

◆—THE *Investing in Girls* ALLIANCE—◆

**Bridging Gaps and Seizing Opportunities**

**Strategic Plan**

# Investing in Girls Alliance Strategic Plan

## Introduction

The Investing in Girls (IIG) Alliance has developed the following strategic plan on the basis of a six-month needs assessment, a one-day retreat held on May 4, 2007, a half day session on October 10<sup>th</sup>, and task force meetings through January 2008 to develop more detailed action plans. The plan covers the two-year period from June 2007-May 2009. The process was facilitated by two independent consultants, in collaboration with a strategic planning work group comprised of the IIG co-chairs and the funders. The needs assessment included input from almost 500 people—middle-school girls, parents of middle-school girls, and service providers working with or for middle-school girls in the Greater Worcester area—through focus groups and surveys. These findings are presented in a separate document entitled *Investing in Girls: An Exploration of the Needs of Middle-School Girls in the Greater Worcester Area*.

A Second Retreat was held on October 10, 2007 to further explore the report results and working sessions have followed to develop more detailed Action Plans for each area of the report and discussions.

The strategic plan includes:

- a mission statement for Investing in Girls
- the goals and ideal vision of the future activities and impact of the Investing in Girls
- a set of programmatic directions and priorities
- a preliminary plan for disseminating and using as a PR/public education tool the needs assessment report and strategic plan
- a series of recommendations regarding the structure, staffing, for the coalition
- an action plan for each of the five key program areas
- recommendations for next steps in strategic planning, the structure, staffing, and financing for the Alliance

The recommendations in the strategic plan respond directly to the feedback received from the needs assessment and the IIG Alliance at large. Implementation of these recommendations will position Investing in Girls to:

- effectively build the capacity of its member organizations
- actively engage a wide range of stakeholders and constituencies in efforts to improve services for girls
- improve access to information about girls and girls' programs
- raise public awareness of the unique strengths, needs, experiences, and perspectives of girls
- collectively advocate for girls' needs among legislators and policymakers.

It is important to note that the following plan provides an overall vision for the Investing in Girls group over the next two years. There is a substantial amount of detailed planning that must be done by the leadership (steering committee and committee chairs) in order to achieve the complete and effective implementation of this strategic plan.

The Strategic Planning Work Group May 2007 Session included the following IIG members:

Maria Rosado, *Girls Incorporated of Worcester*  
Linda Cavaoli, *YWCA of Central Massachusetts*  
Meridith Wesby, *Fred Harris Daniels Foundation*  
Kate Myshrall, *Women's Initiative, United Way of Central Massachusetts*  
Kerry Conaghan, *Women's Initiative, United Way of Central Massachusetts*  
Eve Gilmore, *Edward Street Child Services*

The consultants for the May 2007 strategic planning process were Katie Wheeler of Kathryn A. Wheeler Consulting & Associates, and Laura Watkins of Dovetail Associates LLC. Jessica Greenstone, a graduate student at Tufts University, helped present the research findings.

Participants at the strategic planning retreat were:

Jen Myers-Light, *Planned Parenthood League of Massachusetts*  
Joe Hungler, *Boys and Girls Club*  
Judi Kirk, *YWCA of Central Massachusetts*  
Maria Rosado, *Girls Incorporated of Worcester*  
Linda Cavaoli, *YWCA of Central Massachusetts*  
Erin Ellison, *Clark University*  
Meridith Wesby, *Fred Harris Daniels Foundation*  
Kate Myshrall, *Women's Initiative, United Way of Central Massachusetts*  
Kerry Conaghan, *Women's Initiative, United Way of Central Massachusetts*  
Eve Gilmore, *Edward Street Child Services*  
Kay Basset, *Women's Initiative, United Way of Central Massachusetts*  
Barbara Guthrie, *Rainbow Child Development*  
Elizabeth Roche, *YouthNet*  
Lynne Flanagan Tsombakos, *Girls Inc. of Worcester*  
Laurie Ross, *Clark University*  
Jill Paul, *Girl Scouts of Pioneer Valley*  
Tony Zegarra, *Girl Scouts of Montachusett Council*  
Elsa Rivera, *Latino Education Institute*  
Denise Calderwood, *YouthNet*  
Karen Gagliastre, *YMCA of Central Massachusetts*  
Martha Wally, *Worcester Public Schools*  
Betty Lauer, *Quinsigamond Community College*  
Liz Borg, *Quinsigamond Community College*  
Nancy Rosenblum, *Children's Friend*  
Marcy Paris, *Y.O.U. Inc.*  
Fred Daniels, *Fred Harris Daniels Foundation*  
Kathy Orengo, *Latino Education Institute*

