projects that identify and address health disparities through a gender responsive lens, particularly among African American and Hispanic girls.
- Promote research on positive youth development, including the impact of religion and spirituality as a protective factor and coping mechanism for girls.
- Engage researchers and community based organizations in Community Based Participatory Research (CBPR) projects to identify gaps and address health inequities and disparities among girls residing in low resourced communities. Longitudinal research is needed.

### Advocacy & Care

- Establish a continuum of care across different systems and disciplines to support the comprehensive needs of girls and their families.

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<sup>108</sup> SAMHSA Report: Addressing the Needs of Women and Girls, available at <https://store.samhsa.gov/shin/content/SMA11-4657/SMA11-4657.pdf>

- Establish a network of support services for girls involved in the juvenile justice and child welfare system.
- Increase diversification of municipal funding to grass-roots community based organizations with long-standing histories of mentoring girls in underfunded distressed communities on the south, west and north sides of Chicago,, i.e. Reel Beauty, Polished Pebbles, Girls Like Me, Ladies of Virtue, Global Girls, Demoiselle 2 Femme, NFP, South Side Help Center, Westside Health Authority and Youth Empowering Strategies (YES).
- Establish a Youth Prevention and Health Education Task Force for the City of Chicago to prioritize funding and services that address gender-specific health disparities among girls, boys and LGBTQ youth. Representation should include physicians, community health advocates, researchers and policymakers.
- Build capacity of youth-serving agencies to screen for food insecurity and to initiative age appropriate food-insecurity interventions in partnership with local food banks.
- Develop a monitoring system to ensure compliance with policies meant to secure menstrual equity for girls of all socio-economic backgrounds.
- Activate a network of community, faith-based organizations and businesses to ensure the availability of menstrual items for girls when they are away from school.
- Advocate for school nurses, social workers and mental health professionals in EVERY school to support the overall health and wellness of students
- Build empathy and philanthropic support to address the mental health needs of girls with a special focus on girls of color and LGBTQ females.
- Build empathy and philanthropic support to target girls residing in low-resourced communities with specific place-based funding.

## Education, Training & Prevention

- Build capacity of girls to think critically when making sexual decisions through the use of comprehensive culturally appropriate sex education that supports their social and emotional needs.
- Expand the “Girl Know More!” campaign initiative developed by CUG under the Office of Minority Health to provide training, resources and toolkits that equip girls to serve as peer educators and reduce the rates of sexually transmitted diseases for themselves and their peers.
- Expand access to programs that increase physical activity and the participation of girls in sports, i.e. Girls in the Game, Girls on the Run, etc.

- Accelerate strategic initiatives that support the realization of 2020 health goals for reducing rates of sexually transmitted diseases and chronic illnesses like asthma as established by Healthy Chicago 2.0.
- Build a city-wide tobacco prevention campaign targeting middle and high school students with the aim to reduce the use of hookahs and electronic cigarettes.
- Provide girls access to vital health information and resources through the creation and broad scale distribution of guides, like “Girls in the City” which was produced by the Coalition on Urban Girls Chicago.
- Target direct proven prevention efforts, resources and funding to areas with the greatest need.
- Expand suicide prevention programs to incorporate gender-specific strategies for girls and LGBTQ females.
- Educate collaborative partners (e.g., child welfare, criminal justice, and education) about the need for gender-responsive and girl-specific programming.
- Offer certification or continuing professional education credits for completing education/training in gender responsiveness and competency for individuals working with women and girls.



# Social and Emotional Learning & Trauma

# Social and Emotional Learning & Trauma

## Intro

The importance of social emotional health and experiences of trauma have both shown to have great impact on a girls' ability to find success in her life. This is especially true, as research studies show that girls who have greater exposure to trauma and violence, receive excessive discipline in school and report higher rates of mental health problems. Though some of these issues may impact a high proportion of girls, they disproportionately affect low income girls of color. The fact that reading proficiency is 56% among high socioeconomic status (SES) girls and only 25% for low-SES girls is no coincidence.<sup>1</sup> Additionally, low-SES girls are less likely to participate in volunteer work, student government and sports, all things that can help build social and emotional skills in girls<sup>2</sup>.

Social Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.<sup>3</sup> According to CASEL, effective SEL programming begins in preschool and continues through high school.<sup>4</sup> Research shows that SEL competencies not only improve achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students<sup>5</sup>.

Social and Emotional learning (SEL) programs, which previously have shown immediate improvements in mental health, social skills, and academic achievement, continue to benefit girls for months and even years to come, according to a 2017 report published by

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<sup>1</sup> Girl Scouts. (2017). The State of Girls 2017: Emerging Truths and Troubling Trends. Girl Scout Research Institute.

<sup>2</sup> Ibid.

<sup>3</sup> The Collaborative for Academic Social and Emotional Learning (CASEL), available at: <https://casel.org/wpcontent/uploads/2016/01/2013-casel-guide-1.pdf>

<sup>4</sup> Ibid.

<sup>5</sup> Domitrovich, C.E., Durlak, J.A, Staley, K.C. and Weissberg, R.P. (2017). Social-Emotional Competence: An Essential Factor for Promoting Positive Adjustment and Reducing Risk in Children. Child Development, 88(2), 408-416.

CASEL, the University of Illinois at Chicago and Loyola University.<sup>6</sup> However, not just any program will work. Research shows that building social emotional skills in a gender specific way is crucial to making sure that girls have the opportunity to grow up healthy and safe. The attention to social emotional health in a girl's home, school or community can act as a protective factor to experiences that she might have throughout life, especially those experiences relating to trauma. Preventing, acknowledging and supporting the healing from trauma is crucial in long term well-being for girls<sup>7</sup>.

We have a long way to go to ensure that girls in Chicago have access to Social Emotional Learning, especially in a city that is struggling in its commitment to girls. The Girl Scouts ranks Illinois as 26/50 index of well-being of states in their State of Girls Report (2017)<sup>8</sup>. Chicago generally falls well below the average of Illinois, making this number even more troubling. One reason for this is the lack of attention to the social emotional learning of girls.

Another disturbing indicator is that the city of Chicago received a low score of 36% on Schott Foundation's Loving Cities Index,<sup>9</sup> which measures students' ability to gain equal access to community and school-based supports needed to thrive and succeed. These indicators include access to academic accelerators such as economically integrated schools, experienced teachers, well-resourced schools, K-8 gifted classes and advanced placement curricula, as well as access to supports that help youth stay on course like suspension and expulsion alternatives.

As a priority of the Coalition on Urban Girls- Chicago, this section will examine the impact of trauma and how the implementation of Social and Emotional Learning (SEL) can help mitigate the effects of trauma and increase resilience.

## TRAUMA

Faced with the complexities of biological changes, self-awareness, family and peer relationships, the realities of trauma often amplify the need for social and emotional

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<sup>6</sup> Jennifer L. DePaoli, Matthew N. Atwell, and John Bridgeland. (2017). Ready to Lead. A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools. Washington, D.C.: Civic Enterprises with Hart Research Associates.

<sup>7</sup> Levine, P.A. and Kline, M. (2007). Trauma Through a Child's Eye. Awakening the Ordinary Miracle of Healing. Berkley, CA: North Atlantic Books.

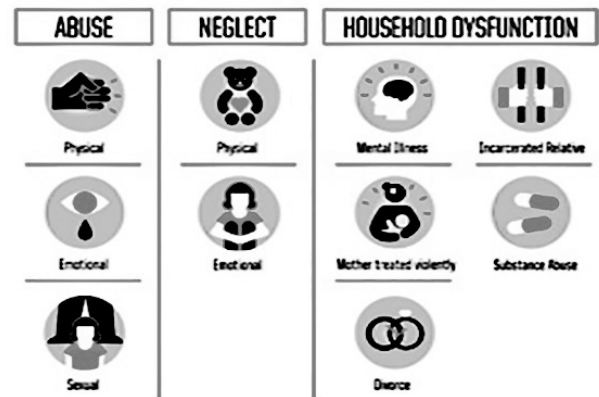
<sup>8</sup> Girl Scouts. (2017). The State of Girls 2017: Emerging Truths and Troubling Trends. Girl Scout Research Institute.

<sup>9</sup> <https://lovingcities.schottfoundation.org/>

support among girls.<sup>10</sup> Statistical data and brain research reveal that girls are more prone to trauma and express the effects of trauma more often than boys. The impact of trauma can be physiological and psychological from development through adulthood. Despite the prevalence of trauma among girls their psychosocial needs often go unaddressed, largely because of limited or no access to psychologists, social workers and counselors in schools and community centers as well as positive mentors.<sup>11</sup>

The Centers for Disease Control and Kaiser Permanente uncovered the profound connection between Adverse Childhood Experiences (ACEs)—experiences of abuse, neglect, and household dysfunction before the age of 18—and adults’ physical, emotional and social health outcomes.<sup>12</sup> The study revealed that:

- ACEs were common: about two thirds of participants had at least one experience of adversity.<sup>13</sup>
- ACEs are the root cause of many of our most pressing health and social challenges from illness to community violence, poverty and other health and social problems.<sup>14</sup>
- An ACE score of 6 or more can reduce a person’s lifespan by almost 20 years<sup>15</sup>



Source: Centers for Disease Control and Prevention  
Credit: Robert Wood Johnson Foundation

<sup>10</sup> Morrison, S., Piper, T, Girls and Trauma: Performing Socio-Surgery through a Gender Responsive Lens, 2018

<sup>11</sup> Ibid.

<sup>12</sup> Programs Addressing ACEs and Trauma in Illinois, (2016). Available at: <http://www.hmprg.org/assets/root/ACEs/IL%20ARC%20Environmental%20Scan%20Report%20.pdf>

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

## Girls & ACES

Girls living in adverse, inner-city circumstances often grow up fast, taking on multiple adults roles and responsibilities at young ages in contexts of minimal support.<sup>16</sup> Wade et al, (2014)<sup>17</sup> expanded the ACE study to examine the breadth of adversity to which low-income urban children are exposed. Additional experiences not included in the initial ACEs, but endorsed by study participants, included single-parent homes; exposure to violence, adult themes, and criminal behavior; personal victimization; bullying; economic hardship; and discrimination.<sup>18</sup>

The YWCA Brief, “Girls of Color and Trauma,” (2017) that:

- Girls with high ACE scores, reflected by multiple childhood traumas tend to struggle with educational attainment, low school performance, chronic absences, decreased reading ability and high rates of suspension and expulsion.<sup>19</sup>
- 45% of girls had experienced five or more ACEs, making their rate of complex trauma nearly twice as high as boys.<sup>20</sup>
- The rate of sexual abuse for girls who are involved in the juvenile justice system is four times higher than it is for boys.<sup>21</sup>
- More than 90 percent of girls in juvenile justice systems self-disclose trauma.<sup>22</sup>
- Many girls of color who experience trauma are criminalized instead of being given appropriate community-based support.<sup>23</sup>

At the national level, while 60% of white non-Hispanic children have had no ACEs, this is the case for only 49% of Hispanic children and 39% of black non-Hispanic children. In the United

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<sup>16</sup> Leadbeater, B. J. R., & Way, N. (2001). Growing up fast: transitions to early adulthood of inner-city adolescent mothers. (Research Monographs in Adolescence). New York: National Vocational Guidance Association.

<sup>17</sup> Wade Jr, R., Shea, J., Rubin, D., Wood, J., Adverse Childhood Experiences of Low-Income Urban Youth, Pediatrics, July 2014, volume 134 / issue 1

<sup>18</sup> Ibid.

<sup>19</sup> YWCA Brief, 2017. Girls of Color and Trauma. See [https://www.ywca.org/wp-content/uploads/BRIEFING\\_PAPER\\_GOC\\_AND\\_TRAUMA\\_FINAL.pdf](https://www.ywca.org/wp-content/uploads/BRIEFING_PAPER_GOC_AND_TRAUMA_FINAL.pdf).

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> I.



