TASK FORCE ON BLACK AND LATINA YOUNG WOMEN AND GIRLS
Task Force on Black and Latina Young Women and Girls, 2021-22
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force Chairs
Sharon Contreras, Guilford County Superintendent
Kelly Gonez, Los Angeles School Board Member
Shavonna Holman, Omaha School Board Member
Revised goals (03.2020)

1. To assist urban public-school systems in improving college and career readiness and the life outcomes of Black and Latina young women and girls by supporting the implementation of evidence-based strategies to educate girls from diverse racial, cultural, national, and linguistic backgrounds.

2. Improving the learning environment and climate in urban schools by addressing the racism and bias that contributes to the epidemic of violence, harassment, discrimination and bullying that hinders the progress of Black and Latina young women and girls.

3. Improving access to health information and comprehensive health care, including physical and mental health, to reduce teen pregnancy, premature parenting, and ultimately economic insecurity for Black and Latina young women and girls.

4. Improving the quality of professional learning that fosters a deeper understanding of educators’ role in dismantling systemic and structural barriers and creating support systems needed for Black and Latina young women and girls’ academic and life-long success.

5. Ensuring data collection, as well as the establishment of accountability and protocols, in order to monitor the progress of Black and Latina young women and girls across their diverse student groups in our member districts.
PERFORMANCE DATA
Females of Color Performance Update

COUNCIL OF GREAT CITY SCHOOLS
SEPTEMBER 2021
Data Sources

NAEP Trend Data: 2011-2019

CGCS KPI Data: 2016-2019
  ◦ Council of Great City Schools, Academic Key Performance Indicators, 2016–2019

Office of Civil Rights Data: 2012-2018
NAEP Trend Data: 2011-2019

Comparisons are made between large city and national public schools as well as by race.
NAEP
GRADE 4 Reading
Performance of Females by Jurisdiction
NAEP
GRADE 4 Reading Performance of Females in Large Cities by Race
NAEP
GRADE 8 Reading
Performance of Females by Jurisdiction
NAEP
GRADE 8 Reading
Performance of Females in Large Cities by Race
NAEP
GRADE 4 Math
Performance of Females by Jurisdiction
NAEP
GRADE 4 Math
Performance of Females in Large Cities by Race
NAEP
GRADE 8 Math
Performance of Females by Jurisdiction
NAEP
GRADE 8 Math
Performance of Females in Large Cities by Race
Office of Civil Rights Data: 2012-2018

Data provided on public schools nationwide.
Female Students Enrolled in Gifted Courses by Race
Female Students Enrolled in AP Courses by Race
Female Students Who Took SAT or ACT by Race

Percentage of public school female students who took the SAT or ACT by race/ethnicity 2012-2018
Female Students Receiving One or More Out-of School Suspensions by Race

Percentage of public school female students receiving one or more out-of-school suspensions by race/ethnicity
CGCS KPI Data: 2016-2019

Data provided on member districts only.
Ninth Grade Course Failures
Black and Hispanic Females

BLACK FEMALE NINTH GRADE COURSE FAILURES BY QUARTILE, 2016-17 TO 2019-20

HISPANIC FEMALE NINTH GRADE COURSE FAILURES BY QUARTILE, 2016-17 TO 2019-20
Ninth Grade Students with a “B” Average or Better
Black and Hispanic Females

BLACK FEMALE NINTH GRADE STUDENTS WITH B AVERAGE GPA OR BETTER IN ALL COURSES BY QUARTILE, 2016-17 TO 2019-20

HISPANIC FEMALE NINTH GRADE STUDENTS WITH B AVERAGE GPA OR BETTER IN ALL COURSES BY QUARTILE, 2016-17 TO 2019-20
Algebra I/Integrated Math Completion Rates
Black and Hispanic Females

BLACK FEMALES WHO COMPLETED ALGEBRA I/INTEGRATED MATH BY THE END OF NINTH GRADE BY QUARTILE, 2016-17 TO 2019-20

HISPANIC FEMALES WHO COMPLETED ALGEBRA I/INTEGRATED MATH BY THE END OF NINTH GRADE BY QUARTILE, 2016-17 TO 2019-20
Out of School Suspensions
Black and Hispanic Females

OUT-OF-SCHOOL SUSPENSIONS AMONG BLACK FEMALES BY QUARTILE, 2016-17 TO 2019-20

OUT-OF-SCHOOL SUSPENSIONS AMONG HISPANIC FEMALES BY QUARTILE, 2016-17 TO 2019-20
Students Who Took One or More AP Courses
Black and Hispanic Females

BLACK FEMALE SECONDARY STUDENTS WHO TOOK ONE OR MORE AP COURSES BY QUARTILE, 2016-17 TO 2019-20

HISPANIC FEMALE SECONDARY STUDENTS WHO TOOK ONE OR MORE AP COURSES BY QUARTILE, 2016-17 TO 2019-20
Cohort Graduation Rates
Black and Hispanic Females

