GIRLS’ NEEDS IN FRANKLIN, HAMPDEN, AND HAMPSHIRE COUNTIES

Phase 2: Telephone Survey

Prepared For:

Girls, Inc.
Western Massachusetts Girl Scout Council
Pioneer Valley Girl Scout Council
YWCA of Western Massachusetts
The Care Center

Prepared by:

Market Street Research, Inc.
Northampton, Massachusetts

December, 1998

TABLE OF CONTENTS
INTRODUCTION

Several non-profit organizations in the Pioneer Valley region of Western Massachusetts have formed a coalition in order to develop comprehensive strategies for better serving the needs of girls in Hampden, Hampshire, and Franklin Counties. The Coalition’s membership includes Girls, Inc., Western Massachusetts Girl Scout Council, Pioneer Valley Girl Scout Council, YWCA of Western Massachusetts, The Care Center, and other agencies and individuals who work with or provide services to girls in the region. These organizations are continually striving to develop new programs for girls, and to solicit funding for existing and new programs.

The Coalition recognizes that for girls to reach their full potential in the Pioneer Valley, programs and services must be designed with their real needs and interests in mind. The Coalition worked with Market Street Research, Inc. to conduct a multi-phase girls’ needs assessment in the Pioneer Valley. These results will provide the Coalition and other organizations serving girls in the Pioneer Valley with an in-depth understanding of girls’ characteristics, strengths, and needs, as well as an understanding of available resources and gaps in the service network. The multi-phase needs assessment focused on:

- health and human service providers’ opinions about the strengths and weaknesses of programs available to girls in the area;
- health and human service providers’ perceptions of the need for enhanced services tailored specifically to meet girls’ needs;
- area girls’ perceptions of organized activities in their community;
- area girls’ perceptions of specific issues affecting girls;
- identification of barriers which may impede girls from accessing needed programs and services;
- differences in needs among demographic and socioeconomic groups; and
- ways services in the Pioneer Valley can be improved in order to better meet girls’ needs.

To achieve these objectives, Market Street Research worked closely with members of the Coalition to design and conduct a multi-phase needs assessment. The first phase consisted of: (1) an environmental scan of statistical information regarding girls, and (2) in-depth interviews with health and human service providers who work with girls in the three-county area. For a complete review of the results of this first phase, please see Girls’ Needs in Franklin, Hampden, and Hampshire Counties. The second phase consisted of a telephone survey of parents and girls in the three-county area.

METHODOLOGY

Market Street Research began Phase 2, the telephone survey of parents and girls in the Hampden, Hampshire, and Franklin Counties, by meeting with representatives of the Coalition. The group discussed the results from Phase 1 and designed the objectives of the telephone survey. Following this meeting, Market Street Research developed a draft questionnaire based on the Coalition’s objectives and presented it to the Coalition for discussion at a second meeting. Market Street Research made agreed-upon changes and then pilot-tested the questionnaire for validity, clarity, and length on a sample of area parents and girls. Further changes were made to the questionnaire and the final version was approved by the Coalition prior to data collection. A copy of the questionnaire used for this survey is presented in Appendix A.

Market Street Research surveyed 300 parents within Hampden, Hampshire, and Franklin Counties. Market Street Research interviewed about the same number of parents from each of these counties (Hampden = 96, Hampshire = 100, and Franklin = 104). These respondents included 123 parents of 6 to 10 year olds, 98 parents of 11 to 14 year olds, and 79 parents of 15 to 18 year olds. If parents gave their permission, Market Street Research also interviewed daughters ages 11 to 18. There were 177 daughters interviewed, including 98 young teenagers (11 to 14) and 79 older teenagers (15 to 18). The survey was conducted from August 24 through October 27, 1998.

Because of the potential difficulties involved in interviewing young girls (ages 6 to 10), we interviewed the parents of these girls in relation to the issues facing their 6 to 10 year-old daughters. The reader is advised that at no time did Market Street Research interview girls younger than 11 years old. For purposes of readability, we have employed a writing convention that reports issues, problems, and opportunities for girls, without differentiating whether that information was obtained from parents or girls.

In order to reduce the complexity of reading the report, we have made certain assumptions for the reader. For example, since only girls were asked what their racial background is, we assumed their parents share that racial background. In addition, we assumed that results from individuals with particular characteristics could be generalized to the group with these characteristics. For example, when girls from low-income families were surveyed and they thought smoking was a particular problem for girls, we assumed that smoking was a problem for girls from low-income families.

For sampling purposes, Market Street Research used random-digit dialing sample (RDD). RDD samples are produced by identifying all of the three-digit telephone prefixes for the relevant cities and towns in the area to be surveyed, and randomly generating the remaining four digits of each telephone number. This sample was obtained from Survey Sampling, Inc.

All interviews were conducted by telephone by trained, experienced, female Market Street Research interviewers from our central facility in Northampton, Massachusetts. Households were screened to eliminate those without girls ages 6 to 18 and those outside of the targeted three counties. Within eligible households, the person most involved in the day-to-day activities and concerns of the girls ages 6 to 18 was interviewed. Once parents of girls older than 10 completed the survey, they were asked for their consent in having their daughter interviewed. If permission was obtained, daughters ages 11 to 18 were interviewed. Calls were made during day and evening hours on weekdays, and also during the afternoon and evenings on weekends. The interviews were conducted using Market Street Research’s Computer-Assisted
Telephone Interviewing (CATI) system. The response rate for the survey was 30.9%. The margin of error for these results is plus or minus 3.4 to 5.7 to percentage points for the sample as a whole, and plus or minus 5.9 to 9.8 percentage points for each county.

In designing the sample, we deliberately sampled about the same number of households in each of the counties. We then weighted the total results so they are representative of the overall area in terms of each county’s population of girls. For a complete description of the research methodology, including a discussion of the sampling and weighting procedures, see Appendix B.
EXECUTIVE SUMMARY

This report presents the second phase of a multi-faceted needs assessment conducted on behalf of a coalition comprised of members of Girls, Inc., Western Massachusetts Girl Scout Council, Pioneer Valley Girl Scout Council, YWCA of Western Massachusetts, and The Care Center. The overall purpose of the study has been to develop a comprehensive understanding of the needs of girls ages 6 to 18 in Hampden, Hampshire, and Franklin Counties of Western Massachusetts. Phase 1 focused on health and human service providers and included an analysis of demographic, socioeconomic, and health indicators affecting girls. Phase 2, reported here, involved a telephone survey of parents of girls ages 6 to 18 and of girls ages 11 to 18.

