



SISTERS  
**INSPIRING**  
CHANGE

**SISTERS INSPIRING CHANGE:**  
*Uniting Voices*

Wednesday, April 27, 2016  
2:45pm-4:45pm

# SISTERS INSPIRING CHANGE

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Our goal is to **change systems and cultures** in expanded learning programs to allow for opportunities for **women and girls of color** to grow and develop and **realize their full potential** professionally and personally.



# Norms

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- ▶ Uphold honesty, transparency and confidentiality
- ▶ Acknowledge and respect differences
- ▶ Be willing to let go of what you think is right
- ▶ Assume positive intent, and acknowledge impact
- ▶ Share what you are comfortable with, and then some
- ▶ Trust those in the room to be compassionate
- ▶ Allow uncomfortableness



# Raising Voices

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*“When a community loses its memory, its members no longer know one another. How can they know one another if they have forgotten or have never learned one another’s stories? If they do not know one another’s stories, how can they know whether or not to trust one another? People who do not trust one another do not help one another, and moreover, they fear one another.”*

From *What are People For*, by Wendell Berry



# Raising Voices

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## Protocol:

- ▶ Facilitator at each table
- ▶ Individually reflect on prompt
- ▶ Each person shares uninterrupted (approx 90sec)
- ▶ Listen for common themes, values, experiences...

## Prompt:

- ▶ Describe a moment when you first realized difference and how it shaped your identity



# Theory Meets Practice Panel

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## Moderator:

- ▶ Angelica Ramsey, Ed.D.

*Associate Superintendent, Santa Clara County Office of Education*

## Panelists:

- ▶ Kim Boyer, Ed.D.

*Executive Director, Central Valley Afterschool Foundation*

- ▶ Stacey Bell

*Director, Youth Development Support Services, Sacramento City Unified School District*

- ▶ Gabriela Delgado, M.P.A., M.Ed., PPS

*Project Specialist II, San Diego County Office of Education*



# White House Council on Women and Girls Focus Areas

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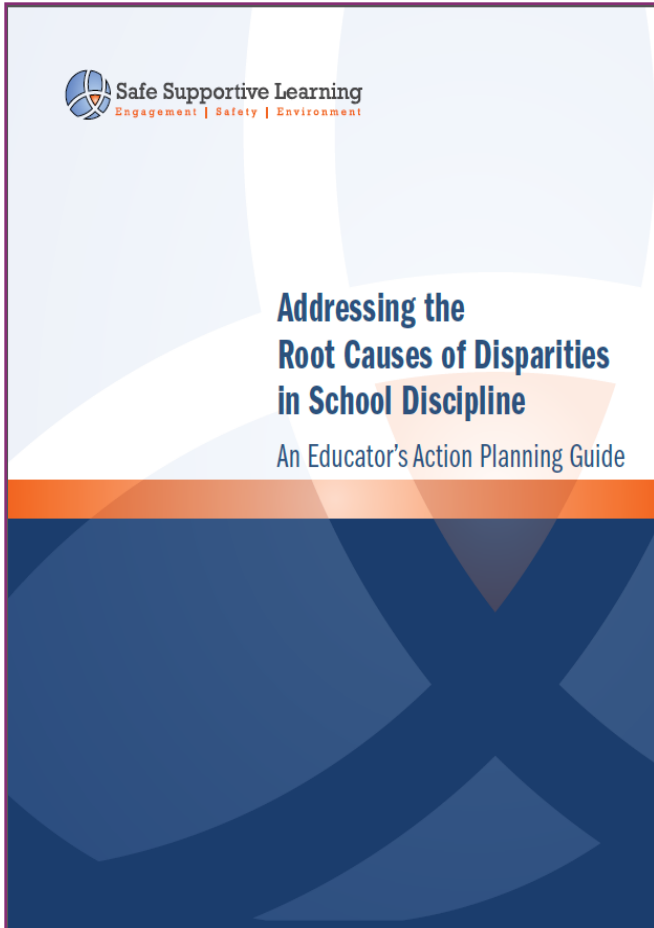
1. Fostering school success and reducing unnecessary exclusionary school discipline.
2. Meeting the needs of vulnerable and striving youth.
3. Increased access to inclusive STEM education.
4. Sustaining reduced rates of teen pregnancy.
5. Expanding pathways to economic prosperity.

