Delinquency among girls has increased in the last twenty years. Consequently, scholars are focusing on how to meet the needs of girls experiencing stressors associated with delinquency. This study (1) identifies 17 girls’ life-skills programs in Durham, N.C.; (2) examines which risk and protective factors each program is designed to address; and (3) determines program capacity and how fully each is utilized. An analysis of the results reveals programs do address key risk and protective factors; however, opportunities exist for program development. Programs aiming to reduce delinquency among girls should closely examine this research when designing activities and form strategic alliances with other organizations that can help them achieve the greatest impact. By focusing on developing and building on girls’ assets, programs can help mitigate risk factors associated with female delinquency.
Problem. Over the past twenty years, delinquency among girls has dramatically increased. The rate of incarceration of adolescent females has risen more than 30 percent since 1997 in 14 states, making them the fastest growing segment of the juvenile justice population. (Patino, 2009) This may stem from actual changes in girls’ behavior or tougher policies regarding delinquency and enforcement of juvenile law. Regardless of the reason, communities must implement strategies that reduce and discourage problems associated with delinquency among girls. (VanLandingham, 2005) The first step in implementing an approach that is effective and sustainable is assessing current community resources. In Durham County, N.C. (Durham) no comprehensive data exist that show how programs serve girls who have been exposed to factors that lead to delinquency (risk factors).

Purpose. This study (1) identifies life skills programs for girls in Durham; (2) examines which risk and protective factors each program is designed to address; and (3) determines program capacity and how fully each is utilized. It’s important to note that the programs identified serve all girls regardless of race, their standing with the law or other individual characteristics. However, this study focuses on the needs of those at risk of juvenile delinquency. After obtaining an accurate picture of the nature and scope of programs, policymakers and program providers can start the process of examining their effectiveness in order to better target outreach and guide funding. Although one county is the focus of this study, other communities may use this study as a model in assessing how they serve girls, particularly those at risk.

Background. Literature on girls’ delinquency is limited, and the ways girls experience various factors related to delinquency must be further explored. (Patino, 2009) Also, some of the studies included in this report were conducted in other geographic regions and their results may not be generalizable to girls and programs in Durham. Results of the study should be carefully interpreted. Nevertheless, literature on girls’ delinquency sheds light on how Durham can better serve girls.

Before exploring 17 gender-specific programs available (not limited to) girls exposed to risk factors, one must understand the factors associated with delinquency and the role gender plays. Literature discusses various influences that specifically affect a girl’s propensity for juvenile justice involvement. While both boys and girls experience many of the same risk and protective factors, each sex appears to differ in sensitivity to and rates of exposure to these factors. (Zahn, et al., 2010) Therefore, boys and girls often require different types of support.

Table 1: Factors Associated with Girls’ Delinquency

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
<th>Promising Program Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family: Family conflict, Poor parental supervision, Harsh/Erratic discipline, Unstable home environment</td>
<td>Family: Effective discipline, Effective parental supervision, Stable home environment, Support from a caring adult</td>
<td>Strength-Based Gender Specific/Responsive</td>
</tr>
<tr>
<td>School: Poor academic performance, Disengagement from school</td>
<td>School: School success, School connectedness</td>
<td>Collaborative/Multi-faceted</td>
</tr>
<tr>
<td>Individual: Trauma &amp; Victimization (sexual, physical or emotional abuse), Prior delinquency, Low self-control, Early puberty, Mental health problems, Drug/Alcohol abuse, Risky sexual behaviors</td>
<td>Individual: Self control, Mental health, Religiosity (the importance of religion), Age-appropriate sex education</td>
<td>Family-focused</td>
</tr>
<tr>
<td>Neighborhood: Exposure to violence, Concentrated poverty, Residential transiency</td>
<td>Neighborhood: Safe community, Organized neighborhood, Community mobilization</td>
<td></td>
</tr>
<tr>
<td>Peer: Association with delinquent peers, Relationships with delinquent and/or older partners</td>
<td>Peer: Positive peer relationships</td>
<td></td>
</tr>
</tbody>
</table>

(Zahn, et al., 2010)(GAO/RCED/HEHS-95-69, 1995)
Risk Factors. Risk factors are influences research has shown are related to delinquent behaviors. Those related to female delinquency include a range of family influences, individual characteristics, neighborhood effects, and peer and school factors. Table 1 lists what the Girls Study Group defines as “causes and correlates” of girls’ delinquency. Among these “causes and correlates”, key risk factors are family dysfunction, trauma and victimization, mental health and substance abuse problems, high risk sexual behaviors, school problems, and association with negative peers. (Hawkins, Graham, Williams, & Zahn, 2009)

Family Influences. The correlation between negative family influences and female delinquency is statistically significant. (Zahn, et al., 2010) Violence committed by girls is most likely to occur within the context of an intimate relationship or the home environment. (Steffensmeier & Schwartz, 2009) The National Council on Crime and Delinquency for Girls and Young Women (NCCD) conducted two studies that support this finding. In one study, where subjects had experienced family issues such as ineffective parental supervision and family conflict, 61 percent of the girls had committed a criminal offense against a family member. (Patino, 2009) In the past, courts commonly handled girls’ involvement in family conflict under the status offense jurisdiction (see Endnote 1). More recently, disputes between girls and their loved ones have often been dealt with punitively. Thus some scholars attribute higher arrest rates to differences in enforcement of juvenile law. (Schneider, 1984)

School Factors. Another study conducted on girls in the California juvenile justice system points out the challenges that many youth who have been exposed to risk factors face in school. Of 200 girls interviewed, 91 percent reported they had been suspended or expelled, repeated one or more grades, and/or had been placed in a special needs classroom. (Acoca, October 1999) This finding makes the downward spiral of these youth in the education system apparent. Acoca describes failing in school as almost as universal an experience as victimization among the juveniles interviewed.

