

APRIL 2015



GIRLS' ECONOMIC SECURITY IN THE WASHINGTON REGION



WASHINGTON AREA
WOMEN'S
FOUNDATION

GIRLS' ECONOMIC SECURITY IN THE WASHINGTON REGION

APRIL 2015

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With support from



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GIRLS' ECONOMIC SECURITY IN THE WASHINGTON REGION

Women and girls are powerful social change agents in their families and communities. However, their power and potential can be helped or hindered early in life. Many girls in our region face significant obstacles that not only affect their well-being today, but their educational success, earning potential and economic security in the future. By investing in girls' lives, we ensure that they grow up and enter adulthood on the best possible footing, empowered to have a positive impact in their communities.

This issue brief highlights key issues and demographic trends in the Washington region, and dives specifically into issues of poverty and opportunity that affect girls' capacity to attain economic security in adulthood. Our objective is to better understand girls' experiences and circumstances and to work together with the community to identify strategies that reduce barriers, increase opportunities and increase the number of girls who are able to live economically secure lives both today and for generations to come.



DEMOGRAPHIC TRENDS: THE CHANGING FACE OF GIRLS

A keen understanding of demographic trends is important for policymakers, advocates and nonprofit organizations serving girls. This knowledge allows them to distribute resources in efficient ways and makes it possible to tailor policies and programs to the unique needs of this population. Demographic trends are one of the easiest ways to understand the changing face of girls in our region.¹

Approximately 10.8 percent (or 437,201) of our region's population are girls between the ages of zero and 17 years old. Boys represent 11.1 percent of the total population, marginally outnumbering girls. The region's population has grown in size and age in recent years; as a proportion of the region's total population, girls account for a smaller share than they did in 2008 (11.2 percent), reflecting a national trend of declining birth rates and aging of the population. Still, the number of girls living in the Washington region has grown by 4.1 percent since 2008, at a faster rate than girls nationwide. The rise has primarily taken place in Fairfax County in Virginia, and Montgomery County in Maryland—where the largest numbers of the girls population live (30.3 and 26.9 percent respectively). The population of girls living in the City of Alexandria has declined significantly, while the population has mostly sustained in the District of Columbia, Prince George's County and Arlington County (see Summary Table 1, p.21).



Fig 1. Percent Growth in Children's Population Since 2008

The Women's Foundation's analysis of the American Community Survey, 2008 & 2013

Age

The majority of girls in the Washington region are under six years old (34.6 percent). Meanwhile, 27.7 percent of girls are between six and 10 years old, 22.0 percent are between 11 and 14 years old, and 15.7 percent are between 15 and 17 years old. The distribution for each age group is almost identical among boys in our region (see Summary Table 3a, p.22).

Race and Ethnicity

Our region is racially and ethnically diverse. The majority of girls (61.6 percent) are girls of color (identifying as Black, Latina, or Asian), about one third (32.6 percent) are White and the remaining girls (5.8 percent) identify as other races or a combination of races (see Summary Table 3a, p.22). The ethnic and racial make-up of girls in our region has changed and continues to do so. The share of girls of color has increased by 10.6 percent since 2008. Latina girls have been the fastest growing group during this time period; this population has increased by 21.9 percent and is likely to continue increasing. By 2060, one third (33.1 percent) of the nation's youth will be Latina/o and nearly another third (30.9 percent) will be other racial and ethnic minorities.² Following national trends, girls 10 years old and younger are now more likely to be Asian, Latina, or Multiracial, while the proportion of Black and White girls as part of the population is declining.

The racial and ethnic distribution of the girls population varies considerably across the region's jurisdictions. Girls in the District of Columbia and Prince George's County are mostly Black. As a single group, White girls comprise the largest share of girls in the rest of the region (Montgomery, Alexandria, Arlington, and Fairfax). However, across the region, with the one exception of Arlington, girls of color together comprise more than half of girls in every jurisdiction. The distribution of boys by racial and ethnic characteristics is very similar to that of girls (see Summary Table 3a, p.22).

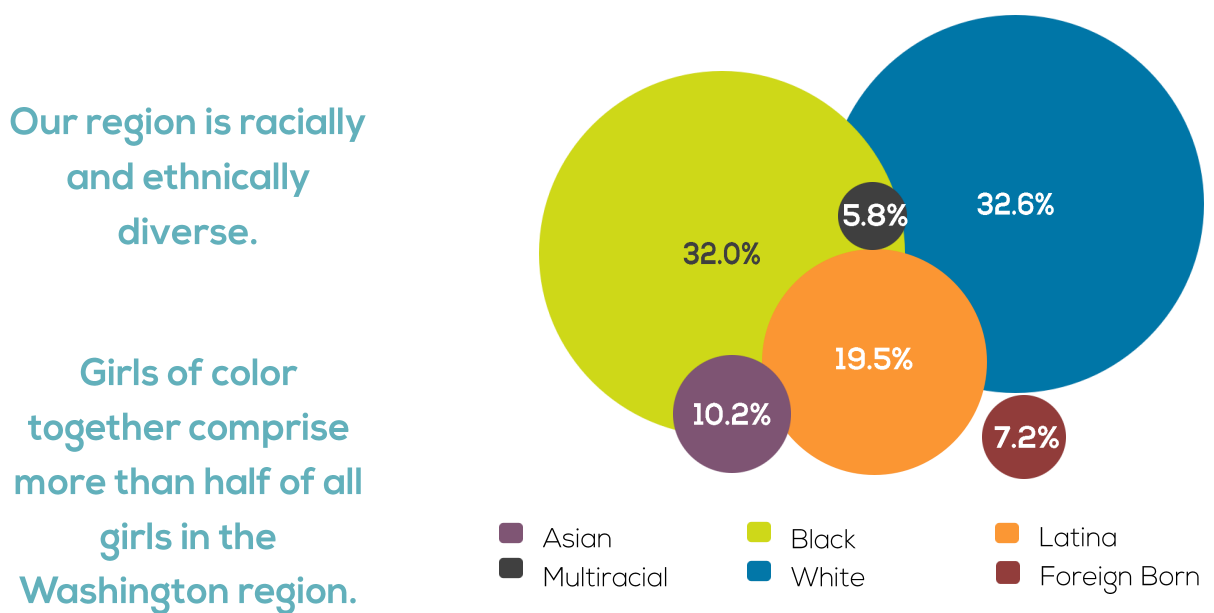


Fig 2. Distribution of Girls by Race & Ethnicity, 2010-2012

The Women's Foundation's analysis of the American Community Survey, 2013

YOUTH OF COLOR

The Women's Foundation is, by mission, focused on women and girls and dedicated to bringing a gender lens to our work. However, we recognize that in some cases—especially in our region—race, ethnicity, and socioeconomic status are more telling than gender in the outcomes of individuals and families.

In our research on adult women, female-headed households are statistically the most likely to face economic insecurity. For women overall, our region offers more opportunity than other places across the country; but women of color in our community are faring significantly worse than their White counterparts.

In contrast to our research on women, when we look at outcomes for children and youth, there are not often glaring differences between how girls and boys are faring. Rather, disparities are often more stark between race and ethnic groups; on many indicators, youth of color in our region are faring significantly worse than their White counterparts.

No one individual or family can be adequately labeled by just one component of their lives. Our gender, race, ethnicity, age, and so on, all intersect and are experienced concurrently. Solutions should likewise look at the intersectionality in which we live. Fourth-grade girls, for example, fare better in reading and math than boys. But girls of color fare worse than White girls, just as boys of color fare worse than White boys. By focusing interventions and solutions too narrowly, we risk ignoring or overlooking greater structural inequities at the root of the problem.

A critical first step to better understand what is driving unequal outcomes is to improve comprehensive data collection that details each of the layers of our identities and lives. Programs and policies can therefore be shaped to either narrowly target interventions (for girls; for boys; for girls of color; for boys of color), or to reach a broader population of youth—with stronger data we can at least ensure these decisions are intentional. So too, as programs and policies are tracked and evaluated for effectiveness, better data could ensure that interventions and investments are producing their intended results.

Better data provides an opportunity to look at the structural inequities that are impacting the trajectory of all children of color in our community. At-risk youth of color across the country deserve additional investments in their future; they also deserve a holistic approach that takes into account their personal experiences as well as the whole of their families and communities.