Source: *Advancing Equity For Women And Girls Of Color*, November 2015 ([www.whitehouse.gov/administration/eop/cwg](http://www.whitehouse.gov/administration/eop/cwg))



# 1. Fostering School Success

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- Support school discipline practices that promote safe, inclusive, and positive learning environments.
- Enhance public awareness about exclusionary school discipline.

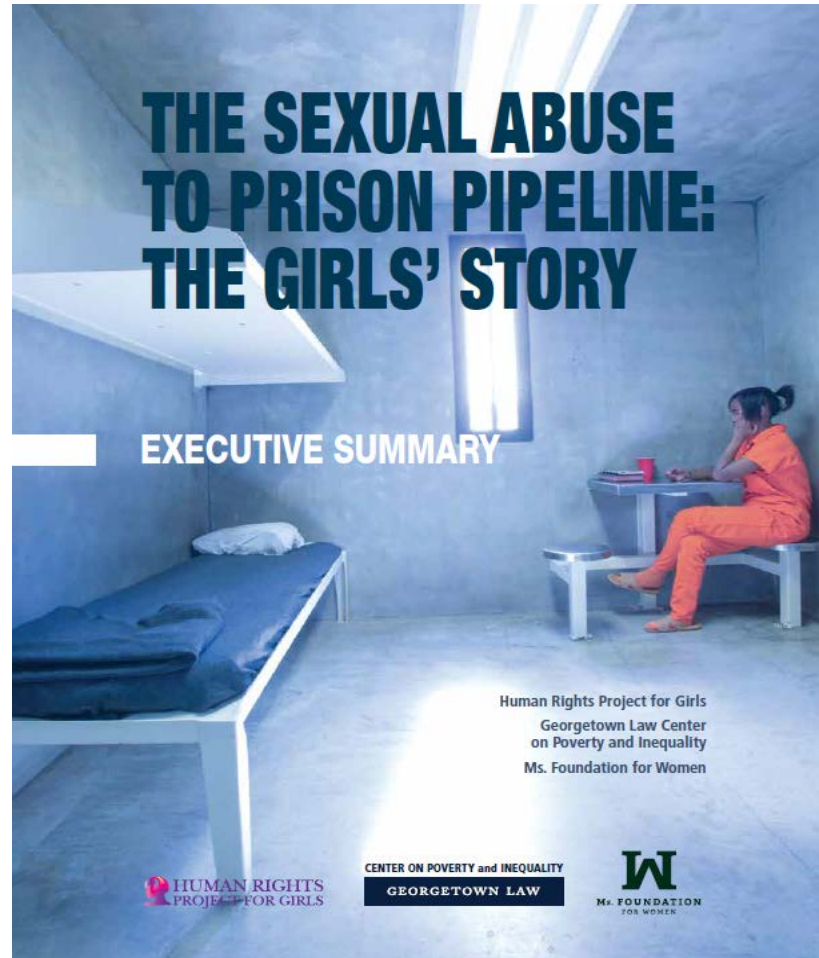
<https://safesupportivelearning.ed.gov/sites/default/files/15-1547%20NCSSLE%20Root%20Causes%20Guide%20FINAL02%20mb.pdf>





## 2. Serving Vulnerable and Striving Youth

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### GIRLS IN JUVENILE JUSTICE