Individual Characteristics. Certain individual and biological factors also influence delinquent behavior. With regard to female delinquency, research places an emphasis on emotional and mental health problems, especially those associated with various forms of abuse. The most consistent finding across studies is that among many girls in the justice system, victimization (sexual, physical, and emotional abuse) is the common denominator. (Patino, 2009) One of the NCCD multidimensional studies reported that 92% of the juvenile female offenders interviewed had been subjected to some form of abuse. (Acoca, October 1999) Programs that ignore the positive relationship between offending behavior, poor mental health, and victimization are not responding appropriately to prevent female delinquency. (Acoca, October 1999)(NCJRS, 2010)

Neighborhood Effects. Neighborhoods with concentrated poverty that lack organization tend to have higher crime rates. (Zahn, et al., 2010) Crime is an important contributor to the destruction of a community. (GAO/RCED/HEHS-95-69, 1995) It tends to be accompanied by a deteriorating infrastructure and reduced community resources. Side effects of dangerous and decaying neighborhoods may be induced fear or even an increase in gang membership among girls. (GAO/RCED/HEHS-95-69, 1995)

Peer Factors. Negative peer relationships increase opportunities for girls to make poor decisions. Girls are already inclined at this stage in life to attempt to achieve autonomy and take uninhibited risks. (Wallis & Dell, 2004) For this reason, individual and family factors can exacerbate the effects of negative peer relationships. For example, the onset of early puberty coupled with poor parental supervision, can lead to problems with youth who have negative peer relationships.

Protective Factors. Protective factors are listed in Table 1. These are qualities of girls and their environments that buffer the effect of risks. (Hawkins, Graham, Williams, & Zahn, 2009) For the most part, understanding what mitigates risk factors that are listed in Table 1 and explained above can identify protective factors against female delinquency. This is due to the inverse relationship between each protective and risk factor. Therefore it is not necessary to elaborate on all the factors that encourage resiliency among adolescent girls. One example is a stable home environment. Girls who receive sound discipline and whose home environments lack discord tend to have very strong familial connections.
Promising Practices. While it is critical to understand challenges girls face, understanding how to mitigate the effects of such factors and incorporating these strategies into program design and implementation are what makes a program successful. For instance, labeling girls or focusing too heavily on risk factors can stigmatize youth and undermine their self-confidence. (Harry & Klinger, 2007) Focusing on risk factors (the “deficit model”) operates on the assumption that youth are lacking and have a need to be fixed. In contrast, a strength-based approach emphasizes individual assets and the potential for developing those assets. While helping girls learn to deal with difficult life situations, program design and strategies should emphasize girls’ interest and talents. Evidence of the effectiveness of strength-based approaches highlights the importance of focusing on protective factors that help to prevent or reduce delinquency. In addition to a strength-based program model, promising practices include other strategies that have been shown to help girls. Each addresses the unique and complex nature of challenges this population faces. These strategies take into account all aspects of girls, including the many systems they live in (i.e., family, school, neighborhood etc.). The extent to which programs are strength-based, gender-responsive, multi-faceted, and family-focused determines their level of effectiveness. (Burke, Keaton, & Pennell, 2003) This study does not explore the extent to which programs in Durham use these promising practices. Further research is needed to address that issue.

Research Design. A literature review was completed on girls’ delinquency, factors that affect delinquency, promising practices of youth programs, and gender-specific programming. Because program evaluation literature supports the effectiveness of gender-specific programming, girls-only programs in Durham were selected for the study. The next step was identifying those programs in Durham that offer services within the scope of this study. An Internet search revealed 10 girls life skills programs in Durham. Snowball sampling (asking providers to identify other programs) was also used, and 7 additional programs were identified. Seventeen program providers/coordinators received information about the study. After discussing the background and purpose of the study, every provider agreed to be interviewed about her/his program. Questions were sent before the interview to help them better prepare. Each interview lasted up to one hour, and questions covered program description, contact information, which risk and protective factors each program addresses, the capacity each program has and the number of girls typically served in a year (see Appendix A). All data were put in uniform terms and entered into the program inventory (see Appendix B). The data were analyzed to see how the programs address girls’ needs for dealing with known risk factors. An analysis of the results points out opportunities for program development.

Findings
Program Activities & Characteristics

Program Activities. Each program has an array of activities to engage girls. All program coordinators use discussion as a core component. A few use discussion-based and/or writing sessions as a primary way to engage participants. Other activities include: physical exercise, college tours, visits to the N.C. General Assembly, community service projects, journaling, public speaking, debating, reviewing data about the Civil Rights Movement, and taking a behind-the-scenes look at a theme park.