Participants at the October 10, 2007 session facilitated by Patsy Lewis, Consultant included:

Senator Harriette Chandler  
Jeff Fogle, *Department of Social Services*  
Meridith Wesby, *Fred Harris Daniels Foundation*  
Christine Whipple, *Montachusett Girl Scouts*  
Jennifer Meyers-Light, *Planned Parenthood League of Massachusetts*  
Ron Hadorn, *Boys & Girls Club*  
Susan Swanberg, *American Red Cross*  
Wendy O'Leary, *Women's Initiative, United Way of Central Massachusetts*  
Kate Myshrall, *Women's Initiative, United Way of Central Massachusetts*  
Kerry Conaghan, *Women's Initiative, United Way of Central Massachusetts*  
Eve Gilmore, *Edward Street Child Services*  
Judi Kirk, *YWCA of Central Massachusetts*  
Lynne Flanagan Tsombakos, *Girls Inc. of Worcester*  
Suzanne Brady, *Worcester Public Schools*  
Rod McGary, *Department of Youth Services*  
Elizabeth Roche, *YouthNet*  
Nancy Rosenblum, *Children's Friend*  
Kim Hood, *The Research Bureau*  
Laura Swanson, *The Research Bureau*  
Linda Cavaoli, *YWCA Central Massachusetts*

Jessica Greenstone, *Graduate student*  
Katie Wheeler, *Kathryn A. Wheeler & Associates*

This strategic planning process was made possible thanks to the generous support of the **Fred Harris Daniels Foundation**. **The Women's Initiative of the United Way of Central Massachusetts** graciously funded the needs assessment. The Investing in Girls Alliance is grateful to both of these visionary, committed philanthropic organizations.

## **History, Mission, and Vision**

### **History**

The Investing in Girls Alliance is a group of private, state and local agencies in central Massachusetts that share concerns about issues facing girls; it is a spin-off of a task force focused on violence among teens that was convened by the Mayor of Worcester. In the summer of 2006, the consortium joined forces with the Women's Initiative of the United Way of Central Massachusetts and the Fred Harris Daniels Foundation, with the realization that all of them share a commitment to the healthy development of girls and to improving the effectiveness and efficiency of local services for girls. They determined that working together, they could have the greatest impact in both identifying the specific needs of middle-school girls and their adult allies, and in addressing those needs with a coordinated initiative. They determined that the first steps were to:

- (1) conduct a needs assessment focused on middle-school girls in Greater Worcester and identify pressing needs;
- (2) create a strategic plan for a girl-focused initiative that meets the identified local needs;
- (3) leverage the needs assessment and related strategic plan as a public education and PR tool to raise awareness of girls' needs, gaps in current resources, and the limitations of current resources; and
- (4) raise awareness of ways for community members to be involved in helping to meet local needs and gaps.

### **Mission:**

The mission of the Investing in Girls Alliance is to improve services for middle-school girls in central Massachusetts through research, education, advocacy, and collaboration.

### **Vision:**

The ultimate vision of the Investing in Girls Alliance is to improve the lives of girls in greater Worcester and ensure that local girls grow up to be happy, healthy, and productive.