### BOYS IN JUVENILE JUSTICE

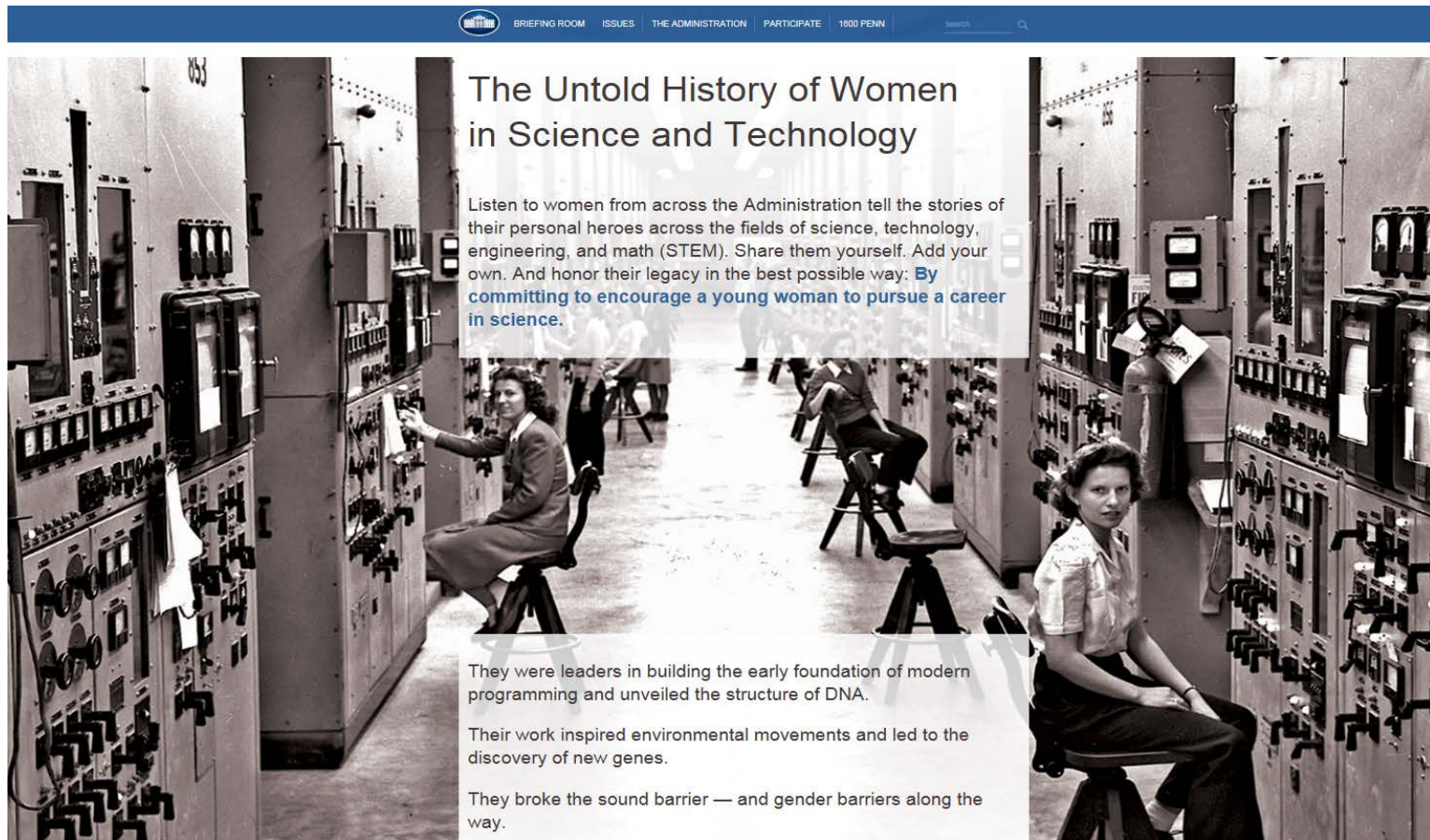


Girls' rate of sexual abuse is 4 times higher than boys' in juvenile justice, and girls' rate of complex trauma (five or more ACEs) is nearly twice as high.

