

# One Girl, Many Systems:



## Pierce County Blueprint for Action

May 2020

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The participatory action research process conducted by OGMS was funded by the Robert Wood Johnson Interdisciplinary Research Fellowship Program.

Citation format: One Girl, Many Systems (OGMS) Research Team. (2020). Pierce County Blueprint for Action. [www.jfgcoalition.org/ogms](http://www.jfgcoalition.org/ogms)

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*In this document, the word “girl” refers to gender expansive youth (cis girls, trans girls, non-binary youth, gender non-conforming youth, gender queer youth and any girl-identified youth).*

## **Abstract**

This report shares findings from the One Girl Many Systems (OGMS) Project, a community-based participatory action research approach, based on a process developed by the Delores Barr Weaver Policy Center in Florida. The Washington state research team, who replicated the model from September 2018-August 2020, was comprised of interdisciplinary non-profit and state research fellows.

The result of the research is a countywide *Blueprint for Action*, released in May 2020, that community members in Pierce county will use to drive collaborative and cross-sector efforts to ensure that young women charged with status offenses, and who are at risk of court contact in Pierce County, have opportunities to thrive and avoid juvenile justice involvement. OGMS's research engagement process surfaced community-grounded knowledge from school and court service providers, advocates and young women charged with status offenses, and those with court contact. OGMS completed this report to share the rich information shared by members of the Pierce communities in the hopes that it will spark insight and action within, between and across impacted communities and sectors in Pierce County, and provide a model for other Washington state counties to potentially replicate.

## **Acknowledgements**

The OGMS team would like to acknowledge and thank all those who participated in the advisory group, listening sessions, interviews and surveys. Your commitment to change is inspiring. A million thanks to our brilliant, kind and dedicated advisory group members: You made this report better, deeper and stronger. Thank you for pushing us and providing your guidance, which included:

- **Bringing expertise and lived experiences to the report recommendations**
- **Sharing the work of other intersecting efforts**
- **Reviewing truancy & CHINS process, and school discipline, dress code, status offense, & law enforcement policies**
- **Combing through status offense and other gender, race and age segmented data in Pierce**
- **Helping define the urgent and appropriate areas for focus in the Blueprint for Action.**

We are especially grateful to all the youth at school and at court who contributed to this process and to our learning through the listening sessions. Change making starts with your powerful voices and we are deeply indebted to your willingness to trust us and invest in shaping the Blueprint for Action.

Finally, we thank Tristan Eddy for making the report look so good and we thank our colleagues at the Delores Barr Weaver Policy Center, steadfast guides in our work from start to finish.

Any errors, omissions, or mistakes in this report are the responsibility of the project fellows. Thank you and we look forward to the work to come!

# Overview & Framework

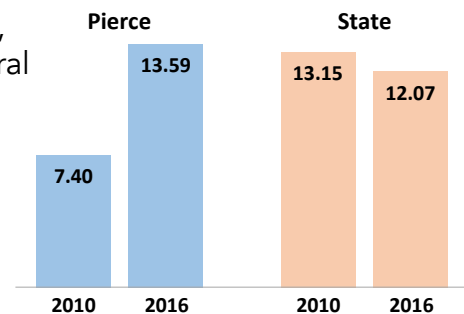
## About the One Girl, Many Systems Project

The One Girl Many Systems (OGMS) Project is a Pierce County initiative started by The Justice for Girls Coalition of Washington State and researchers from Washington State social service and research agencies. Launched in September 2018, OGMS Project is driven by a powerful cross-sector partnership of nonprofits, government, researchers, education, court and politicians. We are united in a common goal: to shape and implement solutions that support the success of girls with status offenses and prevent them from falling deeper into court contact. As a catalyst, convener and collaborator, we use a race-equity approach<sup>1</sup> and lens in our community organizing and participatory research<sup>2</sup>.

## Young Women in Pierce County: Why a Blueprint for Action is Needed

Pierce County has an ongoing challenge to support female youth at risk of entering the justice system and to support their well-being through community-based programs. The inherent complexity of girls needs combined with an absence of a comprehensive regional policy and programming demonstrates the need for a strategic plan for the stakeholders in Pierce.