Summary of Findings

The results of Phase 1 revealed that providers think there is a strong need in Hampshire, Hampden, and Franklin Counties for good quality programs and services for girls. Providers also think girls experience problems with access to programs and problems stemming from poverty. The results of Phase 2 mirror these conclusions and provide additional insight into the most serious issues confronting area girls.

Hampshire, Hampden, and Franklin County communities provide girls with a wide range of resources, such as sports programs, community and religious groups, high-quality schools and education programs, close-knit families and neighborhoods, and committed role models and leaders. There are clearly many benefits for girls to living in these Western Massachusetts counties, but the results of this study indicate that girls still need more programs, community groups, places to go, sports, and life skills training, such as training in negotiation, assertiveness, and leadership. Program developers need to address difficulties girls have in participating in activities due to transportation problems, the interference with family responsibilities, and lack of interest in trying a new program.

In addition to specific types of programs, girls are in need of program and activity interventions that will help them to address the problems and social issues they confront. The most serious problems they encounter in the three-county area are:

- **health risks**, such as smoking, alcohol, and drug use;
- **negative peer pressure** and poor influences of friends;
- **pressure to be sexually active** and teen pregnancy;
- **mental health issues**, such as stress, low self-esteem, and depression;
- **physical abuse, sexual abuse, and neglect**; and
- **poor access to reproductive health care**, such as prenatal care and treatment for sexually transmitted diseases.

Young girls (ages 6 to 10) are likely to enjoy equal participation with boys in activities and the activities they have access to are comparable in number and quality to boys’ activities. However, girls of this age need more to keep them busy, such as neighborhood activities, community groups, sports programs, and opportunities to socialize with their friends. The needs of this younger group are not well-defined in terms of the kinds of activities they prefer. It would be ideal to establish new programs for girls that use a mentoring system to keep the young girls engaged and busy, while
older girls manage the activities and in turn learn responsibility, teamwork, leadership, and management skills.

**Young teenage girls (ages 11 to 14)** are satisfied with the number and quality of activities offered them, although waiting lists are a frequent problem and they would like more sports. Although fewer younger teenagers confront the physical and mental health issues older teenagers confront, most younger teenagers have an understanding that these are problems, even though most do not deal with them at their age. Many young teenage girls are also concerned with gang activity among their peers. In designing interventions for older teenage girls on these issues, it would be ideal to design programs to encourage the mentoring of younger girls. For example, a smoking intervention for older teenagers could focus on stopping smoking, and part of the program would be to develop a mentoring relationship with a younger girl to prevent her from starting to smoke.

The needs of **older teenage girls (ages 15 to 18)** are more complex and diverse than the needs of younger girls. Older teenagers need more high-quality activities and more programs that are of interest to them, such as programs that will enhance their personal growth. Girls of this age are also likely to confront physical and mental health issues, violence, and sexual activity, and they need the personal skills to cope with these social issues. Although service providers think girls need more information regarding safe sexual activity, older teenage girls feel there is enough information about birth control and safe sex, but not enough resources available for girls who are pregnant or in need of health care for sexually transmitted diseases.

Older teenage girls are in need of fun, interesting activities and also programs that will help them cope with mental stresses and the possibility of violence and discrimination. Programs that incorporate mentoring and role modeling in an entertaining atmosphere will help girls to appreciate the diversity of life goals and the uniqueness of individuals. These girls also need better information and access to services regarding sexually transmitted diseases, pregnancy, and early childhood and parenting education.

**Girls from single-headed households** tend also to be from low-income households and have similar needs as girls from less affluent homes. Girls from single-headed households and low-income families not only need more and better quality activities, but they also need assistance in order to participate (such as funding and transportation). These girls are especially in need of sports and educational programs, and opportunities to develop personal skills to cope with unhealthy behaviors, violence, and the pressure to be sexually active.

**Girls of color** are often in low-income and single-headed households and they face many of the same problems. In addition, these girls frequently experience stress, low self-esteem, and suicidal thoughts. These girls have difficulty finding opportunities to socialize with other girls their age, and they are likely to be confronted by the realities of gangs, the pressure to be sexually active, and sexual harassment.

Although most of the findings are the same regardless of the county, there are some distinctive needs of girls living in different counties. **Families living in Franklin County** are not as financially well-off as families in the other two counties; however, girls in Franklin County appear to confront fewer mental and physical stresses than girls in the other counties. Nevertheless, Franklin County girls feel they need more places to go, and more activities, especially sports programs. The results suggest that Franklin County should concentrate its efforts on delivering an increased number and variety of
quality activities and programs for girls. In particular, Franklin County girls and parents think it is important for girls to participate in activities designed specifically for girls.

Girls living in Hampshire County appear to be more satisfied than girls in other counties with the number and quality of activities for them, but they think advertising of events should be improved. The results suggest that Hampshire County needs to develop more effective public relations materials about activities that are offered locally for girls. Girls in Hampshire County are also likely to deal with smoking, alcohol and drug use, and eating disorders. Hampshire County might want to focus new program development on the prevention and treatment of these problems.

In general, Hampden County girls need places for them to spend their time and resources to assist them with health issues. These girls are likely to need educational support and interventions to create a positive atmosphere and a positive sense of self. These girls are likely to deal with smoking, alcohol use, peer pressure, and the pressure to be sexually active. There is also a need to focus on older teenage girls, who appear to have fewer activity options available to them and greater needs in terms of dealing with a stressful environment.

Hampden County should continue to provide sports programs for girls, but should increase the number, variety, and quality of all programs that it offers girls. Programs should be developed to prevent tobacco and alcohol abuse, to enhance self-esteem, and to provide girls with the skills to deal with peer pressure and eating disorders. Advertising efforts should be targeted to not just provide girls with information regarding safe sex and birth control, but also to inform girls of health care options should they become infected with a sexually transmitted disease or become pregnant.

Recommendations

Given the numerous needs identified in this study, we recommend that the Coalition begin by prioritizing girls’ needs, and then develop strategies for meeting needs it considers most important. One possible strategy would be to identify needs that affect the greatest number of girls, and to focus on developing programs that will serve the needs of many girls throughout the region. This strategy might focus, for example, on developing general sports programs or recreational activities in which a large number of girls can participate.

