

# Status of Girls Well-Being in Florida

September 2019



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Florida  
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Network





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September 2019

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## **About the Delores Barr Weaver Policy Center**

The Policy Center is a private not-for-profit organization and an outgrowth of the Justice for Girls Movement that began in Florida more than 15 years ago. With national recognition for its work, the mission of the Policy Center is to engage communities, organizations, and individuals through quality research, advocacy, training and model programming to advance the rights of girls and young women and youth who identify as female, especially those impacted by the justice system. The goal of the Policy Center's girl-centered research inquiry is to ensure that policies, programs, and services are informed by the best available data trends and grounded in the experiences of girls and young women. The Policy Center partners with girls to provide services and interventions across systems (school, diversion, detention, probation, court, lock-up, re-entry).

Since the Policy Center opened in 2013, the research team has published numerous research reports focusing on girls in the juvenile justice system. The research has led to the Policy Center's ongoing strategic reform planning, the development and implementation of pilot intervention models serving girls, and the passage of fundamental and historic legislation. The Policy Center's community reform model is highlighted in the *Georgetown Journal of Law and Policy*. The research helps communities better understand the issues their girls face, as well as provides a platform to advocate for more resources, changes to policy and/or practice, and create interventions that support girls' health and future opportunities.

<https://www.seethegirl.org>

## **About Florida Women's Funding Alliance**

Florida Women's Funding Alliance (FWFA), an affinity group of Florida Philanthropic Network (FPN), envisions a Florida where women and girls thrive. The FWFA mission is to transform the lives of women and girls through members' collective voices and resources. FWFA offers FPN members an opportunity to interact and connect with other staff and board members of foundations and other grantmaking organizations working to transform the lives of women and girls in Florida.

<https://www.fpnetwork.org/fwfa>

## **About Florida Philanthropic Network**

Florida Philanthropic Network is a statewide association of grantmakers working to build philanthropy to build a better Florida. FPN's members are private independent, corporate and family foundations, community foundations, public charity grantmakers and corporate giving programs - from Miami to Jacksonville; Naples to Pensacola - who hold more than \$6.5 billion in assets and invest more than \$430 million annually (excluding members located outside Florida) to improve the quality of life for our citizens. FPN members share a commitment to promoting philanthropy, fostering collaboration and advancing public policy in Florida.

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## EXECUTIVE SUMMARY

*The Status of Girls Well-Being in Florida* report is the second in a research series of three publications on the status of girls across Florida's counties. This report series was commissioned by the Florida Women's Funding Alliance, an affinity group of the Florida Philanthropic Network. This publication builds on the first publication's assessment of the educational status and disparities among girls and young women in Florida.

This research shines light on the experiences of girls, with particular attention to those who are less visible. We know that girls who experience positive experiences of connection and opportunities in their communities, schools, and home lives can thrive. Girls spend a majority of their time in school, but we know less about what is happening outside the school that impacts their overall well-being, educational, and health futures. Likewise, when opportunities of connection are not available, girls are pushed further away and may disengage from their family, community, school, or even themselves.

Well-being is what we wish for all children. In the context of this research, well-being refers to school connectedness, safety, access to safe adults, including parents and teachers, freedom from violence and victimization in their homes, schools, and community, and girls' overall health and emotional well-being indicators.

Across communities in Florida, the experiences of girls in middle and high school are examined on a variety of indicators of well-being. These indicators are critical for policymakers, educators, providers, and parents, but often data is not analyzed by gender and race/ethnicity. This research does not suggest or imply that boys' needs are less important. It does submit, however, that looking at the research through a gender-based lens creates opportunities for responses towards girls that may be more relevant/responsive to their lives. Girls and young women who witness and/or are exposed to violence have a higher risk than boys of internalizing the experiences, and this can threaten their well-being during adolescence and into adulthood. The impact during adolescence may lead to girls engaging in self-harming behaviors (suicide, substance abuse) or other coping or survival behaviors that put them at risk of juvenile justice system involvement.

The research entailed reviewing the survey data of girls in middle and high school as well as data reports from the Florida Department of Health, Florida Department of Children and Families, Florida Department of Juvenile Justice, and examining the critical intersection of race, gender, and geography. Girls' indicators of well-being cannot be separated from their experiences in school or in their homes and communities. For this reason, researchers examined important indicators linked to well-being (connectedness, emotional health, self-harm behaviors) for girls that are related to their life experiences.

The power of analyzing the data through multiple lenses increases our understanding of what is happening to all girls and compels us to dig beneath the surface.

## Key Findings

**The data shows that the safety of many girls is compromised and that there are alarming rates of violence and victimization experienced by girls in their communities, schools, and homes. The rates of hopelessness, suicide ideation, and substance use among girls compel our communities and state to take action. Further, this information enables us to assess and reframe our response to ensure girls are not left behind.** The differences for and among girls are important—as they suggest different interventions for engaging girls who are falling behind. The results show what is going well and highlights disparate issues facing subsets of girls who are mostly invisible and who experience indicators that warrant attention. As a state, it allows us to assess where we are and to ensure that our responses to girls are supportive and help connect them to their communities rather than rely on exclusionary responses, police interventions, or juvenile justice system responses.

### Girls' Experiences in the Community

- *Safety in neighborhood:* Regardless of whether they were in middle or high school, 13% of girls do not feel safe. This finding provokes a deeper look into what girls may be witnessing or experiencing in their neighborhoods on a regular basis.
- *Forced sexual intercourse (Rape):* One in ten girls report being forced to have sexual intercourse. Differences by race/ethnicity reveal that 20% of Native Hawaiian, 17% of American Indian/Native American, 9% of White, 9% of Hispanic, 8% of African American, and 3 % of Asian girls report forced sexual intercourse experiences. Differences by sexual orientation reveal that 20% of girls who identified as bisexual, 14% of girls that were “unsure” of their sexual identity, 12% of gay or lesbian girls, and 6% of girls that identified as heterosexual reported being forced to have sexual intercourse when they did not want to. The effects of sexual victimization can be long lasting. Victims are more likely to experience Post Traumatic Stress Disorder (PTSD), major depressive episodes, and drug abuse as adults.
- *Teen pregnancy by older male partners:* In 2018, there were a total of 2,457 births to mothers under the age of 18. Of these births to mothers under the age of 18, the father’s age was not reported (not available) in 41% of the birth certificates. More significantly, the data found that the younger the girl, the less likely the age of the father to be reported (e.g. 80% of births to mothers age 13 and younger did not have age of father listed on birth certificate). Of the births with ages known, 17% were by fathers under the age of 18. Additionally, of birth certificates with ages known, 10% of births to teen mothers fell within unlawful/statutory violations due to the age of consent for girl and/or age disparity by Florida law.
- *Victims of commercial sexual exploitation:* Sex trafficking of children in Florida is prevalent. In 2018 there were 1,521 investigations into victims of commercial sexual exploitation that resulted in 400 victims being verified (the majority are female). Rates are highest in Broward, Miami-Dade, and Duval counties. The literature shows that the average age of recruiting girls to be bought and sold for sex is 13 years old.

### Girls' Experiences in School

Approximately 27,000 girls in middle and high schools across the state participated in the survey. Girls in Florida reported high rates of enjoying school (89%), and receiving mostly A's or B's in the last school year (81%). School connectedness is important because it is

linked to positive self-esteem, sense of purpose, and buffers against psychological distress, substance use, delinquency, and school drop-out.

- *Safety in school:* One in three girls reported she does not feel safe in school. This raises questions about how girls experience and navigate their school environments on a daily basis.
- *Access to a teacher:* While the majority of girls reported they have access to talk to a teacher one-on-one, this was not the experience for one in four girls.
- *Bullying<sup>1</sup>:* Girls experience high rates of bullying. Two in three Florida girls in high school reported being verbally bullied (63%); one in three have experienced physical bullying (30%); and one in three have experienced cyberbullying (35%). The rates for girls are higher in middle school.
- *Violence with a weapon:* Reports of being threatened or injured with a weapon were generally higher for boys (10%) than for girls (7%). Among Native Hawaiian youth, girls reported higher proportions than boys.

## Girls' Experiences at Home

Living environments and relationships with parents are key indicators for girls as they can either create a sense of safety and support or violate safety. Early exposure to violence during childhood increases the risk for trauma experiences and re-victimization. One in three girls report that their families yell and insult one another.

- *Access to parent:* One in four girls reported that if she had a personal problem she could not ask a parent for help.
- *Removal from home due to child maltreatment:* Between January 2018 and February 2019, 7,581 girls were removed from their homes due to physical abuse, sexual abuse, domestic violence, or parental drug abuse. The removal reasons are comparable by gender with the exception of sexual abuse; 449 girls were removed from home due to sexual abuse as compared to 195 boys.

## Impact of Girls' Experiences on Indicators of Well-being

Compared to boys, girls report less emotional well-being during adolescence.

- *Experience of depression:* More than one in three girls experience depression (38%) compared to one in five boys (18%).
- *Hopelessness:* More than one in three girls express hopelessness (37%) in feeling that “life was not worth it” compared to one in five boys (21%).
- *Sadness:* More than one in two girls (53%) report feeling sad or depressed most days during the past year, as compared to one in three boys (33%).
- *Substance use:* More than half (53%) of Florida girls report not using substances. Of the one in two girls who have used substances in their lifetime, alcohol, vapor products, and marijuana are the most frequently used. Substance use is highest among Native Hawaiian (57%), White (50%) and girls of multiple races (49%). The proportion of girls having used substances is similar in middle and high school. While rates of use

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<sup>1</sup> Verbal bullying defined as: being taunted, teased, experience name-calling, or been excluded or ignored by others in a mean way. Physical bullying defined as: being hit, kicked or shoved, physical harm/injury, or having their money or belongings taken. Cyberbullying defined as: someone sending mean emails, text messages, IM's or posted hurtful information on the Internet.

are similar to boys, the literature suggests different motivations for girls' drug use (i.e., weight control, depression/anxiety).

- *Suicide ideation and making a plan to attempt suicide:* One in five girls (18%) reports thinking seriously of attempting suicide in the past 12 months prior to taking the survey. Differences by race/ethnicity exist with one in three Native Hawaiian (30%), one in four American Indian/Native American (26%), one in five Hispanic (19%), one in five White (19%), one in six African American (16%), and one in eight Asian girls (12%). Of critical attention is that the one in three girls who identify as gay, lesbian, bisexual, or "unsure" of her sexual orientation reports the highest rates of suicide ideation and planning, with proportions three times higher than their heterosexual peers.
- *Justice system involvement:* In Florida over 9,000 girls were arrested in 2017-18. The needs of girls who are sent to lock up facilities show unaddressed trauma (e.g., higher proportions of experiences in out-of-home placements, neglect, physical abuse, sexual abuse, trauma, witnessing violence, mental health diagnosis, self-mutilation, suicide ideation, suicide plan, somatic problems) that is greater than that of boys.

**What does it all mean?** There are cohorts of girls who are at greater risk for trauma, mental health challenges, exploitation, and/or system involvement than their peers.

For this reason, we must pay attention and learn more about girls' different experiences so that we can understand what we are doing well and where we are failing them. The data identifies opportunities for intervening and connecting with girls in our communities, which can lead to improving well-being.

## **Emerging Cohorts of Girls that Warrant Attention**

- **Racial/Ethnic Differences:** While all girls report high rates of sadness, hopelessness, and substance use, differences within race/ethnicity show that girls are experiencing their communities differently on indicators of victimization, access to supports, and feelings of safety.
- **Sexual Orientation Differences:** Approximately one in five girls in the survey sample (22%) identified as lesbian, gay, bisexual, or "unsure" of their sexual identity. There were greater disparities among this group for sexual and physical victimization, suicide ideation and attempts.
- **Geographical Differences:** One in five girls in the survey sample reported living in a rural community. There were greater disparities among this group in receiving D's and F's, bullying, and access to parents or teachers.
- **Grade Level Differences:** Emerging differences among middle school girls show greater reports of verbal and physical bullying than among their high school peers.
- **Most Vulnerable Girls:** One in ten girls report lack of access to a safe adult (parent or teacher). They experienced greater feelings of sadness, hopelessness, less safety in school, bullying, less safety in neighborhoods, substance use, and school suspensions and/or arrests at younger ages.

A girl's well-being must represent her whole being. Safety is not just about physical safety. Emotional safety is also important. Research indicates that girls who feel safe are also more likely to have more friends, get along better with their caregivers, and have other adult support systems. Feelings of safety impact physical, emotional, and psychological well-being and this all impacts her cognitive development. Safety is critical for educational attainment,

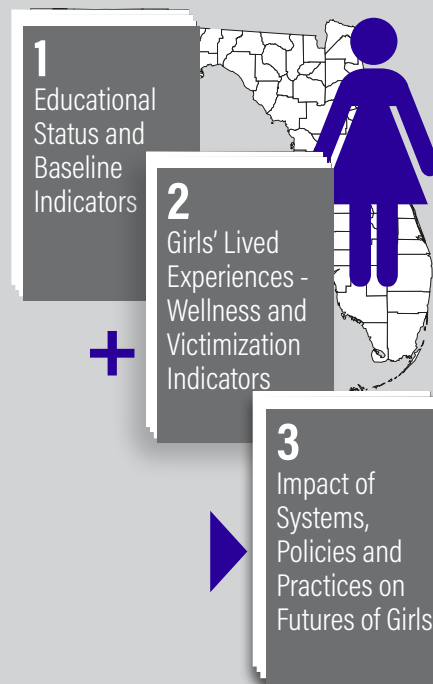
advancing in opportunities, experiencing connectedness, and feeling protected if there is a problem (e.g. bullying) or incidents and events that require support. This broader definition of safety provides context for how girls report bullying and other indicators of trauma, danger, and anxiety. The data shows the day-to-day macro/micro aggressions that girls experience can be related to later negative outcomes and “disconnection” from school, home, community, and/or self. Among the girls who report not feeling safe in school, they experience greater exposure to bullying, experience greater hopelessness, and feel more sadness than their peers who felt safe. Additionally, girls who did not feel safe at school were two times more likely to be suspended than girls who felt safe. Further, for girls experiencing abuse in the home, the school environment may exacerbate or trigger post traumatic stress symptoms.

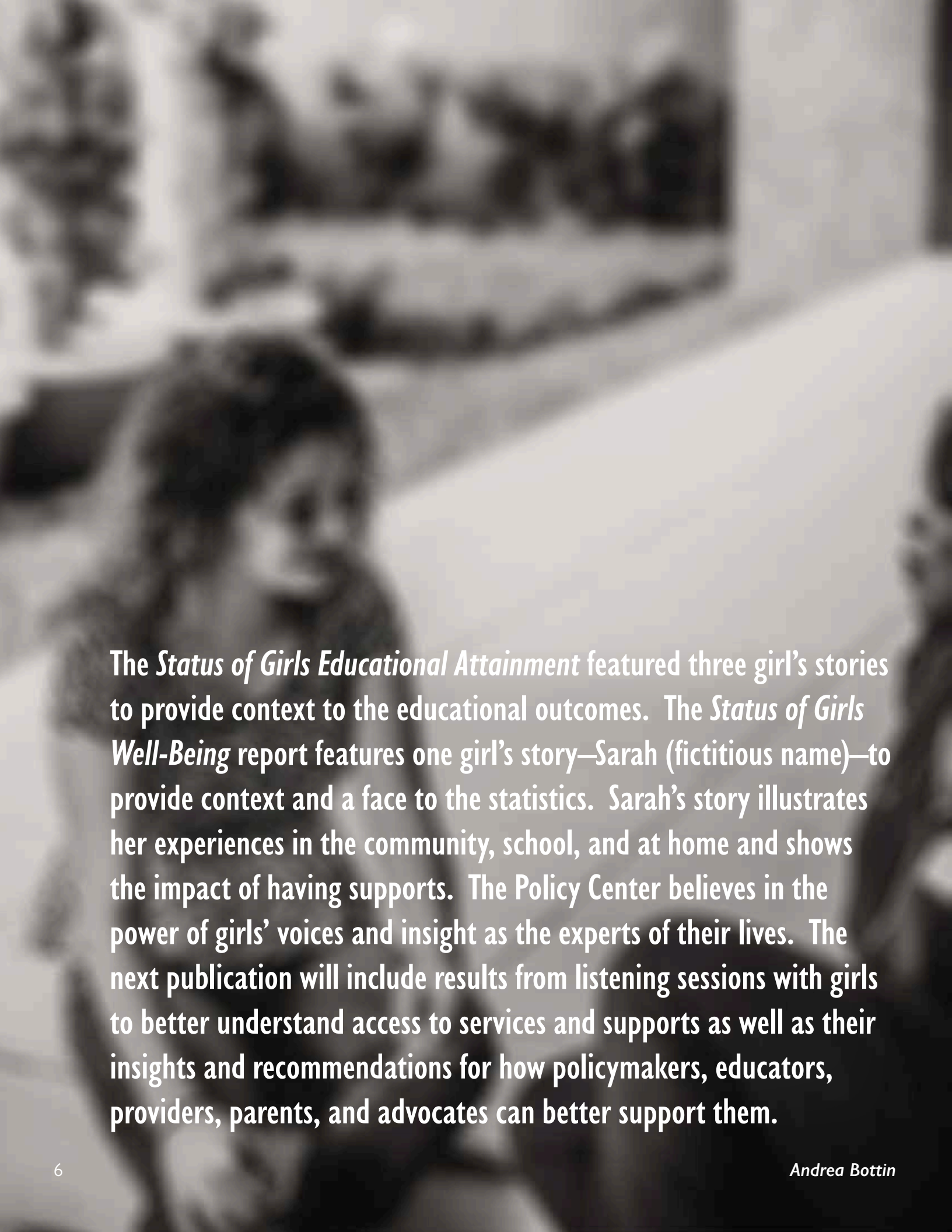
Interventions informed by research can create environments that promote safety and reduce girls’ risks of depression, suicide attempts, anxiety, substance use, and increased stress in adulthood. Most importantly, *lifting up girls’ experiences sends a message right now to all girls so that no girl should feel alone or invisible, but rather feel safe, valued, and seen.* It should raise alarm that one in three girls across communities in Florida are reporting “life is not worth it.” We must stop losing girls to suicide, drugs, and the justice system. Girls’ futures matter.

There is more to learn from the girls themselves about what we can do as parents, educators, community providers, policymakers, and systems to better support them. When we get it right—create safety nets and connection in community— girls can feel safe in relationships, plan for their futures, and “see their futures.” This is what we hope for all girls: to be able to fully contribute to their families, their community and society.

### Status of Girls Series

The next publication in the series will include robust recommendations designed to address policies and practices that perpetuate trauma and disparate educational and well-being outcomes for girls in Florida. These recommendations will be informed by the research of the first two publications as well as the voices of girls. Listening sessions with girls will be conducted to better understand access to services and supports as well as their insights and recommendations for how policymakers, educators, providers, parents, advocates can better support them.





The *Status of Girls Educational Attainment* featured three girl’s stories to provide context to the educational outcomes. The *Status of Girls Well-Being* report features one girl’s story—Sarah (fictitious name)—to provide context and a face to the statistics. Sarah’s story illustrates her experiences in the community, school, and at home and shows the impact of having supports. The Policy Center believes in the power of girls’ voices and insight as the experts of their lives. The next publication will include results from listening sessions with girls to better understand access to services and supports as well as their insights and recommendations for how policymakers, educators, providers, parents, and advocates can better support them.



## INTRODUCTION

*The Status of Girls Well-Being in Florida* is the second in a research series of three publications on the status of girls across Florida's counties. This report series was commissioned by the Florida Women's Funding Alliance, an affinity group of the Florida Philanthropic Network. This publication builds on the first publication, *The Status of Girls in Florida: Educational Attainment and Disparities by County*, which assessed the educational status and disparities among girls and young women in Florida. This research publication focuses on the experiences of girls in middle and high school with regard to overall well-being.

In the context of this study, *well-being* refers to school connectedness, safety, access to safe adults including parents, teachers, free from violence and victimization in their homes, schools, and community, and overall health and emotional well-being.

This second publication investigated the status of girls' well-being in the context of experiences in the community, school, and at home. The nuances of exposure to violence, education, wellness, access, and system involvement are all important indicators for measuring the current status of girls and young women; they also serve as important indicators to project the future status of the next generation of women. We know that girls who have positive experiences of connection and opportunities in their communities, school and home lives can thrive. When girls lack support and opportunities of connection are not available to them, girls are pushed further away and may disengage from their family, community, school, or even themselves.