The Alliances' goals are that all girls:

- grow up to be economically self-sufficient citizens;
- have lives that are free of violence;
- have a positive sense of self and feel free to be themselves;
- dream big and feel empowered to pursue their dreams;
- are healthy and resilient;
- live in a social climate that is safe and supportive with respect to race/ethnicity, gender identity, sexual orientation, age, socioeconomic class, country of origin, ability, and spiritual/religious affiliation;
- are aware of community resources available to them, including the continuum of local services ranging from prevention to intervention.

## Strategies:

To achieve this vision, Investing in Girls Alliance members, both individually and collectively, advocate for individual girls and for girls as a group. A core value of the Alliance is collaboration among agencies for the greater good of girls driven by the voices of girls.

The work of the Investing in Girls Alliance will:

- act as a high-quality and comprehensive resource and clearinghouse for information, networking, professional development, public education, and advocacy opportunities among middle-school girls, their families, and service providers
- promote collaboration among girl-serving organizations, including schools, community-based organizations, state agencies, and funders
- leverage its power as an Alliance to advocate effectively for girls at the local and state level
- expand and enhance high-quality services, resources, and opportunities for girls
- proactively promote “best practices” in working with girls—those that are both research-based and practice-proven
- promote social change that benefits girls
- improve the efficiency and effectiveness of individuals and organizations serving girls by sharing common interests, concerns, and resources,

## Structure

### **Investing in Girls Alliance**

Membership in the IIG Alliance is free and open to any person or organization in the greater Worcester area that is committed to working cooperatively for girls’ self-determination and power. Both girls-only and coed programs are invited to join.

### **Honorary Chair**

Senator Harriette Chandler

### **Steering Committee Tri-Chairs:**

Linda Cavaioli, *YWCA of Greater Worcester*;

Iliana D’Limas, *Worcester Public Schools*;

Elisa Lopez-Dobski, *Latino Education Institute*

### **Committee Members:**

Kerry Conaghan

Ron Hadorn

Donna Hollis

Jeff Fogel

Eve Gilmore

Jackie Mansfield-Marcoux

Kate Myshrall

Wendy O’Leary

Elsa Rivera

Nancy Rosenblum

Lory Santoro

Laura Swanson

Meridith Wesby

Christine Whipple

## **Task Force Chairs:**

### Healthy Relationships:

Lynne Flanagan Tsombakos, *Girls Inc.*;  
Judi Kirk & Lory Santoro, *YWCA of Central Massachusetts*

### Health / Sexual Health:

Fran Anthes, *Family Health Center*  
Jen Meyers-Light & Jackie Mansfield-Marcoux, *Planned Parenthood League of Massachusetts*

### Education:

Gail Carberry, Ed.D.; *Quinsigamond Community College*;  
Wendy O'Leary, *Women's Initiative, United Way of Central Massachusetts*

### Data:

Laura Swanson, *The Research Bureau*;  
Laurie Ross, Ph.D., *Clark University*

### Public Education & Advocacy:

David Keller, M.D., *University of Massachusetts Medical School*;  
Misty Perez, *Planned Parenthood League of Massachusetts*

## **Priorities and Key Programs**

Based on the needs assessment and an inclusive process of decision making among the strategic retreat participants, the IIG group has identified five priority areas for program activities. They have been strategically selected to meet the identified needs for supporting girls, their families, and the organizations that serve girls and to provide and promote support networks that are responsive to, and inclusive of girls' needs, interests, and challenges.

- 1) Education
- 2) Health/ Sexual Health
- 3) Healthy Relationships
- 4) Data and Information
- 5) Public Education and Communication

A document outlining the action plan addressing these five priority areas is attached. Highlights of the action plans include the need to:

- Create additional prevention-focused mental health resources and training
- Provide more comprehensive sex-education opportunities in and out of school
- Research and implement mentor programs that ease transitions, (elementary to middle, middle to high school)
- Promote math and science opportunities
- Promote higher education goals
- Promote healthy relationships
- Expand the Girls Promoting Safety program to middle schools
- Identify or create programs focused on health and well-being, including sports and fitness, stress reduction and healthy eating
- Set up a girl friendly, interactive web site
- Collect, house and maintain a data repository specific to girls
- Educate the community on the issues facing girls
- Address transportation issues as a barrier to program attendance
- Improvement of in-school and out-of-school time safety for girls

The Investing in Girls Alliance is continuing its work on program priorities, structure, staffing, and financing to address the priorities.