Risks Programs Address. Providers named a total of 36 behaviors or characteristics they aim to help girls avoid. This information is listed in Appendix C. The risks identified by 5 or more providers were low academic achievement (10), low self-esteem (9), teen pregnancy (9), being a follower (6),
drug/alcohol abuse (5), unhealthy lifestyle choices (5), dropping out of school (5), and poor decision-making (5); of these, literature recognizes 4 as correlates of female delinquency. Research indicates that engaging in risky sexual behaviors is related to delinquency. All programs that address this component focus on teen pregnancy. In addition to teen pregnancy-low academic achievement, drug/alcohol abuse and dropping out of school are where literature and program choices in addressing risks overlap. Programs are addressing known risk factors; yet gaps exist between key risk factors and risks targeted by providers. There are opportunities for program development in the areas of helping girls understand and deal with victimization, providing tools to strengthen family relationships, and educating girls about mental health.

The first key finding is the relative lack of programs addressing victimization. Only 1 of 17 program coordinators identified abuse as a negative influence her program tries to help girls deal with. Considering how prevalent victimization is among girls in the justice system, failure to directly address this factor can be detrimental. Program providers attempting to prevent or reduce female delinquency should especially devote resources to address abuse. (Veysey, 2003)

Second, little attention is placed on the family dynamic. Three providers attempt to reduce negative family influences and 1 additional program focuses on relationship building, which can benefit family relationships as well. Another has a component dedicated to parents. Parents meet to discuss their daughters’ attendance, interaction with staff, and whether there are issues at home that need to be addressed.

In the area of mental health, 5 providers aim to prevent drug/alcohol abuse; but only 3 stated that they addressed at least 1 mental health issue such as depression, suicide, or the need for intense therapy. One program provider stated that her program offers group sessions led by licensed therapists. If more services are needed, her agency refers girls to other community resources. Understandably, coordinators of girls’ programs may feel like dealing with certain mental health issues is not within their area of expertise. Durham does have an abundance of mental health organizations that most likely serve the same girls as some of these programs. And providers should make every effort to connect girls with the most appropriate services if the need arises. However, building in a life skills component that combats mental health risks can be done in a variety of ways by providers and may help girls achieve the optimal mental health. Some examples include contracting with a mental health agency to facilitate a group therapy session once a month or teaching classes on how to cope with or relieve stress.

Strengths Programs Aim to Build in Girls. Providers named skills or strengths they intend to help girls develop (see Appendix C). Strengths recognized most often (by 5 or more providers) are related to the Risks Programs Address, discussed above. These strengths are academic achievement (10), positive self-esteem (9), becoming a leader (6), good decision-making skills (5), healthy lifestyle choices (5) and sobriety (5). Evidently, the strengths providers aim to develop are those that diminish risks their programs are designed to address. Likewise, strengths that were not commonly addressed are the flip side of risks that are service gaps (prevention/treatment of abuse, stable home environment, and mental health). Another known protective factor not commonly addressed by programs is the importance of religion. Three program providers base discussions and lessons about character development on Biblical principles. Relationship building between program participants and staff is a core component of these programs. One provider reported that girls in her program feel loved, protected and encouraged.

Program Capacity. Fourteen of 17 coordinators were willing to set a capacity limit. Of those 14 programs, 3 had reached maximum capacity. Available program spaces totaled 331. These data show that current resources are underutilized. Lack of publicity appears as the likely cause of program underutilization. Community members may not be aware that many of these programs even exist. This was made evident by the researcher’s difficulty finding programs. Additionally, lack of awareness could cause people to be ill-informed about the benefits these programs offer. Interestingly, the only program with a fee ($250) was 1 of 3 that were at capacity, suggesting that affordability may not be a reason programs have empty spaces.
**Dissemination of Program Information.** When interviewees were asked how they recruit program participants, the top responses were word of mouth and visiting middle and high school campuses. When asked about other possible strategies to recruit participants, the majority of the interviewees expressed interest in partnering or seeking out other community agencies to reach more girls. The marketing strategies most coordinators mentioned involved more active recruitment on their part instead of using resources like social media, public service announcements, or websites. An advantage of using these types of marketing tools is that they can increase the public’s awareness of programs with less effort than it would take to visit several school campuses. Greater use of media-based marketing campaigns could lead to greater use of current resources. Only 9 of 17 programs have a website including information about their girls-only program, and only 1 provider talked about her organization’s use of social media.

**Conclusion**

The number of girls in the juvenile justice system continues to increase. (NCJRS, 2010) This is a symptom of a larger problem. Maybe girls’ propensity to commit crime is increasing; or perhaps stricter enforcement of juvenile law and a less tolerant society could be the root cause of their rising arrest rates. Either way, girls who have been exposed to risk factors deserve appropriate care and treatment in order to become resilient, contributing members of society. Certainly there is no magic bullet. Therefore, program providers and policymakers have much to do in the way of defining the problem, and looking for real solutions. An inventory and analysis of existing resources is the first step toward making that happen. In order for communities to know how they are doing, they must know what they are doing.

**Recommendations**

**Increase focus on key risk and protective factors.** Preventing/reducing girls’ delinquency involves delivering services that respond to girls’ unique needs. Though research does not fully explain how girls become delinquent or ways in which they remain resilient, it has identified some substantial relationships between criminal behavior and certain influences. Programs should examine this research carefully and address risk and protective factors associated with delinquency among girls.

**Take advantage of social media outlets to help increase program utilization.** Few nonprofits have the resources to invest in expensive marketing campaigns. A comprehensive social media strategy may significantly increase the public’s awareness of programs at little or no cost. Eight out of 17 programs do not have a website. This may be one reason why most of the programs are underutilized. Through the use of social media, organizations can increase the number of girls they serve as well as build a greater network of supporters.