A second strategy would be to identify groups of girls who have complex, multi-faceted needs, and to develop programs specifically for those girls. This strategy might focus, for example, on older teenagers in low-income neighborhoods, girls from single-parent households, or girls of color. If the Coalition determines that the focus should be on specific groups of girls, we recommend that the Coalition conduct additional primary research involving these girls. For example, should the Coalition determine that the needs of girls in poverty are a priority, focus groups with girls in poverty would provide an opportunity to identify unmet needs and to refine intervention or programmatic ideas.

A third option would be to improve the coordination and delivery of programming that currently exists in Hampshire, Hampden, and Franklin Counties. This approach would focus on improving awareness of existing activities or developing strategies to deal with access-related problems such as program cost, lack of transportation, or lack of sufficient slots given the number of girls in need. Improving
public awareness of existing programs in Hampshire County, for example, would assist girls in that county who want to participate in activities, but are not sure what is available for them.

The Coalition might also want to consider strategies for improving the ability of current providers to obtain, sustain, and expand their funding levels. This might include identifying new partners willing to work with current providers, such as local women’s colleges or professional women’s associations.
DETAILED FINDINGS
DEMOGRAPHIC PROFILE

For this study, Market Street Research surveyed a sample of parents and their daughters living in Hampden, Hampshire, and Franklin Counties. We interviewed parents of girls ages 6 to 18 and also their daughters if they were at least 11 years old. Parents were asked questions about their family characteristics and their perceptions of how their local communities support girls. Daughters older than 10 were asked questions about organized activities and social issues. Parents of young girls ages 6 to 10 were asked the same questions and they were asked to think of their young daughters when answering. This section is an analysis of the characteristics of all of the parents and daughters in the sample.

Demographic Characteristics of Parents and Families

The majority (83.8%) of the parents interviewed for this study are women (see Table 1). Most (62.9%) are between the ages of 35 and 44, and their median age is about 40 years.\(^2\) The majority (83.7%) are currently employed and have attended at least some college (71.9%). Smaller proportions are homemakers (9.3%), unemployed (4.3%), disabled (1.1%), students (0.9%), or retired (0.7%).

About three-fourths (72.9%) of the parents are married, with smaller proportions divorced or separated (10.7%), single (10.2%), in a committed partnership (5.2%), or widowed (1.1%). Almost all (96.0%) of the spouses or other adults living in the household are employed. Parents’ median household income for 1997 was about $46,100. Parents living in Franklin County tend to be less affluent (median household income about $40,600), and parents living in Hampshire County tend to be more affluent (median household income about $51,900). Parents who are married or in committed partnerships tend to have higher household incomes than single parents (single, divorced, separated, or widowed).

Although parents were surveyed about a specific daughter, about one-sixth (15.2%) of the parents have more than one daughter. One-half (51.0%) of the parents have young daughters (ages 6 to 10), one-third (33.3%) have younger teenage daughters (ages 11 to 14), and one-third (35.7%) have older teenage daughters (ages 15 to 18). In addition, about one-half (48.8%) of the parents have sons between the ages of 6 and 18 living in their households.

\(^2\) Medians represent the midpoint of a sample. For example, one-half of the parents surveyed are under the median age of 40 years, and one-half are older.
### TABLE 1

**DEMOGRAPHIC CHARACTERISTICS**

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<th>TOTAL*</th>
<th>COUNTY</th>
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<td>Student</td>
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*Weighted total, see Appendix B.*
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<td>0.9%</td>
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<td>3</td>
<td>0.1%</td>
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<td>N=300</td>
<td>N=96</td>
<td>N=100</td>
</tr>
<tr>
<td>None</td>
<td>64.3%</td>
<td>66.3%</td>
<td>55.2%</td>
</tr>
<tr>
<td>1</td>
<td>31.4%</td>
<td>29.5%</td>
<td>38.1%</td>
</tr>
<tr>
<td>2</td>
<td>4.4%</td>
<td>4.2%</td>
<td>6.7%</td>
</tr>
<tr>
<td>3</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4 or more</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any Boys Between the Ages of Six and Eighteen in Household</th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=300</td>
<td>N=96</td>
<td>N=100</td>
</tr>
<tr>
<td>Yes</td>
<td>48.8%</td>
<td>53.5%</td>
<td>34.3%</td>
</tr>
<tr>
<td>No, don’t know, or refused</td>
<td>51.2%</td>
<td>46.5%</td>
<td>65.7%</td>
</tr>
</tbody>
</table>

* Weighted total, see Appendix B.
Parents’ Financial Ability to Meet Household Expenses

We asked parents questions about their use of public assistance and their ability to pay certain household expenses (see Table 2). The majority (91.4%) of parents interviewed for this study have not applied for or received any form of public assistance, such as AFDC, welfare, fuel assistance or food stamps in the past year. Parents living in Franklin County were somewhat more likely than parents in general to have applied for assistance (14.9% vs. 8.5%).

In terms of parents’ ability to afford household expenses, the majority of parents interviewed do not have difficulty paying their mortgage or rent, affording household essentials, or paying other bills. However, some parents do experience some difficulty affording these items.

Specifically, most (78.8%) parents experience little or no difficulty paying their monthly mortgage or rent. About one-sixth (15.2%) of parents experience some difficulty and a smaller proportion (6.0%) experience a lot of difficulty doing so. Most (87.5%) parents experience little or no difficulty paying for essentials such as food, clothing, heat or electricity, although about one-tenth of parents do experience some difficulty (7.6%) or a lot of difficulty (4.9%) affording these household expenses. Three-fourths (75.2%) of parents have little or no difficulty paying other bills such as credit cards, loans, or car payments. About one-fifth of parents, however, experience either some difficulty (17.3%) or a lot of difficulty (6.3%) making these payments.

In terms of child care, about one-third (32.6%) of parents do not pay for any child care, with parents of older teenage girls less likely than parents of young girls to pay child care costs for any children (44.7% vs. 15.8%). About three-fifths (62.2%) of parents have little or no difficulty paying for child care, and a small proportion (5.2%) have some or a lot of difficulty. About three-fourths (72.1%) of parents have little or no difficulty paying for organized activities for their children, although one-fifth of parents have some (13.7%) or a lot of difficulty (8.8%) affording this. A small proportion (5.4%) do not pay for organized child activities. Parents of young girls are more likely to experience a lot of difficulty paying for organized activities than are parents of young teenage girls (13.2% vs. 4.8%). Parents of young teenage girls are more likely than parents in general to experience little or no difficulty (84.0% vs. 72.1%). Parents of older teenage girls are more likely than parents of young girls and younger teenage girls to have no organized activities for their children (10.5% vs. 4.1% and 1.2%).