Investing In Girls  
Education Action Plan

AREA: EDUCATION						
Addressing education and career opportunities for girls.						
Challenge/ Gap	Goal	Measurement	Strategy	Actions Year 1	Who	When
<b>For girls to value and utilize their education as a key to making successful life choices</b>	Girls make the connection between education and success encouraging girls to do well in school	More girls in Honors and AP courses	Identify, support and if needed develop girls programs which enhance understanding of value and importance of education for life	Identify current programs which support girls education and success	Data Administrator	
				Facilitate planning to improve connections, identify gaps and address program issues and obstacles	Coordinator	
				Support the replication of best practices	Coordinator	
			Investigate development of a gender specific online mentor program to focus on IIG educational goals	Look for funding option and location for housing online mentor program	Coordinator	
			Communicate with parents re: the value and importance of education for their daughters	Design Communication strategy and message	Public Awareness Task force	
			Utilize various spheres of influence to promote message of connection between success in school and life choices	Cross over into public advocacy/awareness role to promote the connection of education and success with a gender lens.	Task force	
				Utilize strategy in churches, CBO parents, web site, etc	Task Force	

Investing In Girls  
Education Action Plan

<b>For girls to understand and have increased access to the pathways for various life choices</b>	Girls are connected to information regarding pathways and access for college and career choices	Increased participation in information programs	Identify programs which are addressing post secondary options including college, certification, apprenticeships and /or leading to mastery.	Research and categorize the various programs for career options and college information (Shadowing, college connection programs	Data Administrator, Consortium	
				Work with middle schools and local organizations to identify programs currently in place to address post secondary options for students	Steering Data Management	
				Identify gaps and needs of parents to understand choices	Steering /Youth Opportunity Office	
				Identify gaps in services for students		
				Identify sources of funding of gaps		
				Identify best practices	Steering /Youth opportunity Office	
				Identify funding and support sources for implementing programs in gap areas		
		Increased percentage of girls applying to college	Provide information on financial aid and scholarships through various mediums to access both girls their parents and their foster parents	Connect with local college to discuss strategies for support	Data Administrator, Consortium	

Investing In Girls  
Education Action Plan

		Pre/post program surveys as well as documentation of access and observed behaviors regarding Fiscal Fitness as well as Physical Fitness.	Develop and Implement a mentor program that serves girls through the transition years from Middle School through College and Career.	Girls C.H.O.I.C.E. mentor program focused on progression to college and career with an eye on negative peer and media pressure, i.e.. Social health and wellness.	Trained Professional Women recruited through the Worcester Justice Community serve as one-on-one and group mentors to girls. In partnership with Big Brothers Big Sisters.	
<b>To support girls being successful in school</b>	Girls feel supported in being successful in school	More girls in Honors and college focused classes	Connect school, parents and after school experiences for a comprehensive approach to support success	Develop a system of communication and share relevant information with parents, schools after school and public services when appropriate information		
				investigate options to support the implementation of a school guidance model such as MA model for comprehensive school counseling programs	Education	
				Encourage all after school programs to have a homework component which connects with the MA curriculum frameworks	Education	
			Research and implement Mentor programs	Research	Data Administrator	
		Improved MCAS scores in grade 8 and 10	Look at transitional programs that address areas of vulnerability for girls	Identify current transitional programs which support the transitions from elementary and from middle school	Data Administrator	