### *What Makes this Research Different:*

The framework for understanding the data begins with a macro view of girls' experiences within their community, school, and home. It is through this context that the indicators of well-being (suicide ideation, substance use, etc.) can be better understood. This flips the narrative from putting the responsibility on girls, and instead focuses on the environments and on the experiences of girls in these important settings.

The research recognizes not only gender differences but also within-gender differences, including racial/ethnic, sexual orientation, grade level, and geographic disparities.

Deeper level analyses allows for the identification of the indicators of well-being among cohorts of girls who are vulnerable. Increasing visibility of the issues impacting girls allows us to engage girls in different interventions to reduce the chances of falling behind and getting lost in the various system failures.

### *Why it Matters:*

Every year, our communities are losing girls to school dropout, suicide, sex trafficking, and/or juvenile justice system involvement. Some communities respond to girls and youth who identify as female through ways that disconnect, blame, and penalize girls for what are seen as their failures, rather than through ways that respond to their needs. The findings in this research provide an opportunity to reflect on how our systems may be set up to fail girls and to consider interventions that ensure no girl is left behind. Additionally, the experiences of girls in their communities are related to their educational and health outcomes, and those of the next generation. The education of a mother is one of the largest predictors of the

educational outcomes of her children (Tang et al., 2014). Similarly, the healing of trauma can break cycles of intergenerational trauma and violence (Ginwright, 2018).

Organized around five major sections, *The Status of Girls Well-Being in Florida* explores: Girls' Experiences in Community, Girls' Experiences in School, Girls' Experiences in Home, and the Impact of Girls' Experiences on Indicators of Well-being. Experiences in the Community include: feelings of safety in neighborhood, reported forced sexual intercourse, dating violence, teen pregnancy by older males, and commercial sexual exploitation of children. Experiences in School include: feelings of safety in school, reported grades, access to teachers, bullying, and threats or injury with weapon. Experiences in the Home include: access to parent, family arguments, and removal from home due to child maltreatment. The fourth chapter, Impact of Girls' Experiences on Indicators of Well-being include: reported depression, sadness and hopelessness, substance use, suicide ideation, and suicide plan. The fifth chapter, Experiences of Most Vulnerable Girls on Indicators of Well-being include differences for girls who report not feeling safe in their neighborhood, not feeling safe in school, failing grades, no access to supports, and juvenile justice system involvement.

**The data shows that the safety of many girls is compromised and that there are alarming rates of violence and victimization experienced by girls in their communities, schools, and homes. The rates of hopelessness, suicide ideation, and substance use among girls compel our communities and state to take action.**

*The Status of Women in Florida: Health and Well-Being* found that the health and well-being of women in Florida has improved in some ways but that wide disparities persist by race and ethnicity, as well as by geography (Anderson & McLean, 2018). The rates of violence against women, poverty, and health indicators demand attention. Similar to this, this publication on the status of girls reveals that there are many positives—yet there is a cohort of girls that is highly vulnerable and falling behind. This report brings attention to the geographical, racial, and sexual orientation differences for girls in Florida. The next publication in the series will include robust recommendations designed to address root causes versus surface, short-term recommendations. It will discuss policies and practices that perpetuate trauma in our community for girls and impact girls' overall well-being. These recommendations will be informed by listening sessions with girls and their families to better understand access to services and supports as well as their insights and recommendations for how policymakers, educators, providers, parents, advocates can better support them.

Information for this report was drawn from state and national data sources, including the Florida Department of Health, Bureau of Vital Statistics, Centers for Disease Control and Prevention, Florida Department of Children and Families, Florida Department of Juvenile Justice, Florida Department of Law Enforcement, and Florida Department of Education. Datasets from the Florida Youth Substance Abuse Survey (YSAS) and Florida Youth Risk Behavior Survey (YRBS) were provided by the Florida Department of Health. Use of self-report survey data allows us to learn from the girls about their experiences and to better understand what we are doing well and where communities are failing them. Findings come from a multitude of sources because each has limitations. We cannot “link” or track the girls who report dating violence, suicide ideation, and other measures on the YRBS with substance abuse and school experience measures on another survey such as the YSAS. However, regardless of the survey used, the data summary below is representative of the same students in public middle and high schools in Florida. County level data was not available from all of the sources listed. See Appendix A for more details on methodology.

In this report Black/African American, Hispanic/Latina, American Indian/Native American, Native Hawaiian or other Pacific Islander, Asian, and girls of two or more races are referred to as girls of color. In 2018-2019, girls represent almost 50% of the 2.8 million students enrolled in K-12 public schools in Florida. Girls of color represented 62% of these

enrollments: Hispanic (33%), Black (22%), Asian (3%), two or more races (4%), American Indian/Alaska Native and Native Hawaiian/Pacific Islander (less than 1%). The term sexual orientation or LGB and Unsure is used in this report to describe the experience of youth who identify as gay or lesbian, bisexual or “unsure” of their sexual identity. Additionally, rural counties are defined by the Health Resource & Services Administration (HRSA) Federal Office of Rural Health Policy; they include: Bradford, Calhoun, Columbia, DeSoto, Dixie, Franklin, Glades, Hamilton, Hardee, Hendry, Holmes, Jackson, Lafayette, Levy, Liberty, Madison, Monroe, Okeechobee, Putnam, Suwannee, Taylor, Union, and Washington.

## Sarah's Experiences in the Community

“My mom was young when she had me, I know she’s doing the best she can, but she’s always struggling to pay bills, so we move around a lot—in hotels, apartments, and with family. When I was 13, I moved with my mom again into a new part of town. That’s where I met these two girls who seemed cool. We were hanging out, and they told me that a guy said he would give them iPhones if they slept with him. I really wanted friends, and I wanted the girls to like me, so I did it for them. He showed up, but he didn’t leave any iPhones. The police are still trying to do something about it. Bad stuff happened in my neighborhood all the time. There was violence and guns, but there were also a lot of drug dealers around so I started running away. I wasn’t running away because I’m a bad kid, I was running away because I didn’t feel safe in my neighborhood. I didn’t have a place to stay so older guys told me if I had sex with them, then I could sleep at their place. I didn’t like it, but it still felt safer than being in my neighborhood.

When I was 15 my mom moved to a new part of town and I went back to live with her. That’s when I met a nice guy. He is 17 well he told me he was 17. He lived on his own with a roommate. We got pregnant and that’s when he told me he is actually 24. Since I’m only 15 I decided not to list him on my son’s birth certificate. It’s really hard for me to trust people, but I still do.”

# 1. GIRLS' EXPERIENCES IN THE COMMUNITY

This chapter provides a macro view of the experiences of girls in their communities including feelings of safety in their neighborhood and victimization indicators such as sexual violence, dating violence, teen pregnancy by older males, and commercial sexual exploitation.

## Findings: Safety in the Neighborhood

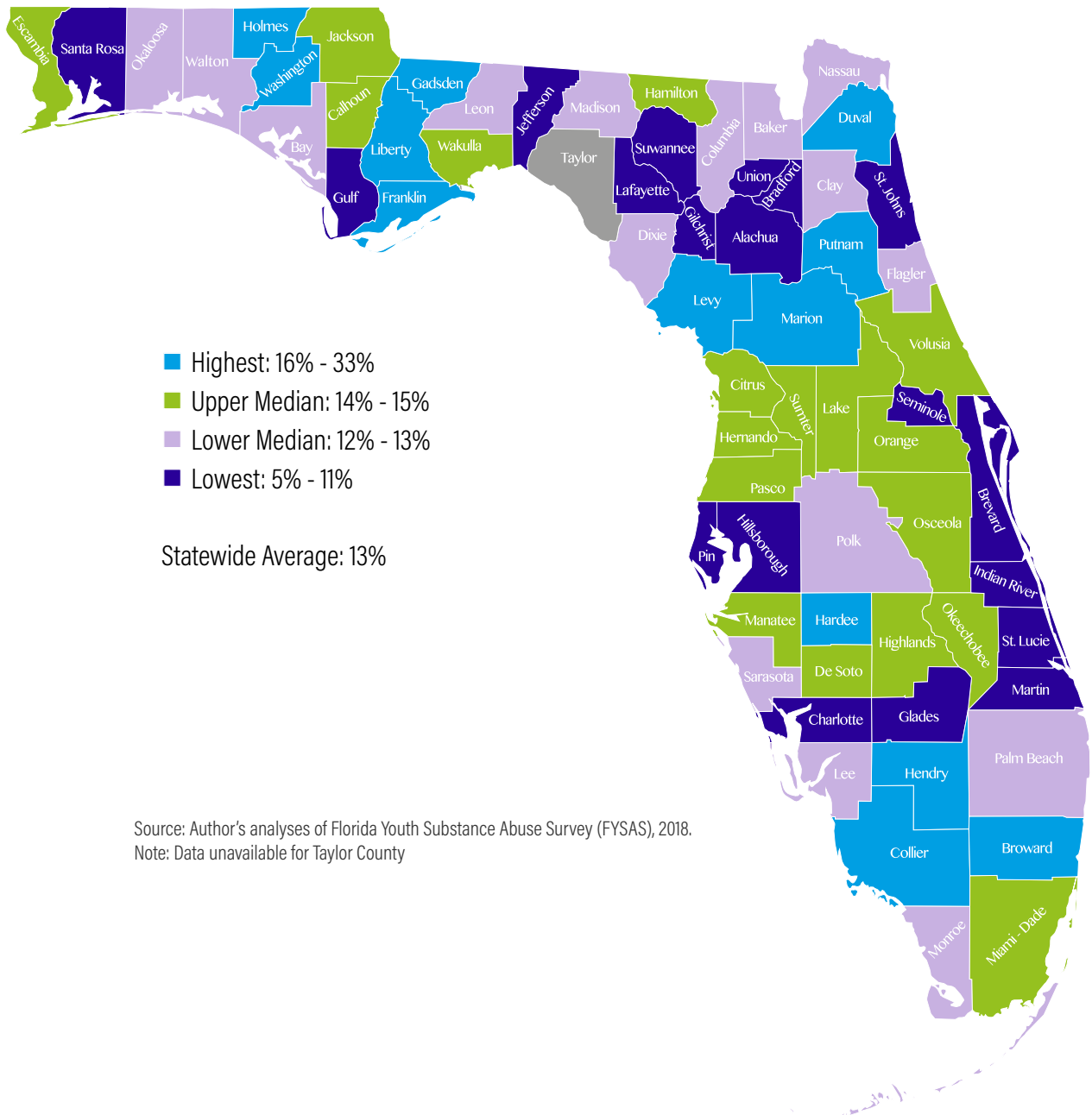
The communities where girls live across Florida vary: 77% report living in a city, town or suburb 20% live in the country (not on a farm), and 3% of girls live on a farm. When girls were asked to describe their neighborhoods, 16% reported it would be easy for them to access a handgun, 15% reported their neighborhood has crime and drugs, and 14% reported their neighborhood has a lot of fighting. Reported levels of safety in a neighborhood provide context to girls' experiences in their communities. See Appendix Table 1 for relative crime rates by county and the types of crimes that girls may be exposed to or be victims of. While the majority of girls (87%) reported that they feel safe in their neighborhoods, there is a proportion that reported they do not feel safe. Chapter 5 discusses the impact of safety in the neighborhood on indicators of well-being. The following breaks down the differences for the group of girls who do not feel safe in their neighborhoods.

**Differences by Gender:** A slightly higher proportion of girls (13%) than boys (12%) reported that they do not feel safe in their neighborhoods.

**Disparities by Race/Ethnicity:** Native Hawaiian or other Pacific Islander girls make up the highest proportions of girls that do not feel safe in their neighborhoods with 20% reporting that they do not feel safe, followed by; 16% of African American girls, 15% of American Indian/Native American girls, 15% of Hispanic/Latina girls, 14% of girls other or multiple races, 11% of White girls, and 11% of Asian girls.

**Disparities by Region:** There were significant differences by county ranging from 5% in Lafayette County to as high as 33% in Franklin County reporting they do not feel safe (see Map 1.1 and Appendix Table 2 for counties where girls do not feel safe in their neighborhoods).

Map 1.1 – Girls that Do Not Feel Safe in their Neighborhood, 2018 (N=27,580)



## Findings: Sexual Violence (Forced Sexual Intercourse)

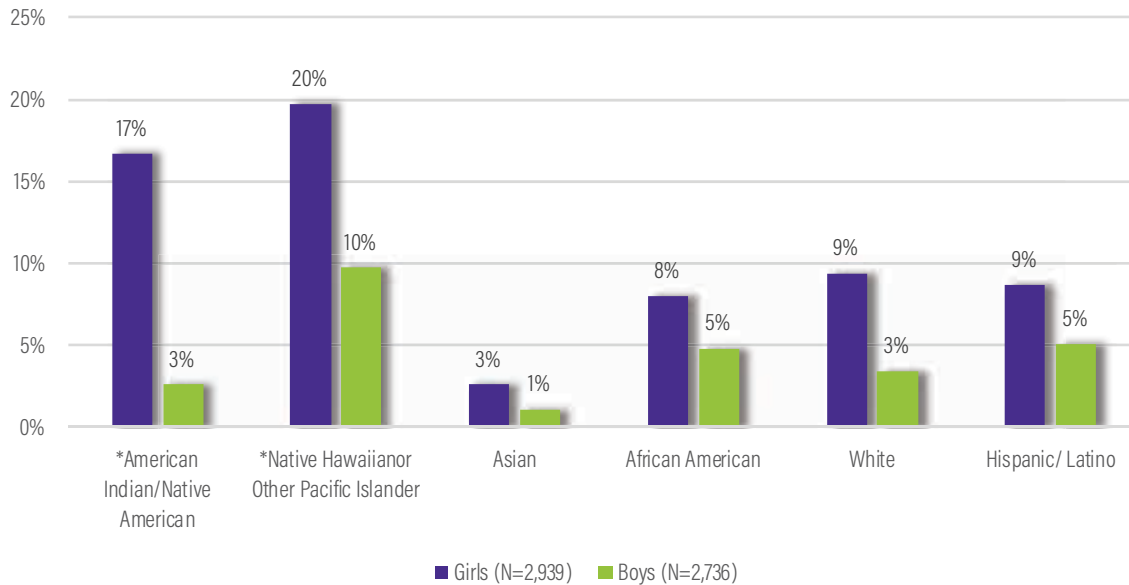
In the Florida 2017 sample of girls from the YRBS, there is a higher proportion of girls (13%) than boys (7%) that experienced sexual violence, which was defined as “being forced to kiss, touch or have sexual intercourse by anyone when they did not want to.” A separate question asked specifically about forced sexual intercourse, defined as “being physically forced to have sexual intercourse when they did not want to, by anyone.”

**Disparities by Gender:** Physical force to have sexual intercourse was higher in girls (9%) than boys (4%) with proportions that are twice as high in girls.

**Disparities by Race/Ethnicity:** Native Hawaiian or other Pacific Islander girls experience the highest rates, with one in five girls (20%) having had been forced to engage in sexual intercourse when they did not want to. This proportion is more than double the overall rate of Florida girls (9%). Within race/ethnicity, 17% of American Indian/Native

American girls experienced forced sexual violence, followed by; 9% of White girls, 9% of Hispanic girls, 8% of African American, and 3% of Asian girls (see Figure 1.1).

**Figure 1.1 - Forced Sexual Intercourse, by Race/Ethnicity, within Gender, 2017**

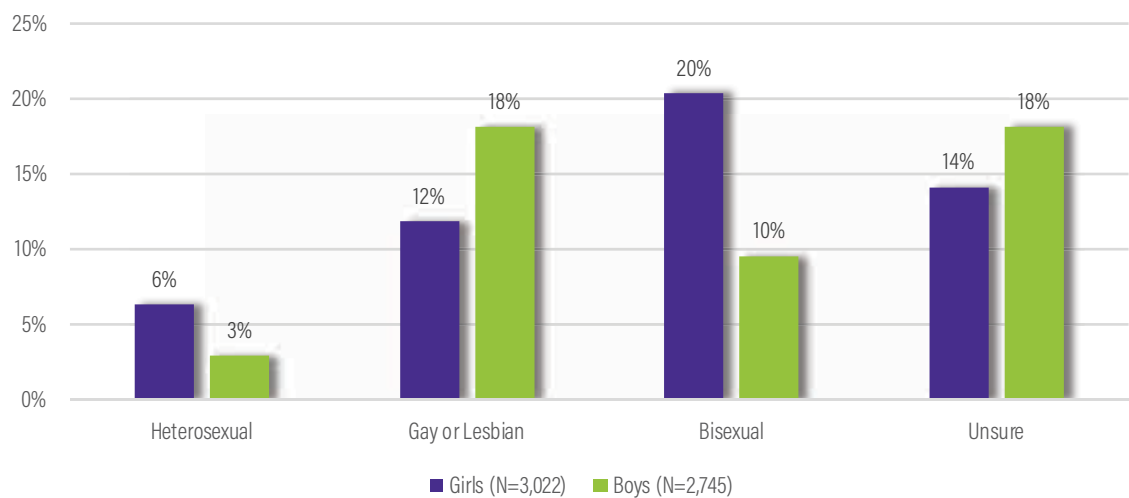


Source: Florida Youth Risk Behavior Survey (FL YRBS), 2017

\*Due to small sample size 2015 and 2017 data was combined to prevent suppression

**Disparities by Sexual Orientation:** Bisexual girls (20%) reported the highest rates of forced sexual intercourse followed by; 14% of girls who are “unsure” of their sexual orientation, 12% of lesbian or gay girls, and 6% of heterosexual girls (see Figure 1.2).

**Figure 1.2 - Forced Sexual Intercourse, by Sexual Orientation, within Gender, 2017**



Source: Florida Youth Risk Behavior Survey (FL YRBS), 2017

## Findings: Dating Violence (Physical Dating Violence)

In the Florida 2017 sample of girls from the YRBS, a slightly higher proportion of girls than boys reported experiences of physical dating violence, this was defined as “being physically hurt on purpose by someone they were dating or going out with, (count such things as being hit, slammed into something, or injured with an object or weapon).”

**Differences by Gender:** A slightly higher proportion of girls (9%) than boys (8%) experience physical dating violence.

**Disparities by Race/Ethnicity:** White girls reported the highest proportions for physical dating violence (10%) followed by; 9% of African American girls, 7% of Hispanic/Latina girls, and 7% of Asian girls. Physical dating violence data was suppressed for American Indian/Native American and Native Hawaiian or other Pacific Islander youth due to a small sample size.

**Disparities by Sexual Orientation:** Bisexual girls had the highest proportions with one in five reporting that they experienced physical dating violence (20%), followed by; 13% of girls who were “unsure” of their sexual orientation, 8% of gay or lesbian girls, and 7% of heterosexual girls.

## Findings: Teen Pregnancy by Older Males

Nationally we have witnessed a reduction of teen pregnancy rates. In Florida, teen pregnancy rates have been decreasing; however, there are disparities by county in the state. In 2018, there were 2,457 live births to girls under the age of 18; this is a decrease from 2017 where 2,666 live births occurred to girls under the age of 18. During the last ten years, teen pregnancy rates have been decreasing in Florida from a rate of 3.2 per 1,000 adolescent girls in 2009 to a rate of 1.2 per 1,000 adolescent girls in 2018 (see Appendix Table 3 for live births by county). In order to examine teen pregnancy by older men, birth certificate data by age of mother and corresponding age of fathers were compiled (see Table 1.1).

**Table 1.1 Teen Live Births by Age of Fathers, 2018**

Age of Mother	N total births 2018	Age of Father								Missing Father info	
		Under 18 (n, %)		18-20 (n, %)		21-23 (n, %)		24 and older (n, %)		(n, % of total live births by mother's age)	
13 and younger	20	4	20%	0	0%	0	0%	0	0%	16	80%
14	77	20	26%	3	4%	0	0%	1	1%	53	69%
15	289	78	27%	45	16%	10	3%	4	1%	152	53%
16	668	156	23%	160	24%	32	5%	15	2%	305	46%
17	1403	156	11%	564	40%	133	9%	64	5%	486	35%
<b>TOTAL</b>	<b>2457</b>	<b>414</b>	<b>17%</b>	<b>772</b>	<b>31%</b>	<b>175</b>	<b>7%</b>	<b>84</b>	<b>3%</b>	<b>1012</b>	<b>41%</b>

Source: Florida Department of Health, Bureau of Vital Statistics (2018), Age of Mothers Under 18 by Age of Fathers

Highlighted region indicates that these births were unlawful/statutory due to age of consent of girl and age disparity by statutory rape.