It is important to examine the impact of socioeconomic status on the attitudes of parents and their daughters and the needs that were expressed in the survey. However, the small number of families who were either having difficulty paying their bills or receiving public assistance made it difficult to analyze these issues statistically. However, many differences between two-parent and single-parent households were found throughout the analysis, a difference that may be attributed to the lower income of single-parent households.
# TABLE 2

## PARENT’S FINANCIAL ABILITY TO AFFORD HOUSEHOLD EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=300</td>
<td>N= 96</td>
<td>N=100</td>
</tr>
<tr>
<td>Applied for or Received Any Form of Public Assistance in Past Year</td>
<td>N=296</td>
<td>N= 94</td>
<td>N=100</td>
</tr>
<tr>
<td>Yes</td>
<td>8.5%</td>
<td>8.7%</td>
<td>4.7%</td>
</tr>
<tr>
<td>No</td>
<td>91.4%</td>
<td>91.3%</td>
<td>95.3%</td>
</tr>
</tbody>
</table>

In Past Year Had Any Difficulty Paying the Following:

<table>
<thead>
<tr>
<th></th>
<th>N=300</th>
<th>N= 96</th>
<th>N=100</th>
<th>N=104</th>
<th>N=123</th>
<th>N= 98</th>
<th>N= 79</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Mortgage or Rent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot of difficulty</td>
<td>6.0%</td>
<td>7.5%</td>
<td>1.8%</td>
<td>3.8%</td>
<td>8.1%</td>
<td>4.1%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Some difficulty</td>
<td>15.2%</td>
<td>14.6%</td>
<td>19.1%</td>
<td>11.5%</td>
<td>17.9%</td>
<td>12.3%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Little or no difficulty</td>
<td>78.8%</td>
<td>77.9%</td>
<td>78.1%</td>
<td>84.6%</td>
<td>74.0%</td>
<td>83.5%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Essentials Like Food, Clothing, Heat, or Electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot of difficulty</td>
<td>4.9%</td>
<td>6.5%</td>
<td>0.9%</td>
<td>2.3%</td>
<td>6.2%</td>
<td>2.9%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Some difficulty</td>
<td>7.6%</td>
<td>5.1%</td>
<td>14.6%</td>
<td>10.4%</td>
<td>7.2%</td>
<td>8.5%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Little or no difficulty</td>
<td>87.5%</td>
<td>88.4%</td>
<td>84.5%</td>
<td>87.3%</td>
<td>86.6%</td>
<td>88.5%</td>
<td>87.7%</td>
</tr>
<tr>
<td>Other Bills, Such as Credit Cards, Loans, or Car Payments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot of difficulty</td>
<td>6.3%</td>
<td>6.5%</td>
<td>5.6%</td>
<td>6.5%</td>
<td>7.6%</td>
<td>4.5%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Some difficulty</td>
<td>17.3%</td>
<td>15.2%</td>
<td>21.9%</td>
<td>22.9%</td>
<td>14.1%</td>
<td>22.6%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Little or no difficulty</td>
<td>75.2%</td>
<td>77.5%</td>
<td>70.6%</td>
<td>69.6%</td>
<td>78.3%</td>
<td>70.7%</td>
<td>75.5%</td>
</tr>
<tr>
<td>No other bills</td>
<td>1.1%</td>
<td>0.9%</td>
<td>1.7%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>2.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Child Care</td>
<td>N=300</td>
<td>N= 96</td>
<td>N=100</td>
<td>N=104</td>
<td>N=123</td>
<td>N= 98</td>
<td>N= 79</td>
</tr>
<tr>
<td>A lot of difficulty</td>
<td>0.6%</td>
<td>0.0%</td>
<td>2.5%</td>
<td>1.2%</td>
<td>0.7%</td>
<td>1.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Some difficulty</td>
<td>4.6%</td>
<td>5.3%</td>
<td>2.8%</td>
<td>3.4%</td>
<td>7.4%</td>
<td>3.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Little or no difficulty</td>
<td>62.2%</td>
<td>62.8%</td>
<td>60.3%</td>
<td>61.7%</td>
<td>76.1%</td>
<td>53.7%</td>
<td>52.8%</td>
</tr>
<tr>
<td>No child care</td>
<td>32.6%</td>
<td>31.9%</td>
<td>34.4%</td>
<td>33.8%</td>
<td>15.8%</td>
<td>41.9%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Organized Activities for Children</td>
<td>N=300</td>
<td>N= 96</td>
<td>N=100</td>
<td>N=104</td>
<td>N=123</td>
<td>N= 98</td>
<td>N= 79</td>
</tr>
<tr>
<td>A lot of difficulty</td>
<td>8.8%</td>
<td>9.6%</td>
<td>7.5%</td>
<td>6.1%</td>
<td>13.2%</td>
<td>4.8%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Some difficulty</td>
<td>13.7%</td>
<td>12.6%</td>
<td>14.8%</td>
<td>18.4%</td>
<td>16.7%</td>
<td>10.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Little or no difficulty</td>
<td>72.1%</td>
<td>72.1%</td>
<td>72.7%</td>
<td>70.9%</td>
<td>66.1%</td>
<td>84.0%</td>
<td>69.1%</td>
</tr>
<tr>
<td>No organized activities</td>
<td>5.4%</td>
<td>5.7%</td>
<td>5.0%</td>
<td>4.5%</td>
<td>4.1%</td>
<td>1.2%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

*Weighted total, see Appendix B.*
Girls’ Racial Background

The majority (75.1%) of girls are White (see Table 3). About one-tenth are Black (9.5%), Hispanic (8.7%), and a similar proportion (7.1%) are biracial or of mixed heritage. Small proportions are Native American (1.2%), Asian American (0.2%), or of other racial backgrounds (3.9%). There are some differences among counties in terms of racial composition. Specifically:

- **Hampshire County** has predominately White girls (88.6% vs. 75.1% overall);
- **Hampden County** has a higher proportion of Black girls (12.4% vs. 3.1% in Hampshire County and 2.6% in Franklin County); and
- **Hampden County** has a higher proportion of Hispanic girls (11.3% vs. 2.3% Hampshire County and 4.2% in Franklin County).