Investing In Girls  
Education Action Plan

				Identify and Promote best practices		
		Improved grades in Math English Science	Review academic tracking in relation to girls	analyze tracking results based upon girls achievement and striving for success		
			pre post surveys as well as documentation of access and observed behaviors	Implement Fit Math program focused on knowledge of math and science concepts as part of physical activity programs	YWCA WPS DOE	

Investing in Girls  
Sexual Health/Health

<b>AREA: SEXUAL HEALTH &amp; HEALTH</b>						
<b>Addressing girls' health and well-being</b>						
<b>Challenge/ Gap</b>	<b>Goal</b>	<b>Measurement</b>	<b>Strategy</b>	<b>Actions Year 1</b>	<b>Who</b>	<b>When</b>
<b>Girls, parents, and providers all recognize the centrality of health to girls' well-being. Prevention and intervention-focused programs are needed.</b>	Listen to girls, parents, and providers who say they want new programs for girls that focus on health and wellness, including fitness and sports, stress reduction, healthy eating, menstruation and safe sex. Ensure that prevention and intervention programs exist.	Pre- and post-program surveys as well as documentation of access and observed behaviors.	Identify best practices and bring them to girl-focused community settings.	Implement Girls on the Go program at YWCA and YMCA.		
<b>Girls are experiencing a range of issues related to mental health, and the adults in their lives want more resources and supports to increase girls' resilience</b>	Create additional prevention-focused mental health resources and training to supplement existing intervention focused support and resources	Documentation of access/ network/ resources/ trainings.	Identify gender-specific resources that exist and are researched;	Explore resources with Children's Friend, CHL, and Family Services, MSPCC's "City Girls";		
			Increase awareness of these resources;	Integrate gender-specific programming into youth worker's training;		
			Connect providers to these resources; create a network.	Hold a training for clinicians and providers (networking opportunity, make CEU's available).		
<b>Concern with physical appearance features prominently in girls' everyday lives</b>	Help girls resist toxic cultural messages by teaching them media-literacy skills that promote critical thinking about unhealthy socio-cultural standards of female beauty and body ideals.	Pre- and post-program surveys as well as documentation of access and observed behaviors.	Identify best practices and bring them to girl-focused community settings.	Connect with Dr. Mary Ann Felice, David Keller, UMASS, You, Inc., Judy Thompson, and The Bridge for resources.		
				Implement in girl-focused community setting (where?)		
<b>Girls in greater Worcester want and need more sex education, including information about menstruation and</b>	Offer more comprehensive sex education opportunities in and out of school. Girls need basic information on menstruation, puberty,	Pre- and post-program surveys as well as documentation of access and	Identify best practices and bring them to girl-focused community settings;	Connect with providers/Dr. Mary Ann Felice about ways they can connect us with parents and girls.		

Investing in Girls  
Sexual Health/Health

<p><b>puberty. Girls feel pressured to have sex, and many are sexually active.</b></p>	<p>reproductive health, and safe sex.</p>	<p>observed behaviors.</p>	<p>Incorporate into existing training programs;</p>	<p>Integrate sex-ed component into Girls on the Go, Friendly Persuasion;</p>		
			<p>Target providers, mentors, and parents.</p>	<p>Hold "Girl's Night Only" and integrate sex ed component.</p>		
				<p>Add PPLM's "Let's be Honest" program (Mindy Craver) to Girl's Choice mentor training.</p>		
				<p>Coordinate a training for volunteers running after-school programs and integrate "Let's be Honest" into training.</p>		
<p><b>Girls need spaces where they can explore their sexual feelings and identities. The needs of lesbian, gay, bisexual, transgender and questioning girls are rarely addressed.</b></p>	<p>Provide safe spaces and other encouragements for girls and their adult allies to talk in depth about what is really happening with regard to sexuality, even if it is not necessarily what you think should be happening. Include discussion about complex issues such as diverse sexual identities.</p>	<p>Documentation of access/ resources.</p>	<p>Identify best practices,</p>	<p>Connect with Laura Farnsworth at The Bridge and Ellen Foley at Clark for best practices.</p>		
			<p>Adapt for 10-14 year old age group,</p>	<p>Adapt for the age group (who?)</p>		
			<p>Bring best practices to girl-focused community settings.</p>	<p>Implement in girl-focused community setting (where?)</p>		