**Build Network of Programs to Facilitate Effective Collaboration.** The most efficient use of resources may include building a network for youth programs that facilitates awareness, collaboration, mutual assistance and support. Such a network could help avoid duplication of services, target outreach and inform funding. Individual programs cannot, by themselves, provide the comprehensive approach that is needed to effectively mitigate negative influences that place girls at a higher risk of juvenile delinquency. A holistic approach confronts the full range of challenges facing girls and their communities. (GAO/RCED/HEHS-95-69, 1995)

**Perform Program Evaluations.** One of the next steps is to create a metric in order to gauge how well organizations designed to help decrease delinquency are meeting their goals. Reliable program evaluations are costly. So program managers should seek additional funds, if needed, to set, implement, and monitor performance measures. Evaluations should include the extent to which programs are strength-based, gender-responsive, multi-faceted, and family-focused.
Bibliography


Endnotes

1 Theorists explain this finding in two main ways. First, the Behavior Change Hypothesis contends that the increase in arrests reflects actual behavior changes in girls. The theory is based on the idea that females are experiencing things that increase their propensity to commit crimes, which has lead to more girls breaking the law. (Steffensmeier & Schwartz, 2009) Another perspective, the Policy Change Theory, says that the rapid increase of girls in the juvenile justice system is the result of changes in law enforcement policy and public sentiment towards girls’ delinquency. (Steffensmeier & Schwartz, 2009) Arrest data on trends in girls’ delinquency was compiled from three sources: 1) the FBI’s annual Uniform Crime Report (UCR), which includes thousands of local police reports, 2) self-report-information collected through surveys such as the National Youth Behavior Risk Survey, and 3) victimization surveys —collected after a crime was committed by an adolescent girl. (Steffensmeier & Schwartz, 2009) When data from all three sources are analyzed, they paint a different picture of what is behind the rate increase. Data provided by the UCR show an increase of girls being charged for crimes. However, self reports and victimization surveys suggest no significant change in girls’ behavior when it comes to committing crimes.

The Policy Change Theory attributes the rise in female juvenile crime to three factors (Steffensmeier & Schwartz, 2009):

I.  “Net widening” or the criminalization of forms of violence that have traditionally been considered less serious. Crimes of females have always tended to be less serious and violent than those of males. Schneider states that girls’ arrest levels for assaults have increased because the courts are attempting to bring them under their jurisdiction and retain dispositional authority; arguably to protect them from long-term involvement in the justice system. (Schneider, 1984)

II. The criminalization of violence occurring between partners in intimate relationships and in the home environment. Research shows that violence committed by girls most likely takes place within this context.

III. Reforms that have made it more difficult to deal with girls who have committed status offenses, which are activities that are only deemed offenses when committed by juveniles, have resulted in the “bootstrapping” or relabeling of minor offenses.

Juvenile courts have dealt with girls primarily through status offense jurisdiction in the past. Youth could be sentenced to training school years ago by committing these types of offenses. More recently, federal and state law under the Juvenile Justice and Delinquency Prevention Act has changed in efforts to avoid over criminalizing youth. (Juvenile Justice and Delinquency Prevention Act, 2007)
2 Risk Factors- influences likely to increase the chances a girl will engage in delinquent behaviors
Protective Factors- factors that prevent or reduce the vulnerability for the development of delinquency in girls

3 Program Capacity- the number of spaces each program has

4 Utilization- the number of girls in the program

5 The Durham at Risk Youth Collaborative (DARYC), created to coordinate programs serving at-risk youth, may be compiling an inventory of all the youth programs in Durham. If DARYC begins this inventory, this study can be used to contribute to the information gathering process for the citywide program inventory.

A Durham County Commissioner convened a group of stakeholders interested in designing a strategy to address issues facing adolescent females in Durham. This group may use the study to inform their work.

6 In 2004 the Office of Juvenile Justice and Delinquency Prevention (OJJDP) funded a research entity called the Girls Study Group to establish a framework based on empirical data to guide the development of strategies focused on reducing girls’ delinquency. This group has published several bulletins as well as a compilation of members’ writings called *The Delinquent Girl.*
Appendix A: Program Coordinator Interview Questions

Newman UNC MPA Capstone Project

Interview Questions

Program Characteristics
1. Describe the program you have for girls.
   a. What group of girls does your program serve?
   b. What kinds of activities does your program offer for those girls?
2. What skills or strengths do you intend to help girls develop through your program?
3. What problems or risks do you intend to help girls avoid through your program?

Program Utilization
1. How many girls do you serve each year?

Program Capacity
1. How many more girls can you serve given your current resources?
2. If program is at its maximum capacity- Does your program have a waiting list? For what activity?
3. What are you currently doing to attract program participants?
4. What else might you do to recruit more participants?
Appendix B: Program Inventory

Programs for Girls in Durham

Young Women’s Empowerment Group (The PROUD Program)
Real Women (Reality Ministries Inc.)
Journey Towards Transformation (Durham Parks and Recreation)
Girl Talk (Durham Parks and Recreation)
Girls on the Run of the Triangle
Pregnancy Support Services
Girls Team Club (Youth Life Foundation)
Teen Talk (Vision Services Group)
Durham County Department of Social Services
Girl Scouts North Carolina Coastal Pines
The Triple P (Precious! Pretty! Powerful!) Girls Club
Girls Club (Duke University/Emily K. Center)
Delta Gems-Growing & Empowering Myself Successfully (Durham Alumnae Chapter of Delta Sigma Theta)
Dr. Betty Shabazz Delta Academy (Durham Alumnae Chapter of Delta Sigma Theta)
Jeanne H. Lucas Political Youth Awareness (Durham Alumnae Chapter of Delta Sigma Theta)
Life Development Project HOPE (Durham Alumnae Chapter of Delta Sigma Theta)
Girls Leadership Academy (InStepp Inc.)