According to the Florida Live Birth Viewer aggregate data, four of the 20 girls that had babies were 12 years old. Data on the age of father is unknown.

The highlighted section in the table above indicates that these births were unlawful/statutory due to age of consent of girl and age disparity by Florida law (see statutes).

- 17% of births to teen mothers were by fathers under the age of 18.
- A sizeable proportion (41%) of live births were to fathers who age was unknown.<sup>2</sup>
- Based on our analyses, the younger the age of mother, the less likely the age of father to be reported (e.g., 80% of births to mothers age 13 and younger did not have age of father listed on birth certificate).

<sup>2</sup> Information is missing from birth certificates recorded by the Office of Vital Statistics.



- Additionally, of births certificates with age known (n=1,445), 10% of births to teen mothers fall within unlawful/statutory violations due to the age of consent for girl and/or age disparity by Florida law (see statutes).

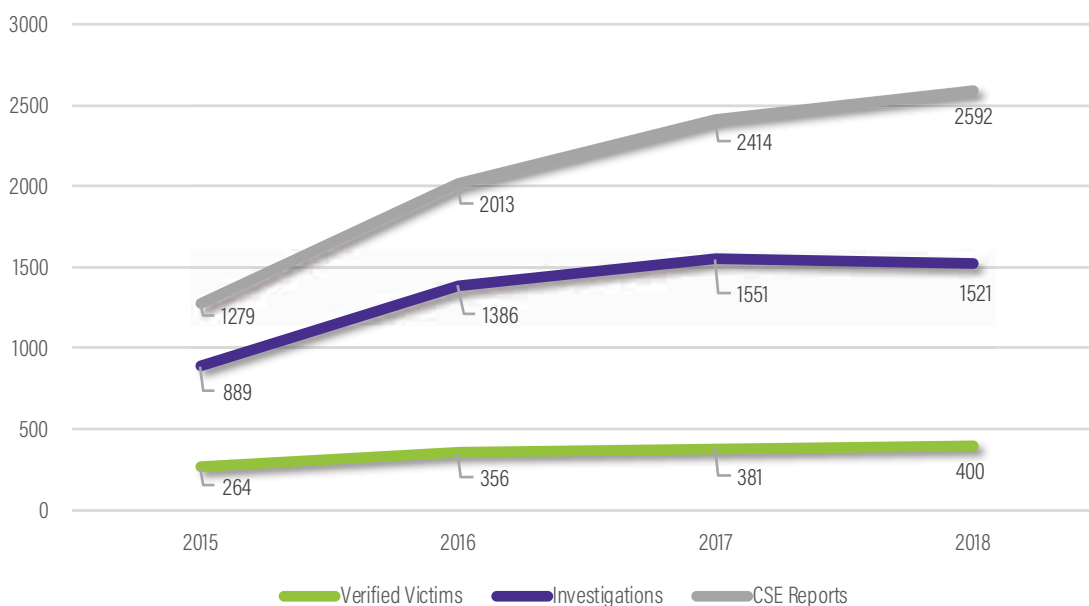
FLA STAT. 794.05 (1): A person 24 years of age or older who engages in sexual activity with a person 16 or 17 years of age commits a felony of the second degree, punishable as provided in s. 775.082, s.775.083, or s. 775.084. The law defines "sexual activity" as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual activity does not include an act done for a bona fide medical purpose (Section 794.05, F.S.).

FLA STAT. 794.011 (2) (a): A person 18 years of age or older who commits sexual battery upon, or in an attempt to commit sexual battery injures the sexual organs of, a person less than 12 years of age commits a capital felony, punishable as provided in ss. 775.082 and 921.141.

## Findings: Commercial Sexual Exploitation of Children

The Policy Center views sex trafficking through the lens of child abuse and child rape. Accurately defining and naming the heinous acts of violence that are perpetrated by adults against our children is crucial to effectively addressing and eradicating this crisis in our state. The World Congress against Commercial Sexual Exploitation of Children defined *Commercial Sexual Exploitation of Children (CSEC)* as sexual abuse by the adult and remuneration in cash or kind to the child or a third person(s) whereby the child is treated as a sexual object and as a commercial object. The pattern of "trauma, abandonment and disruption that began in childhood are central to the narratives of adolescent girls trafficked into commercial sexual exploitation" and is also a common experience for girls involved in the child welfare system (Clawson et al., 2009). In essence, victims of sex trafficking have been failed by the very people and systems intended to protect them. In 2018, there were 1,521 investigations and 400 children verified as victims of commercial sexual exploitation (CSE) in Florida (see Figure 1.3) for statewide trends of CSEC from 2015-2018). Counties with the highest number of victims were Broward (51), Miami-Dade (40), and Duval (33) (OPPAGA, 2019).

**Figure 1.3 - Victims of Commercial Sexual Exploitation, Statewide, 2015-2018**



Source: Office of Program Policy Analysis & Government Accountability. (July,2019). Placement Options for CSE Victims Have Increased; CSE-Specific Services Remain Limited. Florida Legislature OPPAGA.

## **Summary:** **Why Safety and Victimization in the Community Matters**

How girls and young women experience their community is a critical factor in their growth and development. The impact of trauma not only has a negative impact on a girl's life, it has long-term implications for the health of our families, communities, and state. The rates of sexual violence, pregnancy by older men, and sexual exploitation among girls in Florida are alarming.

Nationally, girls experience sexual dating violence, physical dating violence, sexual violence, and being physically forced to have sexual intercourse at higher rates than boys (Kann et al., 2018; CDC 2018). Sexual violence among Florida women is occurring at distressing rates where one in four women (24%) have experienced unwanted sexual contact in their lifetime, and about one in six (17%) reported being raped. Nearly half of women in Florida (46%) have experienced psychological aggression during their lifetime, more than one in three (34%) experienced physical violence, and one in eight (13%) experienced sexual violence (Smith et al., 2017). In this current study, the reported findings of one in ten girls in Florida reporting forced sexual intercourse highlights a much deeper issue for girls' futures because victimization during childhood has long term consequences. Research shows that experiencing violence and/or exposure to violence is connected to a host of health issues including anxiety, depression, and aggression, which can also impact academic achievement, child welfare system involvement, and put youth at risk of juvenile justice system involvement (Javdani, 2014; Zona & Milan, 2011).

When examining girls' teen pregnancy, limited information is usually reported about the father's age. Studies show that when a girl's first sexual encounter was with an older partner she was more likely to report that the sexual encounter was non-voluntary or unwanted (Ryan et al., 2008). One study found that when a girl's first sexual encounter was unwanted or coerced the average male partner was six years older than her and the average age of the girl was 15 (Hawks et al., 2019). Additionally, the gender-power imbalances in these relationships reduces the girl's ability to negotiate condom use as they fear angry reactions from their adult perpetrators/abusers. Studies on the health risks of girls that birth children through statutory relationship show they are at higher risk of contracting HIV and other STDs as older males engage in more extra-relational sexual activities (Ryan et al., 2008; Begley et al., 2003; Klein, 2005). Girls are at higher risk for pelvic inflammatory disease, infertility, cervical cancer, and pregnancy complications (Hawks, et al., 2019). Children born from statutory relationship are at higher risk for health complications such as low birth weight, and higher chance of neonatal death and premature death (Klein, 2005). From the live birth data of girls in Florida, we understand that each year more than 2,000 girls under the age of 18 give birth. Where the age of father is reported, approximately 10% of these births fall within statutory violations due to age of father. This finding suggests that over a five-year period, we can project 10,000 new births to mothers under the age of 18; at least 1,000 of these births would likely fall under statutory rape classifications. The number is likely higher because this estimate does not account for the unknown ages of fathers.

***One in ten girls in Florida  
report forced sexual  
intercourse.***

It is important that we address the issues that perpetuate and allow older men, rapists, traffickers, and exploiters to prey on the most vulnerable girls in our communities. Girls can thrive when our communities are safe places for them to experience childhood and adolescence without fear of violence and exploitation.





## Sarah's Experiences in School

“When I was in sixth grade is when everything really started to get messed up for me. The principal at my middle school called me to her office and played a video recording. I thought no one knew about what happened. I didn’t feel like I had anyone safe to tell who would believe me. I felt invisible to my teachers, and my mom would think it was my fault. The video the principal played was of three boys raping me in the school bathroom. One of the boys recorded it and started passing it around. When the principal told my family what happened, they made me feel like it was my fault. Everything felt out of control, and all I knew was that I didn’t want to go back to public school. I was really depressed and angry, especially at my mom. I didn’t want to keep living, and that’s when people started taking me away for a few days to try to help. I’m back in school now, and I’m trying my best to feel safe.”

## 2. GIRLS' EXPERIENCES IN SCHOOL

Girls' experiences in school are vital to their overall well-being and success as adults. Girls spend a majority of their time in school or engaging in school activities. Approximately 27,000 girls in middle and high schools across the state participated in the Florida Youth Substance Abuse Survey. This chapter explores the scope of girls' experience in school in regard to feelings of safety in school, access to teacher, school engagement, reported grades, as well as victimization indicators such as bullying, and being threatened or injured with a weapon at school. Chapter 5 discusses the impact of feeling unsafe at school and failing grades on girls' indicators of well-being.

### Findings: Safety in School

Safety in school is paramount to learning and continuing in school. Research shows that when students are worried and fearful in regards to their surroundings, they have lower academic outcomes (Milam et al., 2010). In Florida, girls feel safer in their communities than in school, even when they report that their communities have crime and drug activity (FYSAS, 2018). Overall, one in three girls reported that they do not feel safe in school (see Map 2.1). The rates of school incidents including sexual battery, battery, weapons possession, and fighting are provided for context (see Appendix Table 6 for the rate of school environmental safety incidents by county).

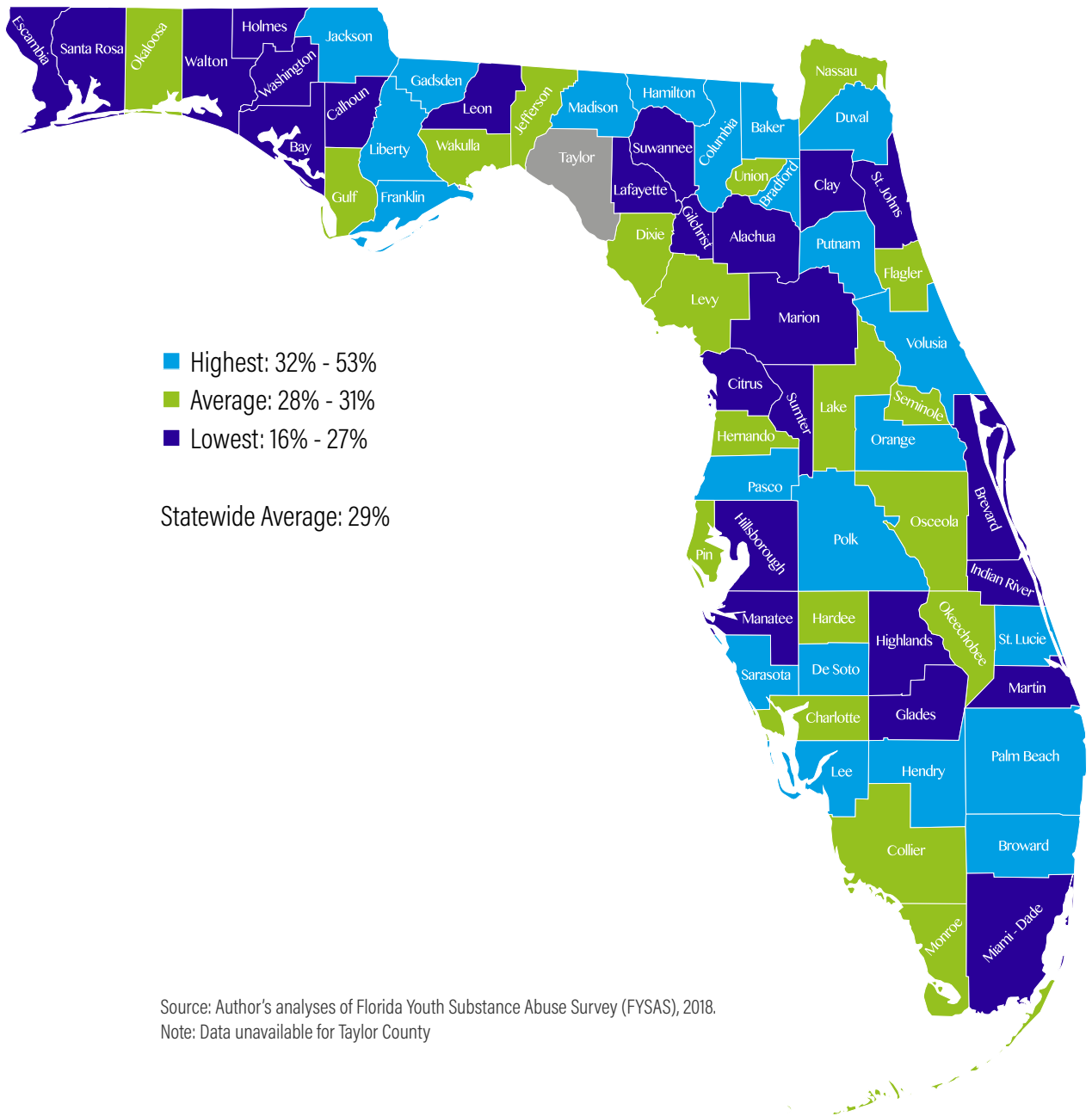
**Differences by Gender:** A higher proportion of girls (29%) do not feel safe at school in comparison to boys (27%).

**Disparities by Race/Ethnicity:** The proportion of girls that do not feel safe in school was highest among Native Hawaiian or other Pacific Islander girls (43%), followed by; 36% of African American girls, 34% of girls of other or multiple races, 29% of Hispanic/Latina, 28% of American Indian/Native American girls, 26% of White girls, and 25% of Asian girls.

**Disparities by Region:** There are 15 counties where more than one in three of the girls feel unsafe at school. The top three counties are Hendry (53%), Madison (46%), and Duval (44%) (see Map 2.1 and Appendix Table 4 for counties where girls do not feel safe in their schools).

**Disparities by Grade Level:** Girls in middle school (72%) reported feeling safer at school than girls in high school (69%).

Map 2.1 - Girls That Do Not Feel Safe in Florida Schools, 2018 (N=26,779)



### Findings: Access to a Teacher

The Florida Youth Substance Abuse Survey asked students about their access to teachers, (“there are lots of chances for students in my school to talk with a teacher one-on-one”). While the majority of students reported they have access to a teacher, this was not the experience for a significant proportion of youth.

**Disparities by Gender:** A higher proportion of girls (25%) reported not having access to talk with a teacher than boys (23%).

**Disparities by Race/Ethnicity:** Of girls, Native Hawaiian or other Pacific Islander girls reported the highest proportion for not having access to talk to a teacher one-on-one (29%) followed by, 28% of girls of other or multiple races, 25% of White girls, 25% of Hispanic/Latina girls, 23% of African American girls, 23% of Asian girls, and 23% of American Indian/Native American girls.

**Disparities by Grade Level:** Girls in high school (27%) reported higher proportions of not having access to talk to a teacher than middle school girls (24%).

## Findings: Reported Grades

Girls in Florida reported high rates of enjoying school (89%), receiving mostly A's or B's in the last school year (81%). There were a proportion of girls that received C's (16%) and D's and F's (4%). Chapter 4 discusses the impact of reported grades on girls' indicators of well-being.

**Disparities by Gender:** A higher proportion of girls reported A's and B's (81%) than boys (73%).

**Disparities by Race/Ethnicity:** Of girls who reported receiving A's and B's in the year prior to taking the survey, Asian girls had the highest proportions (92%), followed by; 85% of White girls, 79% of girls of multiple races, 79% of Native Hawaiian or other Pacific Islander girls, 76% of Hispanic/Latina girls, 73% of African American girls, and 73% of American Indian/Native American girls.

**Disparities by Grade Level:** A slightly higher proportion of girls in middle school (51%) reported A's and B's than girls in high school (49%).

## Findings: Bullying

Three types of bullying are included in analyses of this report: *Verbal bullying* was defined as being taunted, teased, name-calling, or being excluded or ignored by others in a mean way. *Physical bullying* includes behaviors where someone hit, kicked, shoved or caused physical harm or injury to someone's body, or took their money or belongings. *Cyberbullying* is bullying perpetrated using a technological device or service; defined as when someone has sent mean emails, text messages, instant messages or posted hurtful information on the internet. This includes the use of social networking sites, text messages, instant messaging, email, and cell phones. Across the state, girls are experiencing high rates of bullying, where 63% of Florida girls have reported being verbally bullied, 30% have experienced physical bullying, and 35% have experienced cyberbullying. Additionally, one in five girls report experiencing all three types of bullying.

**Differences by Gender:** Boys report greater physical bullying while girls report greater verbal bullying and cyberbullying.

**Disparities by Race/Ethnicity:** The majority of girls are experiencing verbal bullying (63%). At least one in four girls have experienced cyberbullying, irrespective of race or ethnicity, with White girls reporting the highest (41%) (see Table 2.1 for all bullying by race/ethnicity).

**Disparities by Region:** There are 11 counties where more than one in five girls experience all three types of bullying (see Appendix Table 5 for girls bullying experiences by county). The top five counties are Citrus (24%), Columbia (21%), Walton (21%), Pasco (21%), and Bay (21%). In contrast there are three counties with a low of one in ten girls (Hendry, Dade, and Broward) (see Map 2.2).

**Disparities by Grade Level:** Bullying is higher in middle school with 73% of girls reported to have experienced at least one type of bullying; as compared to 65% of girls in high school.