Data show that girls in Pierce, when compared to boys, experience inequities in the overall status offense referral rates. In 2016, 581 girls were petitioned to family and juvenile courts in Pierce County for status offenses. Girls accounted for almost 50% of all status offense cases petitioned to the courts, as compared to 31% of all delinquency cases. Between 2010 and 2016, the net change in the status offense referrals rates in Pierce was 84% (from 7.40 to 13.59) compared to girls across the state who saw a 9% decrease (from 13.15 to 12.07 ). For boys, this increase was 65.5% (from 8.30 in 2010 to 13.74 in 2016).



<sup>1</sup> The most recent available data for female youth reveals a pressing need for cross-sector solutions tailored specifically to those young women facing the biggest barriers. We base our Race Equity Approach off of the work at Government Alliance on Race and Equity (GARE). GARE is a national network of governments working to achieve racial equity and advance opportunities for all.

<sup>2</sup> The team is replicating the Community Framework for System Change (CFSC) in Tacoma Washington. The Delores Barr Weaver Policy Center in Florida successfully developed this framework.



# Overview & Framework

## Young Women in Pierce County: Why a Blueprint for Action is Needed

Girls without court system involvement also demonstrate significant need. In 2016, approximately 20% of girls in 10<sup>th</sup> or 12<sup>th</sup> grade in Pierce County reported not feeling safe at school. During this time, 15% of girls in 10<sup>th</sup> grade and 14% of girls in 12<sup>th</sup> grade in Pierce missed school because they did not feel safe. School success is impacted as well, 37% of girls in 8<sup>th</sup> grade in Pierce reported low commitment to school and 44% of girls in 12<sup>th</sup> grade. Among girls in 12<sup>th</sup> grade, 49% reported academic failure. Only 52% of court-involved girls believe in their ability to succeed in life and access opportunity.

When disaggregated, the data show that some young women endure a disproportionate share of hardships and face barriers resulting from multiple intersecting forms of inequity, including gender, race and poverty. As a result, many young women in Pierce are unable to access opportunity and communities lose a vital source of talent, creativity, economic activity, and future leaders.

**84% increase**

**in the status offense referral rates for girls ages 10-17 in Pierce between 2010-2016.**

**The majority of status offender girls are petitioned to the court for truancy (87-90%).**

The qualitative data highlight persistent gender and race equity issues, as well. In recent listening sessions with high school girls and girls involved in the justice system they shared their concerns on a number of issues. Girls noted that they feel targeted by school dress codes and the unequal application of school rules. They appreciated that adults gave them more latitude for misbehavior and simultaneously view this leeway as lack of care and willingness to engage with them. Girls say they need space to process experiences and cool down. This need for space is a reason for missing or leaving school. Family (using a broad, inclusive definition) are huge motivators and should be engaged in problem solving.

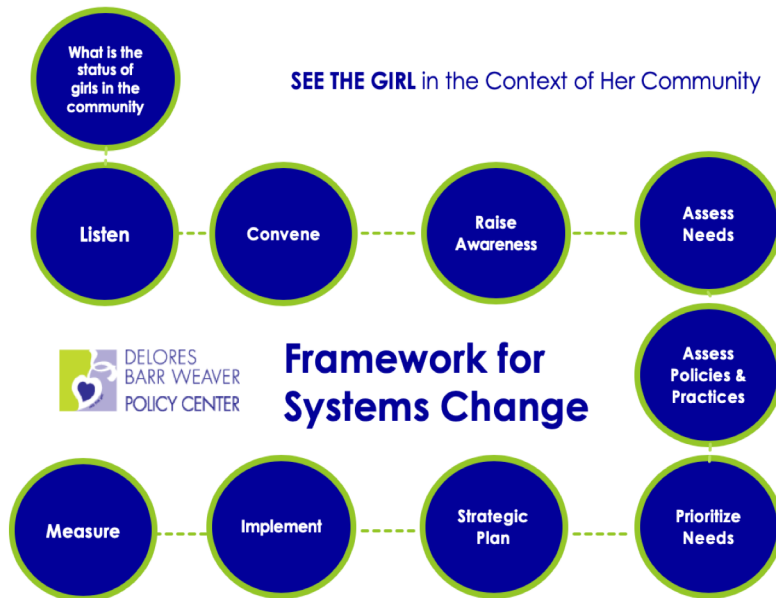
*Adults who work with girls at school and court also shared their concerns.* They noted limited awareness and focused attention on meeting the unique needs of girls. When girls are identified early as being in need of support, there are limited prevention resources and services available. Some resources have narrow eligibility requirements, excluding girls who could benefit from them.