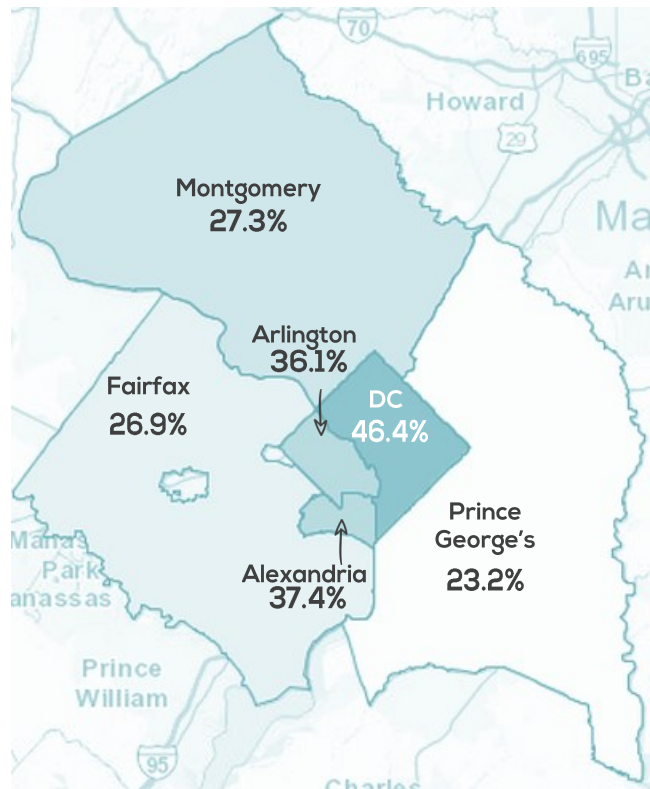
Family Composition

The composition of families is relevant to girls' well-being because it shapes the social and economic opportunities available to them while growing up. Female-headed households face the highest levels of economic insecurity in our region. Statistically, low-income female heads of household tend to be young, have never been married, have lower levels of education, and are more likely to be unemployed.³ About one third (31.1 percent) of children in female-headed households in the region live below poverty. In comparison, only 4.2 percent of children living in married-couple households live in poverty. Nearly half of children (46.4 percent) in female-headed households live below poverty in the District of Columbia. The share in Alexandria and Arlington is over one third (see Figure 3).

Fig 3. Percent of Children Below Poverty in Female-Headed Households, 2009–2013

Female-headed households face the highest levels of economic insecurity in our region.

Nearly half of children living with a female caregiver in the District of Columbia live in poverty.



The Women's Foundation's analysis of the American Community Survey, 2013

Slightly more than two-thirds (68.2 percent) of children in our region live in families with both parents and close to one third (31.4 percent) live in single-parent families. A majority (78.4 percent) of children in single-parent families live with their mother or another female caregiver while a smaller number (21.6 percent) live with their father or another male caregiver. Children also live with same-sex parents or with other

caregivers, such as their grandparents (6.5 percent). Data from the 2010 census shows that 1,686 same-sex families are raising children in our region and the majority of these families live in Montgomery and Prince George's Counties (see Summary Table 3b, p.23).⁴

Family composition varies notably by race and ethnicity, with a high share of children of color living in single-parent families (female-headed or male-headed). Nearly half (44.6 percent) of Black children and nearly one quarter (24.3 percent) of Latino children live in single-parent families, while just over 15 percent of White children live in single-parent families. Data for the share of children living in female-headed households specifically is shown below in Figure 4. The proportion of children living in single-parent families, or in families where one or both caregivers are unemployed (7.2 percent), is one of the main factors linked to high child poverty rates (see Summary Table 3b, p.23).

Family composition varies notably by race and ethnicity.

Black children are more likely to live in female-headed households.

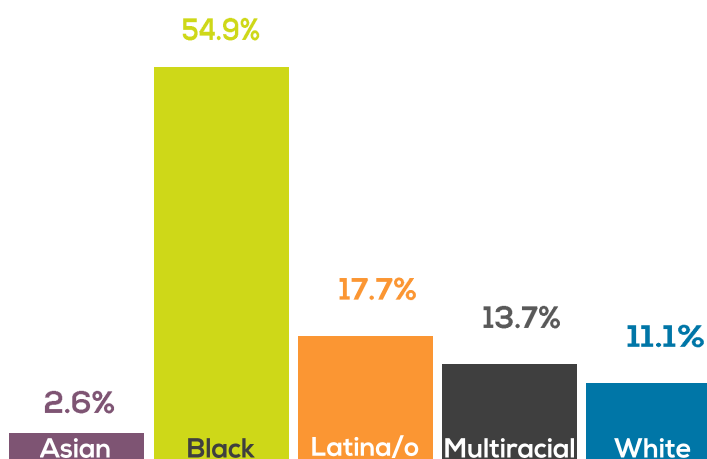


Fig 4. Share of Children in Female-Headed Households, 2009-2013

The Women's Foundation's analysis of the American Community Survey, 2013

Place of Birth

The number of girls living in the Washington region but born outside of the United States has nearly doubled since 2008. Girls born abroad come to our region from all over the world; unlike the rest of the country where the majority of immigrants come from Mexico, foreign-born girls in our region come largely from El Salvador, Korea and Ethiopia. Within our region, jurisdictions in Northern Virginia in particular have experienced the largest growth of immigrant populations in the last decade.⁵ Currently, Arlington County and the City of Alexandria have the most substantial concentration of immigrant girls (see Summary Table 3b, p.23). National population projections show that the level of net international migration will continue to increase.⁶

GIRLS AND POVERTY

Poverty poses both immediate and long-term threats to children’s development. It correlates to children’s behavioral and emotional imbalance and early involvement in risky behaviors as adolescents. Children in poverty are more likely to have negative health and academic outcomes and are much more likely to continue living in poverty as adults. These risks are compounded with gender-specific challenges that all girls face regardless of income level. Girls growing up in low-income families are at higher risk of negative outcomes than girls living in more affluent families. In our region, close to 53,000 girls (or 13.4 percent of all girls) live in poverty. This is slightly higher than the poverty rate (11.7 percent) within the boys population.



Fig 5. Percent of Children in Poverty, 2013

The Women’s Foundation’s analysis of the American Community Survey, 2013

The largest concentration of low-income girls live in the District of Columbia (28.5 percent), followed by Arlington County (19.8 percent) and Prince George’s County (17.8 percent). This distribution is mirrored by that of low-income boys across the region (see Summary Table 4, p.24). That said, these poverty rates do not truly capture what it means for children to live in families with incomes below the federal poverty line.⁷ Especially in our region, the federal poverty level is an incomplete measure of poverty, and there is an even larger number of our region’s children living in families where income is not enough to make ends meet.

Girls Living in Extreme Poverty

Among girls living in poverty, almost half are living in extreme poverty —with family incomes at less than half the poverty line or about \$9,765 for a family of three. The District of Columbia is home to the largest number of girls living in extreme poverty (8,269 girls), accounting for over one third (34.2 percent) of all extremely low-income girls in the region. National research indicates that children experiencing extreme poverty are now worse off than children in the same situation years ago, as they are less likely to be eligible to receive

support from social programs such as food stamps and Temporary Assistance for Needy Families (TANF).⁸

Racial and Ethnic Disparities

When we look at girls' poverty through the additional lenses of race and ethnicity, the data reveals broad disparities. Black and Latina girls are the most likely to live in poverty (20.7 and 16.3 percent respectively), followed by Multiracial, Asian, and then White girls (7.6, 7.4 and 2.8 percent respectively) (see Summary Table 4, p.24). This configuration of poverty is not unique to girls in our region, but rather mirrors the overall configuration of poverty in the country.⁹ Regardless of family type, White families in our region have the highest median income (\$153,782), and Latino families have the lowest (\$56,820) (See Summary Table 2, p.21).

Black and Latino parents typically have lower education levels than their White counterparts, are more likely to have lower earnings and wealth, and have less access to health care. In addition, predominantly Black and Latino neighborhoods typically have fewer public resources, after school programs, and social services, making it harder to support children in reaching their full potential.