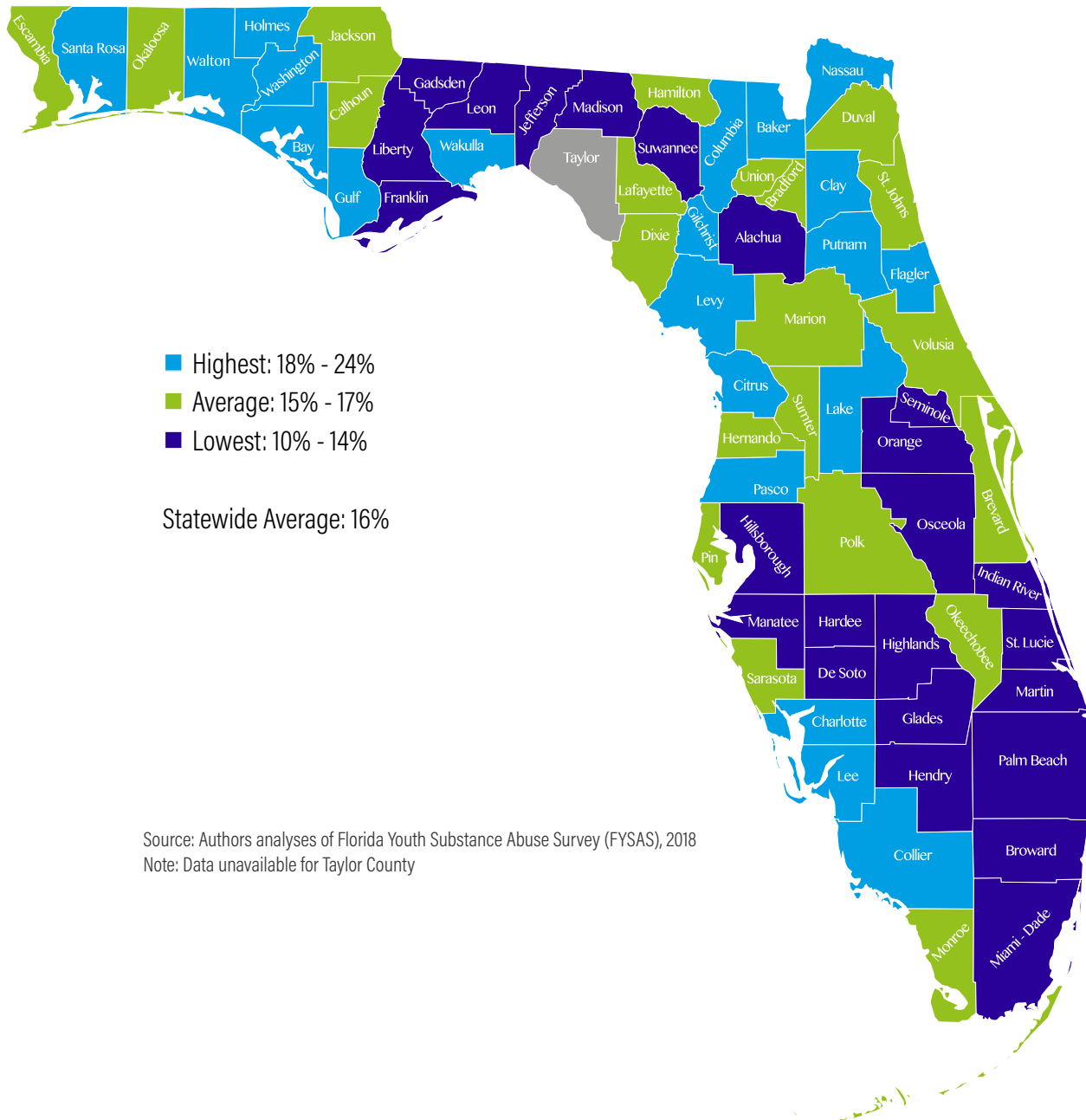
**Table 2.1 - Types of Bullying for Girls, by Race/Ethnicity, 2018**

Race/Ethnicity	Physical Bullying		Verbal Bullying		Cyberbullying	
	# of girls	% within race/ethnicity	# of girls	% within race/ethnicity	# of girls	% within race/ethnicity
American Indian/Native American	458	33%	458	69%	457	35%
Asian	600	26%	601	61%	601	25%
African American	3,910	22%	3,900	53%	3,906	27%
Hispanic/Latina	4,641	22%	4,637	52%	4,636	25%
Native Hawaiian or other Pacific Islander	60	30%	60	62%	60	28%
Other/Multiple	5,355	36%	5,358	69%	5,359	37%
White	12,206	32%	12,205	68%	12,205	41%
<b>FLORIDA GIRLS</b>	<b>27,230</b>	<b>30%</b>	<b>27,219</b>	<b>63%</b>	<b>27,224</b>	<b>35%</b>

Source: Florida Youth Substance Abuse Survey (FYSAS), 2018



Map 2.2 - Girls Experiencing Three Types of Bullying, 2018 (N=27,580)



### Findings: Violence with a weapon

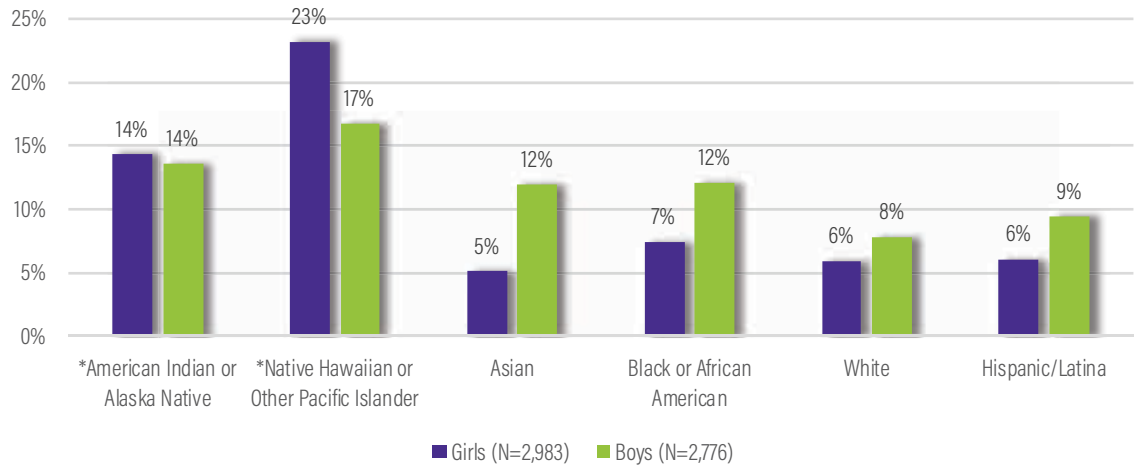
Violence with a weapon is defined as being threatened or injured with a weapon (gun, knife, or club) on school property. Nationally, the percentage of students being threatened or injured with a weapon significantly decreased within the last ten years (7.8% in 2007 down to 6.0% in 2017). This reduction was true among all ethnicities during the time period. Less is known about who they are threatened by.

**Disparities by Gender and Race/Ethnicity:** In general, boys reported being threatened with a weapon at higher rates; however, Native Hawaiian or other Pacific Islander girls reported being threatened or injured with a weapon at higher rates than Native Hawaiian or other Pacific Islander boys (see Figure 2.1). Of girls, Native Hawaiian or other Pacific Islander girls had the highest proportions where 23% reported being threatened or injured with a weapon, followed by; 14% of American Indian/Native American

girls, 7% of African American girls, 6% of White girls, 6% of Hispanic/Latina girls, and 5% of Asian girls.

**Disparities by Sexual Orientation:** Girls who identified as “unsure” of their sexual identity had the highest proportions where 11% reported to have been threatened or injured with a weapon, followed by; 8% of bisexual girls, 7% of gay or lesbian girls, and 6% of heterosexual girls.

**Figure 2.1 - Threatened or Injured with a Weapon by Race/Ethnicity, within Gender, 2017**



Source: Florida Youth Risk Behavior Survey (FL YRBS), combined data, 2017

\*Due to small sample size 2015 and 2017 data was combined to prevent suppression

## **Summary:** **Why Safety and School Connectedness Matters**

School connectedness is a particularly important factor in the development of girls and is defined as “the extent one feels personally accepted, respected, included, and supported by others in the school social environment” (Goodenow, 1993, p. 80). School connectedness is important because it is linked to positive self-esteem, sense of purpose and buffers against psychological distress, substance use, delinquency, and school drop-out.

School climate is particularly important for girls because negative aspects of school environment (gender bias, sexual harassment, lack of emotional safety, non-inclusive or stereotypical curriculum) can be harmful for girls (Matthews & Hubbard, 2008). Further, lack of safety (e.g., sexual assault by peers and/or school staff) exposes girls to physical, sexual and psychological abuse. In general, rates of not going to school due to safety concerns are higher among girls than boys. In these ways, the school environment can be both a protective factor or a risk factor.

***One in four girls report they do not have access to teachers to talk one-on-one.***

Many girls in Florida are reporting that they do not feel safe in school. Further, one in four is reporting they do not have access to teachers to talk one-on-one.

School bonding and having access to a safe, adult including a teacher, is a protective factor. Children spend on average thirteen years of their life in an educational institution, excluding higher education. While feeling physically safe in school is an important school well-being indicator, having a high-quality student-teacher relationship was integral to student satisfaction and success (Catalano et al., 2004). Research indicates that middle school professionals had a great influence on their female students in regard to career advice, as 40% of girls turned to teachers and guidance counselors for career advice, which was then followed by family members at 23% (Shapiro et al., 2015). School bonding was also related to lower rates of drinking and smoking initiation during adolescence as well as reduced likelihood of alcohol misuse in the twelfth grade (Catalano et al., 2004).

Safety is critical for educational attainment, advancing in opportunities, experiencing connectedness, and feeling protected if there is a problem (e.g., bullying) or incidents and events that require support. The rates of reported bullying among girls and threats or injury with weapons at school are alarming. Adolescents who experience bullying are at higher risk for physical injury, depression and anxiety, substance use, sleep issues, health complaints, academic problems, and suicide (FL Department of Health, 2017). Further, the victimization rates reported by lesbian, gay, bisexual and girls who identify as “unsure” of their sexual orientation are even higher. These findings are aligned with national trends suggesting that girls who identify as LGBT are 2.3 times more likely to experience assault or victimization by peers (Kann et al, 2018; Friedman, 2011). These findings of feeling unsafe and/or lacking access to teachers should raise alarm for this cohort of girls that are at risk in our communities.



## Sarah's Experiences at Home

“I am 15 now, and a lot has changed. My mom moved out of that bad neighborhood, so I went back home to live with her for a little while. My mom gave up on me. She gave guardianship of me to my stepdad, and she didn't even tell me at first. I guess I get what I need from living with my stepdad, but I get scared when he raises his voice because it reminds me of when he used to beat my mom.”

### 3. GIRLS' EXPERIENCES AT HOME

Less is known about girls' experiences outside of school and in the home. A girl's living environment and relationship with parents are key, as the home is where children can create a sense of safety and support. Home is where children feel safe and are able to master various skills (Margolin & Vickerman, 2007). There is limited data on the experiences of girls at home unless there has been court or system involvement with families. This chapter summarizes survey of youth data regarding perceptions of support from parent(s) for a personal problem, perceptions of climate/family conflict, and secondary data regarding removal from home due to child maltreatment collected by the Florida Department of Children of Families. These data points offer insight to additional experiences of girls that can impact their long-term educational, health, and well-being outcomes.

#### **Findings: Access to Parent for Help with a Personal Problem**

The Florida Youth Substance Abuse Survey (FYSAS) asked girls if they could ask a parent for help with personal problems ("if I had a personal problem, I could ask my mom or dad for help"). Results from this question showed differences by gender, race/ethnicity and grade level.

**Disparities by Gender:** A higher proportion of girls (25%) reported not having access to talk with a parent than boys (20%).

**Disparities by Race/Ethnicity:** Asian girls reported the highest for not having access to talk to a parent for help (34%), followed by; 31% of Native Hawaiian or other Pacific Islander girls, 28% of girls of other or multiple races, 26% of African American girls, 25% of Hispanic/Latina girls, 23% of White girls, and 21% of American Indian/Native American girls.

**Disparities by Grade Level:** Girls in high school (29%) reported higher proportions of not having access to talk to a parent than middle school girls (21%).

#### **Findings: Family Insults and Yells at Each Other**

Similarly, the FYSAS survey asked students about yelling and insults within their families "People in my family often insult or yell at each other." There were differences by gender, race/ethnicity, and grade level.

**Disparities by Gender:** A higher proportion of girls (36%) reported that their families yell and insult each other than boys (27%).

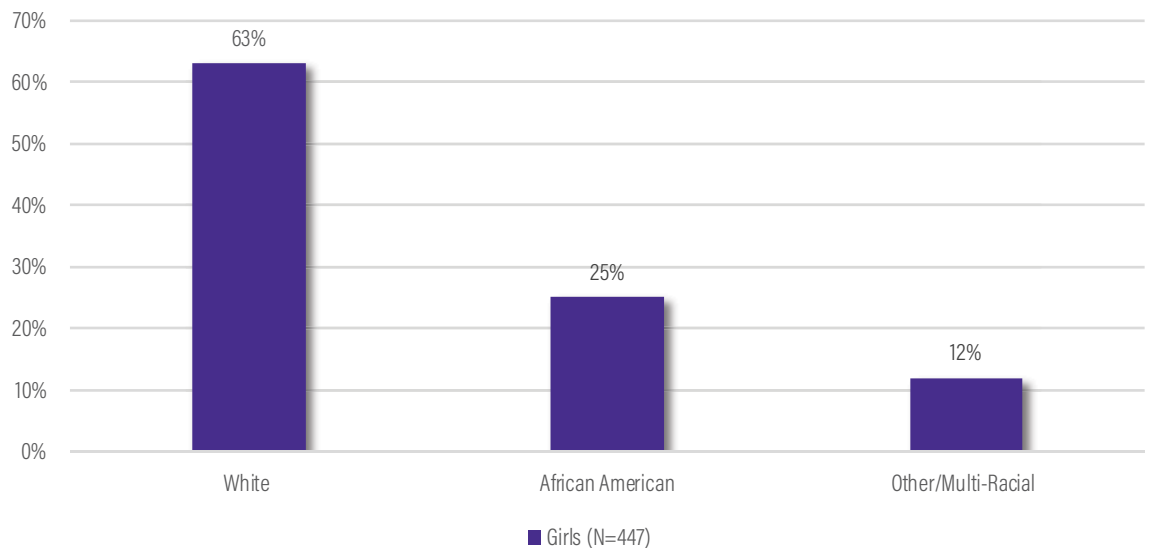
**Disparities by Race/Ethnicity:** Family insults and yelling at each other varied within race/ethnicity. Native Hawaiian or other Pacific Islander girls reported the highest proportions with 45% reporting that this occurs in their families, followed by; 42% of girls of other or multiple races, 36% of White girls, 35% of American Indian/Native American, 35% of African American girls, 34% of Asian girls, and 32% of Hispanic/Latina girls.

**Disparities by Grade Level:** A slightly higher proportion of girls in high school (38%) reported that their family insults and yells at each other than girls in middle school (34%).

### Findings: Removal from Home due to Child Maltreatment

In Florida, 43,775 children were identified as victims of child maltreatment in 2015 (U.S. Department of Health and Human Services, 2017). The number of children per capita who are victims of abuse and neglect is higher (10.9 for girls and 10.2 for boys per 1,000 children) than the national rate (9.6 for girls and 8.8 for boys per 1,000 children) (U.S. Department of Health and Human Services, 2017). Nationally, 92% of maltreatment cases involve parent relationships (21% are father, 41% are mother, 21% are mother and father) and the remainder includes non-parents (Courtney et al., 2011). Between January 2018 and February 2019, there were 7,581 girls removed from their homes and entered into out-of-home placements due to child maltreatment in Florida (Florida Department of Children and Families, 2019). Child maltreatment in this count includes physical abuse, sexual abuse, domestic violence, or parental drug abuse. The number of children entering out-of-home care by removal reason and by county are provided (see Appendix Table 7). The removal reasons are comparable by gender with the exception of sexual abuse; there were 449 girls removed due to sexual abuse compared to 195 boys (see Figure 3.1 for the differences by race/ethnicity).

**Figure 3.1 - Sexual Abuse Removal Reason, by Race/Ethnicity, January 2018-February 2019**



Source: Data Extracted from Florida Department of Children and Families Dashboard; Children Entering Out-of-Home Care, Statewide (August 20, 2019).

## **Summary:** **Why Living Environments and Relationships Matter**

Living environments and relationships with parents are key indicators for girl's feeling of safety as they can either create a sense of safety and support or violate safety. Research show that girls who feel safe are also more likely to have more friends, get along better with their caregivers, and have other adult support systems. Safety is critical for educational attainment, advancing in opportunities, experiencing connectedness, and feeling protected if there is a problem (e.g., bullying) or incidents and events that require support. For girls, relationships are central in their lives. When girls feel they belong, are connected to a community, have self-efficacy (feel supported in her abilities, are seen and heard) it is tied to positive emotional health and well-being (Greene et al., 1998).

The *well-being* of girls is threatened when they do not have access to safe adults, including parents, and are exposed to violence and victimization in their homes (see Chapters 4 and 5 for Impact). Witnessing violence makes it unsafe to connect with their parents, and therefore threatens the attachment and connectedness of children to their parents (Levendosky et al., 2011).

***One in four girls report no access to parent for help.***

Familial disruption (e.g., death, divorce, incarceration, and abandonment) can result in the child's involvement in the child welfare system and or out-of-home/foster care placement. These disruptions and adverse life experiences create feelings of isolation and lack of connectedness and can impact overall well-being.

Child maltreatment has been linked to performing poorly on academic assessments, increased internalizing and externalizing behaviors, mental health problems, physical health problems, aggression, suicidal behavior, and an overall decreased quality of life (Berger, et al., 2009; Afifi & MacMillan, 2011). Girls in foster care also often become involved with other public systems, including the criminal justice system. Nationally, girls comprise between 20%-35% of the general delinquency population yet represent 33%-50% of the crossover from child welfare into the juvenile justice system population (Baynes-Dunning & Worthington, 2013). The available research indicates that many girls who are in foster care as teenagers experience school failure, violence, homelessness, financial difficulties, and early parenthood, as well as physical and mental health ailments. However, when children are placed in the foster care system, strong relationships with a caring adult becomes an important protective factor in improving resilience, which can lead to reduced negative outcomes of system involvement.

## Impact of Sarah's Experiences on her Well-being

“I have always felt judged and like no one would listen to me. Bad stuff kept happening to me. You could say I’m “only 15,” but I’ve lived a lot. People tried to help me, but I never felt like they really believed what I was telling them. In the last few months, I was assigned to a mentor and I have started to feel like I can talk to her. She’s an adult, but she gets me. She believes me. That is the first thing she told me, and I had never heard that before. Now that I feel like I can trust her, I’m starting to talk more to the counselor at my school. That’s nice because I’m at school, like, every day. It helps a lot to feel like I have a safe adult I can trust enough to talk to and give me good advice. Life is different for me than it is for the other girls at my school, but I guess it has always been that way.”



## 4. IMPACT OF GIRLS' EXPERIENCES ON INDICATORS OF WELL-BEING

This chapter focuses on girls' indicators of well-being (connectedness, emotional health, safety, self-harm behaviors) that are salient factors which can impact girls' overall adolescent and adult mental health. The research is clear that experiences of violence and abuse are related to reported substance use, depression, etc. This chapter calls attention to the disparate rates of depression, sadness and hopelessness, substance use, suicide ideation, suicide plan, and proportion of girls in middle and high school reporting no access to parent or teacher.

### Findings: Sadness, Hopelessness, and Experiences of Depression

In Florida, the proportion of girls that are reporting sadness, hopelessness and depression is high. The summary below draws from two sources. The Florida Youth Risk Behavior Survey (FYRBS) asks girls about experiences of depression, "during the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?" The Florida Youth Substance Abuse Survey (FYSAS) presents a statement related to feelings of hopelessness, "sometimes I think that life is not worth it" and then asks a question on feeling sadness, "In the past year, have you felt depressed or sad most days, even if you felt OK sometimes?" Responses to these questions were analyzed and paint a picture of girls' experiences.

#### Disparities by Gender:

*Sadness* was significantly higher among girls than boys; where 53% of girls reported feeling depressed or sad for most days during the last year as compared to 33% of boys.

*Hopelessness* was significantly higher among girls than boys; where 37% of girls reported feeling that "life was not worth it" as compared to 21% of boys who reported the same.

*Experiences of depression* was more than twice as high in girls (38%) than in boys (18%).

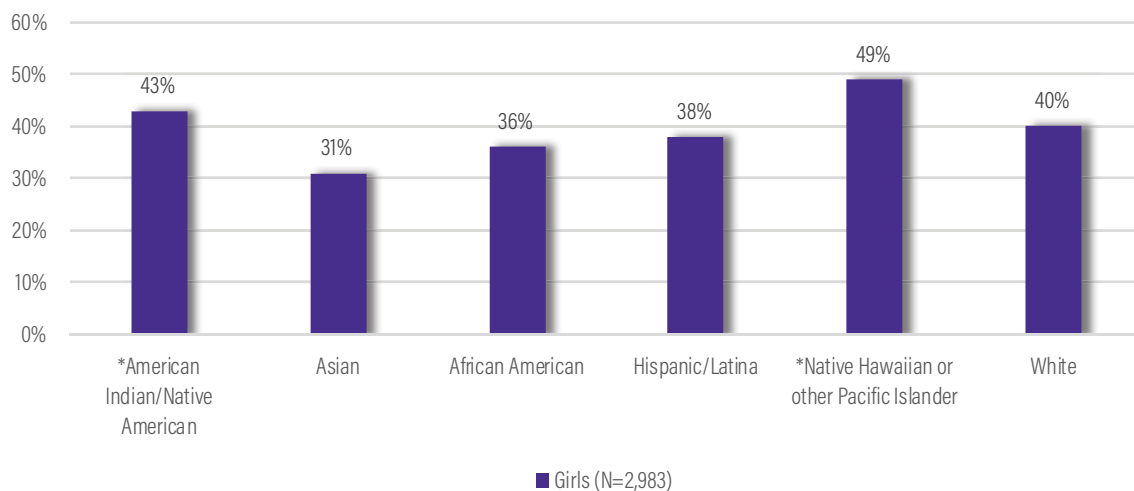
#### Disparities by Race/Ethnicity:

*Sadness*: Girls who identified as other or multiple races had the highest proportions with 59% reporting feeling sad followed by; 57% of American Indian/Native American girls, 57% of African American girls, 54% of Hispanic/Latina girls, 54% of Native Hawaiian or other Pacific Islander girls, 49% of White girls, and 49% of Asian girls.