The community makes it very clear that new policy, program and practice approaches are needed; the OGMS Blueprint for Action lays out these targeted and cross-sector solutions tailored specifically to those young women whom data show face the biggest barriers.

# Overview & Framework

## Blueprint for Action Framework and OGMS Action Research Engagement Methods

Employing a collaborative between researchers and community leaders, the OGMS project uses the Community Framework for System Change (CFSC) and mixed methods evaluation for determining policy, program and practice changes, as identified by community stakeholders, in preventing status offending and among girls who experience a status offense preventing future adjudication for criminal offense prior to the age of 18.



The CFSC, developed and evaluated<sup>3</sup> by the Delores Barr Weaver Policy Center, uses a framework of community-based decision making to “cultivate and analyze data for the purpose of informing the creation of a comprehensive strategy to improve the lives of girls in the context of their community and to inform decision making and policy makers”<sup>4</sup>. Through consult with The Center, the model was modified for the needs of young women with status offenses in Pierce County.

### These questions drove the action research process:

- Can community-driven policy reform lead to a reduction in girls who commit status offenses committing criminal offenses as a juvenile?
- What community-identified priorities will result in execution of program, policy and practice changes that improve outcomes for girls who commit status offenses?
- Do community identified priorities align with state and local priorities for improving outcomes for status offending girls?

<sup>3</sup> Ravoira, L. and Patino Lydia, V (2013). Strategic Training and Technical Assistance: A Framework for Reforming the Juvenile Justice System's Treatment of Girls and Young Women. Georgetown Journal on Poverty Law and Policy, Vol XX, No 2, pgs 297-319

<sup>4</sup> Delores Barr Weaver Center (2017) [www.seethegirl.org/see-the-model/community-organizing/](http://www.seethegirl.org/see-the-model/community-organizing/)

# Overview & Framework

## Blueprint for Action Framework and OGMS Action Research Engagement Methods

As of April 2020, we have completed:

- **Secondary data analysis** of status offense (including truancy) trends, delinquency referral rates, characteristics of girls sentenced to probation, girls and school safety, and girls drug use and school-related problems.
- **Listening sessions** with young women at Foss High School & Pierce County Juvenile Court, with Pierce County service providers and with attendees of the Tacoma Public Schools Superintendents Parent Breakfast.
- **Formed an advisory group** including young women and service providers who participated in the listening sessions, school and court administrators, Tacoma Public Schools District staff and staff from the Washington State Office of Juvenile Justice.
- **A community needs assessment** including key informant interviews with representatives of Tacoma schools and Pierce County court workers with expertise including School Resource Officers, Principals, School Counselors and Truancy Officers.
- **Review of policies & practices**, specifically, school discipline, law enforcement and truancy/ARY/CHINS policies and practices.
- **Prioritization of needs with community** over the course of several in-person Advisory Group meetings. Recommendations were provided in the context of a public health model, in which solutions were mapped to the needs of many, some or few girls who are charged with status offenses.
- **A Blueprint Plan for Action**, which outlines a host of synchronized, community-identified program, policy and practice changes implemented across school, court, home and community.

*This Strategic Plan is intended to be a resource. It outlines four outcomes that have been tied to 7 recommendations and action steps. This Strategic Plan is a living document and is will continue to be refined. It is anticipated that this document will be reviewed and updated periodically, including updating the strategies to reflect the specific and changing needs of Pierce County. This document can be used as a whole, but also in parts based on specific recommendations.*

# Recommendations for Action

The action research process discerned four outcomes that are critical foundations of the plan.

## **OUTCOME #1: *Adequate and sustained funding for strong girl-centered services***

- Strategy up front for fund development and sustainable funding.
- Strong girl-centered service delivery model.
- Funding for programming alternatives to court involvement.
- Services resourced to retain engaged and qualified practitioners.

## **OUTCOME #2: *Scalable solutions grounded in understanding of girls' needs***

- Broad engagement/understanding of what girls need.
- Engage legislature in support of policy, program and practice solution implementation and replication.
- Solutions are institutionalized.

## **OUTCOME #3: *Efforts implemented use a race equity approach***

- Consider impact of who experiences the benefits and burdens of a program, policy or practice.
- Work toward a shared definition and common understanding of equity.
- Challenge power imbalances in the change process.
- Community engagement involving communities impacted by a topic, engaging community throughout all phases of a project, and maintaining clear and transparent communication as the policy or program is implemented will help produce more racially equitable results.