Investing In Girls  
Data and Information

<b>AREA: DATA and INFORMATION</b>							
<i>Develop one online resource for girls, families, providers and researchers/evaluators. The front page of the website will be geared to girls but there will be tabs for users. This will facilitate keeping the resource fresh. We propose close collaboration with the Youth Opportunities Office, Research Bureau, local colleges and youth organizations.</i>							
<b>Challenge/ Gap</b>	<b>Goal</b>	<b>Measurement</b>	<b>Strategy</b>	<b>Actions Year 1</b>	<b>Who</b>	<b>When</b>	
<ul style="list-style-type: none"> <li>• Lack of timely, accessible data on girls that can be shared;</li> <li>• Lack of consistent data on girls.</li> <li>• Lack of information on girls programming available to girls, parents, and providers</li> </ul>	Timely, consistent accessible, shared data	Fresh, consistent, accessible, available. relevant	Create a girl-friendly multi lingual website that also can accommodate other users- families, providers, researchers and evaluators	Convene a group of girls to help design the front page and think through content	Facilitator		
				Continue to involve girls through action research to keep the site fresh	Facilitator		
					Develop website for program inventory and research which is multi lingual can handle hard copy (discussed in next strategy)	Website developer	
					Coordinate with existing or to be Developed inventories of formal programs for girls in the greater Worcester area	Youth Opportunity office , Data administrator	
					Develop a Standard format for data: program, services, mission, audience served, outcomes-establish consistent definitions	Data Administrator	
					Collect existing inventories of programs	Data Administrator	

Investing In Girls  
Data and Information

				Develop an inventory of “other things for girls to do”, including, community events, and other community resources and/or a set of links to other inventories of community programs, such as Social Web	Data Administrator	
				Develop criteria for inclusion in the inventory		
	Timely consistent data for and from research	Timely Consistent Data	Set up a data repository online( part of the web site	Establish criteria for research to be part of repository	Research Group of IIG	
				Review existing locally collected data (Common Pathways, WEP, Worcesterresources.org, etc.	Research Group of IIG	
				Identify existing online data resources to link to the repository—both statistics (e.g. DPH, DOE), as well as best practices (e.g. Harvard Family Research Project)	Research Group of IIG	
				Develop a clearinghouse of research done on local youth by the colleges and consultants working in the community	Research Group of IIG Consortium	
	Consistent set of benchmarks, best practices and evaluation criteria that are tracked regularly	timely benchmarks and best practices made available	Develop standards for tracking the progress toward achievement of agenda goals community wide gender specific youth development outcomes	Review best practice literature for common outcome measures that are appropriate to initiatives	Research Group of IIG	

Investing In Girls  
Data and Information

				Include data collection tools providers could use to track progress toward common outcomes on the website		
				Develop way to collect common outcome data on website		
				Collaborate with YouthNet on new grant- has new software and TQ on measuring common outcomes		