*Please note that these programs are in no particular order.*
<table>
<thead>
<tr>
<th>Organization-Program Name (If applicable)</th>
<th>Program Description</th>
<th>Risks Targeted by Programs</th>
<th>Strengths Programs Intend to Help Girls Build</th>
<th>Average Served Per Year + Program Capacity</th>
<th>Program Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROUD Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Young Women’s Empowerment Group         | Girls ages 13-17 discuss life-skills to encourage and promote effective personal growth and development. This program is offered over a 16-week period with 2 sessions per week. | -Reoffending (within criminal justice system)  
-Dropping out of school  
-Unstable home environment/Frequent moves | -Healthy decision-making  
-Positive self-esteem  
-Effective communication  
-Community awareness  
-Personal responsibility  
-Self respect | Girls Served: 25  
Capacity: 30 | Quillie Coath  
P.O. Box 1607  
Durham, NC 27702  
(919) 956-8366  
(919) 956-8563 fax  
proudprog@proudprogram.com  
proudprog@aol.com |
| Reality Ministries Inc.                  |                     |                             |                                               |                                             |                             |
| Real Women                              | A discussion based group for middle and high school girls where they can talk, get advice, build healthy relationships with one another and feel protected. This program opens the door for friendships that the girls may not have naturally pursued. The group meets 2 times each week for 1 hour from September-June. | -Teen pregnancy  
-Promiscuity  
-Loneliness  
-Depression  
-Poor decision-making  
-Forming identity based on cultural expectations | -Finding Christ for themselves  
-Openness within the group  
-Being a truth seeker  
-Learning how to tolerate people/being compassionate  
-Nurturing friendships/building & maintaining  
-Conflict resolution  
-Selflessness/Giving  
-Wholeness  
-Sense of belonging | Girls Served: 15  
Capacity: 20 | Olivia Koman & Lakeisha Blake  
916 Lamond Ave.  
Durham, NC 27701  
(919) 688-7776  
realityministriesinc@gmail.com |
| Durham Parks and Recreation – Weaver Street Community Center | Designed to help young ladies experiencing difficult situations at home, school, or within their everyday life. Girl Talk addresses questions or concerns of girls who may have no one to share them with. | -Poor etiquette  
-Bad manners  
-Disrespect for other’s property  
-Unsafe sex  
-Abstinence | -Role modeling  
-Leadership | Girls Served: 60-100  
Capacity: open | Nikiya Cherry-Sanders  
101 City Hall Plaza  
Durham, NC 27701  
(919) 560-4294 ext 27381  
Nikiya.Cherry-Sanders@durhamnc.gov |
| Durham Parks and Recreation | Journey Towards Transformation | This program offers a chance for young girls to blossom into young ladies. Come learn about nutrition, health & fitness, etiquette, and much more. | -Teen pregnancy  
-Low academic achievement  
-Giving in to negative peer pressure | -Above average academic achievement  
-Positive peer relationships  
-Understanding of consequences and rewards  
-Clear understanding of social norms  
-Becoming a leader within the program | Girls Served: 20  
Capacity: 30 | Dianne Thorne & Charisse Lovett  
101 City Hall Plaza  
Durham, NC 27701  
(919) 354-2750 ext 27272  
dianne.thorne@durhamnc.gov |
|---|---|---|---|---|---|---|
| Pregnancy Support Services | PSS is an organization offering to help women who may be facing the challenge of unplanned pregnancy, seeking post abortion recovery & in need of relationship support. | -Abortion  
-Repeat pregnancies  
-Continued sexual activity apart from marriage  
-Poor parenting | -Sexual integrity/abstinence  
-Healthy decision-making  
-Understanding their worth  
-Goal making/planning ahead  
-Effective parenting | Girls Served: 700-800  
Capacity: 1000 | Mimi Every  
14 Consultant Place Suite 250  
Durham, NC 27707  
(919) 490-0203  
mimi@pregnancysupport.org |
| Youth Life Foundation | The Youth Life Foundation (YLF) has a Christian-based, 6th-12th grade character enrichment program called Girls Team Club (GTC). The goal is to help girls be the best they can be by providing a positive environment for girls to be in once per week - (1 1/2 hour on Thursday 6-7:30 pm). | -Teen Pregnancy  
-Dropping out of school | -Graduation from high school  
-Independent thinking  
-Social responsibility  
-Healthy decision-making  
-Community awareness  
-Understanding the effect they have on others  
-Anger management/conflict resolution | Girls Served: 8-10  
Capacity: 17 | Christina Rice  
2519 South Roxboro Street, Apt. 3  
Durham, NC 27707  
(Cornwallis Housing Community)  
(919) 493-9050  
info@youthlifefoundation.org |
| Durham County Department of Social Services | This program helps pregnant and/or parenting teens acquire skills to be independent and effective parents. | -Dependence on social services  
-Repeat pregnancies  
-Homelessness  
-Involvement in the criminal justice system | -Effective parenting  
-Graduation from high school  
-Self-sufficiency  
-Critical thinking  
-Delaying subsequent pregnancies | Girls Served: 26  
Capacity: 20 | Desiree Simpson  
300 North Duke Street  
Durham, NC 27701  
(919) 560-8125  
dsimpson@durhamcountync.gov |
| Girls on the Run | GOTR uses the power of running and being active to change the way girls see themselves and their futures. It is an innovative health education and wellness program that combines training for a 3.1 mile non-competitive run/walk event with life-changing, leadership skill building lessons that encourage healthy habits and an active life-style in girls ages 8-12 years old. | -Negative body image  
-Drug & alcohol abuse  
-Unhealthy eating habits  
-Leadership  
-Self-respect  
-Community involvement  
-Learning how to stay healthy (physical, emotional, social) | Girls Served: 224  
(Durham area only)  
Capacity: 224 | 1415 West Highway 54 Suite 211  
Durham, NC 27707  
(919) 401-6307 phone  
(919) 401-6308 fax  
www.girlsontherun.org |
|---|---|---|---|---|
| Girl Scouts - North Carolina Coastal Pines | The Girl Scout Leadership Experience is girl-driven, reflecting the ever-changing needs and interests of participating girls. It provides a wide variety of leadership opportunities for girls in grades K-12th. The program encourages increased skill building and responsibility, and also promotes the development of strong leadership and decision-making skills. All program activities are grade-appropriate and based on the Girl Scout Leadership Experience, as well as on the Girl Scout Promise and Law. | -Bullying/being bullied by others  
-Poor self-esteem  
-Victimization (sexual, physical, emotional)  
-Drug/alcohol abuse  
-Poor health habits  
-Low academic achievement  
-Leadership  
-Outdoor safety  
-Healthy relationship-building  
-Planet education  
-Becoming change agent  
-Developing a strong sense of self  
-Seeking challenges in the world  
-Advancing diversity  
-Promoting cooperation & team-building  
-Ability to identify community needs  
-Advocating for themselves and others (locally & globally)  
-Educating and inspiring others | Girls Served: 2252  
Capacity: data not available | Glendora French  
21 West Colony Place, Suite 270  
Durham, NC 27705  
(919) 401-4772  
gfrench@nccoastalpines.org |
| The Triple P (Precious! Pretty! Powerful!) Girls Club | In today’s world where so many negative messages and images bombard our children, programs with positive messages are needed more than ever. Dr. Gail Hayes created The Triple P (Precious! Pretty! Powerful!) Girls Club as a response to this clarion call. She believes that if you give girls the tools they need to fight negative peer pressure, and self-abuse, they | -Low self-esteem  
-Bullying/being bullied  
-Poor communication  
-Poor writing skills  
-Effective communication  
-Effective writing  
-Feelings of empowerment  
-Effective listening | Girls Served: 500-1000  
Capacity: open | Dr. Gail Hayes  
PO Box 977  
Morrisville, NC 27560  
(919) 655-9490  
info@preciousprettypowerful.com |
**Duke University Partnership for Service**  
*Girls’ Club*