### TABLE 3

RACIAL BACKGROUND OF GIRLS

<table>
<thead>
<tr>
<th></th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hampden</td>
<td>Hampshire</td>
<td>Franklin</td>
<td>6 to 10</td>
<td>11 to 14</td>
<td>15 to 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial Background</td>
<td></td>
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<td>N=96</td>
<td>N=100</td>
<td>N=104</td>
<td>N=123</td>
<td>N=98</td>
<td>N=79</td>
<td>N=123</td>
<td>N=98</td>
<td>N=79</td>
<td>N=123</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>75.1%</td>
<td>70.3%</td>
<td>88.6%</td>
<td>80.4%</td>
<td>84.5%</td>
<td>63.4%</td>
<td>73.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>9.5%</td>
<td>12.4%</td>
<td>3.1%</td>
<td>2.6%</td>
<td>2.9%</td>
<td>13.9%</td>
<td>13.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian American or Pacific Islander</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.3%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Native American</td>
<td>1.2%</td>
<td>0.9%</td>
<td>0.7%</td>
<td>3.8%</td>
<td>0.4%</td>
<td>2.5%</td>
<td>1.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biracial or mixed-heritage</td>
<td>7.1%</td>
<td>7.3%</td>
<td>6.7%</td>
<td>6.6%</td>
<td>4.1%</td>
<td>9.7%</td>
<td>8.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3.9%</td>
<td>5.1%</td>
<td>0.9%</td>
<td>2.0%</td>
<td>7.5%</td>
<td>2.9%</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>2.9%</td>
<td>3.9%</td>
<td>0.0%</td>
<td>2.2%</td>
<td>0.0%</td>
<td>7.5%</td>
<td>2.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hampden</td>
<td>Hampshire</td>
<td>Franklin</td>
<td>6 to 10</td>
<td>11 to 14</td>
<td>15 to 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies as Hispanic</td>
<td>8.7%</td>
<td>11.3%</td>
<td>2.3%</td>
<td>4.2%</td>
<td>10.4%</td>
<td>9.6%</td>
<td>5.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>90.1%</td>
<td>87.7%</td>
<td>96.0%</td>
<td>94.3%</td>
<td>87.8%</td>
<td>89.8%</td>
<td>93.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1.2%</td>
<td>1.1%</td>
<td>1.7%</td>
<td>1.5%</td>
<td>1.9%</td>
<td>0.5%</td>
<td>1.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Weighted total, see Appendix B.
Disabilities among Girls

Girls were asked about disabilities they might have. Overall, most (94.4%) girls do not have either physical or mental disabilities (see Table 4). For girls with disabilities, the most common is a learning disability (36.4%). Small proportions are deaf or have hearing impairments (3.9%), mental retardation or developmental disabilities (2.5%), or mental illnesses (2.1%). About one-fourth (25.7%) have other disabilities, about one-fifth (15.7%) have other physical disabilities, and about one-tenth (11.0%) do not know what type of disability they have. None of the girls with disabilities have to use wheelchairs. These findings should be interpreted cautiously, however, due to the small number of girls with disabilities (N=17).

### TABLE 4

**DISABILITIES OF GIRLS**

<table>
<thead>
<tr>
<th>Child's Disabilities</th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=300</td>
<td>Hampen</td>
<td>Hmpshre</td>
</tr>
<tr>
<td>Any of the Girls Ages Six to Ten in Household Have a Disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, has disability</td>
<td>5.5%</td>
<td>5.0%</td>
<td>6.3%</td>
</tr>
<tr>
<td>No disability</td>
<td>94.4%</td>
<td>95.0%</td>
<td>93.7%</td>
</tr>
<tr>
<td>Don't know</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Child's Disabilities</strong></td>
<td>N=17</td>
<td>N= 5</td>
<td>N= 6</td>
</tr>
<tr>
<td>Blind or visual impairment</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf or hearing impairment</td>
<td>3.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other physical disability</td>
<td>15.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental retardation or developmental disability</td>
<td>2.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental illness</td>
<td>2.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning disability</td>
<td>36.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other disabilities</td>
<td>25.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combination of disabilities</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>11.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Uses a Wheelchair</strong></td>
<td>N=17</td>
<td>N= 5</td>
<td>N= 6</td>
</tr>
<tr>
<td>Yes</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Weighted total, see Appendix B.

Number of respondents too small to analyze statistically.
ORGANIZED ACTIVITIES

We asked girls and their parents specific questions about the organized activities available to girls in their communities. We asked them what their community offered in terms of organized activities, girls' participation in such activities, what girls' needs are in terms of additional organized activities, the importance of specific factors influencing girls' participation, and if girls have any perceived barriers to participating in organized activities. The following section is an analysis of these results.

Overall Perception of Community Activities for Girls

We asked both parents and girls what they feel are the greatest strengths of their communities as places for girls to live (see Table 5). The major strengths that parents identified include that the community offers:

- **girls’ sports activities**, which was mentioned by two-fifths (41.5%) of parents, and was more likely to be mentioned by parents of young teenage girls than parents of girls in other age groups (58.9% vs. 40.5% young girls and 28.2% older teenage girls). Franklin County parents of young girls and older teenage girls are less likely to mention sports (16.7% and 21.4% vs. 41.5% overall). One mother of a young girl in Hampshire County said, "Well, they have a wonderful sports program. My daughter loves soccer, she loves basketball, she loves softball, and she can do all of those things. We have a nice playground; we have the Mill River playground and the War Memorial playground, and they both have pools. There are all these things that are available for girls to do, sports and playgrounds."

- **community and religious groups for girls**, which was mentioned by about one-fourth (27.6%) of all parents. There are no differences across age groups or counties. One mother of a younger teenage old in Hampden County said, "It's Girl Scouts. Girl Scouts is the greatest thing for little girls. It keeps younger girls off the streets, from getting in trouble."

- **high-quality school and educational programs**, which was mentioned by about one-fifth (21.3%) of all parents. Hampden County parents of older teenage girls are more likely than parents overall to mention this (38.5% vs. 21.3%). One mother of an older teenage girl in Franklin County said, "My daughter goes to a private school. It gives her many opportunities to be involved in music and dance and art. In general, she is getting wonderful quality of education . . . most of the free time is organized into activities, especially after school. At one-thirty, they have sports and dance for two and a half hours every day. In the evening, they have an organized study hall so the homework has to be done. There’s not a lot of time to just watch television."