Investing in Girls  
Healthy Relationships

<b>AREA: HEALTHY RELATIONSHIPS</b>						
<i>Youth Development, Self Esteem, recreation, groups and interactions with others including their families.</i>						
<b>Challenge/ Gap</b>	<b>Goal</b>	<b>Measurement</b>	<b>Strategy</b>	<b>Actions Year 1</b>	<b>Who</b>	<b>When</b>
<b>Girls interactions and relationships with girls provide positive stress and happiness as well as negative stress and sadness/anger.</b>	Girls define, develop and sustain healthy relationships	Transcribed notes from Focus Groups	Involve the girls in defining the characteristics of a healthy relationship	Conduct Focus Groups with girls to explore what youth see as healthy, positive relationships and criteria they use to determine a successful healthy relationship.	Youth Serving Organizations contribute by coordinating access to girls and possibly facilitation of focus groups.	
				Identify programs and activities that explore girls definitions of healthy relationships and how to make them and keep them healthy.		
				Engage girls regarding ways to outreach to other girls with information and resources.		
				Set standards for "best practice" and determine criteria for healthy, positive relationships to assure consistent messages with girls.	Youth Development Program Professionals	
		Documented collection of "best practice" programs and activities that employ approved tools to measure performance on desired outcomes	Proactively promote "best practice" programs and activities.	Determine programs and activities that meet criteria and standards for "best practice" based on measurable outcomes to success.	Youth Serving Organizations contribute expertise and program ideas based on current review of "best practice" programs and availability or resources	

Investing in Girls  
Healthy Relationships

			Encourage the use of approved Pre/Post Surveys and observation tools to measure outcomes for success	Identify and develop approved tools to measure performance on desired outcomes.	Youth Development Professionals in collaboration with college interns.	
		Documented availability of programs, services, resources, and opportunities for girls through a program resource database.	Increase the availability of high-quality programs, services, resources, and opportunities for girls through use of identified "best practice" program models.	Support the implementation of concrete opportunities for girls to develop healthy, positive relationship skills.	Funders, Communications and Outreach Sub Committee, Youth Development Agencies and Programs	
<b>Girls interactions and relationships with girls can be emotionally and physically violent.</b>	Reduce emotional and physical violence between girls	track juvenile incidents	Involve Parents and Mentors	Collect data on which programs meet pre-set standards and criteria for developing healthy, positive relationships and make it available.	DYS, DSS, WPS to share collected indicators	
<b>All -girls, parents, providers- are concerned with peer pressure &amp; the media in leading girls in making unhealthy choices</b>	Girls develop and maintain self confidence and self respect while utilizing positive communication skills.	Pre/post program surveys as well as documentation of access and observed behaviors related to empowerment, self-confidence, and resilience..	Schools, Community based organizations and Parents work in concert with girls	Assist Schools, Community Based Organizations, and Parents to collaborate for the success and wide spread implementation of "best practice" Youth Development Programs through development of outreach strategies to reach additional girls and agencies.	Schools, Community Based Organizations, Parents, and Communication/O outreach Subcommittee	
			Develop tools, strategies and programs	Implement Friendly Persuasion in school and community sites.	Girls Inc. & WPS	
					Implement Girls Promoting Safety in middle schools and community settings.	Girls Inc.,YWCA & WPS

Investing in Girls  
Healthy Relationships

<b>Romantic Relationships with boys and/or girls are both exciting and confusing to girls.</b>	Girls define, develop and sustain healthy sexual relationships	pre /post surveys regarding level of comfort and safety of relationship	Peer Leadership Models regarding sexual health	Develop and implement a healthy relationship program focused on sexual health and sexuality, that serves girls from elementary school through College and Career.	Hope Coalition & the Sexual Health Working Group	
<b>Social/Emotional violence can make the school environment unsafe (Sexual Harassment &amp; Bullying)</b>	Girls identify feeling safe	track school incidents	To increase the safety measures taken in the schools by 1/09	Involve Community, Schools, State Agencies	DYS, DSS, WPS to share collected indicators	
		Pre/post program surveys as well as documentation of access and observed behaviors. Safe At School Measures.	Expand implementation of GPS, violence prevention program	Implement GPS at All School for grades 6 - 9, Sullivan Middle and Worcester East Middle Schools	DYS, DSS, YWCA, Worcester Public Schools, and Girls Inc.	
<b>Physical violence, safety and safe places are concerns for all.</b>	Girls have an increased sense of security in activities outside of school by 6/09	Pre/post program surveys as well as documentation of access and observed behaviors.	Transportation, Program Choice	Implement the YouthNet transportation pilot.	YouthNet	
	Girls have an increased sense of security in the home.	Track incidence in the home.	Increase the availability of high-quality programs, services, resources, and opportunities for families of girls through use of identified "best practice" program models.	Identify "best practice" solutions for family involvement.	DYS, DSS, Families	
				Educate parents and family about the issues effecting girls.	Community based Organizations, Juvenile Court	