The Girls Club is dedicated to providing a supportive social group for adolescent girls in the Durham community. TGC connects the women of Duke with local Durham middle school girls, teaching them the importance of education, healthy lifestyle choices, and self-respect; thus encouraging them to become successful, confident, and conscious women.

- Drug/Alcohol abuse  
- Poor conflict resolution  
- Teen pregnancy  
- Suspensions  
- Dropping out of school  
- Involvement in the criminal justice system  
- Getting bullied  
- Disrespect of authority figures  
- Suicide

<table>
<thead>
<tr>
<th>Girls Served</th>
<th>Capacity</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Duke Alumnae Chapter of Delta Sigma Theta**  
*Delta Gems*

Provides an opportunity for high school-aged girls (ages 14-18) to interact with positive role models and develop long-term mentoring relationships. The program also assists with the development of skills to counteract any of the negative aspects of our society.

Activities: college tours, & rap sessions.

- Teen pregnancy  
- Dropping out of high school  
- Behavior problems

<table>
<thead>
<tr>
<th>Girls Served</th>
<th>Capacity</th>
<th>Contact</th>
</tr>
</thead>
</table>
| 18           | 28      | Tara Nichols  
1000 E. Forest Hills Blvd. Durham NC, 27707  
(919) 419-0189  
DurhamAlumnae@gmail.com  
www.dst-durhamalumnae.org |

**Durham Alumnae Chapter of Delta Sigma Theta**  
*Dr. Betty Shabazz Delta Academy*

Delta Academy provides young ladies ages 10-14 with supervised and structured experiences that broaden their worldview, improve their academic performance, increase their technological skills, and give them opportunities for leadership and service.

Activities: Taking care of your body, etiquette and developing good study habits.