States as a whole and in every sub region, Asian (non-Hispanic) children have the lowest prevalence of ACEs—nationally, more than three-quarters of these children have had no ACE<sup>24</sup>

## TRAUMA IN ILLINOIS

Among Children Aged Birth to 17, Percentage Reported to Have Had Zero, One or Two, or Three or More Adverse Childhood Experiences (ACEs)			
	Number of Adverse Childhood Experiences		
	0	1 or 2	3+
United States	54	35	11
Illinois	59	32	9

Source: ADVERSE CHILDHOOD EXPERIENCES: NATIONAL AND STATE-LEVEL PREVALENCE (2014).

Four Most Common Adverse Childhood Experiences (and percentage prevalence) Among Children Ages Birth through 17, Nationally, and by State				
	Highest	2nd	3rd	4th
<b>United States</b>	Economic Hardship (26)	Divorce (20)	Alcohol (11)	Violence (9) Mental Illness (9)
<b>Illinois</b>	Economic Hardship (23)	Divorce (16)	Alcohol (9)	Violence (8)

Source: ADVERSE CHILDHOOD EXPERIENCES: NATIONAL AND STATE-LEVEL PREVALENCE (2014)

**Studies show that 70% of all girls experience trauma.<sup>25</sup> Trauma can disrupt the development of Social-Emotional Competencies in significant ways:**

- In Illinois, nearly two in five black children and more than one in four Latino children in Illinois live in poverty<sup>26</sup>.

<sup>24</sup> Sacks, Vanessa & Murphey, David & Moore, Kristin. (2014). Adverse Childhood Experiences: National And State-Level Prevalence

<sup>25</sup> NCCD Center for Girls and Women, n.d.

<sup>26</sup> Katie B., Amy R., and Samantha T. (2017). Cycle of Risk: The Intersection of Poverty Violence and Trauma. Chicago, IL: Heartland Alliance.

- Both childhood abuse and teen dating trauma are common in girls' lives.<sup>27</sup> In fact, childhood sexual abuse is twice as common in women than in men.<sup>28</sup>
- Major depression, inhibition of eating and increased sexual behavior are all outcomes of experiencing childhood outcomes.<sup>29</sup>
- Trauma can be particularly present in LGBTQ youth who are disproportionately overrepresented in the juvenile justice system<sup>30</sup>.
- 2017 Chicago, YRBS data indicate that 8% of female students missed school because of safety concerns. The rates were highest among LGB females.<sup>31</sup>

YRBS DATA 2017	Percentage of high school females who did not go to school because they felt unsafe. Among Female Students, by race/ethnicity/sexuality.			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
<b>ALL RACES</b>	7.1	9.0	8.0	
<b>BLACK</b>			8.1	
<b>HISPANIC</b>			8.7	
<b>WHITE</b>			6.0	
<b>Gay, Lesbian or Bisexual</b>			10.3	

<sup>27</sup> IBID.

<sup>28</sup> Lesesne, C. A., & Kennedy, C. (2005). Starting Early: Promoting the Mental Health of Women and Girls Throughout the Life Span. *Journal of Women's Health*, 14(9), 754-763.

<sup>29</sup> De Bellis, M. D., & Zisk, A. (2014). The Biological Effects of Childhood Trauma. *Child and Adolescent Psychiatric Clinics of North America*, 23, 185-222.

<sup>30</sup> Saar, M., Epstein, R., Rosenthal, L. & Vafa, Y. (2015). *The Sexual Abuse to Prison Pipeline*. Washington, D.C.: Human Rights Project for Girls, Center on Poverty and Equality at Georgetown Law and Ms. Foundation.

<sup>31</sup> IBID.

## SEL & ACADEMIC ACHIEVEMENT

**Having strong self-management, decision making and self-awareness can boost academic achievement.** A recent study which examines freshman students and their social emotional needs indicates that<sup>32</sup>:

- The more failing grades students have during eighth grade, the more likely they are to experience social-emotional learning problems, academic difficulties and behavioral problems during their freshman year in high school.<sup>33</sup>
- The majority of youth who struggle the most academically, socially and behaviorally were girls.<sup>34</sup>
- Among students in the high-needs group, girls were the least engaged with school and their peers, had more disciplinary referrals and were absent more days than boys.<sup>35</sup>
- During freshman year, absenteeism was associated with having behavioral needs and with assertion, engagement and internalization needs.<sup>36</sup>
- Girls who placed little value on social skills earned lower grades, had more disciplinary referrals and poorer attendance records.<sup>37</sup>
- Extreme school-discipline policies can push girls toward delinquency and toward criminal behavior as young women, even if they weren't inclined to be delinquent before.<sup>38</sup>
- SEL interventions are more effective when they are tailored to students' individual needs and gender.<sup>39</sup>

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<sup>32</sup> Tan, K., Sinha, G. Shin O. J. & Wang, Y. (2018). Patterns of Social Emotional Needs Among High School Freshman Students. *Children and Youth Services Review*. 86(C), 217-225.

<sup>33</sup> Ibid.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

## SEL & Mental Health

**Having strong self-awareness skills can be a protective factor for mental health issues.**

The prevalence of students who seriously considered attempting suicide, having made a suicide plan, and attempted suicide increased over the last 6 years<sup>40</sup>

2017 Chicago YRBS data report:

- In the U.S., 41.1 % of high school females report feeling sad or hopeless. The rate is slightly higher among Chicago females (43.6%).<sup>41</sup>
- Girls who identify as gay, lesbian or bisexual have alarmingly high rates of sadness or hopelessness (63.4%).<sup>42</sup>
- 23.5% of high school females seriously considered attempting suicide. The rate was highest among Hispanic (26.1%) and LGB (39.9%). females <sup>43</sup>

The “State of Girls 2017” reported that 18% of low- SES girls had difficulties with emotions, concentration, behavior, or getting along, compared to 14 percent of higher-SES girls. And 13 percent of low-SES girls were depressed, compared to 9 percent of higher-SES girls. These troubling trends underscore the need for better mental health assessments and interventions for youth in schools and communities (Girl Scouts, 2017).<sup>44</sup>

YRBS DATA 2017	Percentage of high school females who felt sad or hopeless. (almost every day for 2 weeks or more in a row so that they stopped doing some usual activities, during the 12 months before the survey) Among Female Students, by race/ethnicity and sexuality.			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
ALL RACES	41.1	43.1	43.6	
BLACK			43.1	
HISPANIC			45.2	

<sup>40</sup> Overview of YRBS 2017 RMHS Data Results, available at <https://www.reading.k12.ma.us>

<sup>41</sup> 2017 Chicago Youth Risk Behavior Survey (YRBS), Center for Disease Control

<sup>42</sup> 2017 Chicago Youth Risk Behavior Survey (YRBS), Center for Disease Control

<sup>43</sup> Ibid.

<sup>44</sup> Girl Scouts. (2017). The State of Girls 2017: Emerging Truths and Troubling Trends. Girl Scout Research Institute.

WHITE			45.2	
Gay, Lesbian or Bisexual			63.4	

## SEL & BULLYING

Having strong relationship and social awareness skills can prevent bullying. Researchers argue that while girls engage in physical confrontations, they are more likely to be victims of relational bullying at the hands of other girls.<sup>45</sup> Girls are also more likely to use relational aggression within their own friendship circles, in comparison to boys, who tend to aggress outside their friendship circles.<sup>46</sup>

- Girls who are victimized or bullied during adolescence can later become more aggressive and more depressed<sup>47</sup>.
- According to the 2017 Chicago Youth Risk Behavior Survey:
  - In 2017, 14.9% of students were electronically bullied. A higher percentage of female students (13.2%) were electronically bullied than male students (10.5%).
  - A higher percentage of white females (18.0%) were electronically bullied than black (10.9%) or Hispanic females (12.3%).<sup>48</sup>
  - 16.2% of high school females were bullied **on school property**.
  - A higher percentage of female students (16.2%) were bullied at school than male students (14.3%).
  - A higher percentage of White (27.0%) and Hispanic females (17.3%) were bullied at school than Black females (9.0%).<sup>49</sup>

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<sup>45</sup> Focus on Women: The Girl with the Sweet Smile (February 2011)

<sup>46</sup> Ibid

<sup>47</sup> Yeager, D. (2017) Social-Emotional Learning Programs for Adolescents. Austin, TX: Future of Children.

<sup>48</sup> (2017) Youth Behavior Risk Survey (YRBS), Center for Disease Control

<sup>49</sup> Ibid.

YRBS DATA 2017	Percentage of high school females who were electronically bullied. (counting being bullied through texting, Instagram, Facebook, or other social media, during the 12 months before the survey) Among Female Students, by race/ethnicity and sexuality.			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
ALL RACES	19.7	22.3	13.2	
BLACK			9.9	
HISPANIC			14.1	
WHITE			18.0	
Gay, Lesbian or Bisexual			17.8	

YRBS DATA 2017	Percentage of high school females who were bullied on school property. (during the 12 months before the survey) Among Female Students, by race/ethnicity.			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2017	
ALL RACES	22.3	24.8	16.2	
BLACK			9.0	
HISPANIC			17.3	
WHITE			27.0	
Gay, Lesbian or Bisexual			21.2	

## SEL & RISK BEHAVIORS

### **Having strong decision-making skills can decrease risky behaviors.**

The ability to think critically about the consequences of your actions and making good decisions is important for youth to decrease participation in risky behaviors. 2017 Chicago YRBS data report that over half (51.9%) of high school females who were currently sexually active did NOT use a condom during last sexual intercourse. Additionally, 82% of girls did not use birth control pills before last sexual intercourse (to prevent teen pregnancy among students who were currently sexual active).<sup>50</sup> A strong foundation in SEL can support girls in making better decisions regarding their sexual health as well as avoiding other at-risk behaviors

<sup>50</sup> 2017 Chicago Youth Risk Behavior Survey (YRBS), Center for Disease Control

act as a protective factor to experiences that she might have throughout life, especially those experiences relating to trauma. *Other protective factors, include:*

- Participation in extracurricular activities has been shown to increase SEL.
- However, the State of Girls Report found that only 17% of girls aged 12-17 were not involved in community service or extracurricular activities and 18% of girls 6-17 do not participate in any organized activities<sup>51</sup>.
- Strong relationships have been shown to increase resilience in girls allowing them to “bounce back” from challenges in their lives.
- Girls with strong peer relationships have been shown to have lower levels of victimization<sup>52</sup>.
- High levels of connection with parent/family have been shown to be a protective factor against violence<sup>53</sup>.

#### *Programs & Initiatives:*

- Chicago Public Schools (CPS) has partnered with CASEL to integrate social emotional learning into schools in Chicago. The SEL competencies as defined by CASEL are self-awareness, self-management, social awareness, relationship skills and responsible decision making. According to CPS, these have been integrated into 342 out of 421 schools and have shown to increase graduation rates, decrease in-school suspensions and decrease expulsion. Though this establishes a firm foundation, the integration of these competencies has not been tailored to being gender specific and the outcomes reported have not attended the possible variance between impact on girls and boys. Girls accounted for nearly 66% of students with high social and emotional needs across all of the domains.<sup>54</sup>

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<sup>51</sup> Girl Scouts. (2017). The State of Girls 2017: Emerging Truths and Troubling Trends. Girl Scout Research Institute.

<sup>52</sup> Shlafer, McMorris, Sieving, and Gower. (2012). The Impact of Family and Peer Protective Factors on Girls' Perpetration and Victimization. *Journal of Adolescent Health*. 52(3), 365-71.

<sup>53</sup> Ibid.

<sup>54</sup> Kevin Tan, Jin Shin Oe, Minh Dung Hoang Le. (2018). How does gender relate to social skills? Exploring differences in social skills mindsets, academics, and behaviors among high-school freshmen students. *Psychology in the Schools*. 55 (4): 429.

- Another longtime not-for-profit organization in Chicago has focused primarily on girls for over two decades, and its success is proof that early intervention and gender-responsive approaches with females can make a difference. Demoiselle 2 Femme, NFP has provided in- and after-school programming which focuses on leadership, health prevention education and college access to more than 7,000 young women on the far south side and south suburbs.
- Somatic Interventions that integrate body knowledge and movement into therapy have been shown to have a promising impact on improved self-regulation and healthier relationships<sup>55</sup>. Some program examples are Girls in the Game, Girls on the Run, Mission Propelle and Smarty Pants Yoga.
- Because strong coping skills can reduce the likelihood of having a negative impact from trauma<sup>56</sup>, programs that build coping skills can be particularly powerful.