## **OUTCOME #4: *Successful implement of the entire plan***

- Partner with a community-based service provider who is willing to work with schools.
- Policy, program/service and training recommendations must all be implemented, sequenced and evaluated.
- Services are embraced and utilized by girls and families.
- The plan can be scaled with fidelity and flexibility.
- Leaders of schools and community demonstrate organizational commitment to the plan.

Together, the following seven areas serve as the framework for the Blueprint for Action and recommendations:



# - PHASE 1 -

## **RECOMMENDATION #1: Build knowledge for shared understanding**

The research engagement process surfaced a general lack of understanding – across systems -- of girl's needs as a major concern and impediment to young women thriving. Participants described having minimal, if any, training in girl- centered best practices. A lack of awareness about what girls need is prevalent among those working in systems, and as a result, unconscious attitudes, bias and stereotypes negatively impact girls.

**IMPACT:** Young women can thrive when the adults in their community understand the context of what drives their behavior and can support them in overcoming barriers so they can access opportunity.

### **STRATEGIES FOR IMPLEMENTATION:**

- Listen to and support girls in leading knowledge creation for shared understanding and amplify their messages more broadly.
- Create a communications plan and clear messaging about why we should focus on girls who are furthest from accessing opportunity; tailor the message to different audiences (parents, schools, legislators, court, community).
- Institutionalize anti-bias, girl-centered training for school, law enforcement, court and community workers.
- Raise and sustain public/community awareness about girl's needs, especially those at risk of being charged with status offenses and provide trainings in collaboration with community.
- Engage youth to work alongside adults in OGMS effort.

### **OGMS Taskforce** should:

1. Secure funds for a 1FTE staff position to oversee the OGMS effort.
2. Create a communications plan and clear messaging about why we should focus on girls who are furthest from accessing opportunity (tailor message to different audiences – parents, schools, legislators, courts, community).
3. Raise and sustain public/community awareness about girl's needs, especially those at risk of being charged with status offenses and provide trainings in collaboration with community.

**TPS District** should institutionalize anti-bias, girl centered training for all school personnel and law enforcement working in schools.

**Pierce County Juvenile Court** should institutionalize anti-bias, girl centered training for all court personnel and law enforcement working with court-involved girls.

**All** should create a plan within their system to listen to and support girls in leading knowledge creation for shared understanding and amplify their messages broadly.

# - PHASE 1 -

## **RECOMMENDATION #2: Leverage existing Pierce County initiatives**

If leveraged many existing Pierce initiatives, such as Tacoma Public Schools Whole Child Initiative, could strengthen supports for girls in the community and provide an important vehicle for furthering the goals of the OGMS Blueprint.

**IMPACT:** Building collaborative efforts with existing initiatives and taking a gender/race equity approach to *all* initiatives, creates greater efficacy in shifting the program, policy and practice implementation plan.

### **STRATEGIES FOR IMPLEMENTATION:**

- Reach out to the Greater Tacoma Community Foundation to assess broader band of work happening in Pierce.
- Reach out to City of Tacoma to assess broader band of work happening in Tacoma.
- Partner with Tacoma Public Schools Whole Child Initiative.

### **OGMS Taskforce** should:

1. Reach out to the Greater Tacoma Community Foundation or City of Tacoma to identify potential partners among existing child- and-family serving programs or organizations in the community.
2. Develop action-oriented messages tailored to each organization that has been targeted as potential partners. These messages should make OGMS work relevant and worthwhile to them and provide a description of action steps that they can take.
3. Identify a contact at the prospective organization who has the ability to make decisions regarding formal partnerships.

### **TPS District** should:

1. Act as a liaison between Tacoma schools, parents/guardians and community groups, such as Tacoma Public Schools Whole Child Initiative, to strengthen support for girls in the community.
2. Disseminate information about organizations who serve children and youth and who share similar goals to OGMS through school or community flyers, district website, staff memos, or other pertinent correspondence.
3. Refers students and/or parents/guardians to community groups that overlap with OGMS goals and have shown a propensity for partnerships.

### **Pierce County Juvenile Court** should:

1. Advocate for community-based assistance from the existing child- and-family serving programs or organizations in the community to limit and/or avoid court involvement for girls committing status offenses.