Source: Michael T. Baglivio et al., US Dep't of Justice, Office of Justice Programs, Office of Juvenile Justice & Delinquency Prevention, *The Prevalence of Adverse Childhood Experiences (ACE) in the Lives of Juvenile Offenders*, 3 JOURNAL OF JUV. JUSTICE 1, 9 (Spring 2014), available at <http://www.journalofjuvjustice.org/JOJJ0302/JOJJ0302.pdf>.



# 3. Providing Inclusive STEM Education



The screenshot shows a website with a blue header containing navigation links: BRIEFING ROOM, ISSUES, THE ADMINISTRATION, PARTICIPATE, 1800 PENN, and a search bar. The main content area features a large black and white photograph of women in a room filled with early computer equipment. Overlaid on the image is a text box with the following content:

## The Untold History of Women in Science and Technology

Listen to women from across the Administration tell the stories of their personal heroes across the fields of science, technology, engineering, and math (STEM). Share them yourself. Add your own. And honor their legacy in the best possible way: **By committing to encourage a young woman to pursue a career in science.**

They were leaders in building the early foundation of modern programming and unveiled the structure of DNA.

Their work inspired environmental movements and led to the discovery of new genes.

They broke the sound barrier — and gender barriers along the way.

<https://www.whitehouse.gov/women-in-stem>





# 4. Sustaining Reduction in Teen Pregnancy

U.S. Department of Health and Human Services

## Teen Pregnancy Prevention Evidence Review

HOME FIND A PROGRAM PUBLICATIONS ABOUT THE REVIEW REVIEWED STUDIES FAQs CONTACT US

Home > Programs > iCuide! > Program Overview

### Program Overview

**Program Components**

**Implementation Requirements and Guidance**

**Implementation Readiness Assessment**

**Research Evidence (38 KB)**

**Printer-Friendly Program Information**

### iCuide!

#### Program Overview

**Developer(s)**  
 Antonia M. Villarruel, Ph.D., R.N., F.A.A.N., Loretta Sweet Jemmott III, Ph.D., R.N., F.A.A.N., and John B. Jemmott III, Ph.D

**Program Summary** Top  
 "iCuide! (Take Care of Yourself)" is a culturally tailored program designed specifically for Latino youth. The program is an adaptation of the Be Proud! Be Responsible! program. iCuide! emphasizes Latino cultural beliefs to frame abstinence and condom use, as culturally accepted and effective ways to prevent unwanted pregnancy and sexually transmitted diseases, including HIV/AIDS. The focus of iCuide! is to increase each participant's skill level and self-efficacy in communicating and negotiating with sexual partners about abstinence and condom use. The program also helps teens develop the technical skills they need for correct condom use. iCuide! provides important information about the causes, diagnosis, transmission, and prevention of HIV and STDs, as well as the risk of HIV infection for Latino youth.

**Target Population** Top  
*iCuide!* is designed for and evaluated with Latino youth who are 13 to 18 years of age.

**Program Setting** Top

- After school
- High School
- Middle School

[http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/db/#](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/db/#)

[www.californiaafterschool.org](http://www.californiaafterschool.org)

California After School Resource Center

SEARCH RESULTS LIST LOAN LIST ORDER

Home Resource Library Online Trainings Get Connected Academic Support

Program Administration Special Needs Physical Activity Nutrition About the Center

Home >> Resource Library >> Search Result >> Material Information

### Material Information

**Material Title:** Making Proud Choices! (4483)

**Publication Year:** 2003

This item does not yet have user ratings or notes. [Feedback information at bottom of page.](#)