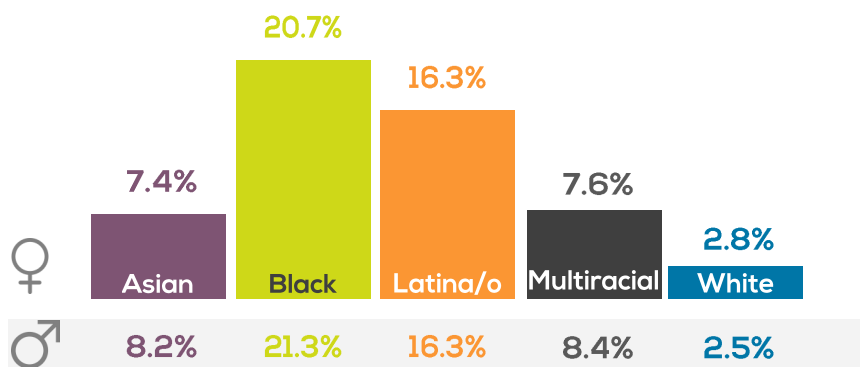


Fig 6. Percent of Children in Poverty by Race & Ethnicity, 2010-2012

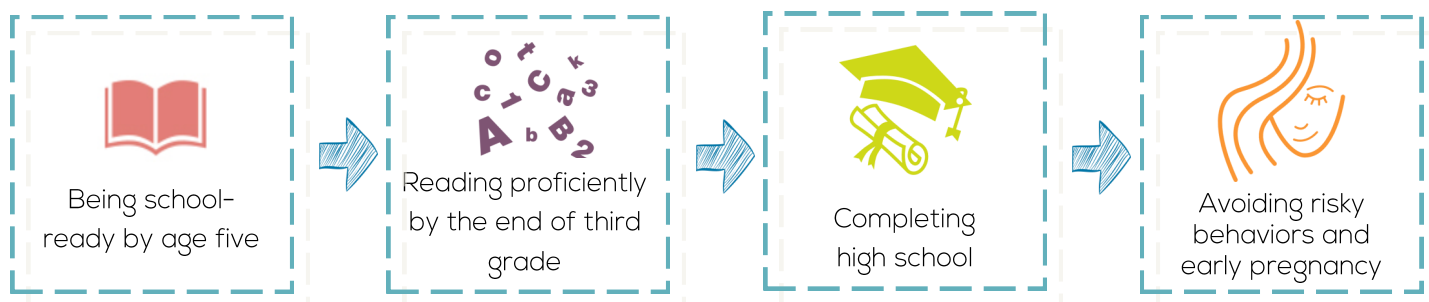
The Women's Foundation's analysis of the American Community Survey, 2013

Poverty by Place of Birth

Challenges are compounded for low-income immigrant girls. In addition to experiencing economic hardship and an inability to access certain public benefits, foreign-born girls often must navigate a society very different from the one they know, in many cases with limited English proficiency and the imminent risk of family separation.¹⁰ The poverty rate for foreign-born girls surpasses the rate for girls born in the United States in every jurisdiction in our region, with the exception of the District of Columbia, where the majority of economically disadvantaged girls are Black and native-born (see Summary Table 4, p.24).

LEVERS FOR CHANGE

While low-income children are statistically less likely to move up the economic ladder when compared to more affluent children, outcomes are not determined at birth, and can be influenced at every life stage.¹¹ Progress is cumulative, and positive outcomes during the early years increase the chances of positive outcomes moving forward. Literature identifies the following benchmarks as critical to helping children attain economic security in adulthood:



The section below highlights how girls in our region are doing in achieving these benchmarks and why they are crucial for economic security.

Being School-Ready by Age Five

Education lays the foundation for girls' economic security in adulthood. Children who enter kindergarten prepared are on a path to reading proficiently by third grade—and are four times more likely to graduate high school.¹² Early care and education programs help prepare children ages zero to five for kindergarten, a critical opportunity to increase readiness. Children without this foundation are more likely to encounter academic challenges than peers who enter kindergarten prepared.

While quality early care and education for young children can successfully close the “preparation gap,” the share of children attending publicly funded pre-k varies significantly across the region. The District of Columbia is the only jurisdiction in the region that has a universal pre-k program.¹³ As a result, about 94 percent of four-year-olds were enrolled in public pre-k programs for the 2012-2013 school year in the District. On the other hand, only about 35 and 17 percent were enrolled in Maryland and Virginia respectively. Enrollment of three-year-old students was at 80 percent for that same year in the District, and Maryland and Virginia were lagging behind with four and zero percent enrolled respectively.¹⁴

While increasing enrollment for three and four-year-olds is progress, it is also important to improve quality care for infants and toddlers. Young children’s brains are developing rapidly. At birth, the brain is 25 percent of adult size, but reaches 80 percent by age three and 90 percent by age five.¹⁵ Despite the importance of these early years, the cost of high-quality programs is beyond what low-income families can afford. The U.S. Department of Health and Human Services recommends that parents spend no more than 10 percent of their family income on child care. In 2013, the average annual cost of full-time center-based care for an infant in the District of Columbia was roughly \$22,000 or about 92 percent of the median income of a female headed household. In Maryland and Virginia, the cost of infant care for female-headed households (\$13,897 and \$10,028 respectively) was more than one third of their annual income, or about 37 percent. Even for two parent families, the cost of infant care in the District of Columbia was about 15 percent of their combined annual income, while it was 12 percent in Maryland and 10 percent in Virginia.¹⁶ Issues of cost and access should not prevent girls—and all young children—from getting a strong start.

Despite the importance of early care and education, the cost of high-quality programs is beyond what low-income families can afford.

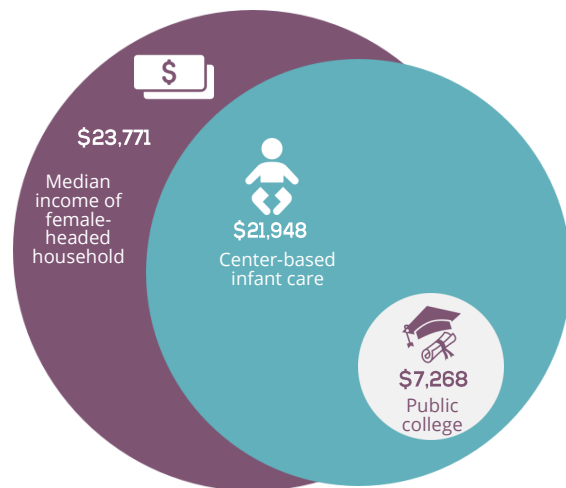


Fig. 7 Comparative Annual Costs in DC, 2013

Parents and the High Cost of Child Care, 2013 and The Women’s Foundation’s analysis of the American Community Survey, 2013

Reading Proficiently by the End of Third Grade

Achieving proficient grade-level reading is fundamental to increasing the number of girls that graduate high school on time. Starting in fourth grade, children use their reading skills to learn other subjects, thus reading becomes essential to keep up with school. Children who do not achieve proficiency by the end of third grade are significantly less likely to complete high school, reducing their earning potential and increasing their odds of negative long-term repercussions.¹⁷ Likewise, competence in mathematics by eighth grade is necessary for functioning in society and the workplace. Girls that do not attend college but have good basic mathematics skills have better chances of being employed.¹⁸ In 2013, 81.7 percent of fourth grade girls in public schools in the District of Columbia failed to read proficiently according to the National Assessment of Educational Progress (NAEP). In comparison, 67.7 percent failed to do so in Maryland and 66.5 percent did not reach this benchmark in Virginia (see Summary Table 5a and 5b, p.25 and p.26).

Girls marginally outperformed boys in both reading and math in fourth and eighth grade; however, regardless of gender, discrepancies by race cannot be ignored. Based on trends by race and ethnicity, Black and Latina girls—in the District of Columbia in particular—are experiencing poor outcomes that likely leave them unprepared for high school and then for higher education and the workplace. In the District, 84.3 and 82.7 percent of Black and Latina girls did not achieve proficiency (compared to 62.9 percent of White girls). In Maryland, 77.4 percent of Black girls and 69.4 percent of Latinas did not read at a proficient level; in Virginia the figures were 76.7 percent and 76.9 percent respectively (see Summary Table 5a p.25).¹⁹

The connections between poverty, reading proficiency and high school graduation rates have been explained by research time after time.²⁰ Research has also established the connection between a parent’s education and their children’s outcomes. In particular, students are more likely to achieve proficiency in reading and mathematics if their parents completed some years of college or hold a bachelor’s degree.²¹ Increased levels of educational attainment can help parents better support children, and help children achieve economic security for the next generation.