- **volunteers and role models, and leaders who care about girls**, which was mentioned by one-fifth (20.0%) of parents. There are no differences across age groups or county. One father of a younger teenage girl in Hampshire County said, "There’s a tradition of feminism here. It’s important for girls to have a positive image of themselves, considering how sexist society is."
• **a safe and clean place to grow up**, which was mentioned by one-sixth (16.2%) of all parents. There are no differences across age groups or county. One mother of an older teenage girl in Hampshire County said, “It’s a small town with a relatively strong sense of community and involvement. [There is a] responsiveness of the town to schools' safety issues. I would say, definitely the involvement of police working in schools on educational issues [is positive].”; and

• **a small town atmosphere and close-knit community**, which was mentioned by about one-sixth (15.3%) of all parents. Hampden County parents are less likely to mention this than parents from other counties (11.6% vs. 23.8% of Hampshire County parents and 22.8% of Franklin County parents). One parent of a young girl in Franklin County said, “[A strength of the community is] its rural setting. Easy access to nature, relatively safe roads. Strong sense of community. [There is a] big fall festival in the town, and there are town organizations that plan things for the kids. The town is accepting of all types of people.”

Parents also mentioned that their communities have places for girls to go (9.3%), cultural activities (9.0%), a diverse range of available programs (7.2%), and positive community attitudes and values (4.4%). In addition, some parents feel their communities do not offer anything specific for girls (11.0%), or do not know what their communities offer (6.8%).

Less affluent parents (household income of less than $25,000) are less likely than parents overall to mention girls’ sports (23.7% vs. 41.5%). These parents and Black and Hispanic parents are more likely than parents overall to say there is nothing specific for girls in their communities (29.9%, 33.5% and 35.8% vs. 11.0%).

Girls were asked what they think are the **best things about being a girl their age in their communities**. The specific things girls like include:

• **girls’ sports activities**, which was mentioned by one-third (37.8%) of girls; for example, a young teenage girl in Franklin County said, “There are a lot of girls’ activities, like sports, soccer, field hockey, basketball, ice hockey.” An older teenage girl in Hampshire County said, “Amherst has strong athletic programs for girls, which helps build self-esteem and confidence.”;

• **a small-town, close-knit community**, which was mentioned by more than one-third (30.6%) of girls. A young teenage girl in Hampshire County said, “I guess people being close to each other, so it is easy to get together and hang out and talk.” A young teenage girl in Hampshire County said, “I like that I can walk around and not have to worry about anything, like not having to worry that anyone’s gonna jump me. I have freedom, I have friends nearby and everyone’s nice. No one is mean.”;

• **volunteers, role models, and leaders who care about girls**, which was mentioned by about one-tenth (13.7%) of girls. An older teenage girl in Hampden County said, “. . . Teachers want kids to reach [their] goals.” A young teenage girl in Franklin County said, “I think, anyway, being in a church youth group, you get to meet people and get to see what’s out there. You know, different kinds of people, ’cause we travel a lot. We travel to see other youth groups.”;
• **positive community attitudes and values**, which was mentioned by about one-tenth (12.8%) of girls, a factor which was mentioned significantly more often by girls in Franklin County than girls overall (23.5% vs. 12.8% of total). A young teenage girl in Hampshire County said, “There’s a lot of sports that they can be accepted for doing. In school, it’s not really sexist. There’s a lot of smart girls and that’s completely okay with everybody.”

• **places for girls to go**, which was mentioned by one-tenth (11.6%) of girls. A young teenage girl in Franklin County said, “There’s a lot of room where I can hang out and do horseback riding, like in the fields and stuff.” A young teenage girl in Hampshire County said, “There’s a lot of good things offered by the Amherst Leisure Services Program. There’s a lot of places to hang out in town.”

• **high-quality school and educational programs**, which was mentioned by one-tenth (9.8%) of girls. A young teenage Franklin County said, “I belong to a thing called Girls in Power . . . it does a lot of community work, cleaning up the town. You get paid for it. They teach us about things like safe sex.” An older teenage girl in Hampden County said, “I have a great school and get a great education. It’s a . . . comfortable learning environment. The kids all have the same goals and teachers want kids to reach those goals.”

Smaller proportions mentioned community and religious groups for girls (5.6%), security and cleanliness (4.8%), diversity of programs available (4.5%), and cultural activities (4.0%). Other girls said there are no specific things for girls that they like (8.4%), they do not know what they like (7.8%), or had other responses (4.6%).

There are few differences among demographic groups. Girls from affluent families (household income greater than $50,000) are more likely than girls from low-income families (household income less than $25,000) to mention girls’ sports (43.3% vs. 23.7%). Black girls are less likely than girls overall to mention sports (11.6% vs. 38.7%).

Parents and girls are similar in their views of their local communities’ strengths. Both parents and girls think the availability of sports programs for girls is a strength and many also think the atmosphere is safe and pleasant. Both parents and girls are also likely to feel that their communities offer role models and leaders who care about girls, something that was mentioned by service providers in Phase 1. Parents and girls also think their communities have high-quality schools and educational programs. Parents and girls in Franklin County are particularly likely to comment on the small-town, close-knit atmosphere in their communities.

Parents were asked how they would rate the range of organized activities in their communities for girls in their daughters’ age groups. The results clearly indicate that while the range of activities for girls is seen as somewhat lacking, parents believe that older teenage girls face the greatest challenges in terms of finding an adequate number of activities in which to participate. Specifically:

• **parents of young girls** think the range of activities for girls in that age group is in the good to fair range. One-sixth (16.6%) regard the range of activities in their communities as excellent. About one-half (46.6%) think their communities’ range is good, and about one-third (30.9%) think it is fair or
Parents in Franklin County are less likely than parents overall to rate the range as poor (2.8% vs. 14.1%); the range of activities in their daughters' age group is good to fair. About one-sixth (14.8%) think the range of activities is excellent, and about one-half (45.2%) regard it as good. About two-fifths (39.3%) of these parents think their communities' range of activities is fair or poor. The results are the same regardless of the county parents live in; and parents of young teenage girls are similar in their ratings to parents of young girls. They think the range of activities in their daughters' age group is good to fair. About one-sixth (14.8%) think the range of activities is excellent, and about one-half (45.2%) regard it as good. About two-fifths (39.3%) of these parents think their communities' range of activities is fair or poor. The results are the same regardless of the county parents live in; and

parents of older teenage girls think the range of activities for girls in their daughters' age groups is closer to fair. Less than one-tenth (8.0%) believe their communities are excellent in providing activities for this age group. About two-fifths (38.6%) think their communities are good, and about two-fifths (43.1%) regard it as fair or poor. Parents in Hampshire County are significantly more likely to believe their communities are excellent than parents overall (28.0% vs. 8.0%).