- Gang involvement  
- Drug abuse  
- Teen pregnancy

<table>
<thead>
<tr>
<th>Girls Served</th>
<th>Capacity</th>
<th>Contact</th>
</tr>
</thead>
</table>
| 20-25        | 30      | Demetria Jones  
1000 E. Forest Hills Blvd. Durham NC, 27707  
(919) 419-0189  
DurhamAlumnae@gmail.com  
www.dst-durhamalumnae.org |
<table>
<thead>
<tr>
<th>Organization</th>
<th>Program Name</th>
<th>Description</th>
<th>Activities</th>
<th>Girls Served</th>
<th>Capacity</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Durham Alumnae Chapter of Delta Sigma Theta | Political Awareness | Open to youth in 8th-12th grade. The goal is to prepare students with the skills and information they need to become informed and confident in their ability to be successful. Activities: Students experience the art of debating, parliamentary procedures, visit the NC General Assembly, meet various elected officials, review data on the Civil Rights Movement, and embrace the rich history of Durham NC. | - Being followers | Girls Served: 10 | Capacity: 25 | Dena King  
1000 E. Forest Hills Blvd.  
Durham NC, 27707  
(919) 419-0189  
DurhamAlumnae@gmail.com  
www.dst-durhamalumnae.org |
| Durham Alumnae Chapter of Delta Sigma Theta | Life Development Project Hope | LDPH is a Life Development Committee program that helps youth ages 12-18, to develop and enhance self-esteem, develop academic success skills, and develop economic financial awareness. Activities: Community service, hands-on learning projects, scholastic discussions, and book club. | - Negative peer pressure  
- Thought out responses  
- Teen pregnancy  
- Drug/alcohol abuse  
- Involvement in criminal justice system | Girls Served: 20 | Capacity: 40 | Tamara Nichols  
1000 E. Forest Hills Blvd.  
Durham NC, 27707  
(919) 419-0189  
DurhamAlumnae@gmail.com  
www.dst-durhamalumnae.org |
| InStepp, Inc | Girls Leadership Academy | The Girls Leadership Academy is a free afterschool program for girls exiting the 6th grade. The program, is designed to minimize:  
- Negative peer relationships  
- Academic underachievement  
- Risky behaviors  
- Poor family dynamic | - Self discovery  
- Leadership  
- Healthy behaviors  
- Volunteerism  
- Healthy connection with others  
- Knowledge of how connection with others affects them | Girls Served: 20 | Capacity: 32 | Gilda Womble  
201 W. Main Street  
Suite 202H  
Durham, NC 27701  
(919) 680-8000  
info@instep.org |
## Appendix C: Risks Programs Address

<table>
<thead>
<tr>
<th>Risks Programs Address</th>
<th># Of Providers that Identified Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low academic achievement</td>
<td>10</td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>9</td>
</tr>
<tr>
<td>Teen pregnancy/repeat pregnancies</td>
<td>9</td>
</tr>
<tr>
<td>Being a follower</td>
<td>6</td>
</tr>
<tr>
<td>Drug/alcohol abuse</td>
<td>5</td>
</tr>
<tr>
<td>Unhealthy lifestyle choices</td>
<td>5</td>
</tr>
<tr>
<td>Dropping out of school</td>
<td>5</td>
</tr>
<tr>
<td>Poor decision-making skills</td>
<td>5</td>
</tr>
<tr>
<td>Reoffending/involvement in criminal justice system</td>
<td>4</td>
</tr>
<tr>
<td>Bullying/being bullied</td>
<td>4</td>
</tr>
<tr>
<td>Negative peer relationships</td>
<td>4</td>
</tr>
<tr>
<td>Inability to resolve conflicts</td>
<td>3</td>
</tr>
<tr>
<td>Poor communication</td>
<td>2</td>
</tr>
<tr>
<td>Behavior problems</td>
<td>2</td>
</tr>
<tr>
<td>Poor parenting (teen/young mothers)</td>
<td>2</td>
</tr>
<tr>
<td>Gang involvement</td>
<td>2</td>
</tr>
<tr>
<td>Homelessness</td>
<td>1</td>
</tr>
<tr>
<td>Negative body image</td>
<td>1</td>
</tr>
<tr>
<td>Abortion</td>
<td>1</td>
</tr>
<tr>
<td>Premarital sex</td>
<td>1</td>
</tr>
<tr>
<td>Committing suicide</td>
<td>1</td>
</tr>
<tr>
<td>Not reaching potential</td>
<td>1</td>
</tr>
<tr>
<td>Dependence on social services</td>
<td>1</td>
</tr>
<tr>
<td>Poor writing skills</td>
<td>1</td>
</tr>
<tr>
<td>Suspensions</td>
<td>1</td>
</tr>
<tr>
<td>Unhealthy relationships with males</td>
<td>1</td>
</tr>
<tr>
<td>Unstable home environment/frequent moves</td>
<td>1</td>
</tr>
<tr>
<td>Family conflict</td>
<td>1</td>
</tr>
<tr>
<td>Poor family dynamic</td>
<td>1</td>
</tr>
<tr>
<td>Victimization (sexual, physical, emotional)</td>
<td>1</td>
</tr>
<tr>
<td>Disrespect of authority figures</td>
<td>1</td>
</tr>
<tr>
<td>Loneliness</td>
<td>1</td>
</tr>
<tr>
<td>Depression</td>
<td>1</td>
</tr>
<tr>
<td>Sexual promiscuity</td>
<td>1</td>
</tr>
<tr>
<td>Forming identity based on cultural norms</td>
<td>1</td>
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</tbody>
</table>
## Appendix C: Strengths Identified by Program Providers