# - PHASE 1 -

## Pierce County Juvenile Court should: *(Continued)*

3. Create a model for supporting the partnership between existing community-based and court-based initiatives aimed at diverting truancy petitions from formal court processing.
4. Educate parents/caregivers to avoid referring girls who engage in status offense behaviors to the juvenile court until the family has first sought services from the existing community-based services providers.

All should create a plan within their system to work together to establish strong working relationships with identified existing initiatives that are enduring.

## **RECOMMENDATION #3: Expand network of trusted community partners**

The research engagement process surfaced the names of a number of trusted community partners who must be at the table in order to facilitate change.

**IMPACT:** If effectively engaged, parents/guardians and trusted community partners could support program, policy and practice development, and serve as a home base or a sustainable site, to ensure girls charged with status offenses can overcome barriers and access opportunity.

## **STRATEGIES FOR IMPLEMENTATION:**

- Identify committed school, community and justice leaders and provide educational opportunities; ensure there are more community representatives leading the work.
- Outline elements of the plan, including roles, responsibilities and expectations.
- Grow trust and honesty between stakeholders, engage credible messengers in the work.
- Have a task force/work group with parents/guardians of court-involved youth, professionals from service providers, schools and courts.

## OGMS Taskforce should:

1. Consider hosting events, trainings and seminars.
2. Provide tools for recruiting new partners whose work is aligned with OGMS vision.
3. Grow trust and honesty between stakeholders, engage credible messengers in the work.
4. Ensure there are more community representatives leading the work.

# - PHASE 1 -

**TPS District** should:

1. Identify a committed high school and provide education/training opportunities.
2. Convene active workgroups and committees including family & community liaisons for increased community partnerships.
3. Have a task force/work group with professionals from service providers, schools, courts, and community.

**Pierce County Juvenile Court** should:

1. Recruit active, committed and engaged professionals within your organization who share the vision and the goals of the OGMS.
2. Provide education opportunities around girl-centered practices, implicit bias, trauma-informed care, gender-responsive standards and assessments to court staff.
3. Commit to multi-year commitment to task force/work group with professionals from service providers, schools and courts to ensure the continuity required for sustained progress.
4. Outline elements of the plan, including roles, responsibilities and expectations.

**All** should create a plan within their system to work together to identify committed school, community and justice leaders.

## Phase 1 Recommendations



**1. Build  
knowledge  
for shared  
understanding**



**2. Leverage  
existing  
Pierce County  
initiatives**



**3. Expand  
network of  
trusted  
community  
partners**



# - PHASE 2 -

## **RECOMMENDATION #4: Operationalize shared values and vision**

The research engagement process surfaced the impact of the biases of gender, race, place, class, sexuality, and ability embedded in our institutions, practices, and policies. To undo these biased ways of seeing girls, we must, as community, operationalize shared values and vision grounded in a focus on assets – those things that are working well for young women including strengths, resources, role models, people, programs and organizations, behaviors and practices, and cultural norms and expectations.

**IMPACT:** With a shared focus on assets, we build program, policy and practice infrastructure geared toward helping girls access their potential. With shared accountability to a common set of values and vision, we are all potentially part of the solution.

### **STRATEGIES FOR IMPLEMENTATION:**

- Ensure all members of the task force/advisory group have the same vision.
- Outline up front racial equity lens/process as applied across each activity in the plan of action.
- Provide clear focus & roles of the task force/advisory group.
- Establish long term accountability structure.

### **OGMS Taskforce should:**

1. Facilitate conversations to ensure all members of the advisory group have the same vision.
2. Outline racial equity lens/process as applied across each activity in the plan of action.
3. Provide clear focus & roles of the advisory group and members.
4. Establish long term accountability structure.

**When: June, 2020**

## **RECOMMENDATION #5: Engage systems for coordinated policy change**

The research engagement process surfaced a disconnect of processes and accessibility of services within and across multiple systems. School, court, law enforcement, mental health and housing systems, in particular, must simultaneously shift and coordinate policy changes if we want to support girls to stay in communities and succeed in school.

**IMPACT:** Young women are able to avoid court contact and thrive in their communities when they experience policies, and the systems who implement them, as supportive and working to help them succeed.