In general, parents in Hampshire County are more likely to regard their communities as excellent in providing activities for girls in all three age groups than parents in general (27.2% vs. 13.2%). Less affluent parents (household income less than $25,000) and Hispanic parents are more likely than parents overall to rate the range of activities as poor (46.0% and 43.0% vs. 17.0%).

Teenage girls were asked if they think there are enough organized activities for girls their age in their communities. Girls' opinions are evenly divided on this issue; one-half (53.2%) believe there are enough activities and one-half (45.3%) believe there are not enough. Younger teenage girls are significantly more likely than older teenage girls to feel there are enough activities for them (62.8% vs. 45.2%). Young teenage girls in Franklin County are more likely than girls overall to think there are enough organized activities (75.0% vs. 53.2%). The results are the same regardless of the girls' demographic or socioeconomic status.

In general, both parents and girls are split as to whether their communities offer enough activities for girls. The results also show that this split occurs regardless of the county, although parents from Hampshire County are slightly more favorable towards their communities. Some parents and girls from the same demographic groups differ; low-income parents and Hispanic parents do not think there are enough activities for girls in their communities while girls from these groups generally think there are enough activities.
### TABLE 5

**OVERALL PERCEPTION OF COMMUNITY ACTIVITIES FOR GIRLS**

<table>
<thead>
<tr>
<th>Community’s Strengths as a Place for Girls to Live</th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=300</td>
<td>Hampden</td>
<td>Hampshire</td>
</tr>
<tr>
<td>Girls sports activities</td>
<td>41.5%</td>
<td>45.4%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Community and religious groups for girls</td>
<td>27.6%</td>
<td>29.9%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Quality of school and educational programs</td>
<td>21.3%</td>
<td>20.7%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Volunteers-role models-leaders who care about girls</td>
<td>20.0%</td>
<td>17.8%</td>
<td>28.2%</td>
</tr>
<tr>
<td>Safe and clean place to grow up</td>
<td>16.2%</td>
<td>14.6%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Small town-close knit community</td>
<td>15.3%</td>
<td>11.6%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Places for girls to go</td>
<td>9.3%</td>
<td>8.0%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Cultural activities</td>
<td>9.0%</td>
<td>8.0%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Diversity of programs available</td>
<td>7.2%</td>
<td>6.3%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Positive community-attitudes-values</td>
<td>4.4%</td>
<td>0.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Nothing specific for girls</td>
<td>11.0%</td>
<td>13.2%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6.8%</td>
<td>8.4%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Things About Being a Girl Your Age in Your Community</th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=183</td>
<td>N= 57</td>
<td>N= 66</td>
</tr>
<tr>
<td>Girls’ sports activities</td>
<td>37.8%</td>
<td>33.3%</td>
<td>30.2%</td>
</tr>
<tr>
<td>Small town-close knit community</td>
<td>30.6%</td>
<td>31.0%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Volunteers-role models-leaders who care about girls</td>
<td>13.7%</td>
<td>13.0%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Positive community-attitudes-values</td>
<td>12.8%</td>
<td>9.5%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Places for girls to go</td>
<td>11.6%</td>
<td>14.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Quality of school and educational programs</td>
<td>9.8%</td>
<td>8.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Community and religious groups for girls</td>
<td>5.6%</td>
<td>6.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Safe and clean place to grow up</td>
<td>4.8%</td>
<td>3.5%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Diversity of programs available</td>
<td>4.5%</td>
<td>3.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Cultural activities</td>
<td>4.0%</td>
<td>3.5%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Other</td>
<td>4.6%</td>
<td>5.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Nothing specific for girls</td>
<td>8.4%</td>
<td>7.0%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>7.8%</td>
<td>9.0%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

* Weighted total, see Appendix B.
** Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
[ ] Question not asked of girls in this age group.
### TABLE 5 (continued)

<table>
<thead>
<tr>
<th></th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=300</td>
<td>N=96</td>
<td>N=104</td>
</tr>
<tr>
<td>Range of Organized Activities for Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>13.2%</td>
<td>8.9%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Good</td>
<td>43.5%</td>
<td>44.6%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Fair</td>
<td>20.3%</td>
<td>20.1%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Poor</td>
<td>17.0%</td>
<td>18.5%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>5.9%</td>
<td>7.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Average**</td>
<td>2.44</td>
<td>2.52</td>
<td>2.19</td>
</tr>
<tr>
<td>Enough Organized Activities for Girls Your Age in Your Community</td>
<td>N=183</td>
<td>N=57</td>
<td>N=66</td>
</tr>
<tr>
<td>Yes</td>
<td>53.2%</td>
<td>50.5%</td>
<td>58.2%</td>
</tr>
<tr>
<td>No</td>
<td>45.3%</td>
<td>49.5%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1.4%</td>
<td>0.0%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

* Weighted total, see Appendix B.

** Question not asked of girls in this age group.
Number and Quality of Activities Available for Girls

All parents were asked specific questions about the activities available to girls in their communities, including (1) how many activities are designed for girls only, (2) how the proportion of activities available to girls compares with that available for boys, and (3) how the quality of activities available to girls compares with that for boys (see Figures A and B and Table 6).

We asked parents if they felt there are: (1) a large number of organized activities that are designed for girls only; (2) some; (3) a small number; or (4) none. About two-fifths (41.6%) of parents said there are some organized activities designed for girls only. About one-fourth (24.5%) said there are a small number, and an additional one-sixth (15.3%) said there are none of these types of activities available. Less than one-tenth (7.8%) said there are a large number of these types of activities. These results vary by county and age group. Specifically:

- **parents living in Hampshire County** are more likely than parents in Hampden and Franklin Counties to feel there are a large number of girls-only programs available (14.1% vs. 6.8% and 2.5%);

- **parents of younger teenage daughters** are more likely than parents of older teenage daughters to feel there are a large number of these programs available (11.5% vs. 3.5%); and

- **Hampden County parents of older teenage daughters** are more likely than parents overall to feel none of these programs are available to their daughters (34.6% vs. 15.3%).

Less affluent parents (household income of less than $25,000) are more likely than parents overall to think there are no activities for girls only (29.6% vs. 15.3%). In addition, Hispanic and Black parents are more likely than White parents to think there are no activities designed for girls only (37.4% and 32.6% vs. 10.7%).

We asked girls between the ages of 11 and 18 the same question in order to understand their perception of the number of activities available to them. Girls’ responses are similar to their parents, with the exception that girls are significantly more likely to feel there is a small number of organized activities designed for girls only (38.2% vs. 24.5%). Consistent with the findings from the parents, younger teenage girls are significantly more likely than older teenage girls to feel there are a large number of activities available (17.4% vs. 2.4%). There appear to be fewer programs for older teenage girls that are designed specifically for girls.