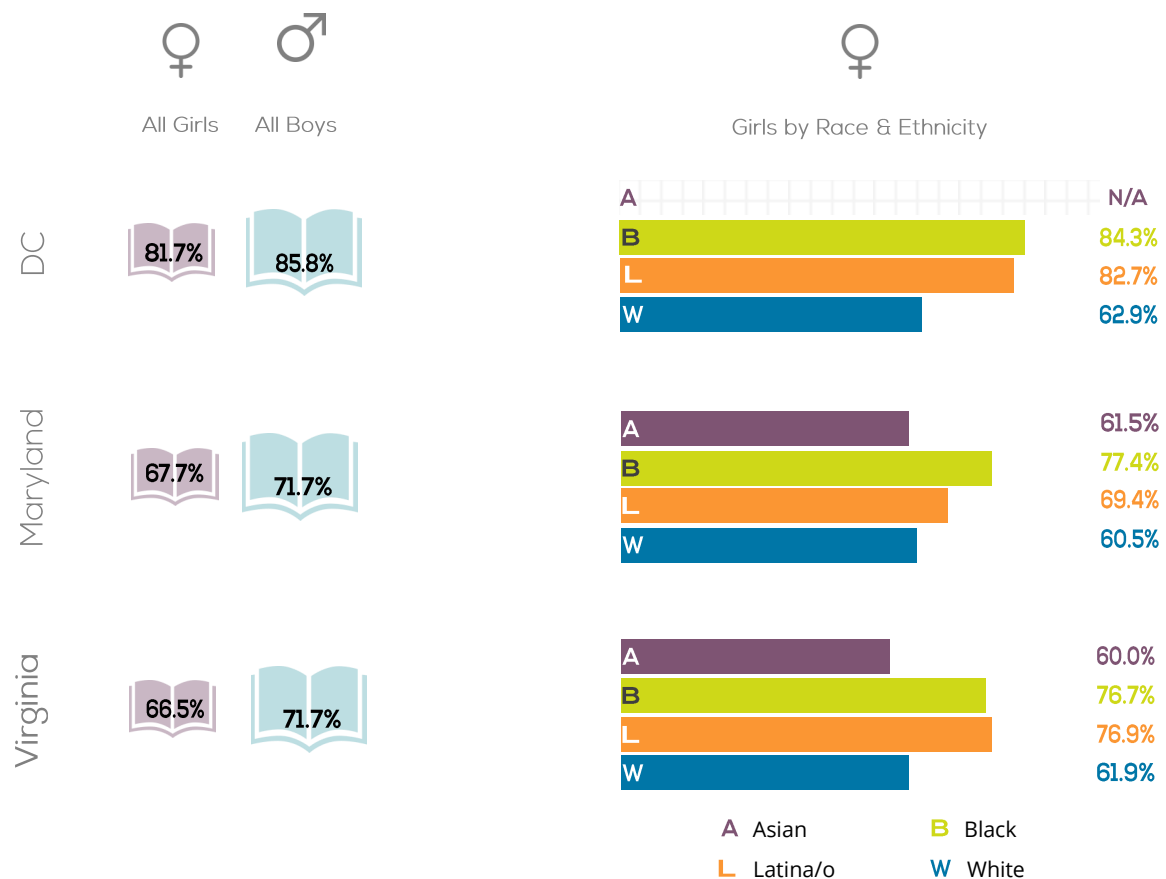


Fig 8. Fourth Grade Reading Skills Below Proficiency, 2013

The Women’s Foundation’s compilation of data from the National Assessment of Educational Progress (NAEP), 2013 Reading Assessments NAEP provides a common measure of achievement that allows comparisons of achievement to the nation, among states and participating urban districts.

MIDDLE SCHOOL: AN UNDER-RESOURCED TIME OF OPPORTUNITY

To shape its strategy for investing in low-income girls, The Women’s Foundation landscaped local and national best practices, research on girls, youth development and economic security, and spoke with numerous leaders and members of the community. It also conducted listening sessions across the region that reinforced the need for a focused strategy on low-income girls. Findings revealed that, while all girls living in under-resourced circumstances were at risk of perpetuating the cycle of poverty, the need to create strategic investments for middle school girls was crucial.

An examination of the local landscape revealed a dearth of programs focusing on girls in general, but especially girls in middle school. It is also difficult to find basic data on girls’ economic security, research on the specific needs of girls at the local level, and even research that goes beyond youth broadly to say what interventions have the greatest impact for girls specifically.



In designing the Foundation’s investment strategy for middle school girls, we have placed special emphasis on early activities that can help support high school completion, encourage positive choices that increase health and well-being and decrease risky behavior and early pregnancy, and empower girls as social change agents in their communities.

Completing High School

Every girl that does not graduate from high school significantly reduces her earning potential (see Summary Table 6, p.27), and our region loses her talents and contributions. Locally, almost one quarter (24.4 percent) of women who are 25 years and older and do not have a high school diploma are living in poverty, compared to 15.4 percent of women who completed high school and 4.0 percent who hold a bachelor's degree (See Summary Table 6, p.27). In addition to facing issues of long-term economic insecurity, high school dropouts are also more likely to be arrested or have a child while still in their teenage years.²²

While boys are more likely to drop out of high school than girls (see Figure 9 and Summary Table 6, p.27), the share of girls that do not complete high school is also of concern. In our region, Alexandria has the highest dropout rate (6.4 percent) for girls among all jurisdictions. Arlington County and the District of Columbia are next, with dropout rates of 4.5 and 4.2 percent respectively. National data reveals that the high school graduation rates for girls of color are significantly lower than that of their White counterparts, notably for Black and Native American girls. A recent report indicates that Black girls face harsher disciplinary sanctions than their White counterparts, negatively impacting their education. The suspension rate for Black girls was six times higher than the rate for White girls. In addition, the suspension rate for Black girls was higher than for any other group of girls, as well as the rate for White and Asian boys.²³ Girls of color also confront violence, harassment and stereotypes in unique ways that impact their education.²⁴

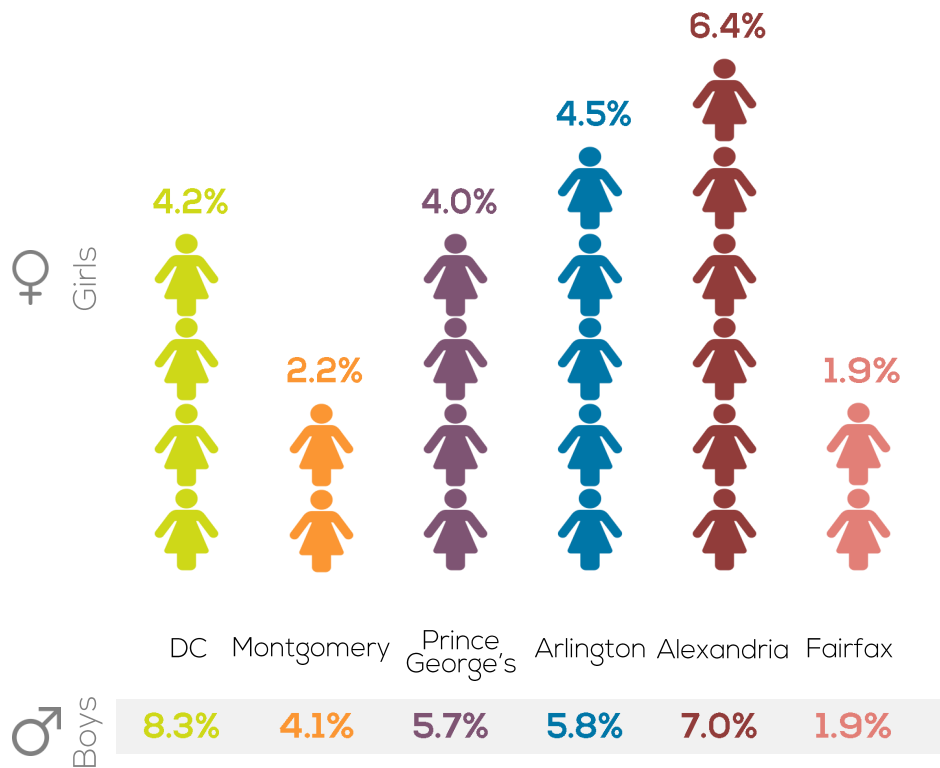


Fig 9. School Dropout Rates, 16 to 19 years, 2009-2013

Social Explorer's analysis of the American Community Survey, 2009-2013

Avoiding Risky Behaviors and Early Pregnancy

Meaningful opportunities to affirm self-worth and self-esteem are crucial to reducing girls' involvement in risky behaviors and increasing positive choices. The teenage years are riddled with distractions and obstacles that could slow or prevent high school completion; yet, timely interventions can make a positive difference in girls' lives. Some behaviors that put girls at risk of economic insecurity include violence and trauma, and premature sexual activity that can result in pregnancy.²⁵

Pregnancy and parenting during adolescence puts girls at a disadvantage with their peers and increases the likelihood of facing economic hardship. It is rare that teen mothers receive any financial support from their partners; in most cases, they become the sole breadwinners of their young family, missing the chance to complete their education and limiting earning potential later in their lives. Out of all girls who become pregnant in their teens, only half (51 percent) graduate from high school by age 22, compared to 89 percent of their peers who do not have a child during adolescence. Fewer than two percent of teen mothers earn a college degree by age 30.²⁶ There is a clear correlation between educational attainment and earnings. Women in our region with a graduate or professional degree have median annual earnings (\$74,772) that are more than three times the earnings of those who do not graduate from high school (\$19,250) (see Summary Table 6, p.27).