# - PHASE 2 -

## **STRATEGIES FOR IMPLEMENTATION:**

- Keep Pierce/Tacoma schools engaged/work with principals in high schools; continue partnership with district.
- Local court engagement.
- Institutionalize referral processes from schools to necessary resources (housing, vocational, health, family, relationship and safety needs of girls).
- Modify content of truancy letters to engage families reviewed by the legal counsel within the district. Develop truancy awareness services to students and their parents; provide appropriate social service intervention referrals during truancy meetings between counselor/administrator and family.
- Reduce attendance barriers, such as safety, transportation, employment, childcare.
- Change school and district policies: Develop quiet/cool down space, dress code, insubordinate behavior, etc. Work with principals and district personnel to work with legal for updating policies and procedures.
- Ensure best practices to HB 1541 to end racial & gender disparity in school discipline and support the implementation of 5290. Work with district personnel to work with legal for updating policies and procedures.
- Divert girls to alternatives to formal court processing.
- Provide respite care to defuse family conflict and prevent running away.
- Access to needs assessment conducted by a trained mental health professional followed by appropriate referrals; identify and implement culturally responsive mental health assessments.
- Evaluate and institutionalize a home visit process for students regularly missing school.
- Synchronize policy changes across school, court, mental health and housing.

## **OGMS Taskforce should:**

1. Facilitate opportunities for systems (court, school district, service providers, etc.) to meet and discuss available resources.
2. Identify barriers to attendance. Identify existing resources to reduce barriers. Facilitate coordination of existing resources to reduce barriers. Identify barriers where resources don't currently exist. Develop advocacy process for developing/maintaining services to address this unmet need.
3. Synchronize policy changes across school, court, mental health and housing
4. Support principals and district personnel to update policies and procedures.
5. Develop truancy awareness information for schools to share with students and their parents
6. Coordinate the development of alternatives to formal court processing for girls.

# - PHASE 2 -

## TPS District should:

1. Modify content of truancy letters to engage families. Have letter reviewed by the legal counsel within the district.
2. Institutionalize referral processes from schools to necessary resources (housing, vocational, health, family, relationship and safety needs of girls)
3. Implement truancy awareness services.
4. Provide appropriate social service intervention referrals during truancy meetings between counselor/administrator and family.
5. Change school and district policies: Develop quiet/cool down space, dress code, insubordinate behavior, etc.
6. Divert girls to alternatives to formal court processing.

## Pierce County Juvenile Court should:

1. Divert girls to alternatives to formal court processing.

## Phase 2 Recommendations



4. Operationalize  
shared values  
and vision



5. Engage  
systems for  
coordinated  
policy change

# - PHASE 3 -

## **RECOMMENDATION #6: Implement girl engagement best practices**

The research engagement process shows that young women desire more opportunities to develop as leaders. At the same time, asserting leadership or violating gender norms can be problematic for them. Using best practices to engage girls in creating change is essential.

**IMPACT:** Young women are thriving when they have access to leadership opportunities and when they believe they can be leaders. When young women are engaged as leaders, they thrive and carry positive ideas about themselves and other women, which translates into strong, positive advocacy for themselves, their communities, and across communities different than their own.

### **STRATEGIES FOR IMPLEMENTATION:**

- Intentional strategy around girls' engagement in plan activities that uses a public health and social determinants framework/whole child initiative.
- Organize and support culturally responsive in-school girl's groups w/ facilitated curriculum and credit.
- Develop community resource groups for girls, mentors and support community groups working in this space.
- Support girl centered groups for youth on supervision.
- Implement peer mentoring.
- Explore expansion of work to middle and elementary schools.
- Girls advocate and advocacy program component.

### **OGMS Taskforce should:**

1. Create an OGMS pilot program:
  - with an intentional strategy around girls' engagement in plan activities that uses a public health and social determinants framework/whole child initiative.
  - that develops and train community resource groups for girls, mentors and support community groups working in this space.
  - that develops a girl's advocate and advocacy program component for community, school and court partners.
  - that develops a peer mentoring program component for girl-centered programming.



# - PHASE 3 -

**TPS District** should:

1. Support OGMS pilot with an MOU in launching the pilot program.
2. Support culturally responsive in-school girl's groups w/ facilitated curriculum by providing school credit for participation.
3. Work with OGMS Taskforce to explore expansion of work to middle and elementary schools.
4. Work with OGMS pilot to implement peer mentoring components to girl-centered programming.