## Conclusion

- Summary of data
  - There are many barriers that girls are facing as they relate to Social Emotional Learning, especially in a context that has not given enough attention to the long-term success of girls. That said, there are many excellent examples of initiatives that can help to build the social emotional learning

## Recommendations

### Improve Data Collection and Access to ACE-Related Data

- Chicago Public Schools should enhance data collection, and make girl specific data related to social emotional health publicly available.

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<sup>55</sup> Epstein & Gonzalez. (2016). Gender and Trauma. Washington, D.C.: Georgetown Law Center on Poverty and Inequality.

<sup>56</sup> Elzy, M., Clark, C., Dollard, N. and Hummer, V. (2013). Adolescent Girls' Use of Avoidant and Approach Coping as Moderators Between Trauma Exposure and Trauma Symptoms. Gender Issues in Violence and Trauma.



- CPS and the Juvenile Justice System should develop additional questions on the Youth Risk Behavior Survey (YRBS) which probe deeper into SEL competencies by gender.
- Chicago Public Schools and the Juvenile Justice System should develop a citywide metric system to capture ACE scores for students participating in youth programming. Additional data on ACE scores will help in developing, designing and improving trauma-informed programs where they are most needed.

#### Increase Access to and Availability of Trauma-Informed Care Training for Service Providers

- Require ongoing gender-responsive and trauma informed training for individuals working with girls in foster care and in the justice system.
- Increase the number of school counselors and social workers with a special emphasis on schools in low-resourced communities.
- Develop trauma-informed competencies for professionals working with girls, specifically those working in foster care and throughout the justice system.

#### Target Funding to Support Social Emotional Competencies and Trauma-Informed Care for Girls

- Provide funding to increase gender responsive programs and support services which address the SEL needs of LGBTQ females.
- Increase investment in gender specific programs that build SEL competencies in girls, including a focus on strengthening around coping skills and somatic experiences.
- Collect relevant data that will inform the way we develop programming and policy for girls in Chicago.
- Invest in programs that enhance girls' ability to develop strong relationships with adults and peers through group and individual mentoring. Increase investments in programs that have developed a strong foundation and application of a trauma-informed response



# Education & Economic Equity

## Education and Economic Equity

Nelson Mandela stated, “Education is the most powerful weapon which you can use to change the world.” As a weapon, education should arm girls with the tools they will need to transition from childhood to adulthood. Education should be an enriching experience, yet many urban school districts, like Chicago Public School, have become the subject of evaluation and reproach regarding their educational and disciplinary practices; and Charter schools are not exempt from these findings. Education should prepare students to war against societal ills, including poverty, homelessness, unhealthy lifestyles, unemployment, etc., as opposed to helping to perpetuate them by failing to equip students with the tools needed to break the cycle of poverty. All girls in Chicago should have an equal chance at realizing their goals, and obtaining a quality education should be the primary catalyst for doing so.

Education impacts the global economy. Research suggests several factors lend to the denigration of the educated labor force, such as: excessive and unmerited suspensions, school disengagement by students, preconceived notions of students by teachers and administrators, and inadequate resources. Barro and Lee (2015) acknowledged education as the driver of improved demographic and health outcomes.<sup>1</sup> High-quality schooling significantly impacts global growth because it ensures there is human capital prepared for the labor force when needed

Based on recent trends, Chicago Public Schools reported a high school dropout rate of 4.8% among females, over 2 ½ times the State average of 1.8%.<sup>2</sup> This data point sets the stage for a series of inequities that lead to fewer opportunities for girls, especially girls of color. Thus, the Coalition on Urban Girls- Chicago has established education and economic equity as one of its priority areas. This paper provides a panoramic view into the current state of girls in these critical areas.

### **ARE GIRLS PREPARED TO IMPACT THE GLOBAL SOCIETY?**

#### *Education Infrastructure*

The physical space in which education takes place is vitally important to the nurture, cultivation, and expansion of the student. Dilapidated properties that are poorly maintained or ill-equipped, lacking adequate lighting, heating or air conditioning for extreme climates, are not conducive to optimal learning experiences.

In a study conducted by the University of Chicago Consortium, researchers concluded under-resourced schools are likely to be mostly populated with girls of color. National Women’s Law Center (2017) noted other issues related to infrastructure:<sup>3</sup>

- High attrition rates among teachers
- Lack of certified teachers
- Teachers teaching subjects outside their areas of expertise

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<sup>1</sup> Barro, R. and Lee, J-W. (2015). Education matters: Global schooling gains from the 19th to the 21st century. New York, NY: Oxford University Press.

<sup>2</sup> 2017 Illinois Report Card, Illinois State Board of Education

<sup>3</sup> National Women’s Law Center. (2017). Let her learn: Stopping school pushout for girls of color.

Chicago Public Schools' Education Facilities Master Plan (EFMP) (2013) indicated issues to be addressed with its infrastructure:<sup>4</sup>

- Overcrowded classrooms
- Leaking roofs
- Boilers needing to be replaced
- Chimneys in danger of collapsing
- Air condition
- Masonry repair
- Quality options for educational tracks

**Thus, the CPS teacher and retention rates evidenced in the 2017 District Report Card below support the possibility that the disrepair in the physical condition of the buildings could have a causal relationship on attendance and retention rates that are less favorable than the state average.**

**Chicago Public Schools teacher retention and attendance rates – 2017 District Report Card**

Teacher Retention		Teacher Attendance*
State	86.3	75.3
District	84.8	69.0

\*percentage of teachers with fewer than 10 absences in a school year

19,532 Chicago Public School Teachers

### *Suspension & Law Enforcement*

School districts across the country are in the midst of a fundamental shift in how they approach discipline in schools, moving away from “zero tolerance” discipline policies that result in high rates of student suspensions.<sup>5</sup> Despite the shifts, researchers argue that the rates of in-school and out-of-school suspension for Black girls and Latina girls still remain higher than rates for White and Asian girls.<sup>6</sup> Punitive and expulsionary practices have proven ineffective for improving student behavior and school climate and may even lead to worse outcomes for students and a more problematic school environment for learning.<sup>7</sup> Whether in or out of school suspensions, students lose valuable classroom time that could otherwise be used for instruction.

*“In Chicago, Black students accounted for 39 percent of district-run and charter school students but 68 percent of 61,349 suspensions and 81 percent of expulsions in the 2014-15 school year.*

<sup>4</sup> Chicago Public Schools. (2013). Educational facilities master plan. Retrieved from <http://www.cps.edu/EFMP>

<sup>5</sup>Suspending Chicago's Students, University of Chicago Consortium on Chicago School Research, 2015

<sup>6</sup> Kaba, M., Spatz, M., Van Natta, M. (2007). Status of Girls in Illinois. Retrieved from [http://mariamekaba.com/wp-content/uploads/2013/12/SOG\\_Report2009.pdf](http://mariamekaba.com/wp-content/uploads/2013/12/SOG_Report2009.pdf)

<sup>7</sup>Ibid.

*At charter schools, Black students accounted for 82% of expulsions, up from 77% in 2013-14, but in district-operated schools, expulsions of African-American students fell to 76% from 87%.”<sup>8</sup> – Chicago Sun-Times, June 24, 2016*

“Suspending Chicago Students,” University of Chicago CCSR, 2015 reports:<sup>9</sup>

- The most vulnerable students, who come to school with the greatest challenges, are the most likely to be suspended
- Chicago Public Schools Out-of-School Suspension Rates by Race/Ethnicity and Gender (2013-2014):
  - High School Females- Black girls-23%, Latina- 6%, White/Asian- 3%
  - Middle School Females - Black girls-14%, Latina- 3%, White/Asian- 1%
- Chicago Public Schools In-School Suspension Rates (2013-2014):
  - High School Females- Black girls-23%, Latina- 6%, White/Asian- 3%
  - Middle School Females - Black girls-14%, Latina- 3%, White/Asian- 1%

Researchers argue that through the “adultification” of girls, black girls, as young as 5 years old, are viewed by adults as less innocent and less in need of protection than white peers, which may lead to harsher treatment by authorities.<sup>10</sup> The report, “School Resource Officers, Girls of Color, and the School-to-Prison Pipeline” indicates:

- **Black girls are 2.6 times as likely to be referred to law enforcement on school grounds as white girls, and black girls are almost 4 times as likely to get arrested at school.**<sup>11</sup>
- **Disparities affecting Latinas are especially severe in elementary school where they are 2.7 times more likely to be arrested than young white girls.**<sup>12</sup>

Schools and districts must work to improve interactions between girls of color and school resource officers. Policies and practices are needed that keep girls of color safe and supported in schools and reduce disproportionate rates of contact in the juvenile justice system.

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<sup>8</sup> Chicago Sun-Times, <https://chicago.suntimes.com/education/black-cps-student-suspension-rates-fall-but-still-highest-by-far/> “Black CPS student suspension rates

<sup>9</sup>Suspending Chicago’s Students, University of Chicago Consortium on Chicago School Research, September 2015

<sup>10</sup>Epstein, Rebecca and Blake, Jamilia and González, Thalia, *Girlhood Interrupted: The Erasure of Black Girls’ Childhood* (June 27, 2017).

<sup>11</sup>“School Resource Officers, Girls of Color, and the School-to-Prison Pipeline”, Georgetown Law Center on Poverty, 2017

<sup>12</sup> Ibid.

## RATES OF ARREST AND REFERRAL TO LAW ENFORCEMENT



Black girls are almost 4x more likely to be arrested in school than white girls.



White girls



Black girls are close to 3x more likely to be referred to law enforcement than white girls.



White girls



Latina students are close to 3x more likely to be arrested in elementary school than white girls.



White girls

Source: Misha Inniss-Thompson, SUMMARY OF DISCIPLINE DATA FOR GIRLS IN U.S. PUBLIC SCHOOLS: AN ANALYSIS FROM THE 2013-14 U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS DATA COLLECTION, National Black Women's Justice Institute (2017).

## Disengagement

***“Qualifications and courses do not always equate to effective education.”***

A significant number of high school girls disengage prior to attaining a high school diploma. In Illinois, dropouts accounted for 51% of the incarceration rate between the ages of 18 and 34 in 2010.<sup>13</sup>

## 2017 High School Dropout Rates

	State	Chicago
All	2.1%	4.3%
Males	2.3%	4.8%
Females	1.8%	3.9%

## Graduation Rates

Black	78.8%
Hispanic	61.1%
Asian American	84%
White	84%

## Graduation Rates in Chicago 2017 – 4 Years in HS

<sup>13</sup> High School Dropouts in Chicago and Illinois: The Growing Labor Market, Income, Civic, Social and Fiscal Costs of Dropping Out of High School, Chicago Alternative Schools Network, (2011).

Native Hawaiian	83.3%
American Indian	77.5%
2 or more races	86.4%

#### **in Illinois 2017 - 4 Years in HS**

Black	78.9%
Hispanic	83.5%
Asian American	94.7%
White	90.6%
Native Hawaiian	81.8%
American Indian	81.3%
2 or more races	86.2%

The 2017 Illinois District Report Card reported approximately 382,929 students enrolled in Chicago Public Schools,<sup>14</sup> with only 29% of the 2017 graduating class being prepared for college coursework.<sup>15</sup> In 2017, the 4 year graduation rate for females in Chicago was 86% as compared to 89.5% for girls statewide.<sup>16</sup>

## **Career Pathways**

There are significant barriers preventing our girls, specifically girls of color, from living up to their fullest potential in preparation for their future careers. Barro and Lee (2015) ascertained that the increase in education levels that have occurred since the 19<sup>th</sup> century has been estimated to account for approximately 20% to 33% of economic growth in the United States.<sup>17</sup> To best prepare for economic opportunities, girls in Chicago Public Schools and Charter schools, especially Black and Latina, must be prepared to keep pace with levels of educational attainment of their White and Asian peers.