*Hopelessness*: Girls who identified as other or multiple races had the highest proportions of hopelessness with 41% reporting to have felt that "life was not worth it," followed by; 38% of American Indian/Native American girls, 38% of Asian girls, 36% of Hispanic/Latina girls, 36% of White girls, 35% of African American girls, and 35% of Native Hawaiian or other Pacific Islander girls.

*Experiences of depression:* Experiences of depression was highest among Native Hawaiian or other Pacific Islander girls with 49% reporting that they felt depressed followed by; 43% of American Indian/Native American girls, 40% of White girls, 39% of Hispanic/Latina girls, 36% of African American girls, and 31% of Asian girls (see Figure 4.1).

**Figure 4.1 - Girls' Depression, by Race/Ethnicity, 2017**



Source: Florida Youth Risk Behavior Survey (FL YRBS), 2017

\*Due to small sample size 2015 and 2017 data was combined to prevent suppression

**Differences by Region:** The proportion of girls who felt sad and hopeless is similar throughout the counties in Florida. There are not significant differences between rural and non-rural counties.

**Disparities by Grade Level:** Feeling sad and hopeless is higher for girls in high school than girls in middle school.

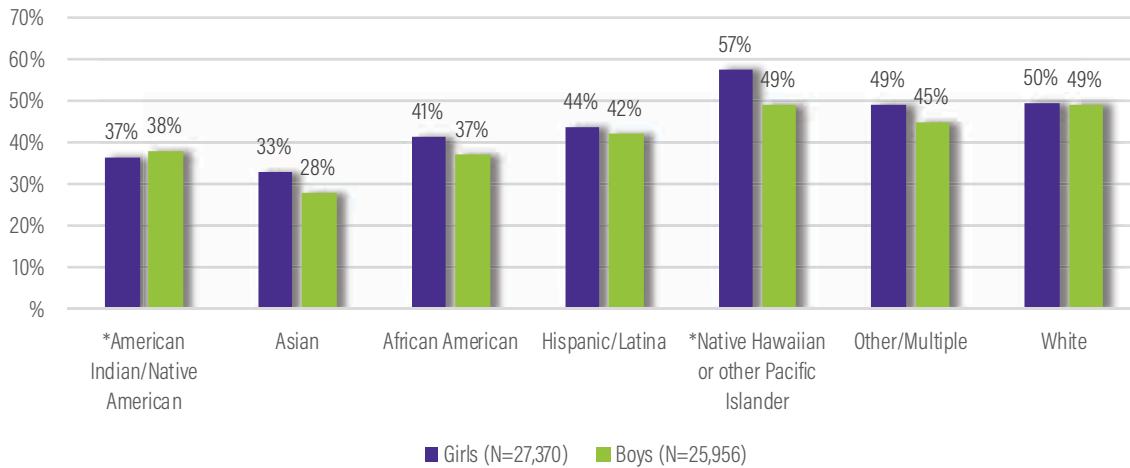
## Findings: Substance Use

The Florida Youth Substance Abuse Survey assessed the lifetime use of substances: alcohol, vapor products, marijuana, cigarettes, inhalants, prescription pain relievers, Xanax or Valium, over the counter drugs, synthetic marijuana, amphetamines, LSD, PCP, mushrooms, crack cocaine, club drugs, Flakka, methamphetamines, steroids, and heroin. In Florida, 53% of girls are not using substances. Of girls that have used substances in their lifetime, 17% are only using one type of substance, 11% are using two types, 8% are using three types, 5% are using four types, and 6% are using between five and sixteen types of substances. The most used substances by girls across Florida are alcohol (36%), vapor products (26%), and marijuana (19%) (see Appendix Table 8 for all substance use by type and by county).

**Differences by Gender:** Girls are using substances during their lifetime at slightly higher rates than boys (47% vs. 44%).

**Disparities by Race/Ethnicity:** Native Hawaiian or other Pacific Islander girls had the highest proportion of substance use with 57% reporting to have used a substance, followed by; 50% of White girls, 49% of girls of other or multiple races, 44% of Hispanic/Latina girls, 41% of African American girls, 37% of American Indian/Native American girls, and 33% of Asian girls (see Figure 4.2).

**Figure 4.2 - Girls' Substance Use by Race/Ethnicity, within Gender, 2018**



Source: Authors Analysis Florida Youth Substance Abuse Survey (FYSAS), 2018.

**Differences by Region:** Across the state less than 5% of girls are using prescription pain relievers, Xanax or Valium, over the counter drugs, synthetic marijuana, amphetamines, LSD, PCP, mushrooms, crack cocaine, club drugs, Flakka, amphetamines, steroids, and heroin. There are not significant differences in substance use across rural and non-rural areas. In most counties a similar proportion of girls are using substances.

**Disparities by Grade Level:** A slightly higher proportion of girls in high school (48%) are using substances than girls in middle school (45%).

### Findings: Suicide Ideation and Suicide Plan

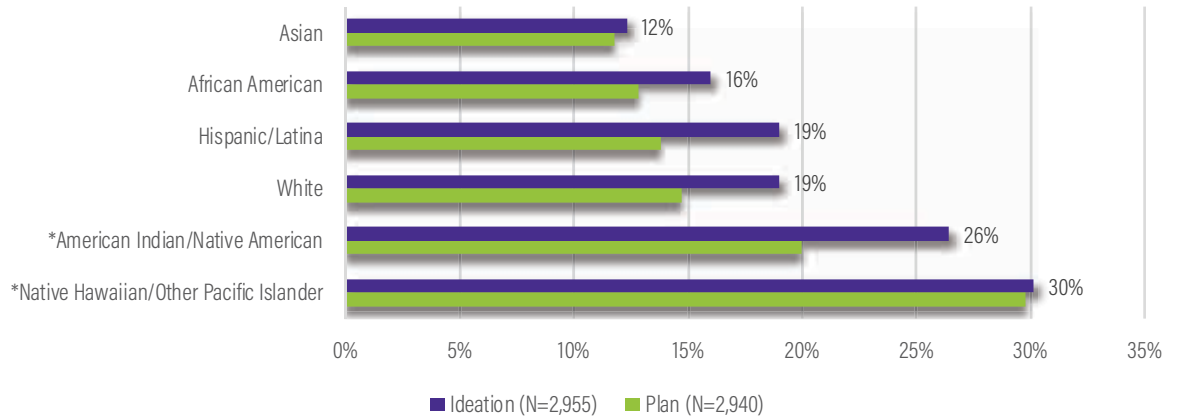
The Florida Youth Risk Behavior Survey asks girls about suicide ideation and plan. The data below reflects the proportion of girls that responded yes when asked, “During the past 12 months, did you ever seriously consider attempting suicide?” Similarly, suicide plan findings reflects the result of girls who responded yes when asked “During the past 12 months, did you make a plan about how you would attempt suicide?” Notably, in 2017, 18 girls between the ages of 13-17 died by suicide with five using a handgun; in 2018, this count jumped to 25 girls with four using a firearm (Florida Department of Health, Bureau of Vital Statistics, 2019) (see Appendix Table 9 for girls’ suicide rates by county).

**Disparities by Gender:** Across the State, both suicide plan and suicide ideation was higher in girls than in boys. The proportion of girls (14%) who reported that they made a plan in the year prior to taking the survey was twice as high as boys (7%). Suicide ideation was also twice as high in girls (18%) than in boys (10%).

**Disparities by Race/Ethnicity:** Within race/ethnicity, girls who made a suicide plan varied where Native Hawaiian or other Pacific Islander girls had the highest proportion with 30% reporting that they made a plan. American Indian/Native American girls had the second highest proportions (20%), followed by; White girls (15%), Hispanic/Latina girls (14%), African American girls (13%), and Asian girls (12%).

Native Hawaiian or other Pacific girls also had the highest proportions for suicide ideation with 30% having experienced suicide ideation, followed by; 26% of American Indian/Native American girls, 19% of Hispanic/Latina girls, 19% of White girls, 16% of African American girls, and 12% of Asian girls (see Figure 4.3).

**Figure 4.3 - Girls' Suicide Ideation and Plan by Race/Ethnicity, 2017**

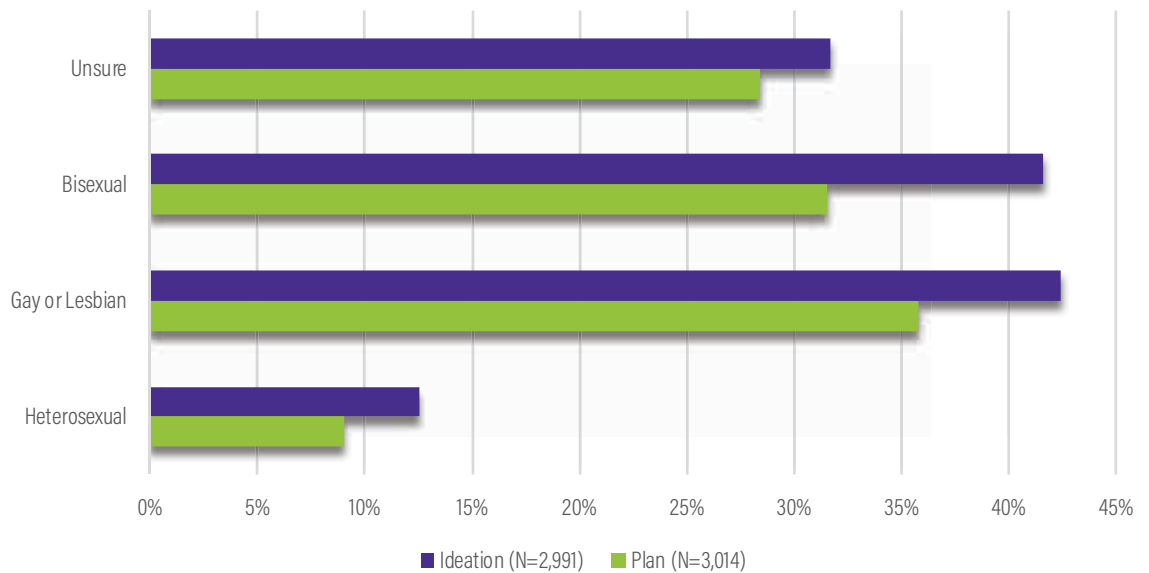


Source: Florida Youth Risk Behavior Survey (FL YRBS), 2017

\*Due to small sample size 2015 and 2017 data was combined to prevent suppression

**Disparities by Sexual Orientation:** For both suicide ideation and suicide plan, girls who identified as gay, lesbian, bisexual or “unsure” of their sexual identity had proportions that were three to four times greater than their heterosexual peers (see Figure 4.4).

**Figure 4.4 - Girls' Suicide Ideation and Plan by Sexual Orientation, 2017**



Source: Florida Youth Risk Behavior Survey (FL YRBS), 2017

### Findings: Reported Access to Parent or Teacher

The Florida Youth Substance Abuse Survey asked two questions related to access to a parent or teacher. Chapter 2 reported girls' access to teachers and Chapter 3 reported girls' access to parents. The summary below combines the results of these two questions to better understand the proportion of girls who report they have no access to either. The majority of girls (59%) reported that they have access to speak to a parent and a teacher. There was a proportion of girls (32%) that reported they have access to either a teacher or a parent. The remaining girls, approximately one in ten girls (9%), reported that they *do not* have access to a parent or a teacher. Chapter 5 discusses the significant impact of not having access to a parent or a teacher on indicators of well-being.

**Differences by Gender:** A higher proportion of girls (9%) reported that they did not have access to a parent or a teacher than boys (7%).

**Disparities by Grade Level:** A higher proportion of girls in high school (10%) reported that they had no access to a teacher or parent in comparison to their middle school peers (7%).

**Disparities by Race/Ethnicity:** There were differences within race/ethnicity for lack of access to a parent or teacher, girls of other or multiple races and Asian girls (10%) had the highest proportions. It is important to note that Asian girls reported the lowest access to a parent and were among the highest for access to teacher followed by; 9% of Native Hawaiian or other Pacific Islander girls, 8% of White girls, 8% of Hispanic/Latina girls, 7% of African American girls, and 5% of American Indian/Native American girls.

**Differences by Region:** Of girls that live on a farm or in the country, 20% reported that they do not have access to a parent or teacher.

There are six counties where more than one in ten girls reported having no access to a parent or teacher. Duval and Hendry rank the highest (13%), followed by Bradford (12%), Levy, Jackson, and Union counties were tied (11%).

### Summary:

#### Gender Differences for Girls Suggest Different Responses are Needed

Girls' experiences in their community, schools, and homes are related to their indicators of well-being. The rates of reported sadness, hopelessness, suicide ideation, suicide planning, substance use among girls in middle and high school in Florida are alarming. Increased challenges facing girls and differences in coping styles of girls have helped to explain some gender differences in health-related outcomes. The literature supports that girls are more likely than boys to experience a majority of health risks such as depression, suicidal thoughts, forced sex, and electronic bullying (cyberbullying) which may be behind their elevated risk for self-harm (Monto, 2018). Specific to depression, research has documented differences for girls with onset of depressive mood starting at age 13, increasing at 15 and peaking at approximately 17 to 18 years of age (Slater et al., 2001).

*One in five girls report suicide ideation.*

Nationally, the percentage of girls who have seriously considered attempting suicide, made a suicide plan, or were injured in a suicide attempt has increased significantly from 2007 to 2017 (CDC, 2018). Girls are more likely than boys to have made a suicide attempt resulting in an injury, poisoning, or overdose that requires treatment by a doctor or nurse (CDC, 2018).

A higher percentage of girls reported deep despair as a motivating factor for self-harm, citing intropunitive factors (i.e., self-hatred, self-punishment, depression, loneliness, and depersonalization). Boys on the other hand reported self-harming as a means of communicating or influencing others out of boredom (Laye-Gindhu, 2005).

While the rates of substance use by gender are comparable, research indicates that there are differences in motivation for use. Girls may use stimulants and cigarettes for weight loss and also report using cigarettes and substances for depression and/or anxiety (Slater et al., 2001). Almost one in two girls in middle school (45%) in Florida reported having used substances in their lifetime. The use of vapor products such as e-cigarettes is an emerging trend among youth. In Florida, one in four girls report using vapor products, a rate that is now double the use of cigarettes (Florida Youth Substance Abuse Survey, 2018). This trend requires attention and more research; current data shows that e-cigarette use have been linked to severe respiratory illnesses and lung injury (Layden et al., 2019).



## 5. THE EXPERIENCES OF THE MOST VULNERABLE GIRLS ON THEIR INDICATORS OF WELL-BEING

The data suggests there are cohorts of girls whose experiences put them at greater risk for trauma, mental health challenges, exploitation, and/or system involvement than their peers. This chapter is a focused examination of the girls who report not feeling safe in their communities, not safe in their schools, failing school grades, and/or who report not having access to a teacher or a parent.

The differences among girls in each of these groups on indicators of well-being are significant and even more alarming. Digging deeper in this way calls attention to the most vulnerable girls and begins to paint/illustrate the related impact of their experiences. It also allows us to engage girls in different interventions to reduce the chances of falling behind and getting lost in the various system failures.

### Safety in Neighborhood/Community Matters

One in eight girls reported not feeling safe in her neighborhood. We found higher proportions of critical indicators of wellness among the girls who reported not feeling safe in their neighborhoods than girls who felt safe. In comparison to their peers, girls who did not feel safe in their neighborhood experienced greater exposure to all three types of bullying (26% vs. 15%), greater substance use (55% vs. 46%), greater lack of access to a parent or teacher (19% vs. 7%), greater sadness (72% vs. 50%), greater hopelessness (54% vs. 34%), greater access to a handgun (24% vs. 15%), and more likely to be suspended from school (10% vs. 6%) (see Table 5.1).

**Table 5.1 – Girls’ Safety in Neighborhood Matters, 2018**

Well-being Indicator	Do not Feel Safe their Neighborhoods		Feels Safe their Neighborhoods	
	N	Proportion of girls	N	Proportion of girls
Experience three types of bullying (verbal, physical, and cyberbullying)	3,309	26%	22,026	15%
Hopelessness	3,265	54%	21,778	34%
Substance use	3,309	55%	22,026	46%
Access to a handgun	3,211	24%	21,508	15%
No access to teacher or parent	3,189	19%	21,582	7%

Source: Authors analyses of Florida Youth Substance Abuse Survey (FYSAS), 2018

## Safety in School Matters

One in three girls reported not feeling safe in school. Feeling unsafe in school impacted girls indicators of well-being in comparison to girls who reported feeling safe in school. Among the girls that did not feel safe in school, they experienced greater exposure to three types of bullying (26% vs. 12%), greater hopelessness (54% vs. 30%), greater sadness (69% vs. 47%) than girls who felt safe in school. Additionally, girls who did not feel safe at school were two times more likely to be suspended than girls who felt safe (10% vs. 5%) (see Table 5.2).

**Table 5.2 Girls' Safety in School Matters, 2018**

Well-being Indicator	Do not Feel Safe in School		Feels Safe in School	
	# of girls	Proportion of girls	# of girls	Proportion of girls
Experience three types of bullying (verbal, physical, and cyberbullying)	7,870	26%	18,909	12%
Hopelessness	7,689	54%	18,582	30%
Substance use	7,870	58%	18,909	42%
Suspension from school	7,201	10%	17,637	5%

Source: Authors analyses of Florida Youth Substance Abuse Survey (FYSAS), 2018

## Failing Grades Matter

One in 25 girls reported getting mostly D's and F's in school. We found significant differences among this group in comparison to their peers receiving A's and B's in school. Among the girls failing school, they experienced higher bullying (24% vs. 15%), less access to teacher, less safety in neighborhood, less parent support, increased feeling "life not worth it," (57% vs. 34%) sadness/depression (75% vs. 50%), and less likely to enjoy being at school (72% v 91%) (see Table 5.3).

**Table 5.3 - Girls Reported Grades on Indicators of Well-being, 2018**

Well-being Indicator	Reports F's and D's		Reports A's and B's	
	# of girls	Proportion of girls	# of girls	Proportion of girls
Experience three types of bullying (verbal, physical, and cyberbullying)	1,039	24%	21,482	15%
Feeling Sad	1,004	75%	21,061	50%
Hopelessness	1,004	57%	21,110	34%
Substance use	1,039	56%	21,482	45%
Don't feel safe in school	1,003	47%	20,962	27%
Don't feel safe in their neighborhoods	892	23%	19,962	12%
Suspension from school	902	20%	20,115	5%

Source: Authors analyses of Florida Youth Substance Abuse Survey (FYSAS), 2018



## Access to Parent or Teacher Matters

One in ten girls reported not having access to a parent or a teacher. The differences among this group of girls were significant on critical indicators of well-being. In comparison to their peers, they reported greater sadness (75% vs. 51%), hopelessness (65% vs. 34%), did not feel safe in school (58% vs. 26%), did not feel safe in their neighborhoods (28% vs. 12%), experiencing three types of bullying (29% vs. 15%), and higher substance use (67% vs. 45%). Additionally, girls among this group received their first school suspension and were arrested at younger ages than girls who reported access to at least one parent or teacher (see Table 5.4).

**Table 5.4 - Girls' Reported Access to Parent and Teacher, on Indicators of Well-being, 2018**

Well-being Indicator	No Access to Parent or Teacher		Access to Parent or Teacher	
	# of girls	Proportion of girls	# of girls	Proportion of girls
Experience three types of Bullying (verbal, physical, and cyberbullying)	2,174	29%	24,354	15%
Feeling sad	2,151	75%	23,883	51%
Substance use	2,174	67%	24,354	45%
Don't feel safe in school	2,132	58%	23,738	26%

Source: Authors analyses of Florida Youth Substance Abuse Survey (FYSAS), 2018

## Differences for Girls in the Juvenile Justice System

Many girls enter the juvenile justice system with significant health disparities. Many of their needs have not been met or identified in the community, at school or at home. In Florida, over 9,000 girls were arrested, over 2,000 were held in a juvenile detention center, and over 400 girls were committed to juvenile justice lock-up facilities across the state in 2017-18 (Florida Department of Juvenile Justice, 2019). The DJJ Positive Achievement Change Tool (PACT) profile of risks and needs for girls in Florida who are in juvenile justice system continues to differ from boys'—and warrants gender-specific responses so that both boys and girls get their needs met. The needs of girls who are sent to lock up facilities show unaddressed trauma (e.g., higher proportions of experiences in out-of-home placements, neglect, physical abuse, sexual abuse, trauma, witnessing violence, mental health diagnosis, self-mutilation, suicide ideation, suicide plan, somatic problems) that is greater than that of boys in lock up (see Appendix Table 10 for gender differences).