**Pierce County Juvenile Court** should:

1. Work with OGMS Taskforce to support girl centered groups for youth on court supervision.
2. Work with OGMS pilot to implement peer mentoring components to girl-centered programming.

**All** should create a plan within their system to listen to and support girls in leading knowledge creation for implementing girl engagement.

## Phase 3 Recommendation



**6. Implement girl  
engagement  
best practices**

# - PHASE 4 -

## **RECOMMENDATION #7: Demonstrate change and improvement**

The research engagement process surfaced the need to demonstrate change and improvement, across all aspects of the plan, using baseline data related to girls charged with status offenses.

**IMPACT:** Demonstrated change and improvement would provide a road map for effectively serving girls charged with status offenses across Pierce County and the state.

### **STRATEGIES FOR IMPLEMENTATION:**

- Gather baseline data and have plan to evaluate and track up front.
- Clear metrics for accountability.
- Determine which data are most crucial to monitor.
- Research on broader legislative policies that could have an impact (e.g. violence prevention).
- Rigorous evaluation of intervention.
- Research support to monitor progress and collect more data.
- Evaluative results that make the WSIPP list.
- Handbook of data decision points.

### **OGMS Taskforce should:**

1. Create clear metrics for accountability and determine which data are most crucial to monitor decision points.
2. Gather baseline data and have plan to evaluate and track up front.
3. Conduct research on broader legislative policies that could have an impact (e.g. violence prevention).
4. Help school, community and court partners conduct rigorous evaluation of intervention.
5. Provide research support to partners to monitor progress and collect more data.
6. Provide evaluative results that are methodologically rigorous enough to make the WSIPP list.

## Phase 4 Recommendation



**7. Demonstrate  
change and  
improvement**



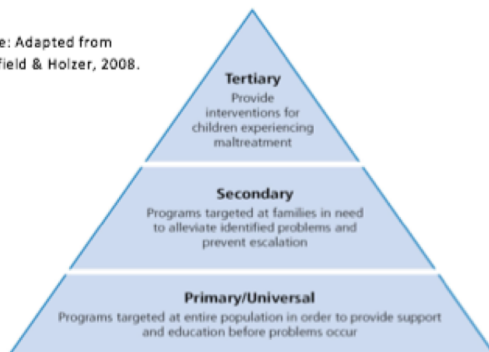
# Addressing Girls Status Offending Behavior: A Public Health Approach



Prepared for December 11, 2019  
One Girl, Many Systems Advisory Group Meeting

The Public Health Prevention Model of Primary, Secondary, and Tertiary Prevention (also known as “Many/Some/Few”) can be applied to social issues, such as status offending behavior, to help identify population need and to target resources.

Source: Adapted from  
Bromfield & Holzer, 2008.



## Application of the Public Health Model

Figure 1. The Spectrum of Prevention



Source: CDC

## Draft Recommendations for Action Using Public Health Prevention Framework

Girls in School <i>Primary / “Many”</i>	Girls Demonstrating Status Offending Behaviors <i>Secondary / “Some”</i>	Girls Court Involved Due to Status Offending <i>Tertiary / “Few”</i>
Raise public/community awareness about status offenses/truancy	Modify content of truancy letters to engaging families at risk for court filing	Modify process so that resource provision is not dependent on court involvement
Change school policies: Develop quiet/cool down space, dress code, insubordinate behavior, etc.	Reduce attendance barriers: Safety, transportation, employment, child care	Divert girls to alternatives to formal court processing
Ensure best practices to HB 1541 to end racial & gender disparity in school discipline	Support (develop new, fund existing effective) alternative education programs	Improve communication between the court and schools
Organize and support culturally responsive in school girls groups w/ facilitated curriculum and credit	Develop truancy awareness services to students and their parents and provide appropriate social service intervention referrals	Provide respite care to diffuse family conflict and prevent running away
Institutionalize girl-centered, anti-bias and trauma training for school and law enforcement personnel	Peer mentoring	Establish a state work group that develops and manages the partnership between the schools and the courts
Institutionalize referral processes from schools to necessary resources (housing, vocational, health, family, relationship and safety needs of girls)	Access to needs assessment conducted by a trained mental health professional followed by appropriate referrals.	Support girl centered groups for youth on supervision
Develop community resource groups for girls, mentors	Evaluate and institutionalize a home visit process for students regularly missing school	
Explore expansion of work to middle and elementary schools		