<table>
<thead>
<tr>
<th>Strengths Identified by Program Providers</th>
<th># Of Providers That Identified Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td>10</td>
</tr>
<tr>
<td>Positive self-esteem</td>
<td>9</td>
</tr>
<tr>
<td>Becoming a leader</td>
<td>6</td>
</tr>
<tr>
<td>Good decision-making skills</td>
<td>5</td>
</tr>
<tr>
<td>Healthy lifestyle choices</td>
<td>5</td>
</tr>
<tr>
<td>Sobriety</td>
<td>5</td>
</tr>
<tr>
<td>Positive peer relationships</td>
<td>4</td>
</tr>
<tr>
<td>Self-respect/respect for others</td>
<td>3</td>
</tr>
<tr>
<td>Self-efficacy/self confidence</td>
<td>3</td>
</tr>
<tr>
<td>Community involvement/activism</td>
<td>3</td>
</tr>
<tr>
<td>Anger management/conflict resolution</td>
<td>3</td>
</tr>
<tr>
<td>Goal-making/planning ahead</td>
<td>2</td>
</tr>
<tr>
<td>Effective communication</td>
<td>2</td>
</tr>
<tr>
<td>Community awareness</td>
<td>2</td>
</tr>
<tr>
<td>Effective parenting (teen/young mothers)</td>
<td>2</td>
</tr>
<tr>
<td>Understanding people/having compassion</td>
<td>2</td>
</tr>
<tr>
<td>Public speaking</td>
<td>2</td>
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<tr>
<td>Finding Christ for themselves</td>
<td>2</td>
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<tr>
<td>Independent thinking</td>
<td>1</td>
</tr>
<tr>
<td>Critical thinking/resourceful problem solvers</td>
<td>1</td>
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<tr>
<td>Having ambition</td>
<td>1</td>
</tr>
<tr>
<td>Effective listening</td>
<td>1</td>
</tr>
<tr>
<td>Feelings of empowerment</td>
<td>1</td>
</tr>
<tr>
<td>Self discovery</td>
<td>1</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>1</td>
</tr>
<tr>
<td>Personal responsibility</td>
<td>1</td>
</tr>
<tr>
<td>Sexual integrity/abstinence</td>
<td>1</td>
</tr>
<tr>
<td>Delaying subsequent pregnancies</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge of issues relevant to success</td>
<td>1</td>
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<tr>
<td>Understanding social norms</td>
<td>1</td>
</tr>
<tr>
<td>Understanding consequences &amp; rewards</td>
<td>1</td>
</tr>
<tr>
<td>Understanding effect on others</td>
<td>1</td>
</tr>
<tr>
<td>Volunteerism</td>
<td>1</td>
</tr>
<tr>
<td>Selflessness/giving</td>
<td>1</td>
</tr>
<tr>
<td>Networking</td>
<td>1</td>
</tr>
<tr>
<td>Self-sufficiency</td>
<td>1</td>
</tr>
<tr>
<td>Being self starters</td>
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<tr>
<td>Being a truth seeker</td>
<td>1</td>
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<tr>
<td>Wholeness</td>
<td>1</td>
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<tr>
<td>Sense of belonging</td>
<td>1</td>
</tr>
<tr>
<td>Advancing diversity</td>
<td>1</td>
</tr>
<tr>
<td>Promoting cooperation &amp; team building</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
<tr>
<td>Seeking challenges in the world</td>
<td>1</td>
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<tr>
<td>---------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Advocacy for self &amp; others-locally &amp; globally</td>
<td>1</td>
</tr>
<tr>
<td>Feeling connected to communities-locally &amp; globally</td>
<td>1</td>
</tr>
<tr>
<td>Ability to identify community needs</td>
<td>1</td>
</tr>
<tr>
<td>Relationship building</td>
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<tr>
<td>Exposure to successful people from the same ethnic background</td>
<td>1</td>
</tr>
<tr>
<td>Healthy connection with others</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge of how connection with others effects them</td>
<td>1</td>
</tr>
<tr>
<td>Educating &amp; inspiring others to act</td>
<td>1</td>
</tr>
<tr>
<td>Understanding importance of education</td>
<td>1</td>
</tr>
<tr>
<td>Goals for higher learning</td>
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</tr>
<tr>
<td>Attendance in a 4-year accredited college</td>
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</tr>
<tr>
<td>Effective writing</td>
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<tr>
<td>Openness within program sessions</td>
<td>1</td>
</tr>
<tr>
<td>Planet education</td>
<td>1</td>
</tr>
<tr>
<td>Outdoor safety</td>
<td>1</td>
</tr>
<tr>
<td>Stable home environment</td>
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</tr>
<tr>
<td>Peace within the home</td>
<td>1</td>
</tr>
<tr>
<td>Healthy family dynamic</td>
<td>1</td>
</tr>
</tbody>
</table>
Acknowledgements

First, I thank God for the passion He has given me to serve girls and the ability to successfully complete this project.

I have learned so much from my capstone committee members- Laurie Mesibov, Gordon Whitaker and Glenn Barnes. This capstone was greatly improved because of their time and effort. I appreciate their dedication to this study and my learning process. They made this experience rewarding in so many ways.

I’d also like to thank the program providers for sharing so much time and information about the great work they are doing in Durham, North Carolina. And I am grateful for Durham Parks and Recreation management, especially Bridgette Robinson, for being supportive of my work.

Finally, I would like to express my gratitude for my husband’s openness to learning more than he ever wanted to know about girls’ programs and the juvenile justice system.