This data is the voices of girls sharing their experience and we can choose to continue to ignore what we know our girls are experiencing or we can listen and make changes so that we are appropriately responding to their needs.



## 6. CONCLUSION: GIRLS EXPERIENCING THEIR COMMUNITIES DIFFERENTLY

**Well-being is what we wish for all children. In the context of this research and with a particular focus on the experiences of girls, well-being refers to school connectedness, safety, access to safe adults including parents and teachers, freedom from violence and victimization in their homes, schools, and community, and girls' overall health and emotional well-being.**

We know that girls who have positive experiences of connection and opportunities in their communities, school and home lives can thrive. When girls lack support, it can result in a disengagement or disconnection from their family, community, school, or even themselves.

Use of self-report survey data allows us to learn from the girls about their experiences and better understand what we are doing well and where we are failing them. As reported in the education report, the same trends appear in this publication—there were many positives. There are a number of girls that appear to be faring well; they report positive indicators of well-being. The majority of girls report they feel safe at school (71%) and safe in their neighborhood (87%). The survey data shows that nine out of ten girls have access to someone if they have a problem, 81% report receiving A's and B's, 53% are not using substances, and 93% report never being suspended, and 98% never being arrested. Girls who have access to a teacher and who feel safe at school report doing well in school and have overall healthier outcomes (e.g., less bullying). Although they report less sadness and substance use, their rates are still relatively high.

**However, the data shows that the safety of many girls is compromised and that there are alarming rates of violence and victimization experienced by girls in their communities, schools, and homes. The rates of hopelessness, suicide ideation, and substance use among girls compel our communities and state to take action.**

This research was intentional in examining indicators of well-being for girls and conducting analyses on multiple levels. This helps to build awareness about cohorts of girls who are not faring as well. The differences for and among girls are important—as they suggest different interventions for lifting up girls who are highly vulnerable and falling behind.

### **Not All Girls are Alike**

Using an intersectional lens is important because not all girls are alike or share the same experiences. Many girls, irrespective of race/ethnicity, are reporting high rates of sadness, hopelessness, and substance use. The deeper analyses shows that girls are experiencing their communities differently by race/ethnicity within gender which may have cultural implications. For example:

- African American/Black girls are less likely to report suicide plan and suicide ideation.
- American Indian/Alaskan Native girls are more likely to report access to a teacher or parent.
- Asian girls are more likely to report access to a teacher; report more A's and B's, less likely to report that their families have serious argument, less likely to report suicide ideation, suicide plan, and reported feeling safe in their neighborhood.
- Hispanic/Latina girls are less likely to report that their families have serious arguments.

### **Girls' Racial/Ethnic Differences that Warrant Attention**

- African American/Black girls reported lower proportions of receiving A's and B's in school. Additionally, African American girls are reporting they do not feel safe in school at high rates.
- American Indian/Native American girls reported higher proportions of forced sexual intercourse, substance use, and lower grades. American Indian/Alaskan Native girls are also more likely to report violence with a weapon.
- Asian girls are less likely to report that they have access to talk to a parent if they had a personal problem.
- Hispanic/Latina girls reported grades shows that they are falling behind in school, with lower proportions of receiving A's and B's.
- Girls of multiple race/ethnicities are more likely to report higher proportions of bullying.
- Native Hawaiian or other Pacific Islander girls are vulnerable on many facets where they are more likely to report suicide ideation, suicide plan, highest for experiencing violence with a weapon, more likely to report not feeling safe in school, lack of access to a teacher or parent, higher proportions of sadness, forced sexual intercourse, and lower grades.
- White girls report higher proportions of cyberbullying and physical dating violence.

### **Girls' Sexual Orientation, Geographical, and Grade Level Differences that Warrant Attention**

- Girls who identify as Lesbian, Gay, Bisexual, or Unsure: Approximately one in five girls in the survey sample (22%) identified as LGB or Unsure of their sexual identity. There were greater disparities among this group for sexual and physical victimization, suicide ideation, and attempts.
- Girls living in rural communities: One in five girls in the survey sample reported living in a rural community. There were greater disparities among this group in receiving D's and F's, bullying, and access to parents or teachers.
- Middle school girls: Emerging differences among middle school girls show greater reports of verbal and physical bullying than among their high school peers.

## Emerging Differences for Highly Vulnerable Girls' that Warrant Attention

- Girls who lack access: Approximately one in ten girls report lack of access to a safe adult (parent or teacher). They experienced greater feelings of sadness, hopelessness, less safety in school, bullying, less safety in neighborhoods, substance use, and school suspensions and/or arrests at younger ages.
- Girls who do not feel safe in their neighborhoods: Approximately one in eight girls did not feel safe in their neighborhoods. They experienced greater bullying, substance use less access to a parent or teacher, greater sadness, hopelessness, more access to a handgun, and were more likely to be suspended from school.
- Girls who report failing grades: Approximately one in 25 girls reported receiving mostly D's and F's. They experienced higher bullying, less access to teacher, less safety in neighborhood, less parent support, increased feeling "life not worth it," sadness/depression, and were less likely to enjoy being at school.
- Girls who do not feel safe at school: Approximately one in three girls do not feel safe in school. They experienced higher bullying, hopelessness, and sadness. They were also more likely to receive school suspensions.

## Girls' Not Represented in the School Survey Data

In the *Status of Girls in Florida Educational Attainment*, three percent of girls in their graduation cohort had dropped out of school; further an estimated invisible population of 12,000 girls ages 16-19 were not in school and not working (Patino Lydia, Sanders, & Ravoira, 2019). This second research publication increases visibility of the issues impacting girls and identifies girls who are potentially getting lost in various systems. Last year alone, there were 7,581 girls removed from their homes due to child maltreatment. Of these, 449 girls were removed due to sexual abuse (a greater rate than for boys). There were 2,457 births to mothers under the age of 18; the younger the age of mother, the less likely the age of father to be reported. There were 1,521 investigations of child victims of commercial sexual exploitation. Additionally, there were over 9,000 girls arrested and over 400 were in lock-up juvenile justice facilities last year. School survey data cannot be disaggregated specifically for girls in the child welfare system and/or in the juvenile justice system. Less is known about how these girls are experiencing their communities, schools, and home lives. Many of these girls are exposed to multiple forms of trauma, including disconnection from their community, school and homes, which can significantly impact their well-being.

This research shines light on the experiences of girls with particular attention to those who are less visible in Florida. Looking at the research through a gender-based lens creates opportunities for responses towards girls that may be more relevant/responsive to their lives. It is critical to look at the research through multiple lenses because when we fail to do so, we miss the opportunity to truly understand the experiences of *all girls*. Having this information enables policymakers, educators, providers, and parents to assess and re-frame our response to ensure girls are not left behind. Intervention informed by research creates healthier futures and reduces girls' risks of depression, suicide attempts, anxiety, substance use, and increased stress in adulthood—but most importantly—*lifting up girls' experiences sends a message right now to all girls. So that no girl feels alone or invisible, but rather feels safe, valued, and seen.* We must stop losing girls to suicide, drugs, and the justice system. Girls' futures matter.

## Next Steps

The status of girls' well-being is not about individual focus on girls—but rather addressing what girls need in order to be healed in the community—since these are the spaces where she lives, learns, and plays. As a state, it allows us to assess where we are and to ensure that our responses to girls are supportive; to help connect them to their communities rather than rely on exclusionary responses, police interventions, or juvenile justice system responses.

According to Shawn Ginwright, leading expert on African American youth, youth activism, and youth development, “healing-centered engagement” is “strength based, advances a collective view of healing, and re-centers culture as a central feature in well-being” (Ginwright, 2018). It is moving beyond the question of “what happened to you” to “what’s right with you.” Shawn Ginwrights’ framework of “healing-centered engagement” is an approach that shifts from (the) individual to getting to root causes of culture, policies and processes (Ginwright, 2018). These include examining community spaces and responses in schools, neighborhoods, etc. to ensure no girl is left behind. No girl is invisible.

In this way, girls are seen as part of the healing process rather than victims of the traumatic event. Often our community’s response to girls, young women, and youth who identify as female, continues to be one that disconnects, blames, and penalizes girls for what we see as their failures. We rarely stop to reflect on how our systems may be set up to fail our girls. Understanding the impact of trauma, isolation, and violence on girls and their specific needs is important when we develop/create model programs specific to girls’ needs. This research provides the critical data to understand the complexity of the trauma, disconnections, and violence in the lives of many girls throughout our state.

The next publication in the series will include robust recommendations designed to address policies and practices that perpetuate trauma and disparate educational and well-being outcomes for girls in Florida. Recommendations will be informed by the research of the first two publications in this series as well as by the voices of girls. Listening sessions with girls will be conducted to better understand access to services and supports as well as their insights and recommendations for how policymakers, educators, providers, parents, and advocates can better support them.

## Research Limitations

It is important to note that indicators should not stand alone as benchmarks for health and well-being. For example, girls could be reporting A’s and B’s and still not feel safe in school, feel depressed, suicidal and/or experience victimization. Similarly, girls could be reporting D’s or F’s but feel safe in school, not feel depressed and not experience victimization. The data compiled is presented in aggregate form. Researchers cannot “link” or track the girls who report dating violence, suicide ideation and other measures on the YRBS with their survey responses on the YSAS regarding substance abuse and school experience measures.

Survey data from the FYSAS and the FLYRBS represents self-reported information, while the limitation is that we cannot verify what students are reporting and each individual may define experiences differently and provide responses based on their own perception of events, research has shown that self-reported data has a high reliability and validity. Self-reported data is considered the most effective method of collecting information on the experiences of an individual’s life (Lucus, 2018).

This data is not representative of all middle and high school students in Florida (private, alternative, vocational, and special education schools are excluded from the sampling frame) or those not currently attending a high school program. The voices and experiences of girls who are less likely to attend school or who were suspended at time of survey are not included.

The FL YSAS survey data represents girls from all counties with the exception of Taylor County while FLYRBS survey data represents girls from 50 counties across Florida (see Appendix A for methodology).

More information on the experiences of Native Hawaiian or other Pacific Islander girls in Florida is needed. There were 61 (.2%) Native Hawaiian or other Pacific girls represented in the Florida Youth Substance Abuse Survey and even fewer (37) in the Florida Youth Risk Behavior Survey, because of this, data is often suppressed due to small sample size. Additionally, investigation on the experience of Native Hawaiian or other Pacific Islander girls should be conducted as they are scattered across Florida and are reporting the same type and rates of victimizations, regardless of geography.

## APPENDIX A: METHODOLOGY

Information for this report was drawn from state and national data sources, including the Florida Department of Health, Bureau of Vital Statistics, Center for Disease Control and Prevention, Florida Department of Children and Families, Florida Department of Juvenile Justice, Florida Department of Law Enforcement and Florida Department of Education. Datasets from the Florida Youth Substance Abuse Survey and Florida Youth Risk Behavior Survey were provided by the Florida Department of Health. We cannot “link” or track the girls who report dating violence, suicide ideation and other measures on the YRBS with substance abuse and school experience measures on another survey such as the YSAS. However, regardless of the survey used, the data summary and key findings in this report is representative of the students in public middle and high schools in Florida. County level data was not available from all of the sources listed.

Data represented in this report was extracted from multiple sources and analyzed/interpreted by the authors.

1. The Florida Youth Substance Abuse Survey was administered to 54,000, students in grades 6 through 12 in February of 2018. In Florida, 364 middle schools and 322 high schools participated in the survey across all counties with the exception Taylor. Raw data from the Department of Health was provided to the authors.
2. The Florida Youth Risk Behavior Survey is representative of 50 counties in Florida, this survey is based on the Centers for Disease Control and Prevention Youth Risk Behavior Survey. It is important to note that the data for Native Hawaiian or other Pacific Islander and American Indian/Native American youth represents the combined data of 2015 and 2017. This was done to avoid the suppression of data due to a small sample size of those groups, figures marked with an asterisk (\*) denotes this combination.
3. From the Florida Department of Health, Bureau of Vital Statistics researchers extracted data by county on suicide and live births by mother’s age. Additional data on the number of live births by mother’s and father’s age was provided by the Department.
4. Child maltreatment data was extracted from the Florida Department of Children and Families Child Welfare Dashboard. Statewide data was filtered by gender for removal reasons by parental drug abuse, physical abuse, sexual abuse, and domestic violence.
5. Additional data was from the Centers for Disease Control and Prevention (CDC) Youth Risk Behavior Survey for Florida to allow national comparisons to be drawn where possible. Florida data from the CDC is only representative of five Florida counties (Broward, Duval, Miami-Dade, Orange, West Palm Beach).



## **Florida Youth Substance Abuse Survey Analysis**

To analyze the Florida Youth Substance Abuse Survey (FL YSAS) researchers recoded and merged responses (e.g., YES! and yes or NO! and no). For questions with multiple response options data was collapsed to reflect any/multiple experiences versus never/0 occasions. Findings reflect cross tabulations with a specific variable such as gender, race/ethnicity, grade level, county, safety in neighborhoods, safety at school, and access to parent or teacher.

There are several variables that were further recoded:

### *Grade level*

The Grade level variable was created by merging responses within the “What grade are you in?” question where students who reported that they were in 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grades were merged to reflect Middle School and 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade merged to reflect High School.

### *Bullying*

The bullying variable consists of a count of girls who reported to have experienced physical, cyber, and verbal bullying; this was compiled by merging the following questions: “How often has someone hit, kicked, or shoved you, caused you physical harm/injury, or taken your money or belongings?” “How often have you been taunted, teased, experienced name-calling, or been excluded or ignored by other in a mean way?” “How often has someone sent mean emails, text messages, IM’s or posted hurtful information on the Internet about you?” This variable reflects girls that answered no to all three types of bullying, yes to one type of bullying, yes to two types of bullying and yes to all three types of bullying.

### *Access to parent and teacher*

The reported access to parent and teacher variable was created by merging the “There are lots of chances for students in my school to talk with a teacher one-on-one” and the “If I had a personal problem, I could ask my mom or dad for help” questions. This variable reflects girls who responded “No” to both questions.

### *Substance use*

The substance use variable consists of a count of all substances girls reported to have used during their lifetime versus ‘never’ or ‘zero’ use. This includes the following substances: alcohol, vapor products, marijuana, cigarettes, inhalants, prescription pain reliever, Xanax or Valium, over the counter drugs, synthetic marijuana, amphetamines, LSD, PCP, mushrooms, crack cocaine, club drugs, Flakka, methamphetamines, steroids, and heroin.

### *Reported grades*

The reported grades variable was created by merging responses within the “Putting them all together, what were your grades like last year?” question. Students who reported that they received A’s and B’s were merged, students that received C’s was not merged, and students that reported they received D’s and F’s were merged.

*Sadness:* Taken from the YSAS survey: In the past year, have you felt depressed or sad most days even if you felt OK sometimes?

*Hopelessness:* Taken from the YSAS survey: Sometimes I think that life is not worth it.

*Experiences of Depression:* Taken from the YRBS survey: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

## **APPENDIX B: GLOSSARY OF TERMS**

White (not of Hispanic origin): A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

African American (not of Hispanic origin): A person having origins in any of the black racial groups of Africa.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino”.

Asian (not of Hispanic origin): A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

American Indian/Native American (not of Hispanic origin): A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

Multi-Racial (not of Hispanic origin): A combination of two or more races.

Native Hawaiian or other Pacific Islander (not of Hispanic origin): A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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**Table 1 - Total Crime Index for Florida by County, 2018**

County	Population	2018 Total Index+	Index Rate Per 100,000
ALACHUA	263,291	9,758	3,706
BAKER	27,652	383	1,385
BAY	181,199	6,734	3,716
BRADFORD	28,475	486	1,707
BREVARD	583,563	14,968	2,565
BROWARD	1,897,976	58,658	3,091
CALHOUN	15,093	142	941
CHARLOTTE	177,987	2,454	1,379
CITRUS	145,721	2,449	1,681
CLAY	212,034	4,113	1,940
COLLIER	367,347	5,141	1,400
COLUMBIA	69,721	2,107	3,022
MIAMI DADE	2,779,322	100,541	3,618
DESOTO	35,520	879	2,475
DIXIE	16,489	278	1,686
DUVAL	952,861	37,621	3,948
ESCAMBIA	318,560	11,361	3,566
FLAGLER	107,571	1,662	1,545
FRANKLIN	12,009	288	2,398
GADSDEN	47,828	850	1,777
GILCHRIST	17,424	167	958
GLADES	13,002	152	1,169
GULF	16,499	188	1,140
HAMILTON	14,621	347	2,373
HARDEE	27,296	596	2,184
HENDRY	39,586	1,038	2,622
HERNANDO	185,604	3,331	1,795
HIGHLANDS	102,525	2,708	2,641
HILLSBOROUGH	1,408,864	25,224	1,790
HOLMES	20,133	247	1,227
INDIAN RIVER	151,825	2,727	1,796
JACKSON	50,435	1,098	2,177
JEFFERSON	14,733	355	2,410
LAFAYETTE	8,501	61	718
LAKE	342,917	7,789	2,271
LEE	713,903	12,929	1,811
LEON	292,332	13,026	4,456
LEVY	41,054	1,386	3,376
LIBERTY	8,915	56	628
MADISON	19,473	330	1,695

County	Population	2018 Total Index+	Index Rate Per 100,000
MANATEE	382,388	9,117	2,384
MARION	353,898	8,903	2,516
MARTIN	155,556	2,534	1,629
MONROE	73,940	1,925	2,604
NASSAU	82,748	1,486	1,796
OKALOOSA	198,152	5,028	2,537
OKEECHOBEE	41,120	1,381	3,359
ORANGE**	1,349,597	48,567	3,599
OSCEOLA	352,496	7,973	2,262
PALM BEACH	1,433,417	40,781	2,845
PASCO	515,077	10,275	1,995
PINELLAS	970,532	28,749	2,962
POLK	673,028	14,407	2,141
PUTNAM	72,981	2,055	2,816
ST. JOHNS	238,742	3,362	1,408
ST. LUCIE	302,432	5,264	1,741
SANTA ROSA	174,887	2,059	1,177
SARASOTA	412,880	8,571	2,076
SEMINOLE	463,560	9,914	2,139
SUMTER	124,935	1,378	1,103
SUWANNEE	44,879	725	1,616
TAYLOR	22,283	722	3,240
UNION	15,867	100	630
VOLUSIA	531,002	15,189	2,860
WAKULLA	31,943	584	1,828
WALTON	67,656	1,183	1,749
WASHINGTON	25,129	306	1,218
<b>FLORIDA</b>	<b>20,840,986</b>	<b>567,166</b>	<b>2,721</b>

SOURCE: Florida Department of Law Enforcement. 2019. Crime in Florida, 2018 Florida uniform crime report [Computer program]. Tallahassee, FL: FDLE.

^^ Aggravated Assault includes Aggravated Assault and Aggravated Stalking.

\*\* Figures include the Marjory Stoneman Douglas High School shooting incident on February 14, 2018, where 17 persons were killed.