### *Learn. Plan. Succeed.*

“Learn. Plan. Succeed.” is a new policy recently launched by Chicago Public Schools. This is a new graduation requirement intended to ensure that students are looking beyond high school and to the career ahead. Under the proposed policy, students will work with school staff to develop concrete outcomes such as acceptance into college or a job program, apprenticeship or job offer to meet the District’s proposed graduation requirement. A major

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<sup>14</sup> 2017 Illinois Report Card, Illinois State Board of Education

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Barro, R. and Lee, J-W. (2015). Education matters: Global schooling gains from the 19th to the 21st century. New York, NY: Oxford University Press.

gap and concern is the critical need for follow-up on the proposed goals after graduation. Having systems in place to ensure students have the support and resources to maintain momentum after graduation will be critical in helping them meet critical milestones and ultimately reach their post-HS goals.

Every spring, millions of students graduate high school with every intention of attending college.<sup>18</sup> By the fall, an astounding portion of them never show up to college which is referred to as a phenomenon called “summer melt.” Researchers argue that among students from lower socioeconomic backgrounds about ONE in FIVE who planned to attend college never actually enroll. During the summer, students may not have responsible adults helping them to navigate the path to college by themselves — and they hit barrier after barrier.<sup>19</sup> The same can also be applied to students who complete workforce and career development programs if there is no ongoing coaching to support the full journey to employment. Evaluation which follows CPS students at least 12 to 24 months after graduation will provide a clearer view to the overall success of this policy.

### ***Lack of support***

The National Association for College Admission Counseling (NACAC) and American School Counselor Association (ASCA) noted that the national average student to counselor ratio for 2014-2015 was 482:1, almost twice the recommended ratio of 250:1.<sup>20</sup> In Illinois, research conducted by the Mikva Challenge Mayoral Youth Commission, reported **the average student to counselor ratio was 330:1 in Chicago Public Schools for 2014-15**.<sup>21</sup> School counselors play a vital role in creating a trail of “breadcrumbs” for high school students to follow in attending postsecondary education. The massive caseloads carried by counselors creates a major gap and is felt most by students who are in the greatest need.

### ***Early College and Career Credentials***

In the 2017 – 2018 school year, there were a total of 23, 230 students who earned an Early College and Career Credential. Of these students, 12,254 were female (51.6%).<sup>22</sup> According to CPS’ 2017 – 2018 data, Black females are the only racial group that did not reach at least a 50% completion threshold.

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<sup>18</sup> Castleman Benjamin, Page Lindsay, (2014), “A Trickle or a Torrent? Understanding the Extent of Summer ‘Melt’ Among College-Intending High School Graduates”. *Social Sciences Quarterly* 95(1):202

<sup>19</sup> Ibid.

<sup>20</sup> National Association for College Admission Counseling (NACAC) and the American School Counselor Association (ASCA). (2016). Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Publications/ratioreport.pdf>

<sup>21</sup> Mikva Challenge Mayoral Youth Commission. (2017). How might the city of Chicago support and prepare all students for post-high school success? Retrieved from <https://www.mikvachallenge.org/wp-content/uploads/2018/01/2017-MYC-White-Paper-2.pdf>

<sup>22</sup> Chicago Public Schools. (2016). Career Credential Toolkit.



Students Earning Any ECCC	Total # of Female Students in CPS who earned any ECCC	Percent of Female Students in CPS who are eligible for any ECCC
	12,254	51.6
Dual Credit	12,254	13.8
Dual Enrollment	12,254	8.2
AP Exam (3 or higher)	12,254	27.7
IB Exam (4 or higher)	12,254	7.7
CTE	12,254	6.5
JROTC	12,254	4.4
Seal of Biliteracy	12,254	10.6
American Indian Female	45	53.3
Asian Female	489	72.8
Black, Non-Hispanic Female	4,983	37.2
Hawaiian Or Pacific Islander Female	16	68.8
Hispanic Female	5,478	58.0
Multi Female	118	66.9
N/A Female	11	63.6
White, Non-Hispanic Female	1,114	73.2

Note that a student who earned multiple ECCC credentials will be reflected more than once across the various credentials but will only be included once in the overall percentage of students earning the ECCC credential. (e.g. If a student successfully completed a Dual Enrollment program and a CTE program by the time they graduated, they would be counted once each in the Dual Enrollment and CTE percentages. However, they will only be counted once in the overall percentage of students earning ECCC credentials, as the overall percentage indicates the number of students that earned one or more credentials.) – Source: CPS

Of the 12,254 females that earned an ECCC, only 6.5% of them earned the Career Credential. AAUW reports that CTE programs work, helping students and workers move toward employment and economic security.<sup>23</sup> In fact, research shows that when students are CTE concentrators they graduate from high school at a rate higher than the national average.<sup>24</sup>

#### *Gender Gaps in STEM*

It is important for girls to have meaningful experiences with science, technology, engineering and math (STEM). First, it allows them to have exposure to teamwork, collaboration and build their critical thinking skills. Second, at least 15 of the 20 fastest growing occupations involve STEM skills. Third, women tend to earn 33% more and the gender pay gap is the smallest in STEM fields. Despite this,

<sup>23</sup> American Association of University Women. (n.d.). AAUW Issues: Career and Technical Education. Retrieved from <https://www.aauw.org/what-we-do/public-policy/aauw-issues/career-and-technical-education/>

<sup>24</sup> Ibid

women make up only 29% of the total U.S. science and engineering workforce, despite representing half of the total U.S. college-educated workforce.<sup>25</sup> Researchers argue that gender gaps in STEM begin in grade school. Research also suggests that minority achievement gaps in STEM exist across all socioeconomic levels and may be even larger in higher socioeconomic levels.<sup>26</sup>

More than 500 organizations operated approximately 2,032 out-of-school STEM programs in 2011, serving 56.2% girls and 43.8% boys. Only 32.6% of programs served high-school students.

Grade	Elementary	Middle	High School	Postsecondary
<b>Percent of STEM Programs by Grade Level Served</b>	46%	58%	33%	6%

Grade	Black	Latinx	White	Asian - American	Multi-Racial	American Indian	Other Race / ethnicity
<b>Percent of STEM Participants by Race / ethnicity</b>	44%	28%	21%	4%	2%	1%	0%
<b>Percent of 2011 – 2012 CPS Students by Race / ethnicity</b>	42%	44%	9%	3%	1%	1%	0%

Barriers that girls face on their journey to a STEM career:

- 
- The stigma of being a “science nerd” is one of the most difficult obstacles to overcome for girls looking to enter the field
- Navigating a male dominated field can be hard for girls, especially if they are bullied by their male peers
- Without mentors, positive role models in the field to look up to, many young women abandon the field entirely.<sup>27</sup>

<sup>25</sup> National Girls Collaborative Project. (2016). The state of girls and women in STEM. Retrieved from [https://ngcproject.org/sites/default/files/ngcp\\_the\\_state\\_of\\_girls\\_and\\_women\\_in\\_stem\\_2016\\_final.pdf](https://ngcproject.org/sites/default/files/ngcp_the_state_of_girls_and_women_in_stem_2016_final.pdf)

<sup>26</sup> Olszewski, Paula., Hu. S, Thomson, D.; Rosen, R., (2017). Minority Achievement Gaps in STEM: Findings of a Longitudinal Study of Project Excite Gifted Child Quarterly, Vol.61(1), p.20-39

<sup>27</sup> Industrial Restructuring and the Continuing Impact on Youth Employment in Illinois. (2018). Great Cities Institute University of Illinois at Chicago

## Youth Unemployment

According to the Bureau of Labor Statistics' most recent numbers, the unemployment rate in Illinois is 4.6 percent.<sup>28</sup>

Based on the latest research at the University of Illinois at Chicago, although there has been a decrease in out-of-work, and out-of-work and out-of-school rates for Black 20 to 24-year olds in Chicago, in recent years, substantial racial and gender gaps remain.<sup>29</sup> In 2016, holding true from prior years, jobless, and jobless and out-of-school figures for Black 20 to 24-year old men and women were still worse in Chicago than in Cook County, Illinois and the U.S.. Less encouraging is that out-of-school and out-of-work figures went up for Hispanic or Latino 20 to 24-year olds, increasing by 3 percentage points from 2014-2016. This increase was driven by a growing out-of-school and out-of-work rate for females 20 to 24 years old, which increased more than 6 percentage points from 2014 to 2016.<sup>30</sup>

For 16 to 19-year olds in Chicago, out-of-work rates decreased by over 14 percentage points for Hispanic or Latinos and changed relatively little for Black and White 16 to 19-year olds. In Illinois, and the U.S., out-of-work figures decreased each year from 2014 to 2016 for each racial/ethnic group for 16 to 19-year olds.<sup>31</sup>

**Table 16: Percent and Number of Out of School and Out of Work 16 to 19 and 20 to 24-Year Olds by Race/Ethnicity and Gender in Chicago, Cook County, Illinois, and the U.S., 2016**

		Males				Females			
		Chicago	Cook County	Illinois	U.S.	Chicago	Cook County	Illinois	U.S.
16-19	White (non-Hispanic or Latino)	6.0%	4.2%	5.6%	6.1%	N/A	2.1%	4.2%	5.0%
	(n)	(682)	(1,638)	(10,107)	(286,884)	N/A	(803)	(7,325)	(224,457)
	Black (non-Hispanic or Latino)	15.3%	15.1%	14.0%	11.1%	6.3%	7.9%	7.1%	7.7%
	(n)	(3,182)	(4,909)	(7,878)	(140,151)	(1,237)	(2,737)	(4,198)	(92,641)
	Hispanic or Latino	7.8%	7.5%	7.1%	8.2%	5.5%	5.4%	5.1%	8.1%
20-24	(n)	(2,096)	(3,186)	(5,224)	(161,555)	(1,499)	(2,530)	(4,156)	(152,568)
	Total Population	9.3%	8.0%	7.3%	7.3%	4.5%	5.1%	5.1%	6.0%
	(n)	(5,960)	(10,006)	(24,659)	(641,773)	(2,901)	(6,588)	(17,373)	(505,703)
	White (non-Hispanic or Latino)	5.3%	11.6%	11.0%	12.9%	7.6%	8.1%	9.8%	12.8%
	(n)	(1,334)	(6,780)	(26,547)	(804,346)	(2,493)	(4,875)	(22,849)	(749,160)
20-24	Black (non-Hispanic or Latino)	36.6%	33.5%	31.6%	27.1%	29.5%	23.7%	22.1%	19.1%
	(n)	(10,604)	(15,618)	(23,277)	(445,153)	(9,076)	(11,487)	(17,539)	(299,752)
	Hispanic or Latino	19.8%	17.5%	16.4%	16.1%	22.6%	16.2%	15.7%	20.1%
	(n)	(6,789)	(9,364)	(14,497)	(401,789)	(7,566)	(9,332)	(13,812)	(468,561)
	Total Population	19.9%	19.0%	15.4%	15.7%	19.0%	15.4%	13.3%	15.3%
	(n)	(19,411)	(33,249)	(67,606)	(1,799,172)	(20,352)	(27,057)	(57,399)	(1,652,470)

Data Source: 2016 American Community Survey, public use files. Tabulations by Great Cities Institute  
Note: N/A denotes small sample size

**Table 7: Percent and Number of Out of Work 16 to 19 and 20 to 24-Year Olds by Race/Ethnicity and Gender in Chicago, 2014-2016**

Year		Males			Females		
		2014	2015	2016	2014	2015	2016
16-19	White (non-Hispanic or Latino)	74.5%	72.8%	81.7%	78.7%	74.0%	70.6%
	(n)	(8,749)	(8,564)	(9,329)	(9,519)	(9,654)	(8,888)
	Black (non-Hispanic or Latino)	89.7%	88.8%	88.9%	89.8%	81.5%	85.7%
	(n)	(19,093)	(19,518)	(18,479)	(21,960)	(20,346)	(16,963)
	Hispanic or Latino	84.9%	82.4%	71.0%	84.5%	80.6%	70.0%
20-24	(n)	(20,828)	(19,336)	(19,045)	(21,078)	(20,125)	(19,219)
	Total Population	84.3%	83.2%	79.0%	84.0%	79.6%	76.2%
	(n)	(52,551)	(51,775)	(50,649)	(56,033)	(54,184)	(48,845)
	White (non-Hispanic or Latino)	29.8%	25.7%	23.2%	19.1%	21.8%	24.2%
	(n)	(8,807)	(7,314)	(5,805)	(6,307)	(6,402)	(7,895)
20-24	Black (non-Hispanic or Latino)	59.6%	60.0%	51.2%	57.9%	60.4%	42.7%
	(n)	(21,056)	(20,517)	(14,815)	(21,557)	(21,869)	(13,167)
	Hispanic or Latino	35.6%	29.2%	33.8%	38.0%	37.6%	36.0%
	(n)	(11,742)	(10,041)	(11,603)	(12,106)	(11,548)	(12,034)
	Total Population	42.5%	38.6%	38.2%	39.6%	42.8%	36.5%
	(n)	(44,878)	(42,744)	(37,201)	(43,858)	(45,092)	(39,107)

Data Source: 2016 American Community Survey, public use files. Tabulations by Great Cities Institute

## Recommendations:

Schools and communities should create cultures which reward and celebrate girls' intelligence, efforts, skills and learning. Programs can show girls the types of careers they might pursue, especially in math and science, while mentoring can provide additional encouragement and motivation. Schools can also provide career counseling and college preparation information early in high school, including focus on what types of careers girls might pursue that match their interests and yield a stable livelihood. – Status of Girls in Illinois 2007

<sup>28</sup> Bureau of Labor Statistics

<sup>29</sup> Drake, E. B., LaFrance, S. (2006). Findings on Youth Employment Training Best Practices. Prepared for the Milton S. Eisenhower Foundation.