FOUR-YEAR COHORT GRADUATION RATES FOR BLACK FEMALES BY QUARTILES, 2016-17 TO 2019-20

FOUR-YEAR COHORT GRADUATION RATES FOR HISPANIC FEMALES BY QUARTILES, 2016-17 TO 2019-20
TASK FORCE PRESENTATION
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force Meeting on Black and Latina Young Women and Girls
October 19, 2021
Virtual 65th Annual Fall Conference

PROTECTING STUDENTS FROM EXPLOITATION
Presented By
Board Member Erika Y. Mitchell, Atlanta Board of Education
OVERVIEW

Define Commercial Sexual Exploitation of Children (CSEC)/ Domestic Minor Sex Trafficking (DMST)

Identify risk factors and warning signs

Define district-wide awareness and response plan

Discuss how to develop an equitable collective impact, policy and protocol

Community Input/ Advocacy
Protecting students from exploitation efforts require a collective approach. School Districts’ approach to addressing and preventing students is developing district policy and protocol that includes training and awareness for in-school personnel and outside organizations, associations, not-for-profits, faith-based groups, and governmental entities that respond to instances of exploitation.

This session will focus on decreasing the chances of exploitation through policy development, implementation of policy/protocol, identifying at-risk minors, warning signs of relevant behavior, and how to partner with our state, county, and local government entities.
HUMAN TRAFFICKING: THE PROBLEM

AVERAGE LIFESPAN OF A CHILD VICTIM ONCE TAKEN IS 7 YEARS

EVERY 2.5 HOURS A CHILD IS TAKEN BY HUMAN TRAFFICKERS

100,000-150,000 VICTIMS ARE HELD AS COMMERCIAL SEX SLAVES

96% OF TRAFFICKING VICTIMS ARE FEMALE

50% OF TRAFFICKING VICTIMS ARE CHILDREN

EVERY TRAFFICKED CHILD IS PURCHASED FOR SEX 5.4 TIMES A DAY
Click here to view statistics state-by-state statistics.
**Personal Red Flags:**
- Inappropriate Dress
- Poor Personal Hygiene
- In Possession of large amounts of money
- History of STDs or STIs
- Older Friends (Both Male & Female)
- Tattoos

**Legal Issues (Red Flag Charges):**
- Criminal Trespassing
- Shoplifting
- Giving a False Name
- Runaway
- Violation of Probation/Violation of Supervision
- Financial Transaction Fraud

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**Education Red Flags:**
- Not on correct grade level
- Special Education/Failing Grades
- Low Functioning/Developmentally Delayed
- Behavior Issues at School
- Truancy/Chronic Absences/Suspensions
- Sleeping in Class

**Family Red Flags:**
- Runaway/Throwaway
- Lack of Adult Supervision/Support
- Sexual Abuse/Physical Abuse at home
- Family History of DFCS Involvement
- Parental Substance Use
- Domestic Violence
- Adult History of Prostitution

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WHY SCHOOL PERSONNEL ARE ON THE FRONT LINES – WARNING SIGNS
### ADDITIONAL WARNING SIGNS

**Physical Red Flags:**
- Visible Signs of Physical Abuse
  - (black eyes, cuts, marks, bruises)
- Exhibiting Behaviors of Fear, Anxiety, Depression, Submission, and/or Nervousness
- Exhibiting Paranoid Behavior

**Other Red Flags:**
- Evidence of Controlling or Dominating Relationships
- Evidence of Peer Recruiters in School is underage
- Contradicting Personal Information (age, name, date of birth)
- Visible Tattoos/Branding of Male Name (neck, chest, arms)
- Involvement in Justice System
WHAT MAKES YOUTH VULNERABLE?

- Parental Substance Abuse
- Domestic Violence
- Familial Mental Health Issues
- Poverty
- Early History of Sexual Abuse/Physical Abuse
- Truancy
- Runaways/Homeless Youth
WHAT YOUTH ARE MORE AT RISK?

Youth with a lack of Social Support

African American & Latino youth are overrepresented in child sex trafficking cases. According to the FBI, 52% of all juvenile prostitution arrests are African-American children.

Studies consistently report that 50-90% of child sex trafficking victims have been involved in the child welfare system.

A New York City study estimated that more than one in four homeless LGBTQ children, and nearly half of gay or bisexual boys, are CSEC victims.

In 2017, an estimated 1 out of 7 endangered runaways reported to the National Center for Missing and Exploited Children were likely child sex trafficking victims. 88% of these likely sex trafficking victims were in the care of social services or foster care when they went missing.

12-14 is average age of entry CSEC (Commercial Sexual Exploitation of Children)

Gender

Girls as young as 6 have been recovered from victimization.