Children born to teen mothers continue to face the challenges experienced by their mothers. They are more likely to become teen parents themselves, become involved with the justice system, repeat a grade or drop out of high school.²⁷ Children of teen mothers are also more likely to endure neglect and abuse, and to spend time in the foster care system.²⁸ These challenges are in addition to negative education outcomes and broader experiences of poverty outlined earlier.

Fig 10. Number of Pregnancies per 1,000 Girls, 15 to 19 years, 2013

District of Columbia	Montgomery	Prince George's	Arlington	Alexandria	Fairfax	United States
38.7	12.8	24.2	6.3	24.8	6.1	57.0

Note: For Maryland counties, only birth rates for adolescent mothers were available. The rate for the District of Columbia is projected. The Women's Foundation's compilation of data from several sources; for reference, see methodology.

Jurisdictions in our region have pregnancy rates well below the national average (57 pregnancies per 1,000 girls), reflecting to a certain degree the many efforts undertaken to reduce teen pregnancy in the region.²⁹ Still, a high number of births to teen mothers are happening in neighborhoods with concentrated poverty and limited opportunities. The District of Columbia, for example, had the lowest teen pregnancy rate on record in 2012; still, more than half of all births to teen girls were in Wards 7 and 8, where the population is predominantly Black and low-income.³⁰

Teenagers from disadvantaged backgrounds have less access to information, health care and contraceptives, which play a large role in preventing pregnancy. National data suggests that Black and Latina girls (who have 100 and 84 pregnancies per 1,000 girls respectively) are more than twice as likely as White girls (who have 38 pregnancies per 1,000 girls) to become pregnant.³¹

National data suggests that Black and Latina girls are more than twice as likely as White girls to become pregnant.

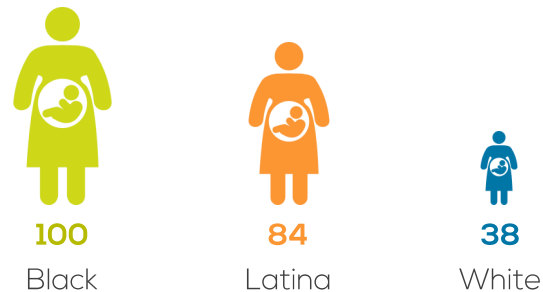


Fig 11. Number of Pregnancies per 1,000 Girls, 15 to 19 Years, by Race & Ethnicity, United States, 2013

The Women's Foundation's compilation of data from The National Campaign to Prevent Pregnancy, 2013

Violence and Trauma

Trauma, youth violence, and harassment are also important barriers to finishing high school. Research links children's exposure to violence with poor academic performance. While boys are more likely to exhibit violent behaviors on school property or to be injured with a weapon, girls are more likely to be physically hurt by their partner, forced to have sexual intercourse, or to be bullied.³² Technology has opened new avenues for teens to experience abuse, harassment and coercion. Through email, chat, instant messaging and texting, girls are more likely than ever to be bullied³³ with no one ever taking notice of what is happening. Feeling pressure to cope with trauma on their own, especially when aggressors are peers and classmates, puts girls at risk of serious mental and physical health problems, such as suicide and depression (see Summary Table 7, p. 28).³⁴

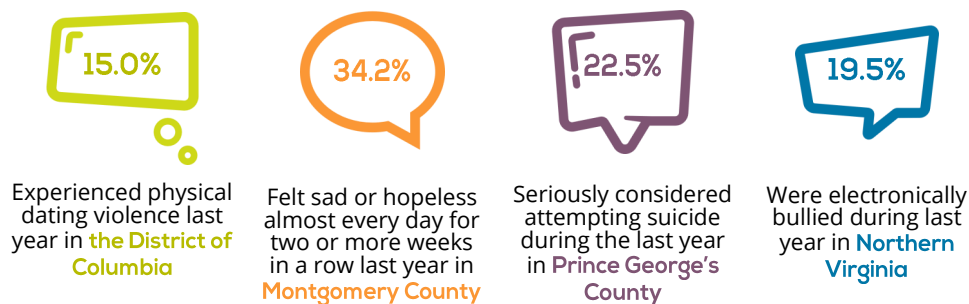


Fig 12. Girls' Risky Behaviors & Well-Being, 2013

The Women's Foundation's compilation of data from the Youth Risk Behavior Survey, 2013

Data collection is only beginning to document the experiences of lesbian, gay, bisexual and transgender (LGBT) students in schools, and there is a strong need for more data on the unique experiences of girls and boys that identify as part of these groups. In general, LGBT students disproportionately experience more violence and aggression at school than other students.³⁵

Family relationships and personal networks play an important role in girls' well-being. Girls who felt that their parents did not care about them were more likely to report that they were dissatisfied with their bodies, had low self-esteem, and were depressed. Furthermore, when girls believe they have few opportunities to move up the economic ladder or do not have a caring person to guide them, they are much more likely to engage in risky behaviors that could compromise their economic security later in life.³⁶ Affirming girls' self-worth and surrounding them with a strong support network can help guide them on a strong path forward.



THE PROMISE OF TWO-GENERATION STRATEGIES FOR OUR REGION'S FAMILIES

Two-generation approaches consider the family holistically and offer opportunities for both children and parents to advance together. There is a growing movement that recognizes the potential of this intentional strategy to help break the cycle of intergenerational poverty. By investing in parents, we can help increase family economic security in the short-term; by investing in children, we can help advance opportunities for better outcomes in the long-term. This approach can be taken with direct service programs, but also policy interventions and other systems-change efforts.

Nationally, most two-generation strategies target young parents with young children (primarily birth to age five). However, given our research on girls, available programs in the community, and targeted age ranges where our investments could have a focused impact, The Women's Foundation chose to target two-generation strategies that engage middle school girls specifically, while also engaging with their mothers or other female caregivers (grandmothers, aunts, etc.).

Programs that employ a two-generation approach go beyond basic family engagement to target specific progress for each individual. For The Women's Foundation, we are integrating this holistic strategy across all of our programmatic work. Specific to our investments in the long-term economic security of our region's girls, we are focusing on efforts that:

- Empower girls as social change agents in their communities
- Support high school completion
- Improve health and well-being, encouraging girls to make positive choices that decrease risky behaviors and early pregnancy

Simultaneously, mothers or caregivers are encouraged to participate in education and job training opportunities that can help advance them into careers earning family-sustaining wages, and engage with financial education and asset building opportunities to help them create a strong base for the economic security of their family.

A LIGHT IN THE DARK: THE POWER AND POTENTIAL OF GIRLS

Today's youth are aware of the importance of being responsible and making healthy decisions about issues that impact themselves and others. A nationwide survey of young people in grades three through 12 found that a majority spoke about making responsible choices, refraining from risky behavior, withstanding peer pressures, and being willing to stand up for themselves. While there might be a gap between intent and action, significant relationships with caregivers and strong support systems are crucial for building resilience and a brighter future for girls.³⁷



Research shows that girls care for younger siblings in the absence of adults in their households, help with chores, contribute in ways that are normally beyond their years, and engage in volunteer activities.³⁸ One of the main reasons that girls volunteer is because they think they can be the person who makes a difference and because they think they are uniquely qualified to share their life experiences and advice with other girls.³⁹ Girls also have great potential and desire to affect change in their community by advocating about issues they care about, and taking on leadership roles. A national study found that, among girls who would like to be leaders, 53 percent said they would like to take leadership roles to share their knowledge and skills with others and more than two thirds (67 percent) said being a leader would allow them to help other people.⁴⁰

The many struggles that girls from impoverished communities face might tarnish the idea of a bright future ahead. Yet, many disadvantaged girls and young women thrive, even under the most stressful circumstances, and they are interested in helping others along the way. This resiliency among girls is a significant strength and may be key to supporting their growth.