<sup>30</sup> Kirk, M. (2017). The Crisis of Unemployment Among Chicago Youth. Retrieved from <https://www.citylab.com/life/2017/06/the-chicago-youth-experiencing-severe-joblessness/530643/>

<sup>31</sup> Ruiz, A. (2018). Unemployment rate for Chicago's black youth improves: report. Retrieved from <http://www.chicagotribune.com/business/ct-biz-youth-unemployment-great-cities-downstate-illinois-0513-story.html>

### *Create a Positive and Nurturing Environment for Girls in Schools*

- **Schools must create a friendlier and safer school environment** for girls to learn, thrive, and achieve.
- **Increase the number of school social workers and trauma-informed practitioners** to provide support for girls who have experienced trauma.
- **Hire outreach staff who track the attendance of students** and provide resources, referrals and support to reduce chronic absenteeism due to care-giving, depression or health challenges.
- **Protect Girls from harassment and bullying at school.** Feeling unsafe at school has been correlated with declining academic performance, skipping school, and dropping out. Schools should swiftly address bullying and harassment that is severe, persistent, or pervasive, and create a positive and safe school climate. Moreover, schools should adopt policies and procedures that protect all students from bullying and harassment, including not only gender-based harassment, such as that based on pregnant or parenting status, but also harassment based on sexual orientation and perceived gender identity<sup>32</sup>.
- **Create incentives for high quality programming in classrooms.** Chicago Public Schools should develop incentives for teachers to provide high-quality learning experiences for their students and reward teachers who demonstrate improved outcomes in their classrooms.
- **Increase support through positive female role models/mentorship.** District and school administrators should promote programs that provide teen girls with one-on-one interaction with positive female role models. Schools should be intentional about exposing girls to successful women who look like them and come from similar communities.

### *Promote Success for Girls through Recruitment, Training and Awareness in Schools*

- **Require gender-responsive training and policies in Chicago Public Schools and charter schools.**
  - Require mandatory training for ALL district and non-district schools (charters) security and School Resource Officers (SROs) to be trained in “Be Her Resource Be Her Resource: A Toolkit about School Resource Officers and Girls of Color.”<sup>33</sup>
  - Reduce out-of-school disciplinary practices that negatively impede girls’ achievement by providing gender-responsive training and approaches infused in policies and practices that target girls, i.e. school discipline codes, student protection, bathroom policies, student health education and protection, uniform/clothing policies and SEL support.
  - Create a school discipline accountability system to monitor adherence to non-punitive, trauma-informed practices for all girls with a special emphasis on Black and Latina girls.

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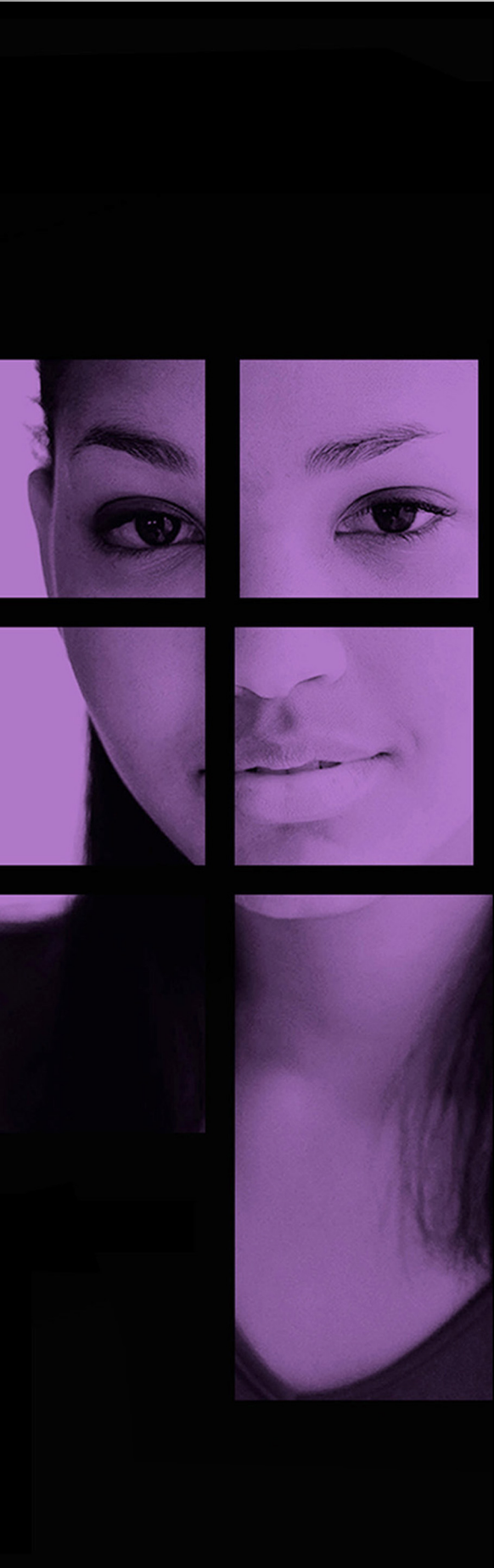
<sup>32</sup> Successful Schools for Girls, National Women’s Law Center, 2011.

<sup>33</sup> Be Her Resource Be Her Resource: A Toolkit about School Resource Officers and Girls of Color, Georgetown Law Center on Poverty and Inequality, 2016.

- **Define the roles and responsibilities of law enforcement in schools.** Chicago Public Schools should clearly delineate law enforcement roles and responsibilities in formal agreements.
- **Improve hiring in schools.** Hire and train more female School Resource Officers/Security to address the needs of girls and avoid re-traumatization through physical contact with male officers.

#### *Promote Academic and Career Success*

- Strengthen college access and success. Develop a citywide strategy to target emerging adult young females, ages 18-24 to address, GED/high school completion, career and workforce development training from a gender responsive lens.
- Create an extensive follow-up plan in the “Learn. Plan. Succeed.” Policy which includes community partners who support and track CPS graduates 12 to 24 months after graduation to ensure their successful transition as emerging adults.
- Increase number of student counselors to be more consistent with NACAC’s recommended 250:1 counselor to student ratio.
- Promote gender equity in STEM education and programs.
  - Schools, community-based organizations and public institutions should offer more in-school, and out-of-school STEM education for elementary, high-school students and young adults.
  - State and local policy makers, community-based organizations, businesses and the philanthropic community should ensure girls and students of color have increased access to and support for participating in STEM programs.
  - Philanthropy should provide funding to increase the number of gender-specific (same sex) programs and schools which immerse girls in 21<sup>st</sup> Century Learning skills and innovative STEAM (Science. Technology. Engineering. Art. Math) education.
- **Philanthropy should engage with the public and private sector**, including community-based organizations, schools, state and local education agencies to ensure program and curricula are designed to promote college and career readiness.
- **Ensure successful implementation of the Educational Facilities Master Plan.** Chicago Public Schools should issue an interim progress report on the status of the Educational Facilities Master Plan implementation. The interim report should include details of any delays or challenges to meeting the goals of the plan, and outline strategies for addressing any barriers to meeting the objectives and goals of the plan.



# Violence & Justice

# Violence and Justice

*“Violence against girls is a painful American tale. It is a crisis of national proportions that cuts across every divide of race, class, and ethnicity.”*

*Sexual Abuse to Prison Pipeline, 2015*

## Introduction

In a system that has been historically plagued with the mass incarceration of boys, the recent surge among justice involved girls is sounding an alarm within public service organizations and policy making institutions throughout the nation. Nearing an average of 30%, girls are the fastest growing population for imprisonment on a national scale.<sup>1</sup> Children and Family Justice Center of Northwestern Law released a report indicating that the Illinois Department of Juvenile Justice (IDJJ) data illustrated girls admitted to an IDJJ facility have increased by over 80 percent in comparison to a 20 percent decrease among male counterparts.<sup>2</sup> Many leaders within community-based organizations believe that girls are going where boys have already been as it relates to delinquent behaviors which include high rates of truancy, suspensions, violence, homelessness due to running away, drug and alcohol abuse, and court involved recidivism. Violence and adverse childhood experiences (ACES) are major undercurrents that pulsate and incubate the involvement of girls in the juvenile justice system. The Coalition on Urban Girls- Chicago (CUG) is prioritizing the criminalization of girls and issues that build a pipeline to prison by actively seeking forums for policy change, while developing services that effectively address the social needs of girls. CUG is raising a conscience among thought leaders and policy makers within the global community to further examine protective factors, social infrastructure, and community support that truly consider the current status of girls.

## Trauma Impact to Justice Pipeline

Recent data demonstrates that there is a direct correlation between trauma and justice involvement of girls. Adolescent female delinquent behavior has been criminalized within a system that has constantly failed to recognize or treat traumatic issues resulting in the re-victimization of minority girls.<sup>3</sup> Criminological research has identified victimization as the primary pathway for girls into

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<sup>1</sup> See [www.ncsc.org/sitecore/content/microsites/trends/home/Monthly-Trends-Articles/2017/Women-and-Girls-in-the-Justice-System.aspx](http://www.ncsc.org/sitecore/content/microsites/trends/home/Monthly-Trends-Articles/2017/Women-and-Girls-in-the-Justice-System.aspx)

<sup>2</sup> Children and Family Justice Center. (2017). Incarcerated Girls and LGBTQ Youth. Community Safety & the Future of Illinois' Youth Prison Illinois', 4, 1-16. Retrieved from <https://www.law.northwestern.edu/legalclinic/cfjc/documents/communitysafetymarch.pdf>.

<sup>3</sup> Lopez, V. (2016). *Latina and African-American Girls in the Juvenile Justice System: Needs Problems and Solutions*. Sociology Compass. <https://onlinelibrary.wiley.com/doi/abs/10.1111/soc4.12338>  
[www.nsvrc.org/.../publications\\_nsvrc\\_factsheet\\_media\\_packet\\_statistics-about-sexual-violence](http://www.nsvrc.org/.../publications_nsvrc_factsheet_media_packet_statistics-about-sexual-violence).