Investing in Girls  
Healthy Relationships

<p><b>Girls report that boys sometimes take advantage of them sexually and violently, and that sexual harassment is a common experience.</b></p>	<p>Girls experience a Reduction of sexual harassment, assault and abuse directed toward them</p>	<p>Pre/post program surveys as well as documentation of access and observed behaviors.</p>	<p>Educate girls--and boys--about sexual harassment, assault, and abuse in ways that do not victimize girls and/or demonize boys.</p>	<p>Involve more school and community based sites in the implementation of GPS</p>	<p>Rape Crisis, YWCA, Girls Inc., WPS, Henry Lee Willis, Jane Doe, WPD</p>	
			<p>Empower girls to say no to harassment, abuse and pressure; and say yes to being physically, emotionally, and sexually safe, comfortable and</p>	<p>Involve more school and community based sites in the implementation of GPS</p>		
			<p>Provide training in addressing the aggression by 1/09.</p>	<p>Involve more school and community based sites in the implementation of GPS</p>		

Investing in Girls  
Public Awareness and Communications

AREA: PUBLIC AWARENESS and COMMUNICATION							
<i>That key constituents understand girls issues, needs and respond to them.</i>							
Challenge/ Gap	Goal	Measurement	Strategy	Actions Year 1	Who	When	
<b>Girls needs, experiences, challenges, perspectives and resources are often unique and need to be addressed separately from boys</b>	Educate the various constituents as to the issues that middle school girls face.	Appropriate responses, bills passed, funding, support	Educate the various constituents as to the girls needs	Develop plans for target constituents	IIG Task Force Members, IIG Alliance Members		
				Schools	Coordinator, Alliance members		
				Parents	Coordinator, Alliance members		
				Participants	Coordinator, Alliance members		
				Donors	Coordinator, Alliance members		
				Legislators	CARE for Youth		
				Youth Groups	Alliance members		
				Youth out of target age	Alliance members		
				College students	Alliance members		
				PTOs	Alliance members		
				Youth Serving Agencies in Central Massachusetts: You, Inc., REC (YouthGROW program), YMCA, Edward Street Child Services, Girls, Inc., Hope Coalition, Worcester Youth Center	Coordinator, Alliance members		
				City of Worcester's Youth Office	Coordinator		
				Develop resources	Talking points	Coordinator & Communication & PR Task Force	
					Communications policy		

Investing in Girls  
Public Awareness and Communications

				Media Relations materials and strategy		
			Public education campaign	PSAs	Coordinator, Alliance members	
				Video	Coordinator & Communication & PR Task Force	
				Essay contest: My Life and Welcome to It. (Winning essays to meet with legislators, publish in T & G.		
				Art Contest: How can I stay healthy? Pictures hung in Children's Medical Center at UMass, meet with Chair, articles etc.)		
			Develop Girls Resource Center: Web based. Content moderated	Participate with the girls and Data Administrator as to the content that is important to them	Coordinator & Communication & PR Task Force	
			Raise funds to cover the cost of a Coordinator and other activities IIG wishes to carry out	Reach out to local funders: Greater Worcester Community Foundation (since they are Worcester's community foundation and have such a wide network)- Fred Harris Daniels Foundation- United Way	coordinator & Public awareness task force/Josie	
				Research which local funders focus on funding work with middle school age girls		

Investing in Girls  
Public Awareness and Communications

				Research which local funders do not focus on middle school girls, but who might want to (i.e., funders who give money to youth projects in general, and who could benefit from a report on the special needs of middle school aged girls)		
				Reach out to Local development networks: Women In Development- Association of Fundraising Professionals- Worcester Local First		