A CALL TO ACTION

Girls are full of promise to be important social change agents. Still, many of them need support from their community to overcome the everyday hurdles they face. Childhood and adolescence are a unique time for self-discovery and to build the footing that will support them for the rest of their lives. An engaged community can ensure more girls are supported, encouraged and empowered. To that end, we should:



Provide quality educational opportunities for children at all ages:

Invest in educational opportunities for women and girls. Provide high-quality early care and education to ensure school readiness, support students to achieve grade-level reading and math proficiency, and bolster high school completion.



Adopt a two-generation approach to break the cycle of poverty:

Girls and mothers do better when they both have opportunities to succeed. Implement programs and policies that simultaneously improve the economic security of girls and their female caregivers. Education is one critical example: parent's literacy and educational attainment has a direct correlation with a child's outcomes.



Value girls' voices:

Give girls the opportunity to voice their opinions, talk about their lives and engage on issues that matter to them. Empower girls to be advocates for themselves and others and to lead change in their own communities.



Collect more comprehensive data:

Accurate, accessible and current data on girls is crucial to design and adapt programs and policy interventions that can sustain positive change. Furthermore, data should be collected in multiple layers, including gender, race and ethnicity. In our research, it was difficult to find comparable data by both race and gender throughout the region, and therefore to have the most complete picture of how girls are faring, where they are doing better or worse than boys, or where race and ethnicity was a more critical factor.



Raise awareness:

Educate leaders and the broader public alike about the unique challenges that low-income girls face. A better understanding of their challenges and potential will lead to programs and policies tailored to their specific needs, and help better coordinate this work with other efforts to improve outcomes for youth and communities of color.



Build philanthropy:

Invest in programs that help girls achieve economic security, for themselves and for their families, especially during critical periods like middle school that are often under-resourced.

We call upon policymakers, funders, advocates and community members to take action in these ways, to help improve the life chances of girls in our region and build a stronger community for us all.

Summary Table 1. Girls & Boys as Share of Total Population, and Summary Table 2. Median Annual Earnings by Families' Characteristics

Summary Table 1

Jurisdiction	Total Population		Girls		Boys	
	Number	Share of Total Population	Number	Share of Total Population	Number	Share of Total Population
District of Columbia	55,469	8.6%	56,025	8.7%	56,025	8.7%
Montgomery	117,412	11.5%	122,051	12.0%	122,051	12.0%
Prince George's	99,305	11.2%	103,195	11.6%	103,195	11.6%
Arlington	19,263	8.6%	18,078	8.0%	18,078	8.0%
Alexandria	13,324	8.9%	13,081	8.8%	13,081	8.8%
Fairfax	132,427	11.7%	138,910	12.3%	138,910	12.3%
Washington Region	437,201	10.8%	451,340	11.1%	451,340	11.1%
United States	35,952,256	11.4%	37,661,903	11.9%	37,661,903	11.9%

The Women's Foundation's analysis of the American Community Survey, 2008 and 2013

Summary Table 2

Group	Washington Region	District of Columbia	Montgomery	Prince George's	Arlington	Alexandria	Fairfax
Families With Own Children Under 18, 2013							
All families	\$107,947	\$72,337	\$114,577	\$82,748	\$142,161	\$107,793	\$128,066
Married-couple household	\$139,126	\$144,303	\$135,382	\$100,388	\$176,085	\$135,763	\$142,835
Female householder	\$37,608	\$23,771	\$44,073	\$42,125	\$33,675	\$27,152	\$54,854
Male householder	\$48,300	\$37,182	\$41,054	\$44,268	\$47,222	\$38,638	\$81,438
All Families, 2013							
Asian	\$100,350	\$72,884	\$114,286	\$90,332	\$116,998	\$91,272	\$116,329
Black	\$68,477	\$43,525	\$72,335	\$86,350	\$65,809	\$53,766	\$89,074
Latina/o	\$56,820	\$47,377	\$63,665	\$56,148	\$65,531	\$41,833	\$66,365
White	\$153,782	\$185,029	\$151,639	\$104,891	\$173,245	\$156,145	\$151,741

Summary Table 3a. Girls' & Boys' Demographic Characteristics

Group	Washington Region	District of Columbia	Montgomery	Prince George's	Arlington	Alexandria	Fairfax
Age Distribution by Jurisdiction, 2010-2012							
Girls							
0 to 5	34.6%	40.2%	31.5%	34.4%	42.0%	47.1%	33.0%
6 to 10	27.7%	24.2%	29.0%	27.1%	29.5%	28.0%	28.1%
11 to 14	22.0%	19.7%	22.0%	21.3%	17.9%	14.1%	21.8%
15 to 17	15.7%	16.0%	17.4%	17.2%	10.6%	10.7%	17.1%
Boys							
0 to 5	35.4%	40.8%	32.8%	35.2%	41.6%	46.5%	33.9%
6 to 10	26.9%	25.2%	27.5%	27.4%	28.6%	25.0%	26.6%
11 to 14	21.1%	18.0%	22.5%	20.2%	17.6%	13.1%	22.9%
15 to 17	16.6%	16.0%	17.2%	17.2%	12.2%	15.4%	16.6%
Racial and Ethnic Distribution by Jurisdiction, 2010-2012							
Girls							
Asian	10.2%	2.2%	12.4%	3.0%	8.5%	6.3%	17.3%
Black	32.0%	62.9%	18.3%	65.4%	12.7%	24.6%	9.9%
Latina	19.5%	12.6%	21.9%	20.3%	21.2%	21.0%	19.1%
Multiracial	5.8%	4.2%	6.9%	3.9%	6.0%	7.6%	6.7%
White	32.6%	18.2%	40.6%	7.3%	51.6%	40.5%	47.1%
Boys							
Asian	9.9%	1.4%	12.7%	2.9%	6.8%	3.8%	17.0%
Black	31.6%	63.4%	19.0%	64.5%	8.0%	22.5%	9.5%
Latino	20.3%	13.2%	22.3%	20.9%	23.5%	27.2%	19.9%
Multiracial	5.4%	3.0%	5.8%	3.6%	8.2%	6.5%	6.8%
White	32.8%	19.0%	40.2%	8.1%	53.6%	40.0%	46.9%

The Women's Foundation's analysis of the American Community Survey, 2010-2012

Summary Table 3b. Girls' & Boys' Demographic Characteristics

Group	Washington Region	District of Columbia	Montgomery	Prince George's	Arlington	Alexandria	Fairfax
Foreign Born, 2010-2012							
Girls	7.2%	4.3%	8.4%	5.1%	12.3%	11.2%	7.9%
Boys	7.8%	4.5%	9.9%	6.5%	8.9%	9.7%	7.9%
Place of Birth of Foreign Born Children in the Washington Region, 2010-2012							
El Salvador	10.9%	11.0%	12.0%	17.6%	11.2%	14.5%	6.2%
Korea	6.7%	2.3%	4.0%	0.4%	2.8%	6.8%	13.5%
Ethiopia	4.3%	6.6%	5.0%	2.2%	8.9%	7.8%	3.2%
Germany	3.7%	4.9%	2.8%	3.9%	0.2%	2.5%	4.8%
China	3.6%	4.5%	4.0%	1.1%	5.0%	8.8%	3.5%
Philippines	3.6%	1.6%	2.7%	8.2%	3.0%	N/A	2.8%
Guatemala	2.9%	4.2%	2.3%	5.1%	7.0%	7.0%	1.0%
Percent of Children by Family Composition, 2009-2013							
Married-couple household	68.2%	40.8%	75.7%	54.9%	77.3%	68.4%	81.2%
Female householder	24.6%	50.2%	18.3%	34.3%	17.4%	23.1%	13.8%
Male householder	6.8%	8.7%	5.6%	10.1%	5.2%	7.9%	4.6%
Grandparents raising children	6.5%	11.3%	4.3%	11.3%	3.2%	3.8%	3.5%
Same-sex families raising children, 2010	1,686	419	437	537	55	85	154
One or two caregivers unemployed, 2013	7.2%	12.2%	6.4%	8.6%	5.1%	5.4%	7.0%
Share of Children Living in Female-Headed Households by Race and Ethnicity, 2009-2013							
Asian	2.6%	0.3%	4.7%	0.7%	5.0%	1.8%	8.5%
Black	54.9%	87.8%	39.4%	80.4%	17.2%	47.5%	22.8%
Latina/o	17.7%	8.6%	28.8%	13.7%	44.7%	34.5%	30.7%
Multiracial	13.7%	5.4%	25.4%	19.3%	20.0%	6.2%	11.1%
White	11.1%	3.0%	21.2%	3.2%	28.4%	11.1%	30.6%