Juvenile Justice Systems with African American and Latina girls being the most affected populations. Girls in the juvenile system are more likely to have a history of physical and sexual abuse and have a high rate of psychiatric disorders and exposure to multiple ACES.<sup>4</sup> Recently, correlations between trauma due to violence and adverse entry into the justice system have been observed among girls who have experienced family-based abuse and arrest due to minor offenses.<sup>5</sup> The Center of Juvenile Justice Reform has identified feeders significant to girls' entry into the justice system which include child welfare, status offenses, education, mental and physical health, interpersonal violence, housing policies and residential instability. Adolescent female sex abuse victims are significantly more aggressive than those who have not been victimized.<sup>6</sup> This can be attributed to the considerably high rate of adult perpetrator sexual abuse,<sup>7</sup> which has a power dynamic in which girls often have no control. This data reveals that girls who experience sexual abuse have a propensity towards violence and are often justice involved due to the infliction of violence on another individual.<sup>8</sup> There is a link between girls' experiences with sexual and physical abuse and involvement in the criminal justice system, especially girls of color. This link creates a victimization-to-imprisonment pipeline, with many girls imprisoned who are victims of sex trafficking, who have run away or are truant, or who have connections to the child welfare system.<sup>9</sup> The previous mentioned data and statements indicate that girls who are in the care of public service organizations have an increased vulnerability to multiple ACES related to sexual abuse, violence, homelessness, and low educational achievement allowing the combination of experienced ACES and trauma to become a cleared pipeline to the court involvement of girls.

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<sup>4</sup> Alexander, L. Buckingham, A. Morrison, S. Payne, C. (2017). Proposal Submitted to Kimberly M. Fox, Cook County State's Attorney. Cook County Task Force For Girls.

<sup>5</sup>Saar, M. S., Epstein, R., Rosenthal, L., & Vafa, Y. (2015). The Sexual Abuse to Prison Pipeline: The Girls' Story. Center on Poverty and Inequality Retrieved from <https://csgjusticecenter.org/youth/publications/the-sexual-abuse-to-prison-pipeline-the-girls-story/>

<sup>6</sup> Conrad, S., Placella N., Tolou-Shams, M., Rizzo, C., and Brown, L. (2014). Gender Differences in Recidivism Rates for Juvenile Justice Youth: The Impact of Sexual Abuse. Law Human Behavior.

<sup>7</sup> Finkelhor, D., Shattuck, A., Turner, H., Hambly, S. (2014). *The Lifetime Prevalence of Child Sexual Abuse and Sexual Assault Assessed in Late Adolescence*. The Journal of Adolescent Health, 329-333.

<sup>8</sup> Ibid

<sup>9</sup>See The Sexual Abuse to Prison Pipeline: The Girls' Story. <https://csgjusticecenter.org/youth/publications/the-sexual-abuse-to-prison-pipeline-the-girls-story/>



- Girls who enter the justice system for offenses related to their history of running away reported experiences of being beaten, stabbed, shot, or raped.<sup>10</sup> One in four girls are estimated to have been victims of some form of sexual abuse or assault.<sup>11</sup>
- Findings from the Chicago Youth Justice Data Project report that 15% of female juveniles were arrested for felonies. Seventy percent (70%) of the aforementioned population was arrested for misdemeanors and 17% were detained in a juvenile detention facility for related convictions.<sup>12</sup>
- According to a report released by the Illinois Department of Juvenile Justice (IDJJ), girls living in the state of Illinois that were under the Department of Children and Family Services (DCFS) care prior to incarceration nearly doubled in comparison to 7% of boys in DCFS custody.<sup>13</sup>
- According to the Gender Injustice Report, girls represent:
  - 41% of youth in care who were arrested for delinquent behavior; and
  - 47 % of youth who were referred for a status offense, a crime with an age limitation like underage drinking, truancy, or curfew violation.<sup>14</sup>

According to the 2017 Chicago Youth Risk Behavior Survey, White and LGB- Hispanic females have the highest rates of experiencing sexual violence.

YRBS DATA 2017	Percentage of high school females who experienced sexual violence by anyone (being forced to do sexual things (counting such things as kissing, touching, or being physically forced to have sexual intercourse) they did not want to do by anyone, one or more times during the 12 months before the survey)			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	15.2	16.6	N.A.	14.8%

<sup>10</sup>Alexander, L. Buckingham, A. Morrison, S. Payne, C. (2017). Proposal Submitted to Kimberly M. Fox, Cook County States Attorney. Cook County Task Force For Girls.

<sup>11</sup> Finkelhor, D., Shattuck, A., Turner, H., Hambly, S. (2014). *The Lifetime Prevalence of Child Sexual Abuse and Sexual Assault Assessed in Late Adolescence*. The Journal of Adolescent Health, 329-333.

<sup>12</sup>Available at <https://chiyouthjustice.wordpress.com/category/facts-and-statistics/>

<sup>13</sup> Children and Family Justice Center. (2017). Incarcerated Girls and LGBTQ Youth. Community Safety & the Future of Illinois' Youth Prison Illinois', 4, 1-16. Retrieved from <https://www.law.northwestern.edu/legalclinic/cfjc/documents/communitysafetymarch.pdf>

<sup>14</sup> Sherman, F., Balck, A., (2015). *Gender Injustice: System-Level Juvenile Justice Reforms for Girls*. [www.nationalcrittenton.org/wp-content/uploads/2015/.../Gender\\_Injustice\\_Report.pdf](http://www.nationalcrittenton.org/wp-content/uploads/2015/.../Gender_Injustice_Report.pdf)

BLACK			N.A.	14.9%
HISPANIC			N.A	13.9%
WHITE			N.A.	22.7%
LGB Females			N.A.	19.8 (highest among Hispanic females at 22.1%)

According to the 2017 Chicago Youth Risk Behavior Survey, there is an increase in the number of White (Non-Hispanic) girls who reported being physically forced to have sexual intercourse since the 2007 YRBS data. The rates among LGB females were highest among Blacks.

YRBS DATA 2017	Percentage of high school females who were ever physically forced to have sexual intercourse (when they did not want to).			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	11.3	13.1	11.3	9.7
BLACK			8.4	11.5
HISPANIC			13.3	10.0
WHITE			Group too small	7.9
LGB Females			N.A.	15.5 (highest among Black females at 16.3%)

## Criminalization

Criminalization of girls is becoming widespread throughout the United States. Even in Washington, D.C., the nation's capital, Black girls are likely to be arrested at 30 times the rate of white boys and girls combined.<sup>15</sup> The juvenile justice system continues to be dominated by boys but the past decade witnessed a significant increase in the number of girls entering the system<sup>16</sup> and these numbers

<sup>15</sup> Available from: <https://www.citylab.com/equity/2018/03/the-rising-criminalization-of-black-girls-dc/556127/>

<sup>16</sup> Burke, A. S. (2007) "Good Girl/Bad Girl: Morality, Bias, and the Juvenile Justice System" Paper presented at the annual meeting of the AMERICAN SOCIETY OF CRIMINOLOGY, Atlanta, Georgia. [http://www.allacademic.com/meta/p200351\\_index.html](http://www.allacademic.com/meta/p200351_index.html)

include girls that identify with sexual minority groups (LGBTQ). There are four key institutional domains that disproportionately affect the entry, processing and sentencing of females within the juvenile justice system: (1) arrest intake and sentencing, (2) relabeling and addressing youth offenses, (3) arrests for drug offenses, and (4) dual arrests for domestic violence incidents usually against the mother.<sup>17</sup> Females are disproportionately arrested and committed to the Illinois Department of Juvenile Justice for less serious offenses; for non-violent, misdemeanors, and status offenses.

- According to the 2016 Annual Report of the Illinois Court, 19,943 juvenile cases were filed and 16% of detained juveniles were girls. 136 girls have been admitted to the Cook County Juvenile Temporary Detention Center within this current year of 2018.<sup>18</sup>
- In the past year, within the state of Illinois the number of girls admitted to IDJJ facilities have increased and 80% of girls admitted or incarcerated were adjudicated for a Class 2 felony or lower offense.<sup>19</sup>
- While IDJJ has limited reliable data regarding the number of LGBTQ youth in custody, national data indicates that such youth are overrepresented in the justice system comprising 4% to 8% of the overall youth and 13% of the justice involved LGBTQ population are detained.<sup>20</sup>

## School to Prison Pipeline

The intersectionality of low academic achievement and justice involvement of girls is a major component in discussions around school to prison pipeline. There is evidence that arrest and interface with law enforcement among girls often begins at school. Suspensions and expulsions are the heartbeats for the school to prison pipeline with girls of color being the highest impact group. Girls of color are subjected to more severe discipline and tougher zero tolerance policies than their white counterparts. Girls of color are more likely to receive multiple suspensions than any other gender or race of students.<sup>21</sup> More often than not, girls are arrested in school and referred to Juvenile Court for behavior under circumstances that would normally be viewed as adolescent behaviors such as fighting with peers, talking back, and in extreme cases, behaviors that resulted from traumatic experiences. Overwhelmingly, school incidents, specifically attacks against school personnel also act as a channel for girls to enter the Illinois juvenile justice system.

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<sup>17</sup>Javdani, S., Sadeh, N., Verona, E. (2011). Gender Social Forces: A review of Impact of Institutionalized Factors On Women and Girls' Criminal Justice Trajectories. *Psychology and Public Policy, and Law*, 17(2), 61-121

<sup>18</sup> See [http://www.illinoiscourts.gov/SupremeCourt/AnnualReport/2016/2016\\_Statistical\\_Summary.pdf](http://www.illinoiscourts.gov/SupremeCourt/AnnualReport/2016/2016_Statistical_Summary.pdf)

<sup>19</sup> See <https://www.law.northwestern.edu/legalclinic/cfjc/documents/communitysafetymarch.pdf>

<sup>20</sup> Ibid

<sup>21</sup> Black Girls Matter: Pushed Out, Over Policed and Under Protected. (2015). African American Policy Forum and Center for Intersectionality and Social Policy Studies, [https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter\\_Report.pdf](https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.pdf)

- African American girls comprise 16 % of the total female school population, yet they represented 42 % of expulsions, 31% of law enforcement referrals, and 34 % of arrest on school property.<sup>22</sup>
- Black girls are disproportionately suspended at a rate of 54%.<sup>23</sup>
- 4,516 school incidents resulted in adolescent female arrests. In 2016, 1159 (40%) girls were arrested at school and charged with battery. 564 (19.5%) were charged with aggravated battery.<sup>24</sup>
- The Chicago Police Department (CPD), reported 470 arrest for battery and 460 for assault associated with incidences that involved school officials.<sup>25</sup>

According to the 2017 Chicago Youth Risk Behavior Survey, nearly half of the physical fights reported by Black and LGB females occurred on school property. Black girls have the highest rates for physical fights on school property.

YRBS DATA 2017	Percentage of high school females who were in a physical fight on school property. (one or more times during the 12 months before the survey)			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	5.6	5.1	14.9	9.0
BLACK			18.7	15.0
HISPANIC			12.1	6.1
WHITE			Group too small	5.1
LGB Females			N.A.	15.7 (highest among Black females at 21.1%)

## Dating & Interpersonal Violence

Interpersonal Violence (IPV) is the intentional use of physical force or power, threatened or actual, against a person or group that has a high likelihood of resulting in injury, death, psychological harm, abnormal development, or deprivation. IPV can be committed by a person who is or has been in a

<sup>22</sup> Black Girls in the School-To-Prison Pipeline, 2016

<sup>23</sup> Ibid

<sup>24</sup> See <https://www.isp.state.il.us>

<sup>25</sup> See <https://data.cityofchicago.org>.

romantic relationship, spouse or partner, family member, cohabitant, or household member including a roommate. Forms of Interpersonal violence include dating violence, domestic violence, sexual misconduct, and stalking. Due to increased vulnerability to multiple ACES and concerns for safety, reports of carrying and using weapons is trending high among girls. Carrying a weapon elevates the chances of use and therefore, the number of girls that are arrested for violence is often associated with the use of a weapon as a means of attack and defense. Violence has risen significantly among girls that are justice involved.