**Topic:** Sexual Health

**Audience:** 6-8th Grade

**Material Type:** Curricula/Sequential Lessons

**Special Population:** African American

**Language:** English

**Publisher:** [Select Media Inc.](#)

**Description:** This eight-module Research-Validated curriculum empowers adolescents to change their behaviors to reduce the risk of pregnancy and HIV infection and sexually transmitted disease (STD). The program draws from Social Cognitive Theory, the Theory of Reasoned Action, and the Theory of Planned Behavior to develop student self-efficacy and realistic outcome expectations. The program begins with students establishing group rules, brainstorming the meaning of responsibility, and sharing their goals and dreams for the future. Subsequent units engage students in learning about the consequences of and strategies for preventing HIV/STD infections and pregnancy. Students also gain an understanding of attitudes and beliefs about HIV/STDs and use of condoms, and participate in role-plays to further practice refusal and negotiation skills. Each one-hour module identifies the goals and strategies introduced in the session, learning objectives, materials needed, and time for each activity. The activities are scripted with guidelines and tips for facilitation. Optional activities such as HIV/STD Jeopardy and HIV/STD Survivor are provided with supplemental information on managing problem behaviors and responding to commonly asked questions. The set includes reproducible handouts, role-play activities, posters, and video clips for use with the modules.

**Reviewers' Note:** This curriculum is designed to be used with groups of 6-12 participants but can be implemented with larger numbers of students in school, community, or youth agency settings.

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## 5. Expanding Pathways to Economic Prosperity

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**2/3  
minimum  
wage**



# Gender-Based Learning Differences

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## Boys

Prefer rational evaluation and logic

Are achievement-oriented

Attribute academic success to external factors (e.g., teacher)

## Girls

Use elaborate processing to find individual connections

Are socially and performance-oriented

Attribute academic success to effort

<add citations for Lie, Angelique, and Cheong; Chang; Grollino, Velayo>

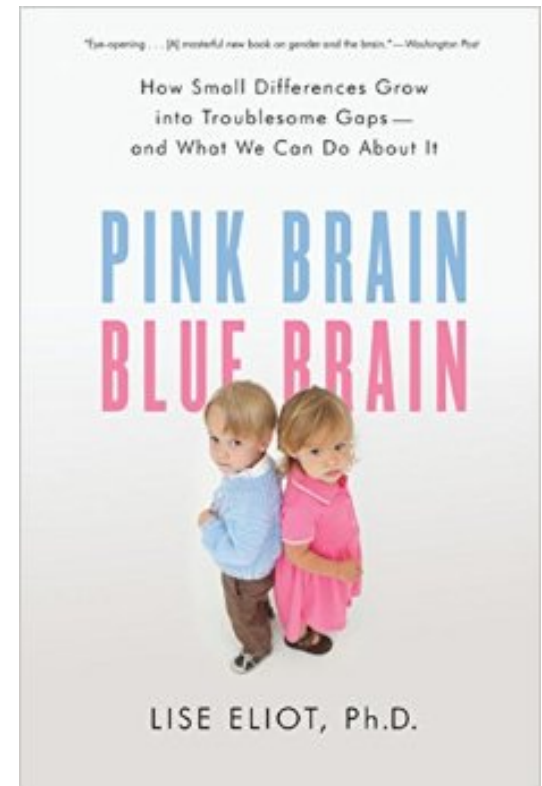


# Emerging Research

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“Language and literacy are learned skills. Education, not biology, is both the cause and the answer to sex differences in reading skills.”