\*\*\*Crime includes Murder, Rape, Robbery, Aggravated Assault, Burglary, Larceny, and Motor Vehicle Theft

**Table 2 - Girls that Do Not Feel Safe in their Neighborhood, by County, 2018**

County	N of girls	N of girls that do not feel safe in their neighborhoods	%
ALACHUA	523	54	10%
BAKER	389	45	12%
BAY	606	78	13%
BRADFORD	216	21	10%
BREVARD	367	38	10%
BROWARD	420	66	16%
CALHOUN	172	25	15%
CHARLOTTE	410	47	11%
CITRUS	443	66	15%
CLAY	644	77	12%
COLLIER	387	73	19%
COLUMBIA	349	44	13%
DADE	543	79	15%
DESOTO	191	26	14%
DIXIE	163	22	13%
DUVAL	548	103	19%
ESCAMBIA	585	79	14%
FLAGLER	459	54	12%
FRANKLIN	40	13	33%
GADSDEN	247	42	17%
GILCHRIST	242	26	11%
GLADES	106	11	10%
GULF	186	20	11%
HAMILTON	127	18	14%
HARDEE	226	38	17%
HENDRY	378	76	20%
HERNANDO	453	64	14%
HIGHLANDS	384	59	15%
HILLSBOROUGH	505	57	11%
HOLMES	238	37	16%
INDIAN RIVER	458	36	8%
JACKSON	310	42	14%
JEFFERSON	39	4	10%
LAFAYETTE	95	5	5%
LAKE	542	74	14%
LEE	351	47	13%
LEON	372	44	12%

County	N of girls	N of girls that do not feel safe in their neighborhoods	%
LEVY	326	52	16%
LIBERTY	119	19	16%
MADISON	162	21	13%
MANATEE	530	81	15%
MARION	467	78	17%
MARTIN	442	50	11%
MONROE	374	45	12%
NASSAU	250	31	12%
OKALOOSA	1006	119	12%
OKEECHOBEE	451	69	15%
ORANGE	549	76	14%
OSCEOLA	397	54	14%
PALM BEACH	577	77	13%
PASCO	565	80	14%
PINELLAS	618	71	11%
POLK	512	69	13%
PUTNAM	329	56	17%
SANTA ROSA	600	59	10%
SARASOTA	278	32	12%
SEMINOLE	527	53	10%
ST. JOHNS	710	51	7%
ST. LUCIE	507	48	9%
SUMTER	415	64	15%
SUWANNEE	343	38	11%
UNION	206	18	9%
VOLUSIA	445	63	14%
WAKULLA	313	44	14%
WALTON	321	37	12%
WASHINGTON	282	44	16%
<b>FLORIDA GIRLS</b>	<b>25,335</b>	<b>3,309</b>	<b>13%</b>

Source: Author's analyses of Florida Youth Substance Abuse Survey (FYSAS), 2018

**Table 3 - Live Births by Mothers' Ages 0-17, by County, 2018**

County	Count	Denom	Rate per 1,000
ALACHUA	24	23,265	1
BAKER	4	3,170	1.3
BAY	49	19,106	2.6
BRADFORD	8	2,772	2.9
BREVARD	55	52,313	1.1
BROWARD	164	198,403	0.8
CALHOUN	1	1,516	0.7
CHARLOTTE	8	10,432	0.8
CITRUS	23	10,757	2.1
CLAY	19	24,525	0.8
COLLIER	42	31,164	1.3
COLUMBIA	12	7,359	1.6
MIAMI-DADE	235	279,439	0.8
DE SOTO	9	3,238	2.8
DIXIE	3	1,466	2
DUVAL	169	105,556	1.6
ESCAMBIA	55	32,646	1.7
FLAGLER	6	9,296	0.6
FRANKLIN	3	923	3.3
GADSDEN	12	5,274	2.3
GILCHRIST	5	1,779	2.8
GLADES	1	1,038	1
GULF	1	1,253	0.8
HAMILTON	2	1,380	1.4
HARDEE	6	3,439	1.7
HENDRY	12	5,100	2.4
HERNANDO	13	16,985	0.8
HIGHLANDS	14	8,870	1.6
HILLSBOROUGH	214	157,361	1.4
HOLMES	5	1,934	2.6
INDIAN RIVER	15	12,212	1.2
JACKSON	8	4,265	1.9
JEFFERSON	1	1,225	0.8
LAFAYETTE	1	848	1.2

County	Count	Denom	Rate per 1,000
LAKE	40	32,271	1.2
LEE	100	62,857	1.6
LEON	37	26,255	1.4
LEVY	6	3,940	1.5
LIBERTY	2	747	2.7
MADISON	3	1,771	1.7
MANATEE	65	34,446	1.9
MARION	70	32,398	2.2
MARTIN	11	12,612	0.9
MONROE	5	5,690	0.9
NASSAU	12	8,092	1.5
OKALOOSA	23	21,418	1.1
OKEECHOBEE	3	4,134	0.7
ORANGE	154	149,928	1
OSCEOLA	41	43,341	0.9
PALM BEACH	172	136,464	1.3
PASCO	52	51,490	1
PINELLAS	82	78,303	1
POLK	134	73,683	1.8
PUTNAM	19	7,632	2.5
ST. JOHNS	13	25,602	0.5
ST. LUCIE	37	29,531	1.3
SANTA ROSA	13	18,864	0.7
SARASOTA	30	29,076	1
SEMINOLE	21	48,030	0.4
SUMTER	7	4,350	1.6
SUWANNEE	8	4,533	1.8
TAYLOR	7	2,164	3.2
UNION	2	1,482	1.3
VOLUSIA	63	46,639	1.4
WAKULLA	3	3,282	0.9
WALTON	16	6,792	2.4
WASHINGTON	7	2,501	2.8
<b>FLORIDA</b>	<b>2,458</b>	<b>2,050,627</b>	<b>1.2</b>

Source: Florida Department of Health, Bureau of Vital Statistics. (2018). Births by Mothers' Age. Retrieved from: <http://www.flhealthcharts.com/charts/DataViewer/BirthViewer/BirthViewer.aspx?cid=0001>

When Births by Mothers Age is selected as the indicator and all ages are selected, the rate displayed is the crude birth rate (i.e., total births divided by total population per 1,000 population).

When Births by Mothers Age is selected as the indicator and specific ages are selected, the rate displayed is the age-specific birth rate (i.e., births to mothers in a specific age group divided by females in the same age group expressed per 1,000 population).

**Table 4 - Girls that Do Not Feel Safe in School, by County, 2018**

County	N of girls	N of girls that do not feel safe in Florida school	%
ALACHUA	569	143	25%
BAKER	395	128	32%
BAY	632	160	25%
BRADFORD	223	79	35%
BREVARD	391	105	27%
BROWARD	442	172	39%
CALHOUN	176	34	19%
CHARLOTTE	443	128	29%
CITRUS	442	105	24%
CLAY	667	172	26%
COLLIER	424	124	29%
COLUMBIA	370	120	32%
DADE	561	137	24%
DESOTO	194	70	36%
DIXIE	168	47	28%
DUVAL	575	254	44%
ESCAMBIA	619	157	25%
FLAGLER	470	134	29%
FRANKLIN	71	23	32%
GADSDEN	260	99	38%
GILCHRIST	244	40	16%
GLADES	109	18	17%
GULF	189	56	30%
HAMILTON	135	48	36%
HARDEE	237	69	29%
HENDRY	409	216	53%
HERNANDO	492	150	30%
HIGHLANDS	401	107	27%
HILLSBOROUGH	595	121	20%
HOLMES	243	54	22%
INDIAN RIVER	486	118	24%
JACKSON	324	132	41%
JEFFERSON	42	12	29%
LAFAYETTE	93	21	23%
LAKE	596	180	30%
LEE	375	140	37%
LEON	387	92	24%
LEVY	337	105	31%

County	N of girls	N of girls that do not feel safe in Florida school	%
LIBERTY	118	38	32%
MADISON	166	77	46%
MANATEE	567	154	27%
MARION	489	131	27%
MARTIN	455	124	27%
MONROE	379	117	31%
NASSAU	257	74	29%
OKALOOSA	1,027	288	28%
OKEECHOBEE	470	136	29%
ORANGE	604	212	35%
OSCEOLA	443	132	30%
PALM BEACH	640	245	38%
PASCO	610	197	32%
PINELLAS	683	190	28%
POLK	562	197	35%
PUTNAM	365	134	37%
SANTA ROSA	612	110	18%
SARASOTA	290	92	32%
SEMINOLE	578	167	29%
ST. JOHNS	745	132	18%
ST. LUCIE	527	205	39%
SUMTER	423	104	25%
SUWANNEE	353	84	24%
UNION	210	62	30%
VOLUSIA	479	159	33%
WAKULLA	327	92	28%
WALTON	327	73	22%
WASHINGTON	287	74	26%
<b>FLORIDA GIRLS</b>	<b>26,779</b>	<b>7,870</b>	<b>29%</b>

Source: Author's analyses of Florida Youth Substance Abuse Survey (FYSAS), 2018

**Table 5 - Girls' Experience of Bullying, by County, 2018**

County	Physical Bullying	Verbal Bullying	Cyber-Bullying
ALACHUA	28.0%	65.9%	34.7%
BAKER	31.8%	63.5%	42.3%
BAY	34.0%	66.2%	39.5%
BRADFORD	27.3%	63.6%	33.8%
BREVARD	29.7%	70.8%	34.1%
BROWARD	19.9%	51.8%	24.8%
CALHOUN	30.8%	65.9%	39.6%
CHARLOTTE	30.6%	61.6%	41.3%
CITRUS	36.9%	70.2%	44.6%
CLAY	32.5%	67.3%	38.3%
COLLIER	32.7%	61.5%	34.7%
COLUMBIA	31.6%	65.9%	44.1%
DADE	25.5%	57.8%	28.3%
DESOTO	24.0%	54.7%	27.9%
DIXIE	26.6%	62.8%	37.2%
DUVAL	31.8%	60.0%	34.9%
ESCAMBIA	32.5%	64.2%	33.9%
FLAGLER	37.2%	70.8%	44.1%
FRANKLIN	32.0%	53.3%	32.0%
GADSDEN	24.3%	52.6%	26.4%
GILCHRIST	33.9%	68.1%	44.0%
GLADES	23.0%	48.2%	22.3%
GULF	30.3%	69.4%	38.5%
HAMILTON	29.4%	55.9%	32.6%
HARDEE	27.8%	57.3%	25.4%
HENDRY	19.9%	46.9%	24.3%
HERNANDO	27.8%	62.2%	39.6%
HIGHLANDS	28.4%	59.0%	30.0%
HILLSBOROUGH	26.9%	62.1%	31.7%
HOLMES	31.7%	65.3%	35.4%
INDIAN RIVER	26.3%	61.0%	32.9%
JACKSON	29.4%	57.9%	30.1%
JEFFERSON	31.0%	57.1%	14.3%
LAFAYETTE	32.3%	66.0%	36.5%
LAKE	33.4%	68.2%	38.8%
LEE	31.4%	66.8%	38.1%
LEON	28.9%	67.6%	32.7%
LEVY	31.5%	65.0%	37.6%
LIBERTY	21.1%	57.7%	34.1%
MADISON	28.8%	64.1%	32.4%

County	Physical Bullying	Verbal Bullying	Cyber-Bullying
MANATEE	26.1%	61.9%	33.0%
MARION	30.6%	62.7%	33.5%
MARTIN	27.2%	63.1%	33.6%
MONROE	28.8%	64.0%	33.2%
NASSAU	31.8%	65.4%	37.8%
OKALOOSA	32.0%	64.6%	35.9%
OKEECHOBEE	28.6%	61.5%	35.9%
ORANGE	26.2%	62.1%	33.4%
OSCEOLA	26.4%	58.2%	25.5%
PALM BEACH	26.7%	56.1%	28.5%
PASCO	30.8%	66.7%	40.2%
PINELLAS	30.7%	64.9%	34.0%
POLK	31.9%	60.6%	31.3%
PUTNAM	29.0%	57.2%	33.4%
ST. JOHNS	28.6%	67.3%	39.5%
ST. LUCIE	29.7%	67.9%	29.8%
SANTA ROSA	31.5%	69.6%	41.3%
SARASOTA	31.0%	69.8%	34.9%
SEMINOLE	27.2%	59.8%	30.5%
SUMTER	30.8%	56.7%	31.5%
SUWANNEE	29.2%	59.1%	31.4%
UNION	26.1%	65.9%	36.1%
VOLUSIA	30.2%	62.3%	38.2%
WAKULLA	34.2%	70.7%	39.0%
WALTON	36.0%	67.1%	40.3%
WASHINGTON	32.3%	62.8%	37.2%
<b>FLORIDA</b>	<b>29.7%</b>	<b>63.0%</b>	<b>34.9%</b>

Source: Authors' analyses of Florida Youth Substance Abuse Survey (FYSAS), 2018



**Table 6 - School Environmental Safety Incidents, Rate Per 1,000 K-12, by County, 2018**

County	Count	Total Number of Students	Rate
ALACHUA	1,515	28,572	53
BAKER*	336	4,842	69.4
BAY	378	27,188	13.9
BRADFORD	13	3,066	4.2
BREVARD	878	71,401	12.3
BROWARD	6,024	265,647	22.7
CALHOUN	24	2,149	11.2
CHARLOTTE	386	15,404	25.1
CITRUS	219	14,977	14.6
CLAY	456	36,489	12.5
COLLIER	837	45,743	18.3
COLUMBIA	115	9,807	11.7
DESOTO	49	4,820	10.2
DIXIE	103	2,005	51.4
DUVAL*	12,014	126,649	94.9
ESCAMBIA	884	39,473	22.4
FLAGLER	175	12,863	13.6
FRANKLIN	43	1,281	33.6
GADSDEN*	478	5,198	92
GILCHRIST	39	2,576	15.1
GLADES	18	1,675	10.7
GULF	27	1,884	14.3
HAMILTON	80	1,625	49.2
HARDEE	74	5,220	14.2
HENDRY	139	7,159	19.4
HERNANDO	795	22,004	36.1
HIGHLANDS	328	12,149	27
HILLSBOROUGH	7,580	210,767	36
HOLMES	25	3,215	7.8
INDIAN RIVER	131	17,728	7.4
JACKSON	240	6,431	37.3
JEFFERSON	18	703	25.6
LAFAYETTE	66	1,221	54.1
LAKE	637	41,715	15.3
LEE	2,546	90,834	28
LEON	840	33,057	25.4
LEVY	105	5,344	19.6
LIBERTY	27	1,328	20.3
MADISON	137	2,627	52.2

County	Count	Total Number of Students	Rate
MANATEE	537	47,549	11.3
MARION	1,463	42,181	34.7
MARTIN	201	18,767	10.7
MIAMI-DADE	4,036	348,022	11.6
MONROE	58	8,176	7.1
NASSAU	124	11,438	10.8
OKALOOSA	874	30,617	28.5
OKEECHOBEE	157	6,415	24.5
ORANGE	4,032	197,318	20.4
OSCEOLA	305	61,758	4.9
PALM BEACH	4,420	188,645	23.4
PASCO	1,117	71,246	15.7
PINELLAS	2,723	100,467	27.1
POLK	2,846	99,724	28.5
PUTNAM	177	10,889	16.3
SANTA ROSA	290	26,929	10.8
SARASOTA	300	42,367	7.1
SEMINOLE	1,156	66,502	17.4
ST. JOHNS	514	37,880	13.6
ST. LUCIE	1,678	39,908	42
SUMTER	258	8,351	30.9
SUWANNEE	73	5,882	12.4
TAYLOR	48	2,647	18.1
UNION	38	2,285	16.6
VOLUSIA	1,834	62,174	29.5
WAKULLA	72	4,828	14.9
WALTON	121	8,905	13.6
WASHINGTON	46	3,134	14.7
<b>FLORIDA</b>	<b>68,365</b>	<b>2,756,645</b>	<b>24.8</b>

Source: Florida Department of Education, Office of Safe Schools

The School Environmental Safety Incident Reporting (SESIR) System collects data on 26 incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school-sponsored events, during any 24-hour period, 365 days per year. Schools report incidents to the districts that, in turn, provide the data to the DOE.

Includes Sexual Battery, Battery, Weapons Possession, and Fighting. Data are for school years (September-June). Due to a reclassification of some violent acts in 2008, the total number of violent acts dropped substantially

Data are totals for all grade levels

\*Indicates the highest rates

**Table 7 - Children Entering Out of Home Care, by Gender and County, January 2018-February 2019**

County	*Removal Reason							
	Physical Abuse		Sexual Abuse		Domestic Violence		Parent Drug Abuse	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
ALACHUA	18	21	4	4	25	19	48	35
BAKER	2	3	0	0	3	2	14	15
BAY	22	22	9	0	32	27	66	77
BRADFORD	1	0	1	0	0	0	8	4
BREVARD	23	25	15	10	71	74	166	177
BROWARD	39	51	22	10	129	89	244	225
CALHOUN	1	1	0	0	6	7	7	11
CHARLOTTE	8	12	4	4	23	33	68	73
CITRUS	8	10	2	3	24	17	57	54
CLAY	8	10	3	1	26	37	64	82
COLLIER	21	15	14	7	40	36	51	74
COLUMBIA	11	15	4	6	10	8	43	30
DESOTO	1	2	1	0	3	1	13	11
DIXIE	0	1	0	0	0	0	13	7
DUVAL	32	54	18	14	49	41	181	166
ESCAMBIA	42	52	15	3	61	56	143	142
FLAGLER	7	5	6	4	14	15	36	35
FRANKLIN	1	2	0	0	5	6	10	10
GADSDEN	1	3	0	0	4	3	8	4
GILCHRIST	0	1	0	0	0	0	4	4
GLADES	2	2	0	0	0	0	3	0
GULF	0	0	0	0	0	0	2	0
HAMILTON	1	0	0	0	2	2	1	2
HARDEE	2	1	0	0	1	1	1	3
HENDRY	7	7	7	1	12	6	23	22
HERNANDO	9	11	3	0	30	26	78	61
HIGHLANDS	7	10	5	0	26	27	43	37
HILLSBOROUGH	48	43	10	10	155	153	215	255
HOLMES	0	1	0	0	0	0	1	0
INDIAN RIVER	1	3	0	0	9	6	17	15
JACKSON	8	6	1	0	9	12	8	14
JEFFERSON	1	2	0	0	2	2	1	2
LAFAYETTE	0	1	1	0	2	3	2	2
LAKE	8	16	2	1	20	16	42	55
LEE	44	42	28	16	58	64	172	157
LEON	16	26	6	3	55	45	48	45
LEVY	9	10	1	0	17	12	40	36
LIBERTY	1	4	0	0	0	2	0	0
MADISON	0	1	0	0	0	1	1	0
MANATEE	24	33	6	3	71	61	115	110

**Table 7 (continued)**

County	*Removal Reason							
	Physical Abuse		Sexual Abuse		Domestic Violence		Parent Drug Abuse	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
MARION	19	28	10	2	65	73	145	164
MARTIN	3	12	5	3	5	6	35	29
MIAMI-DADE	61	53	35	14	59	64	163	174
MONROE	0	0	1	1	1	1	12	12
NASSAU	2	4	0	0	8	6	18	29
OKALOOSA	20	12	5	0	19	31	69	85
OKEECHOBEE	2	5	0	0	3	8	20	33
ORANGE	82	94	33	10	132	158	188	206
OSCEOLA	16	16	10	2	25	31	21	30
PALM BEACH	51	73	29	12	116	124	182	225
PASCO	27	26	14	2	80	70	187	149
PINELLAS	53	66	12	3	148	163	176	197
POLK	34	35	35	14	143	139	253	295
PUTNAM	6	6	11	1	4	10	41	34
SANTA ROSA	10	13	5	4	21	18	53	61
SARASOTA	16	11	3	0	20	16	85	80
SEMINOLE	25	40	2	0	27	20	81	48
ST. JOHNS	3	7	0	0	26	13	73	52
ST. LUCIE	12	14	14	4	32	39	75	75
SUMTER	3	5	0	0	7	9	27	17
SUWANNEE	3	5	3	2	6	12	9	16
TAYLOR	3	3	5	2	4	6	3	9
UNION	0	0	0	0	1	2	2	1
VOLUSIA	32	40	23	18	52	54	144	138
WAKULLA	0	0	1	0	1	2	6	3
WALTON	7	12	4	0	24	30	48	63
WASHINGTON	2	0	1	1	3	2	7	4
<b>FLORIDA</b>	<b>926</b>	<b>1104</b>	<b>449</b>	<b>195</b>	<b>2026</b>	<b>2017</b>	<b>4180</b>	<b>4281</b>

Source: Data Extracted from Florida Department of Children and Families Dashboard; Children Entering Out-of-Home Care Statewide (March 28, 2019).

Out-of-home care is a court-monitored process that encompasses the placements and services provided to children and families when children are removed from their home due to abuse and/ or neglect. Children can be placed in an approved relative, non-relative, group care, licensed foster home, residential treatment or respite care.