The Women's Foundation's analysis of the American Community Survey, 2010-2012 and 2009-2013

Summary Table 4. Children's Poverty by Selected Characteristics

Washington Region	District of Columbia	Montgomery	Prince George's	Arlington	Alexandria	Fairfax
Share of Children Below Poverty, 2013						
Girls	28.5%	9.1%	17.8%	19.8%	12.0%	6.8%
Boys	28.1%	8.6%	12.8%	19.7%	12.2%	6.4%
Share of Children in Extreme Poverty, 2010, 2012						
Girls	16.0%	3.4%	5.7%	5.3%	5.9%	3.5%
Boys	18.0%	3.6%	6.4%	4.2%	3.2%	2.9%
Children's Poverty by Family Composition, 2009-2013						
Married-couple household	5.5%	3.3%	5.1%	5.4%	6.6%	4.0%
Female householder	46.4%	27.3%	23.2%	36.1%	37.4%	26.9%
Male householder	33.4%	12.4%	12.5%	18.8%	6.6%	10.6%
Children's Poverty by Race and Ethnicity, 2010-2012						
Girls						
Asian	2.9%	5.2%	7.1%	23.0%	11.9%	8.0%
Black	38.5%	15.9%	12.3%	35.4%	23.8%	22.2%
Latina	22.1%	14.9%	13.9%	22.3%	14.5%	17.5%
Multiracial	8.0%	7.1%	18.0%	N/A	16.3%	3.6%
White	0.6%	2.1%	8.2%	2.9%	7.0%	2.7%
Boys						
Asian	12.1%	5.3%	3.7%	22.2%	N/A	9.9%
Black	41.9%	18.1%	12.8%	17.4%	25.6%	16.7%
Latino	24.0%	14.3%	15.8%	27.4%	7.2%	16.1%
Multiracial	5.4%	6.3%	11.9%	1.0%	N/A	11.0%
White	0.3%	2.5%	1.6%	3.1%	2.3%	2.9%
Children's Poverty by Place of Birth, 2010-2012						
Girls						
Foreign Born	14.6%	13.1%	15.0%	17.7%	12.4%	13.2%
Native Born	28.1%	7.7%	12.3%	11.9%	13.9%	8.0%
Boys						
Foreign Born	18.9%	13.6%	23.5%	23.2%	6.8%	19.6%
Native Born	30.7%	8.1%	11.5%	9.9%	8.7%	7.6%

The Women's Foundation's analysis of the American Community Survey, 2010-2012, 2013, and 2009-2013.

Summary Table 5a. Percent of Fourth and Eighth Grade Students With Reading Skills Below Proficiency

	District of Columbia	Maryland	Virginia	United States
Fourth Grade				
Girls	81.7%	67.7%	66.5%	72.1%
Asian	N/A	61.5%	60.0%	64.7%
Black	84.3%	77.4%	76.7%	82.4%
Latina	82.7%	69.4%	76.9%	82.2%
White	62.9%	60.5%	61.9%	64.6%
Boys	85.8%	71.7%	71.7%	75.8%
Asian	N/A	64.0%	66.7%	68.4%
Black	91.0%	85.1%	83.7%	88.0%
Latino	81.7%	78.4%	83.4%	84.7%
White	59.4%	61.3%	65.5%	68.6%
Eighth Grade				
Girls	81.2%	61.6%	63.9%	65.5%
Asian	N/A	50.9%	54.5%	55.4%
Black	84.6%	71.2%	79.2%	80.5%
Latina	78.1%	70.2%	71.2%	77.2%
White	N/A	54.4%	57.7%	56.9%
Boys	87.7%	67.3%	71.4%	73.2%
Asian	N/A	50.5%	61.8%	63.2%
Black	92.7%	82.9%	89.4%	88.5%
Latino	86.2%	74.6%	80.3%	83.3%
White	44.7%	57.8%	63.8%	65.1%

N/A denotes sample size was not large enough to be reliable. Figures shown in this table are for public schools.
 The Women's Foundation's compilation of data from the National Assessment of Educational Progress, 2013

Summary Table 5b. Percent of Fourth and Eighth Grade Students With Mathematics Skills Below Proficiency

	District of Columbia	Maryland	Virginia	United States
Fourth Grade				
Girls	78.0%	65.8%	61.7%	66.4%
Asian	N/A	56.6%	58.0%	56.6%
Black	82.4%	79.9%	75.8%	82.2%
Latina	80.3%	73.1%	68.6%	77.4%
White	52.3%	53.3%	54.0%	56.8%
Boys	78.7%	67.9%	62.3%	66.0%
Asian	N/A	67.0%	58.9%	60.9%
Black	82.7%	80.5%	81.3%	83.2%
Latino	79.2%	72.3%	73.9%	75.3%
White	54.9%	56.5%	54.8%	56.8%
Eighth Grade				
Girls	84.6%	73.2%	71.5%	73.8%
Asian	N/A	66.2%	61.6%	63.7%
Black	87.0%	83.1%	88.5%	87.2%
Latina	83.6%	76.4%	79.0%	82.4%
White	N/A	65.6%	64.2%	66.8%
Boys	86.2%	75.1%	72.8%	74.0%
Asian	N/A	75.0%	62.1%	67.4%
Black	89.0%	84.8%	85.6%	88.3%
Latino	85.1%	74.7%	79.4%	82.0%
White	N/A	67.3%	67.2%	67.0%

N/A denotes sample size was not large enough to be reliable. Figures shown in this table are for public schools.
 The Women's Foundation's compilation of data from the National Assessment of Educational Progress, 2013

Summary Table 6. Selected Women's Characteristics by Educational Attainment

	Washington Region	District of Columbia	Montgomery	Prince George's	Arlington	Alexandria	Fairfax
School Dropout Rates, 16 to 19 years, 2009-2013							
Female	3.1%	4.2%	2.2%	4.0%	4.5%	6.4%	1.9%
Male	4.7%	8.3%	4.1%	5.7%	5.8%	7.0%	2.1%
All	3.9%	6.1%	3.2%	4.9%	5.1%	6.7%	2.0%
Annual Median Earnings by Educational Attainment for Women, 25 years and older, 2013							
Less than high school	\$19,157	\$20,922	\$18,871	\$19,718	\$20,337	\$17,117	\$17,646
High school	\$27,130	\$25,814	\$23,282	\$31,881	\$30,019	\$24,274	\$25,523
Some college or associate's degree	\$36,840	\$33,267	\$32,413	\$41,955	\$32,987	\$45,067	\$36,429
Bachelor's degree or higher	\$54,425	\$55,421	\$51,331	\$52,013	\$60,298	\$58,333	\$55,558
All	\$74,772	\$75,196	\$73,776	\$70,979	\$79,853	\$80,821	\$74,455
Poverty by Educational Attainment for Women, 25 years and older, 2013							
Less than high school	24.4%	43.2%	14.3%	21.7%	N/A	N/A	20.1%
High school	15.4%	29.8%	17.4%	8.5%	19.5%	18.3%	10.5%
Some college or associate's degree	8.8%	18.4%	6.6%	8.9%	5.2%	10.5%	6.0%
Bachelor's degree or higher	4.0%	6.9%	2.5%	4.4%	8.2%	3.5%	2.4%
All	8.8%	16.8%	6.6%	8.9%	10.3%	9.2%	5.7%

The Women's Foundation's analysis of the American Community Survey, 2013. Median Earnings 2013 and School Dropout Rate 2009-2013 prepared by Social Explorer with data from the American Community Survey, retrieved April 6, 2015. N/A denotes sample size was not large enough to be reliable.