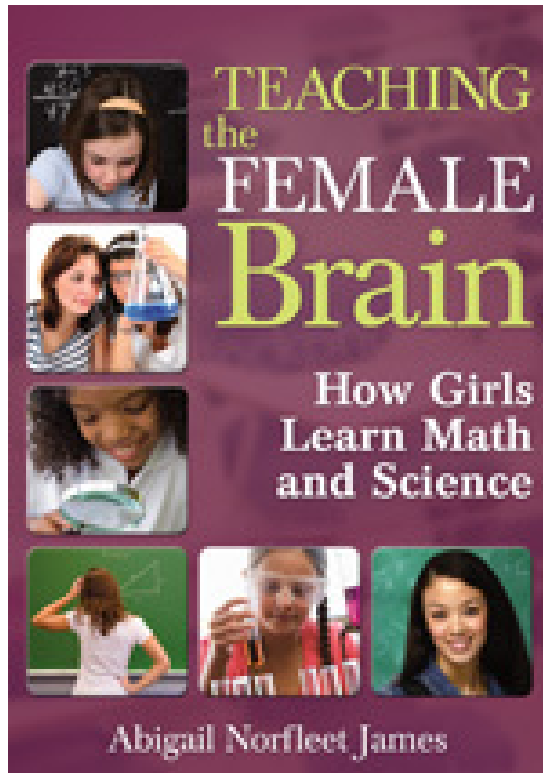
-Eliot





# The Female Brain

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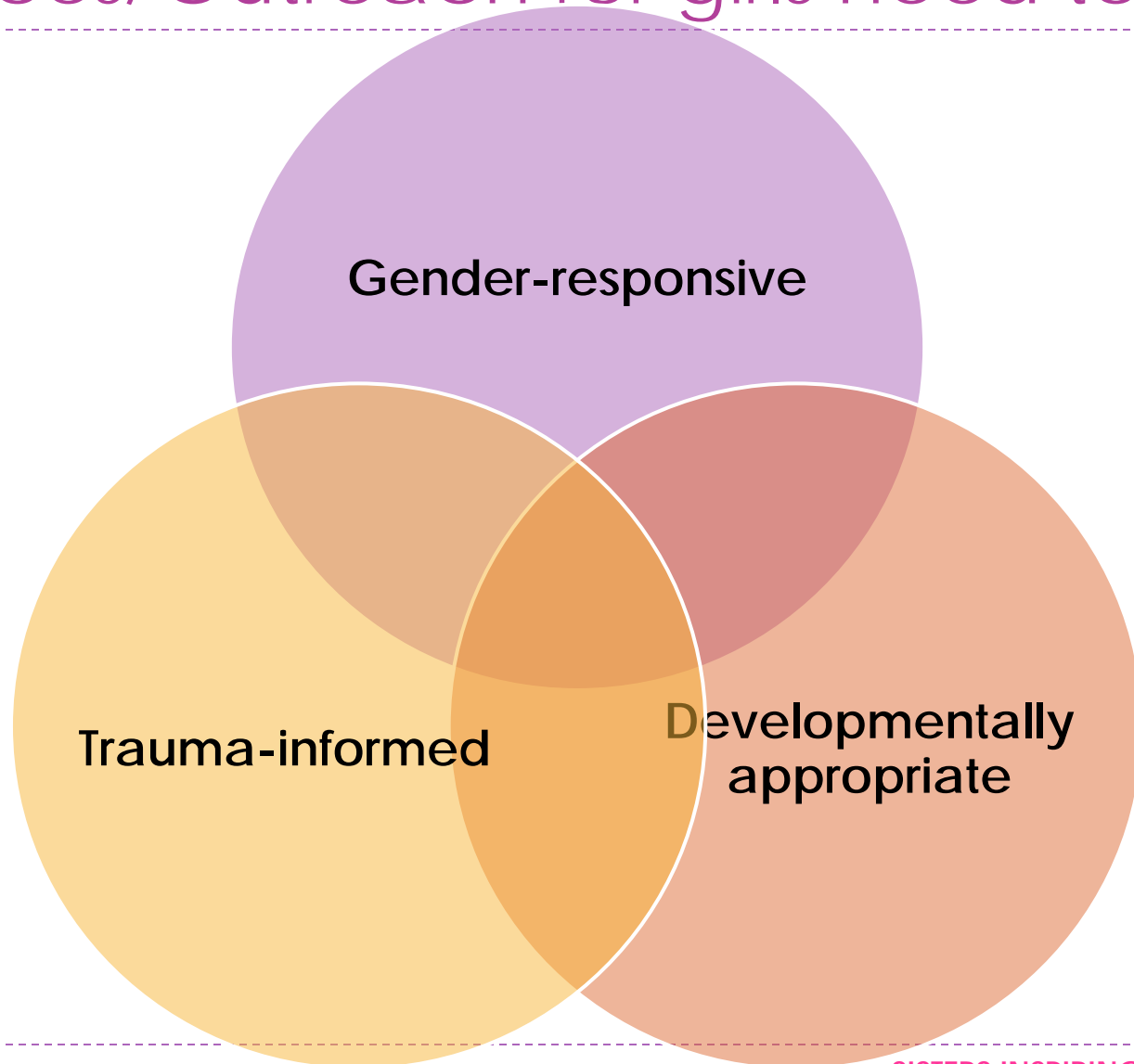