\*Removal Reason

1. The Child has an entry into out-of-home care during the month
2. The child has an entry into out-of-home care that was at least 24 hours in length and was neither discharged nor had the placement ended due to a reason of "Dismissed by Court"
3. The child is between the ages of 0-17 as of their entry into out-of-home care
4. The child has a gender and race as of their entry into out-of-home care documented as of when the data is extracted
5. A child is counted once per each removal in the month

Table 8 - Girls' Substance Use by Type and by County, 2018

County	N of girls	Alcohol	Vapor Products	Marijuana	Cigarettes	Inhalants	Prescription Pain Relievers	Kanax or Valium	Over the Counter Drugs	Synthetic Marijuana	Amphetamines	LSD, PCP, Mushrooms	Crack Cocaine	Club Drug	Flakka	Methamphetamines	Steroids	Heroin
ALACHUA	586	32.4%	18.8%	20.0%	9.8%	6.0%	4.6%	4.5%	3.8%	2.3%	3.1%	2.0%	0.7%	1.1%	0.4%	0.2%	0.9%	0.4%
BAKER	403	41.7%	35.3%	20.6%	21.8%	6.9%	3.8%	3.8%	4.5%	2.4%	2.3%	1.0%	1.8%	0.8%	1.0%	1.0%	1.5%	0.5%
BAY	648	36.2%	31.8%	20.6%	15.6%	8.9%	6.4%	7.2%	6.9%	3.7%	4.8%	2.2%	1.8%	1.6%	1.0%	0.6%	0.5%	0.8%
BRADFORD	233	33.3%	23.6%	21.4%	13.5%	4.1%	3.1%	3.1%	4.0%	9.6%	1.3%	0.9%	0.5%	0.5%	1.1%	0.9%	0.0%	0.0%
BREVARD	397	36.1%	25.3%	17.6%	8.7%	5.8%	4.0%	5.3%	4.5%	5.5%	2.6%	2.1%	0.8%	2.1%	0.7%	0.5%	0.5%	0.3%
BROWARD	457	38.3%	24.4%	20.6%	6.9%	6.5%	2.1%	2.8%	2.8%	4.6%	1.6%	0.5%	0.2%	0.2%	0.7%	0.5%	0.0%	0.2%
CALHOUN	183	36.7%	25.8%	18.0%	19.2%	7.9%	5.6%	7.3%	3.4%	5.2%	3.4%	1.1%	3.4%	0.6%	1.0%	1.1%	0.6%	0.0%
CHARLOTTE	450	34.6%	29.7%	23.4%	14.7%	6.5%	3.0%	4.7%	5.1%	1.8%	2.8%	3.7%	0.9%	0.5%	0.0%	0.2%	0.7%	0.2%
CITRUS	461	35.8%	26.4%	20.0%	15.5%	6.9%	5.1%	5.9%	4.6%	0.6%	2.9%	2.2%	1.1%	0.9%	0.0%	0.4%	0.4%	0.2%
CLAY	687	39.4%	28.1%	20.6%	12.2%	9.0%	5.1%	4.2%	3.9%	4.0%	2.8%	1.7%	1.4%	1.5%	0.0%	0.2%	0.5%	0.8%
COLLIER	441	42.8%	32.9%	20.2%	11.8%	5.5%	5.9%	6.9%	6.7%	5.6%	4.1%	4.3%	1.4%	1.4%	0.7%	0.7%	0.7%	0.2%
COLUMBIA	378	34.7%	26.1%	17.8%	17.6%	7.8%	5.8%	4.5%	3.0%	4.8%	2.8%	2.5%	0.8%	0.3%	0.7%	0.3%	0.0%	0.3%
DADE	577	36.9%	25.9%	14.9%	11.0%	7.0%	3.8%	2.0%	2.7%	4.8%	2.7%	1.8%	0.7%	0.5%	0.4%	1.1%	0.4%	0.2%
DESOTO	205	34.0%	21.2%	10.5%	12.2%	3.0%	3.5%	2.5%	3.0%	3.1%	0.5%	0.5%	2.5%	0.5%	0.0%	0.5%	0.5%	0.0%
DIXIE	173	39.2%	29.1%	21.4%	26.2%	6.0%	4.1%	3.6%	1.8%	6.7%	0.6%	0.6%	3.6%	1.2%	0.0%	2.4%	0.6%	1.2%
DUVAL	590	39.1%	23.4%	23.4%	10.4%	10.7%	4.5%	3.9%	5.4%	3.1%	3.8%	2.3%	1.1%	0.7%	0.3%	0.9%	0.7%	0.4%
ESCAMBIA	639	30.9%	20.6%	16.6%	13.2%	6.4%	3.7%	4.0%	3.4%	2.0%	3.5%	1.3%	0.7%	1.2%	0.8%	0.5%	0.7%	0.2%
FLAGLER	493	39.7%	26.7%	23.5%	12.1%	7.9%	5.9%	5.9%	6.1%	2.9%	2.9%	4.1%	2.1%	1.5%	0.8%	0.6%	0.2%	0.2%
FRANKLIN	75	34.4%	24.6%	19.3%	19.0%	10.3%	5.2%	0.0%	1.8%	2.9%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%
GADSDEN	272	23.2%	11.0%	14.0%	8.3%	9.0%	4.6%	1.2%	3.5%	1.0%	0.8%	0.4%	1.5%	0.0%	0.0%	0.0%	0.0%	0.4%
GILCHRIST	249	46.5%	32.5%	23.6%	23.3%	8.9%	8.9%	6.9%	4.5%	5.8%	1.6%	2.4%	2.0%	1.6%	0.8%	0.8%	1.2%	0.4%
GLADES	113	35.7%	19.6%	11.7%	14.3%	6.4%	1.8%	2.7%	6.4%	2.6%	1.8%	1.8%	0.9%	0.0%	0.0%	0.9%	0.0%	0.0%
GULF	196	44.4%	39.8%	29.2%	24.5%	8.3%	5.7%	5.7%	6.7%	4.8%	4.6%	3.6%	3.1%	3.1%	0.0%	0.5%	1.0%	0.5%
HAMILTON	136	36.2%	18.5%	15.2%	10.6%	6.4%	1.6%	1.6%	5.4%	1.9%	2.4%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.8%

**Table 8 (continued)**

County	N of girls	Alcohol	Vapor Products	Marijuana	Cigarettes	Inhalants	Prescription Pain Relievers	Xanax or Valium	Over the Counter Drugs	Synthetic Marijuana	Amphetamines	LSD, PCP, Mushrooms	Crack Cocaine	Club Drug	Flakka	Methamphetamines	Steroids	Heroin
HARDEE	242	29.3%	20.3%	11.0%	9.5%	8.5%	2.5%	3.4%	2.1%	74%	1.3%	2.1%	0.8%	0.4%	0.0%	0.8%	0.8%	0.8%
HENDRY	423	34.6%	22.3%	18.5%	10.7%	4.8%	2.5%	3.8%	4.0%	2.7%	0.5%	1.8%	1.5%	2.0%	0.9%	2.0%	1.3%	1.3%
HERNANDO	507	39.9%	29.1%	20.8%	15.0%	9.3%	5.4%	6.3%	5.6%	3.8%	2.3%	3.0%	2.7%	1.7%	0.8%	0.2%	0.6%	0.9%
HIGHLANDS	418	33.5%	24.0%	18.7%	15.5%	6.3%	3.5%	6.2%	3.0%	4.5%	3.8%	2.3%	1.0%	1.3%	0.0%	0.0%	0.0%	0.3%
HILLSBOROUGH	617	31.5%	18.5%	17.6%	7.0%	8.4%	5.7%	4.8%	3.0%	2.3%	1.9%	1.8%	0.9%	1.3%	1.6%	0.6%	0.7%	0.2%
HOLMES	249	26.1%	20.6%	13.2%	16.2%	5.0%	4.1%	4.5%	2.5%	2.7%	1.2%	1.2%	0.4%	1.6%	0.0%	0.4%	0.4%	0.0%
INDIAN RIVER	498	37.6%	28.0%	16.1%	9.0%	6.5%	3.6%	2.9%	3.8%	3.9%	2.5%	2.1%	0.6%	1.0%	0.4%	0.2%	0.2%	0.0%
JACKSON	330	34.2%	31.0%	14.7%	17.3%	9.2%	6.9%	5.1%	5.7%	3.5%	2.9%	0.6%	1.9%	1.0%	0.7%	1.9%	0.6%	1.0%
JEFFERSON	42	24.4%	14.3%	11.9%	11.9%	4.9%	4.9%	4.9%	7.3%	0.0%	4.9%	2.4%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%
LAFAYETTE	98	36.8%	26.5%	11.5%	25.5%	8.3%	7.4%	2.1%	4.2%	2.2%	2.1%	1.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%
LAKE	617	33.2%	21.5%	14.3%	9.3%	8.7%	3.7%	3.1%	3.5%	3.3%	2.5%	0.7%	1.2%	0.5%	0.8%	0.5%	0.4%	0.2%
LEE	381	42.7%	30.7%	18.3%	9.6%	5.2%	5.3%	4.9%	5.0%	5.3%	2.8%	3.0%	1.1%	1.4%	0.4%	0.8%	0.8%	0.0%
LEON	394	32.8%	17.0%	16.7%	9.3%	8.1%	4.3%	1.9%	3.3%	4.9%	1.6%	1.1%	0.8%	0.3%	0.6%	0.0%	0.0%	0.3%
LEVY	346	47.4%	31.9%	27.8%	18.5%	6.4%	4.5%	5.8%	4.5%	7.7%	2.7%	3.0%	2.4%	1.5%	0.6%	1.5%	0.3%	1.2%
LIBERTY	123	34.5%	26.4%	20.8%	19.7%	4.2%	5.0%	5.9%	3.4%	0.0%	4.2%	2.5%	0.8%	0.8%	1.5%	0.8%	0.8%	0.0%
MADISON	171	33.9%	24.4%	16.7%	14.9%	9.3%	2.5%	4.9%	4.3%	4.1%	1.2%	2.5%	1.2%	2.5%	2.7%	2.5%	0.0%	0.6%
MANATEE	586	39.4%	32.2%	22.1%	11.0%	4.4%	3.1%	3.3%	4.4%	4.0%	2.0%	1.5%	0.7%	0.7%	1.6%	0.4%	0.7%	0.0%
MARION	514	34.9%	21.8%	21.2%	12.1%	7.0%	3.9%	2.7%	4.1%	4.4%	1.2%	1.9%	1.0%	0.4%	0.4%	0.2%	1.3%	0.4%
MARTIN	471	40.9%	37.3%	22.5%	12.6%	10.4%	6.2%	5.3%	6.4%	2.9%	4.0%	3.8%	3.3%	1.5%	1.2%	0.2%	1.1%	0.5%
MONROE	395	35.8%	23.7%	19.9%	7.9%	6.3%	2.3%	3.1%	4.1%	2.7%	1.8%	1.8%	2.1%	1.0%	0.0%	0.0%	0.5%	0.0%
NASSAU	261	35.4%	27.9%	16.7%	12.6%	6.8%	9.2%	5.2%	2.8%	2.6%	4.4%	1.6%	0.4%	1.6%	0.0%	0.8%	0.4%	0.0%
OKALOOSA	1062	36.5%	28.3%	19.6%	14.9%	7.2%	5.5%	7.3%	5.1%	4.2%	4.1%	2.6%	1.3%	1.8%	0.7%	0.7%	1.1%	0.5%
OKECHOBEE	488	39.6%	29.5%	24.5%	13.8%	4.9%	5.6%	6.5%	5.8%	4.8%	3.7%	2.8%	3.2%	1.1%	1.3%	1.1%	0.6%	0.9%

Table 8 (continued)

County	N of girls	Alcohol	Vapor Products	Marijuana	Cigarettes	Inhalants	Prescription Pain Relievers	Kanax or Valium	Over the Counter Drugs	Synthetic Marijuana	Amphetamines	LSD, PCP, Mushrooms	Crack Cocaine	Club Drug	Flakka	Methamphetamines	Steroids	Heroin
ORANGE	622	34.6%	22.0%	14.1%	8.5%	74%	3.5%	3.6%	3.5%	2.9%	1.2%	2.1%	0.3%	1.2%	0.4%	0.2%	0.9%	0.2%
OSCEOLA	452	38.9%	21.6%	16.0%	10.3%	10.1%	5.0%	3.1%	5.5%	2.3%	1.9%	2.6%	1.7%	1.4%	0.0%	1.4%	0.5%	0.0%
PALM BEACH	658	38.7%	25.4%	20.7%	8.9%	4.9%	3.9%	2.9%	4.7%	2.6%	1.5%	1.3%	1.5%	1.0%	1.0%	0.5%	0.2%	0.0%
PASCO	627	38.3%	28.7%	21.8%	12.5%	76%	4.9%	6.6%	5.2%	4.0%	3.0%	3.6%	2.0%	1.4%	0.7%	0.3%	0.7%	0.5%
PINELLAS	701	39.0%	30.4%	24.9%	9.6%	71%	3.2%	4.5%	4.4%	2.9%	3.0%	3.3%	1.1%	0.6%	0.3%	0.3%	0.2%	0.6%
POLK	581	32.5%	21.7%	17.2%	11.5%	8.0%	6.3%	6.0%	5.4%	5.4%	2.2%	1.9%	1.7%	1.5%	1.7%	0.6%	0.6%	0.6%
PUTNAM	377	35.1%	21.0%	19.7%	15.3%	72%	4.8%	3.9%	5.1%	2.3%	2.0%	0.6%	2.0%	1.1%	1.2%	0.8%	0.8%	0.3%
ST. JOHNS	758	34.6%	27.0%	16.2%	7.6%	70%	3.5%	4.9%	4.6%	3.3%	3.8%	2.4%	1.5%	1.6%	1.8%	0.3%	0.4%	0.3%
ST. LUCIE	544	32.6%	20.0%	14.2%	8.0%	8.1%	4.0%	2.9%	3.2%	3.5%	2.1%	1.5%	1.0%	0.6%	1.0%	0.6%	1.2%	0.0%
SANTA ROSA	621	35.8%	28.1%	15.8%	16.1%	8.2%	5.4%	6.7%	4.7%	4.3%	5.1%	1.8%	2.1%	1.3%	0.7%	0.7%	1.3%	0.3%
SARASOTA	296	41.7%	33.6%	21.8%	10.9%	8.4%	4.2%	2.8%	2.5%	5.2%	3.2%	4.2%	2.8%	1.7%	0.0%	0.4%	0.0%	0.0%
SEMINOLE	587	33.3%	24.3%	17.2%	6.9%	70%	4.7%	3.6%	3.8%	3.4%	1.8%	2.2%	2.0%	1.5%	0.4%	0.5%	0.7%	0.7%
SUMTER	432	31.9%	19.8%	14.9%	10.7%	6.4%	5.2%	5.0%	3.3%	3.3%	1.4%	1.9%	1.2%	1.2%	1.4%	0.5%	0.5%	0.0%
SUWANNEE	363	31.5%	25.6%	14.9%	15.3%	8.0%	4.0%	2.6%	4.3%	3.1%	1.7%	1.1%	1.1%	0.9%	0.6%	0.3%	0.3%	0.0%
UNION	218	43.5%	19.8%	18.9%	16.1%	76%	4.3%	3.3%	6.2%	3.6%	1.9%	0.5%	0.5%	0.5%	0.9%	0.0%	0.0%	0.0%
VOLUSIA	502	35.6%	28.5%	24.2%	12.2%	6.5%	5.3%	4.4%	4.9%	5.4%	3.0%	3.2%	1.5%	1.7%	0.9%	1.1%	0.4%	0.6%
WAKULLA	338	39.0%	27.3%	23.1%	17.7%	6.8%	6.4%	5.8%	4.9%	3.8%	5.8%	1.8%	1.8%	0.9%	0.6%	0.6%	0.9%	0.6%
WALTON	332	36.4%	33.1%	17.6%	12.3%	79%	7.0%	7.6%	3.3%	5.4%	4.3%	3.7%	2.1%	2.1%	0.9%	0.6%	0.3%	0.3%
WASHINGTON	296	30.0%	28.0%	18.9%	16.7%	4.8%	4.8%	3.5%	1.7%	6.1%	1.0%	1.0%	0.7%	1.4%	0.0%	0.7%	0.3%	0.3%
<b>FLORIDA</b>	<b>27,580</b>	<b>36.3%</b>	<b>26.0%</b>	<b>19.0%</b>	<b>12.4%</b>	<b>7.2%</b>	<b>4.6%</b>	<b>4.6%</b>	<b>4.4%</b>	<b>3.7%</b>	<b>2.7%</b>	<b>2.1%</b>	<b>1.4%</b>	<b>1.2%</b>	<b>0.7%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.4%</b>

Source: Authors' analyses of Florida Youth Substance Abuse Survey (FYSAS) data, 2018

**Table 9 - Girls' Suicide by County, 2017-2018**

County	2017	2018
ALACHUA	1	0
BAKER	0	0
BAY	0	1
BRADFORD	0	0
BREVARD	0	0
BROWARD	1	1
CALHOUN	0	0
CHARLOTTE	0	0
CITRUS	0	0
CLAY	0	1
COLLIER	0	1
COLUMBIA	0	0
MIAMI-DADE	2	6
DE SOTO	0	0
DIXIE	0	0
DUVAL	1	0
ESCAMBIA	0	0
FLAGLER	0	0
FRANKLIN	0	0
GADSDEN	0	0
GILCHRIST	0	0
GLADES	0	0
GULF	0	0
HAMILTON	0	0
HARDEE	0	0
HENDRY	0	0
HERNANDO	0	0
HIGHLANDS	0	0
HILLSBOROUGH	2	0
HOLMES	0	0
INDIAN RIVER	0	0
JACKSON	0	0
JEFFERSON	0	0
LAFAYETTE	0	0
LAKE	1	0
LEE	1	0
LEON	0	0
LEVY	0	0
LIBERTY	0	0
MADISON	0	0
MANATEE	0	0
MARION	0	1

County	2017	2018
MARTIN	0	0
MONROE	0	0
NASSAU	0	0
OKALOOSA	0	1
OKEECHOBEE	0	1
ORANGE	2	3
OSCEOLA	1	0
PALM BEACH	2	1
PASCO	2	0
PINELLAS	0	3
POLK	0	2
PUTNAM	0	0
ST. JOHNS	0	1
ST. LUCIE	1	0
SANTA ROSA	0	0
SARASOTA	1	0
SEMINOLE	0	0
SUMTER	0	0
SUWANNEE	0	0
TAYLOR	0	0
UNION	0	0
VOLUSIA	0	2
WAKULLA	0	0
WALTON	0	0
WASHINGTON	0	0
<b>FLORIDA</b>	<b>18</b>	<b>25</b>

Source: Data Extracted from Florida Department of Health, Bureau of Vital Statistics Death Viewer (August 20, 2019)

**Table 10 - Needs of Incarcerated Youth, by Gender, Statewide, 2014-2015**

	Statewide Girls	Statewide Boys
Not Enrolled in School	20%	20%
Placed Out of Home	33%	21%
Suspension History	85%	88%
Neglect	20%	11%
Physical Abuse History	40%	16%
Sexual Abuse History	38%	4%
Trauma (1)	40%	19%
Witnessed Violence	82%	73%
Diagnosed MH Problem (2)	57%	33%
Self-Mutilation History	5%	1%
Suicide Attempted	6%	1%
Suicide Ideation	46%	33%
Somatic Problems (3)	27%	18%
Drug Problem (4)	84%	85%
Alcohol Problem (4)	64%	54%
<b>DJJ PACT Assessments</b>	<b>341</b>	<b>2,272</b>

Source: Data extract provided by Florida Department of Juvenile Justice Research Department, January 2016

1 This is not a composite count of different types of trauma, but only the PACT question that specifies "trauma".

2 Such as schizophrenia, bi-polar, mood, thought, personality, and adjustment disorders. Exclude conduct disorder, oppositional defiant disorder, substance abuse, and ADD/ADHD. Confirmed by a professional in the social service/healthcare field

3 Somatic problems involve having significant focus on physical symptoms, such as pain or fatigue, to the point that it causes major emotional distress and problems functioning.

4 This is a measure of any past use--whether that is a "problem" is open to question.



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