Summary Table 7. Youth Risky Behaviors and Well-Being

Youth Risky Behaviors and Well-Being	District of Columbia		Montgomery		Prince George's		Northern Virginia	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Carried a weapon on at least one day during the past month	13.1%	26.9%	6.2%	15.2%	8.4%	17.8%	7.3%	23.7%
Were threatened or injured with a weapon on school property at least one time in the past year	6.7%	9.7%	5.0%	10.3%	6.8%	13.0%	4.1%	7.7%
Were in a physical fight on school property, one or more times during the past year	13.8%	16.7%	7.3%	14.7%	15.7%	23.7%	16.1%	30.2%
Did not go to school because they felt unsafe at school or on their way to or from school, on at least one day in the past month	8.2%	9.0%	5.0%	5.9%	11.1%	11.0%	5.2%	5.2%
Were electronically bullied (including being bullied through email, chat rooms, instant messaging, websites, or texting) during the past year	9.3%	6.3%	17.0%	11.0%	12.2%	9.0%	19.5%	9.3%
Were ever physically forced to have sexual intercourse	11.1%	6.8%	10.6%	7.7%	12.2%	10.6%	N/A	N/A
Experienced physical dating violence at least once in the past year	15.0%	8.0%	8.8%	8.4%	11.8%	10.7%	N/A	N/A
Experienced sexual dating violence at least once in the past year	10.5%	7.3%	14.5%	9.5%	12.4%	9.9%	N/A	N/A
Felt sad or hopeless (almost every day for two or more weeks in a row so that they stopped doing some usual activities) during the past year	31.3%	19.0%	34.2%	19.7%	37.8%	21.4%	33.8%	17.6%
Seriously considered attempting suicide during the past year	18.9%	9.9%	15.1%	8.9%	22.5%	11.2%	19.2%	10.4%

N/A denotes sample size was not large enough to be reliable. Figures shown in this table are for public schools
 The Women's Foundation's compilation of data from the Youth Risk Behavior Survey, 2013

METHODOLOGY

The data used to prepare this issue brief comes from multiple sources including the U.S. Census Bureau's 2010-2012, 2013 and 2009-2013 American Community Survey (ACS) accessed through American Fact Finder,⁴¹ Social Explorer,⁴² and the Integrated Public Use Microdata Series (IPUMS) of the University of Minnesota Population Center,⁴³ the 2013 National Assessment of Education Progress (NAEP),⁴⁴ and the 2013 Youth Risk Behavior Survey (YRBS).⁴⁵ The Women's Foundation did not calculate or report measures of statistical significance for data presented in this issue brief.

American Community Survey

The ACS is an ongoing survey with a representative sample of the population of the United States. The survey includes information on a broad range of population characteristics including poverty status, labor force participation, occupational structure, education, race and ethnicity, and household composition. The Women's Foundation used multiple data files to ensure data was large enough to be reliable, but that nonetheless presented the most updated picture of girls in the Washington region. The list below summarizes which data files were used for each of the analyses in this issue brief.

- 2010-2012 data file: Demographic analysis by age, race and ethnicity, and place of birth. Percent of children living in extreme poverty, percent of children below poverty by race and ethnicity, and percent of children below poverty by place of birth.
- 2013 data file: Total population of girls and boys, median earnings for families with children under 18 by family type, median earnings for all families by race and ethnicity, median earnings for women working full-time year-round, and median earnings by educational attainment. Poverty rates for girls and boys, and poverty by educational attainment for women.
- 2009-2013 data file: Percent of children by family type, share of children living in female-headed households, children's poverty by family composition, and school dropout rates.

The Women's Foundation's analysis of the IPUMS ACS file may differ slightly from published estimates that are available through American Fact Finder or Social Explorer. Differences arise primarily because the U.S. Census Bureau uses more sophisticated weights to derive estimates. These more sophisticated weights allow a single sample to simulate multiple samples, thus generating more informed standard error estimates that can be used to obtain more precise confidence intervals and significance tests. However, this difference is generally not large enough to alter the significance level of coefficients.

Estimates for the Washington region include data from: Washington, DC; Montgomery County, MD; Prince George's County, MD; Arlington County, VA; Alexandria City, VA; and Fairfax County, VA.

The paragraphs below contain descriptions of the subject definitions of data from the American Community Survey used in this issue brief.

Educational Attainment:

For adults 25 years and older. High school also includes those that obtained the GED or an alternative credential. Some college includes those that obtained some college credits, but less than one year of college credit, and those who completed one or more years of college credit, but did not obtain a degree.

Family Type:

Female-headed households refer to households headed by women with related children under 18 and no spouse of the householder present. Similarly, male-headed households refer to households headed by men with related children under 18 and no spouse of the householder present.

Place of Birth:

Native born includes anyone who is a U.S. citizen at birth, such as: those born in the United States, Puerto Rico, in a U.S. Island Area (e.g., Guam), or abroad of U.S. citizen parent(s). Foreign born is defined as anyone who is not a U.S. citizen at birth such as: naturalized U.S. citizens, legal permanent residents, temporary migrants, humanitarian migrants, or unauthorized migrants.

Poverty:

Poverty is assigned to families not to individuals. Children categorized as living below poverty are children that live in families with incomes between zero and 99 percent of the federal poverty line—about \$19,530 for a family of three in 2013. Children living in extreme poverty are living in families with incomes between zero and 50 percent of the federal poverty line—about \$9,765 for a family of three in 2013.

Race and Ethnicity:

Persons whose ethnicity is defined as Latina/Latino may be of any race. To prevent double counting, Latinas/Latinos are always separated from Whites, and from other racial categories when possible. Sample size was not large enough to provide separate analyses for American Indian or Alaskan Native.

For more information, refer to the ACS subject definition manual.⁴⁶

National Assessment of Education Progress

The NAEP is a representative measure of academic achievement in various subjects of elementary and secondary students in the United States. According to the assessment, students performing at or above the proficient level demonstrate solid academic performance and competency over a particular subject matter. The National Center for Education Statistics (NCES) administers the same NAEP assessment in every state. This provides a common measure of achievement that allows for comparisons of achievement to the nation, among states and participating urban districts. NAEP does not report results for individual cities or counties.

Data presented in this issue brief is for public schools, which includes charter schools and excludes Bureau of Indian Education schools and Department of Defense Education activity schools. For this analysis, The Women's Foundation used the "school reported race and ethnicity variable," used to report trends. Race categories exclude Hispanic origin.

Mathematics Assessments:

The mathematics assessments measure students' knowledge and skills in mathematics and students' ability to apply their knowledge in problem-solving situations. At each grade, students respond to multiple-choice and constructed-response questions designed to measure what they know and can do across five mathematics content areas that include: number properties and operations, measurement, geometry, data analysis, statistics, probability, and algebra.

Reading Assessments:

The reading assessments measure students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. Fourth grade students performing at the proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations. Eighth grade students performing at the proficient level should be able to provide relevant information and summarize main ideas and themes. Eighth grade students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

Youth Risk Behavior Survey

The YRBS is administered by the Centers for Disease Control and Prevention (CDC) to monitor a wide range of health risk behaviors of public middle and high school students at the national, state and local levels. The survey includes information about behaviors that contribute to injuries and violence, pregnancy, sexually transmitted diseases, substance abuse, unhealthy dietary behaviors, and inadequate physical activity. Data used in this issue brief was exclusively of public high school students attending 9th through 12th grades. The Northern Virginia⁴⁷ region includes information for public school students in the Cities of Alexandria, Falls Church, Manassas and Manassas Park, and in the Counties of Arlington, Fairfax, Loudoun, and Prince William—an area that includes but goes beyond The Women's Foundation's geographic focus area.

Number of Pregnancies per 1,000 Girls, 15 to 19 years, 2013

The Women's Foundation's Compilation of data from:

- District of Columbia: Reported pregnancies and pregnancy rates in the District of Columbia, 2007-2011, and DC Teens: Progress and Promise.
- Maryland: Maryland vital statistics annual report, 2013.
- Virginia: Resident teenage pregnancies, live births, induced terminations of pregnancy, and natural fetal deaths by age of mother, planning district, and city or county, 2013.
- United States: National Campaign to Prevent Pregnancy, 2013.

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