- According to Illinois State Police crime report, 38% of girls were arrested for domestic violence and 37% were arrested for simple assault in 2012.<sup>26</sup>
- 37,233 females injured as a result of domestic violence indicated that they suffered injuries from hand, fist, or foot contact.<sup>27</sup>
- Results from the 2017 YRBS survey, a study spearheaded by the CDC within Chicago Public Schools found that 7.6% of female students had experienced some form of dating violence and 5.6% indicated that they have experienced sexual dating violence.<sup>28</sup>
- A local study led by Dr. Kisha Roberts-Tabb from the Cook County Juvenile Probation Department found: 14.6 % of girls reported carrying weapons one or more times during the 2013-2014 school year; 42.5% reported having a physical fight one to five times within that year of collected data; 10.4 % of girls in the study reported incidents in which medical attention was required; and 4.2% reported two or three incidences of physical aggression or attack within a year period.<sup>29</sup>

According to the 2017 Chicago Youth Risk Behavior Survey, the highest rates of sexual dating violence were reported among LGB - Latina girls.

YRBS DATA 2017	Percentage of high school females who experienced sexual dating violence (being forced to do sexual things (counting such things as kissing, touching, or being physically forced to have sexual intercourse) they did not want to do by someone they were dating or going out with, one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey)			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	10.7	10.7	N.A.	5.4
BLACK			N.A.	3.3

<sup>26</sup> See <https://www.isp.state.il.us>

<sup>27</sup> Ibid

<sup>28</sup> 2017 Chicago Youth Risk Behavior Survey (YRBS), Center for Disease Control

<sup>29</sup> Roberts, K. (2014). The Effects of Gender Responsive Programming on High Risk Sexual Behavior. National Louis University. Chicago, IL. Unpublished

HISPANIC			N.A	5.6
WHITE			N.A.	N/A
LGBTQ				6.3 (highest among Hispanic females at 8.5%)

According to the 2017 Chicago Youth Risk Behavior Survey, white girls (non-Hispanic) and LGB females report the highest rates for carrying weapons on school property.

<b>YRBS DATA 2017</b>	<b>Percentage of high school females who were threatened or injured with a weapon on school property (such as a gun, knife, or club, one or more times during the 12 months before the survey)</b>			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	4.1	4.9	N.A.	5.6
BLACK			N.A.	5.4
HISPANIC			N.A	5.2
WHITE			N.A.	6.3
LGBTQ Females			N.A.	6.3

According to the 2017 Chicago Youth Risk Behavior Survey, Black and LGB females in Chicago reported carrying a weapon nearly twice the national average.

<b>YRBS DATA 2017</b>	<b>Percentage of high school females who carried a weapon (such as a gun, knife, or club, on at least 1 day during the 30 days before the survey)</b>			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	7.4	8.8	12.5	8.4
BLACK			13.4	14.4
HISPANIC			11.4	5.3
WHITE			Group too small	7.2
LGB Females			N.A.	15.4 (highest among Black females at 21%)

According to the 2017 Chicago Youth Risk Behavior Survey, LGB females reported carrying a weapon more than three times the national average.

<b>YRBS DATA 2017</b>	<b>Percentage of high school females who carried a weapon on school property (such as a gun, knife, or club, on at least 1 day during the 30 days before the survey)</b>			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	2.0	1.9	4.9.	3.0
BLACK			6.6	4.3
HISPANIC			3.4	2.9
WHITE			Group too small	1.0
LGB Females			N.A.	7.1 (highest among Hispanic females at 10.1%)

According to the 2017 Chicago Youth Risk Behavior Survey, the number of Chicago girls who reported being in a physical fight still remains higher than the national and state average with the highest rates among Black girls. Data also report an increase among White (non-Hispanic) girls.

<b>YRBS DATA 2017</b>	<b>Percentage of high school females who were in a physical fight (one or more times during the 12 months before the survey).</b>			
	U.S. 2017	ILLINOIS 2017	CHICAGO 2007	CHICAGO 2017
ALL RACES	17.2	15.6	36.4	20.2
BLACK			45.4	32.5
HISPANIC			28.8	14.2
WHITE			Group too small	15.0
LGB Females			N.A.	28.1 (highest among Black females at 41.4%)

## Sexual Abuse to Justice Involvement Pipeline

Girls between the ages of 16 and 19 are four times more likely than the general population to become victims of rape, attempted rape, or sexual assault.<sup>30</sup> The most common offenses that contribute to a girl's incarceration include running away, substance abuse, and truancy, ironically these are all warning signs of childhood sexual abuse.<sup>31</sup> The negative outcomes for females with a history of childhood sexual abuse or rape include juvenile justice involvement as result of trauma exposure, substance abuse, and neglect.<sup>32</sup> Although it has been determined that sexual abuse and assault are pathways to the juvenile system, rarely do authorities review the history of sexual trauma when making the decision to detain a young woman.<sup>33</sup> A recent investigation of Chicago Public Schools (CPS) by the Chicago Tribune (2018), closely examined 108 cases and identified 72 school employees as alleged perpetrators in the last decade. The rest were student-on-student sexual attacks. Over a ten year period, police investigated more than 520 cases of juvenile sexual assault and abuse in Chicago Public Schools. As a result, CPS launched an Office of Student Protections and Title IX, an unprecedented long-term commitment to ensure learning environments are free from sexual violence, harassment and discrimination. Based upon the data collected, sexual abuse is the most defined and prominent pathway to justice involvement among girls.<sup>34</sup>

- The CDC reports 676,000 youth were victims of sexual abuse in 2016, approximately 20% of the youth population in the U.S.<sup>35</sup>
- According to the Sexual Abuse to Prison Pipeline Report (2015), One in four American girls will experience some form of sexual violence by the age of 18.<sup>36</sup>
- 12% percent of sexual assault and rape victims reported in the US are under the age of 10 and 30% were between 11 and 17, making sexual abuse the primary predictor of adolescent female involvement in the juvenile justice system.<sup>37</sup>

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<sup>30</sup> See <https://www.nsopw.gov/en/education/factsstatistics/>

<sup>31</sup> See The Sexual Abuse to Prison Pipeline: The Girls' Story. <https://csgjusticecenter.org/youth/publications/the-sexual-abuse-to-prison-pipeline-the-girls-story/>

<sup>32</sup> Conrad, S., Placella N., Tolou-Shams, M., Rizzo, C., and Brown, L. (2014). Gender Differences in Recidivism Rates for Juvenile Justice Youth: The Impact of Sexual Abuse. Law Human Behavior.

<sup>33</sup> See The Sexual Abuse to Prison Pipeline: The Girls' Story. <https://csgjusticecenter.org/youth/publications/the-sexual-abuse-to-prison-pipeline-the-girls-story/>

<sup>34</sup> Available from: <https://graphics.chicagotribune.com/chicago-public-schools-sexual-abuse/index.html>

<sup>35</sup> See <https://www.childwelfare.gov/topics/systemwide/statistics/can/can-stats/>

<sup>36</sup> See The Sexual Abuse to Prison Pipeline: The Girls' Story. <https://csgjusticecenter.org/youth/publications/the-sexual-abuse-to-prison-pipeline-the-girls-story/>

<sup>37</sup> Available from: [http://www.nsvrc.org/sites/default/files/publications\\_nsvrc\\_factsheet\\_media-packet\\_statistics-about-sexual-violence\\_0.pdf](http://www.nsvrc.org/sites/default/files/publications_nsvrc_factsheet_media-packet_statistics-about-sexual-violence_0.pdf)



## ***Race and Victimization***

African-American girls are uniquely susceptible to gender violence and its effects. Poor, young unmarried, non-white females are victimized at disproportionate rates in comparison to their white counterparts. School age African-American girls experience high incidences of interpersonal violence. The perception that black girls are less likely the victim opens the door for African American females to be viewed as the aggressor due to the historical adultification of black girls, beginning as early as 5 years of age. In the report, “Girlhood Interrupted”, the term adultification refers to the perception that Black girls are less innocent and more adult-like than white girls of the same age. This perception may contribute to more punitive exercise of discretion by those in positions of authority, greater use of force, and harsher penalties.<sup>38</sup>

Historically, the U.S. court has made a clear distinction between youth and adults. This has been the baseline for the difference in how they are processed, sentenced, and serviced; highlighting minor’s lack of maturity, impetuous decision making; susceptibility to negative influences from peers or other outside factors; and developing character and personality. Unfortunately, Black girls are not always afforded this consideration and are often treated in the same manner as adult women, and their behavior is regularly perceived as willful and adult-like. Attitudes and interpretation of black girls’ behavior and outspokenness create an environment in which black girls are seen as an aggressive threat and therefore stripped of any chance at childhood. Women and girls of white and other ethnic backgrounds have been allowed to benefit from the status of “victim” significantly more than African-Americans females. The lack of victim status limits access to services for African-American women.<sup>39</sup> Due to adultification, African American girls are more vulnerable to ACES because of negative perceptions around their innocence. Girls of color, especially African American young women are the most susceptible to severe disciplines and denial of services that could curb further exposure to ACES and victimization.<sup>40</sup>

- Adults surveys believed that Black girls ages 15-14 were less innocent than their white counterparts.<sup>41</sup>
- Black girls were viewed as more disobedient 2.5 times that of white girls.<sup>42</sup>

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<sup>38</sup> Epstein, R., Blake, J., González, T. (2017). *Girlhood Interrupted: The Erasure of Black Girls' Childhood*. Georgetown University. Law Center. Center on Poverty and Inequality, 38(4): 305-314

<sup>39</sup> Phillips, J. (2015). Black Girls and the Possibilities of a Victim Trope: The Intersectional Failures of Legal and Advocacy Interventions in the Commercial Sexual Exploitation of Minors in the United States. *UCLA Law Review*, 1642-1675

<sup>40</sup> Ibid

<sup>41</sup> Ibid

<sup>42</sup> Ibid

- 4 in 10 black girls report experiences violence. <sup>43</sup>
- Over 20% of Black women are sexually violated in their life time. <sup>44</sup>
- Black girls are viewed as loud and disrespectful by teachers resulting in a higher rates of suspensions.<sup>45</sup>
- 40% of Black girls court referrals are connected with school incidents. <sup>46</sup>
- In 2016, more than 850 girls were victims of violent crimes including homicide, aggravated battery and robberies. <sup>47</sup>

## Sex Trafficking

*“One of the grimmest examples of the sexual abuse to prison pipeline is the detention of girls who are bought and sold for sex.”*

*Sexual Abuse to Prison Pipeline, 2015*

The Department of Homeland Security defines human trafficking as modern-day slavery and involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act. Other terms that are synonymous with human trafficking include child sex trafficking, exploitation, child prostitution, commercially and sexually exploited children, commercial sex trade, (CSEC), and underground commercial sex economy (UCSE).<sup>48</sup> Domestic trafficking has heightened to the point that the U.S. has been classified as a “major destination country” for commercial sex.<sup>49</sup> Two to three hundred thousand children living in the U.S. are at risk of being exploited and trafficked. With a large population of immigrants, a number of tourist attractions, several conventions, infestation of gangs, along with a focus of gun violence, Chicago has become an attractive place for human trafficking with many runaways and high risk youth that are deemed by society as “throwaways.” Chicago had been named the human trafficking hub of the United States<sup>50</sup>. In 2016 the National Human Trafficking Hotline receives 30,918 calls, 609 calls received from Illinois. <sup>51</sup> Sexual abuse during a female’s childhood increases the risk of sexual exploitation among adolescent girls and women. Indicators for

<sup>43</sup> Available from: <https://iwpr.org/violence-black-women-many-types-far-reaching-effects/>

<sup>44</sup> Ibid

<sup>45</sup> Ibid

<sup>46</sup> Ibid

<sup>47</sup> <http://www.chicagotribune.com/news/ct-girls-violence-chicago-met-20161210-story.html>

<sup>55</sup> Trauma **Violence Abuse**. 2012 Apr; 13(2):59-76. doi: 10.1177/1524838012440340.

<sup>49</sup> CRS Report for Congress. Trafficking in Person: U.S. Policy and Issues for Congress, 2008

<sup>50</sup> See <https://jjie.org/2014/01/22/chicago-a-national-hub-for-human-trafficking/>

<sup>51</sup> Available from: <https://humantraffickinghotline.org/state/illinois>

a girl's possible involvement in sex trafficking are sexual abuse, truancy, and poverty, a history of residential instability, history of juvenile arrest warrants, older intimate partner, family dysfunction, and a history of mental health issues.