Majority female however transgender youth are at greater risk.
The school board's role is to develop and adopt policies which will include:

- Identify the areas of need for student victims
- Collaborate with government human services agencies and law enforcement
- Engage Community Support and advocacy
- Give direction to the public-school administration to develop and implementation of protocol
- Provide targeted support for students
- Educate all school personnel on DMST, risk factors, and a trauma informed approach to supporting students
Your policy statement is your organization-level document that prescribes acceptable methods or behaviors. Essentially, a policy is simply the way things are done within an organization.

Policies are different from procedures and standard operating procedures because they are applicable to an entire organization and are primarily intended to set direction.

Procedures and standard operating procedures, on the other hand, typically include very specific instructions used to accomplish defined tasks.
## DOMESTIC MINOR SEX TRAFFICKING POLICY

### AIMS AND OBJECTIVES

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<th>Awareness</th>
<th>Educate</th>
<th>Inform</th>
<th>Identify</th>
<th>Support</th>
<th>Train</th>
<th>Enable</th>
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<td>Increase awareness and understanding of DMST within Public Schools</td>
<td>Educate faculty and staff of Public Schools about the risk factors and warning signs of DMST</td>
<td>Provide useful information and guidance on DMST to staff, parents/guardians, and students</td>
<td>Identify an effective, trauma-informed, comprehensive and collaborative approach to address incidents of DMST in the school setting</td>
<td>Make support available for students, parents/guardians, and staff in the event of situations concerning DMST</td>
<td>Train school personnel to effectively respond to situations concerning DMST when victims are suspected and/or confirmed</td>
<td>Enable victims to feel secure and supported when seeking help</td>
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Purpose of the Protocol

The Care Incident Response Team (CIRT) is a multidisciplinary team that will respond to all reports of DMST throughout Atlanta public schools. Responding to DMST by way of a Multidisciplinary Team (MDT) is best practice and provides a coordinated effort from several disciplines that includes education, mental health, juvenile justice, medical, law enforcement, and child protective services.

- Develop a collaborative approach to address and investigate all reports of DMST in Atlanta public schools.
- Develop a Care Incident Response Team (CIRT) in every Atlanta public school.
- Develop a trauma-informed CIRT response to protect, assess, and refer students who are suspected/confirmed of DMST.
- Develop a trauma-informed debriefing protocol for all school personnel who are impacted by DMST as a result of student involvement.
- Emphasize that all Atlanta public school students with suspected or confirmed involvement in DMST is treated as a victim, with dignity and respect, and in need of services.
- Collect data that will drive systemic improvements and response to DMST within Atlanta public schools.
- Collaborate with existing state, local, and community organizations that provide trauma-informed response infrastructures for DMST.
- Educate all school personnel on DMST, risk factors, and a trauma informed approach to supporting students.
Neighborhood associations may be responsible for identifying minors in respective neighborhoods that are victims of DMST. Individuals that lead the association may report unusual activity within their neighborhoods to appropriate authorities. Neighborhood Planning Units (NPUs) may raise awareness about DMST and their impacts in respective areas. Leaders and elected representatives will have training on how to identify warning signs in their communities and neighborhoods.

Community organizations, faith-based groups, and not-for-profit groups will offer their support and resources to aid in prevention efforts, as well as recovery and treatment.

**Elected Officials**
- School Board Members
- Congressman/ Congresswoman
- U.S Senators
- State Senators
- State Rep.
- County Commissioner/ Appointed Police Chief
- City Mayor/ Appointed Police Chief
- City Council

**Transportation:**
- Airport
- Train
- Buses
- Trucks
**Georgia Cares** is the single, statewide coordinating agency for connecting services and treatment care for victims of child sex trafficking. Georgia Cares serves all youth, boys and girls, up to age 18, who have been sexually exploited or trafficked in the state of Georgia.

**Fulton County Court Appointed Special Advocates (CASA)** trains special advocates to represent abused and neglected children in the Fulton County Court System. Our advocates fight for the best interest of children in court and ensure that the children find safe and permanent homes.

**Georgia Division of Family and Children Services (DFCS)** investigates reports of child abuse; finds foster and adoptive homes for abused and neglected children; issues SNAP, Medicaid, TANF, and child care assistance to low-income families; helps out-of-work parents get back on their feet; and provides numerous support services and innovative programs to help families in need.

**Children's Healthcare of Atlanta (CHOA)** is a hospital in downtown Atlanta near Edgewood Avenue and Grady Memorial Hospital that offers emergency services and is open 24 hours a day. CHOA has a Child Protection Center which provides medical examinations for children and teenagers who have symptoms of suspected physical or sexual abuse.

**Fulton County Juvenile Courts (FCJC)** is first, to protect children and the community in matters brought before the court, to rehabilitate children, and to restore families; and second, to create opportunities for the community, partners, and stakeholders to actively engage in this mission.
TAKE ACTION

- Identify the areas of need
- Collaborate with government human services agencies and law enforcement
- Develop policy and protocol for your district
- Community Support and advocacy
- School Board adopt policy
- Implementation of protocol
- Provide targeted support