- ▶ Use color-coded systems (i.e. math sheets are all yellow, notes for parents are all blue, etc.)
- ▶ Help girls stay organized by color-coding notebooks (i.e. use a red notebook for math, blue notebook for science...this will help them easily find the notebook they need to work on)
- ▶ Some girls might be more sensitive to you raising your voice to get their attention. Try using a rattle, soft noise maker, or flash the lights on and off.



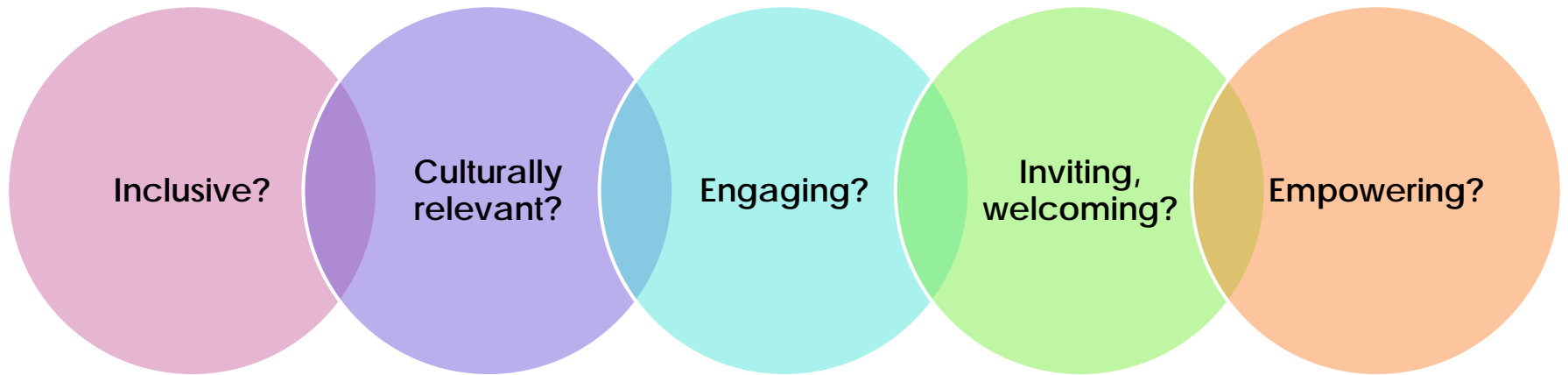
# Services/Outreach for girls need to be...

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# Is your programming/are your services...

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# Steps to Take...

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- ▶ Find out what is happening in your community
  - Is there a larger initiative already in place? Who is part of that? How can WE be at the table?
  - If nothing currently exists, can your agency begin the conversation? Connect with others who are further down the road who may be able to provide insight and guidance.



# Steps to Take...

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- ▶ For your staff:
  - Assess their level of knowledge
  - Have a standard level of training so that skills are uniform
  - Have ongoing dialogue and provide support to meet the needs of staff AND youth