- Every year, 15,000 to 24,000 people in Chicagoland area become victims of human trafficking 35-40 percent are under age 18 and most are trafficked for sex or pornography.<sup>52</sup>
- Of the 4,884 potential trafficking cases investigated by in U.S. in 2013, 69% were classified as trafficking incidents and 31% involves minors.<sup>53</sup>
- The National Center for Missing & Exploited Children indicates that one in six domestic runaways are at risk of becoming sex trafficking victims. <sup>54</sup>
- According to the 2012 U.S. Attorney General's Annual Report, girls account for 59% of all runaway cases and 55% of all prostitution cases.

In the research conducted by Rapael & Shapiro, women who were trafficked in Chicago, revealed the following data:

- 7% of respondents first exchanged sex for money before the age of 18.
- 72% of young women in the study (those who entered the sex trade between 12-15 years old) ran away from home.
- Young girls who have run away frequently lack basic necessities for survival, making them more vulnerable to traffickers.
- To survive on the streets, young people often turn to “survival sex”, the exchange of sexual activity for resources to meet basic physical needs. <sup>55</sup>

## Conclusion

In Illinois about \$6 billion dollars is spent annually on juvenile corrections and youth are imprisoned at an average of \$187,765 per year in Illinois. <sup>56</sup> The diversion of these funds to support early childhood education, family stabilization, housing, employment and mental health services would produce much better outcomes at reducing recidivism. Both community- and faith-based agencies are experiencing financial hardship, while funds are being poured into the penal system. Studies

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<sup>52</sup> See <https://nidnews.org/human-trafficking-a-reality-in-northern-illinois-suburbs/>

<sup>53</sup> See <https://fas.org/sgp/crs/misc/R41878.pdf>

<sup>54</sup> <http://www.missingkids.com/home>

<sup>55</sup> Raphael, J., & Shapiro, D. L. (2004). Violence in Indoor and Outdoor Prostitution Venues. *Violence Against Women*, 10(2), 126-139

<sup>56</sup> Children and Family Justice Center. (2017). Incarcerated Girls and LGBTQ Youth. Community Safety & the Future of Illinois' Youth Prison Illinois', 4, 1-16. Retrieved from <https://www.law.northwestern.edu/legalclinic/cfjc/documents/communitysafetymarch.pdf>.

have shown that the incarceration of youth is more harmful than rehabilitative, therefore funding uses to detain youth would be better served in the community to assist with research; advocacy and care; along with the education training, and prevention. It is important the gaps in gender-responsive research is narrowed to create best practices for servicing girls. Training, at both school and community levels, is imperative in order to protect our girls. The protection and safety of girls in Chicago and beyond is the responsibility of each ecological sphere of influence: family, school, community, government and society at large. With this mind, CCUG is making the following recommendations as it relates to policy change and services for disrupting the pathway of trauma to justice pipeline among girls:

## Research

- Conduct research to examine the effects of gender-responsive programs as a prevention to justice involvement, along with data collection to support policy reform regarding court-involved female youth at both pre- and post-incarceration levels.
- Violence against LGB females is a critical issue and needs to be further examined. Gender-responsive systems of care which provide for their safety requires immediate attention (research, funding, services, etc.)
- The establishment of a Community Advisory Board for CPS's Office of Student Protections and Title IX to ensure accountability, transparency, care and respect for students who report allegations of sexual abuse, paying careful attention to systemic bias and adultification of black girls reporting abuse.
- Local, urban education research (Chicago & Cook County) which focuses on the discipline of Black girls through a more rigorous analysis about the intersectionality of race and gender.
- Understanding the dynamics of minority girls by taking a critical look at the unique factors that play an integral role in the nature and extent of their involvement in the juvenile system.
- Chicago Public Schools should expand the questions in the Violence section of the Chicago Youth Risk Behavior Survey (YRBS) to capture Commercially Sexually Exploited Children (CESC) data, along with questions in the Sexual Behavior section that speaks to the age of intimate partners, understating the relation older intimate sex partners have to exploitation.
- Establish an online repository of research and data that relates to girls and violence.
- Build local philanthropic support for collaborative projects that address incarceration disparities through a trauma informed lens, particularly amongst African American and Hispanic girls.
- Create and promote research that will look at the cultural influence of African-American, Hispanic, and Native American girls that contribute to their vulnerability to sexual violence.
- Researchers and community based organizations need to develop community based participatory research (CBPR) projects which address best practices for trauma informed gender-responsive community programming that address the exposure to violence on every ecological level of the adolescent female experience.

## Care & Advocacy

- There is a need for legislation to correct the failure of the juvenile justice system to address the trauma that exacerbates the delinquent behavior of adolescent girls. CUG-Chicago proposes that the Juvenile Court Act be amended and a mandatory gender-responsive, trauma-informed assessment is completed on every girl prior to sentencing on all convicted cases.
- The creation and funding of safe homes to house adolescent females involved in or at risk of domestic sex trafficking.
- The development of Gender-Responsive Coordinators across agencies to ensure that the needs of girls are properly addressed via contact with the educational, social service, and criminal justice systems.
- With rates nearly double state and national averages, establish a citywide initiative, addressing interpersonal violence among girls. Evidence-based urban models like “There’s Beauty in Walking Away” (Demoiselle 2 femme, NFP) teach girls critical thinking and conflict resolution skills that equip them to be confident and assertive in avoiding violence.
- Create drop-in centers and services for adolescent victims of sex trafficking across the west and south side of the city of Chicago modeled after the Catholic Charities STOP IT located in the northern area of the city.
- Create collaborative relationships between the juvenile court and faith- and community-based gender-responsive organizations allowing the courts to make referrals to grassroots organizations on both a diversion and post adjudication level.
- Identify and fund, community based-organizations that are designed to address the need for transferrable skills for the female population, especially those individuals who are 18-24 and unable to receive services through traditional juvenile and social service systems.
- Ongoing professional development and training related to gender specificity and responsiveness. Create a network of police departments and community-based organizations that act as hub for prevention and intervention versus a continued path towards court involvement
- Philanthropy needs to target funding to address the lack of trauma-informed services on the south and west side of Chicago addressing sexual violence experienced by girls living and learning in these communities.
- The creation of aftercare services through community-based gender-responsive organizations or girls who are released from the JTDC or IDJJ.
- Create gender responsive diversion programs within Cook County Juvenile Court including but not limited to a Human Trafficking Call for Juveniles; follow-up services for young ladies who are released from the Juvenile Temporary Detention Center; and parenting program for girls who are detained.
- Create a human trafficking court calendar within Cook County Juvenile Court, modeled after the adult prostitution calendar.

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## Education, Training & Prevention

- Girls need education which addresses relational pathways into the justice systems including intimate partner, friendships, and family relationships.
- Girls and service organizations including educational settings need comprehensive training related to sex trafficking and identifying risk for sexual abuse.
- Train law-enforcement and school security regarding gender-responsive interaction with school age females.
- Educate collaborative partners (e.g., child welfare, criminal justice, and education) about the need for gender-responsive, girl-specific programming and staff to benefit all girls – especially those at a high risk for repeat suspensions, expulsion, and detainment in JTDC and commitment to Illinois Department of Juvenile Justice.
- Offer preventative informed trauma training across agencies including, faith and community-based agencies, educational systems and juvenile justice systems, in order provide comprehensive trauma care for girls on both a prevention and intervention level.
- Public and community funded conflict resolution programs with schools and communities. Non-punitive alternatives in schools for fighting while in school.
- Expand Pathways To Peace, a model developed by Demoiselle 2 Femme, NFP offers de-escalation services and empowerment related to conflict resolution.
- Innovate school and program models that effectively meet the needs of girls at risk for dropping out and incarceration.

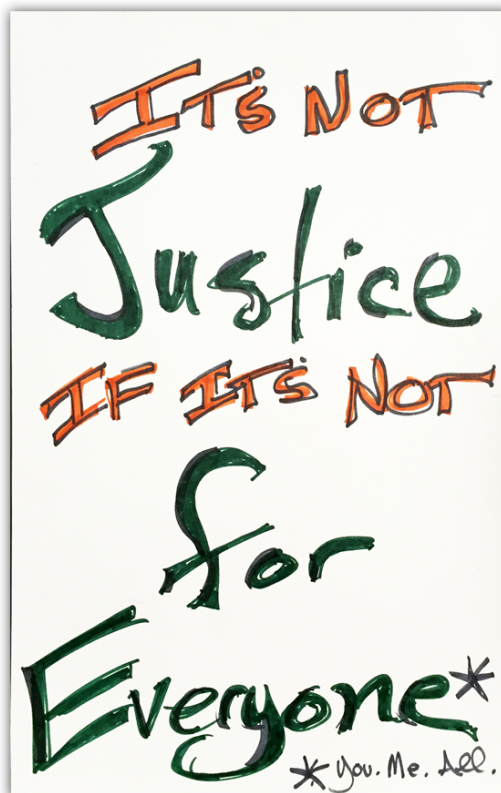
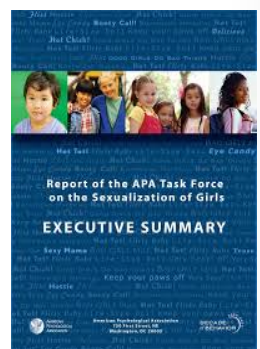
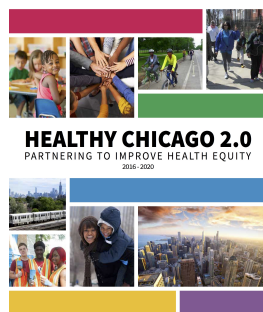
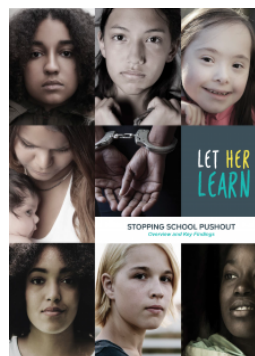
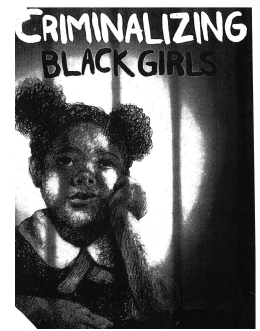
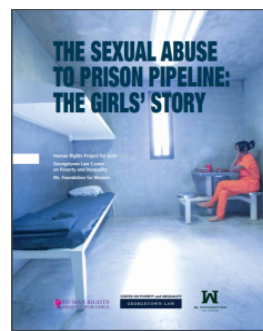
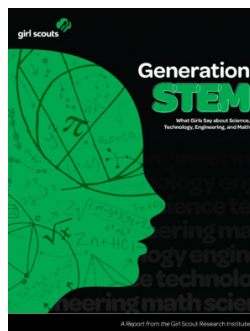
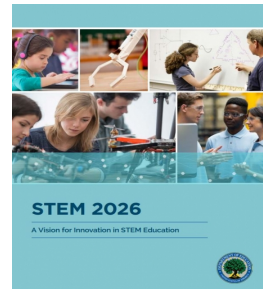
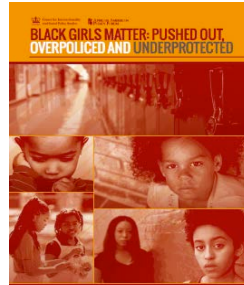
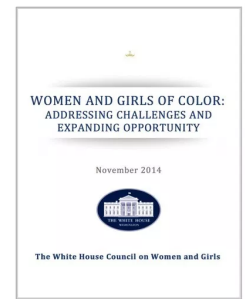
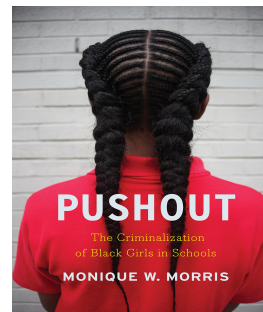


Image Source: SAY IT LOUD., voicesandfaces.org, WE'RE PROTESTING AND WE'RE PROUD. .



# ~Recommended Reports



## Books



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