Black girls, like their parents, are more likely than girls overall to think there are no activities designed specifically for girls (29.4% vs. 10.7%). No other differences were found among girls in different demographic groups. There appear to be fewer girls-only programs that are available for low-income girls, Hispanic girls, and especially Black girls.

We asked all parents if there are more organized activities for boys, about the same number for boys and girls, or more organized activities for girls in their communities. Although about one-half (54.4%) of parents feel that the proportion of activities available to girls and boys is about the same, about two-fifths (37.5%) feel that
there are more programs for boys. Only a few individuals (1.7%) feel that there are more programs for girls. There are some differences among groups. Specifically:

- **there are fewer programs available for older teenage girls**, with parents of these girls significantly less likely than parents of younger girls to say there are *about the same* number of programs available for boys and girls (39.4% vs. 62.1% young girls and 61.4% younger teenage girls);

- **the lack of availability of programs for older teenage girls seems to be most problematic in Hampden County**, with one-third of parents saying the number of programs is the same, compared with about one-half of the total population (30.8% vs. 54.4%); and

- **more parents in Franklin County think there is an equal proportion of programs** (64.6% *about the same* vs. 54.4% of total), especially for young teenage girls (72.5% *about the same* vs. 54.4% of total).

Hispanic parents are more likely than parents overall to say there are more programs for boys (61.0% vs. 37.5%) and White parents are more likely to say the number of programs is equal (60.4% vs. 54.4%). Black parents are less likely than parents overall to think the number of programs is equal (27.3% vs. 54.4%). It is interesting to note that parents who have both sons and daughters do not differ in their perceptions from parents with only daughters.

We also asked teenage girls about their perceptions of the availability of programs for girls and boys. Interestingly, **girls’ opinions differ significantly from that of their parents**. Girls are more likely than their parents to feel the same number of programs are available for girls and boys (63.7% vs. 54.4% parents) and much less likely to feel that a greater number of activities are available to boys (26.8% vs. 37.5%). In terms of differences between age groups, older teenage girls are significantly more likely than younger teenage girls to feel that there are **more programs for boys** than for girls (35.0% vs. 17.1%).

Girls from less affluent families (household income less than $25,000) are somewhat more likely than girls overall to think there are more programs for boys (42.5% vs. 26.8%). Hispanic girls, like their parents, are less likely than girls overall to think there are the same number of programs for boys and girls (22.0% vs. 63.7%).

All parents were also asked if they felt the **quality of organized activities** is better for boys, about the same for boys and girls, or better for girls. Parents’ opinions of the quality of organized activities closely follow their opinions of the number of activities available. About one-half (52.9%) of parents believe that the quality of activities is *about the same for boys and girls*, and about two-fifths (36.6%) believe the **quality is better for boys’ programs**. In addition, there are some differences among age groups and counties. Specifically:

- **parents perceive that programs available for older teenage girls are of lower quality than boys’ programs**, with about one-half of these parents saying the quality is better for boys’ programs, compared with two-fifths of all parents (53.5% vs. 36.6%);

- **the quality of programs available to girls seems to be most problematic in Hampden County for older teenage girls**, with almost three-fifths of
these parents feeling that the quality of programs available to boys is better, compared with about two-fifths of all parents (57.7% vs. 36.6%); and

- **more parents in Franklin County think the quality of the programs available is equitable**, with about two-thirds of these parents feeling the quality is the same, compared with one-half of all parents (64.0% vs. 52.9%). Quality is seen as being most equitable among Franklin County parents of young girls (72.2% vs. 52.9% of total).

Black parents are more likely than parents overall to think the quality is better for boys (60.7% vs. 36.6%). These parents also think there are fewer programs for girls than for boys.

Teenage girls were also asked how they felt the quality of activities available to girls compared to the quality of those available to boys. **Girls’ opinions of the quality of activities available to them differ from those of their parents.** Girls are significantly more likely to think that the quality of activities is the same for both girls and boys (68.4% vs. 52.9% parents). However, the findings support parents’ feelings that older teenage girls have a harder time finding quality activities, and that girls’ and boys’ programs are more comparable in terms of quality in Franklin County than in the other two counties. There are some differences among girls in terms of their opinions about the quality of programs available. Specifically:

- **girls in Franklin County** differed from the rest of the population in that they are less likely than girls in general to feel that the quality of programs is the same (51.0% vs. 68.4%), and more likely to feel that the quality of activities is better for girls’ programs (8.1% vs. 1.1%); and

- **older teenage girls in both Hampshire and Franklin Counties** are significantly more likely than younger teenage girls in these counties to feel that the quality of boys’ programs is superior (44.0% vs. 7.7% in Hampshire County and 42.9% vs. 17.5% in Franklin County).

Girls from two-parent families are more likely than girls from single-parent families to think the quality of programs is the same for boys and girls (74.0% vs. 50.2%).

Overall, parents perceive an inequality in both the number and quality of activities available to girls while girls are less likely to perceive this inequality. Hampden County is perceived to have the greatest inequality in the number and quality of activities available to girls, while Franklin County is viewed as having a more equitable, although not ideal, disbursement of activities for boys and girls. The disparity in the number and quality of activities seems to be a greater problem for girls who are Hispanic, Black, or low-income.
FIGURE A

NUMBER OF ACTIVITIES AVAILABLE FOR GIRLS

* N=300.
** Among girls ages 11 through 18, N=177.
FIGURE B

QUALITY OF ACTIVITIES FOR GIRLS

- Better for Boys: 36.6% Parents, 28.1% Girls
- About the Same: 52.9% Parents, 68.4% Girls
- Better for Girls: 1.1% Parents, 0.8% Girls
- Depends on Type: 1.8% Parents, 1.8% Girls

* N=300.
** Among girls ages 11 to 18, N=177.
### TABLE 6

**COMMUNITY ACTIVITIES FOR GIRLS VS. BOYS**

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th></th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hampden</td>
<td>Hampshire</td>
<td>Franklin</td>
<td>6 to 10</td>
<td>11 to 14</td>
<td>15 to 18</td>
<td></td>
</tr>
<tr>
<td>Number of Activities for Girls Only in Community</td>
<td>N=300</td>
<td>N=104</td>
<td>N=100</td>
<td>N=98</td>
<td>N=79</td>
<td>N=183</td>
<td>N=60</td>
<td>N=66</td>
</tr>
<tr>
<td>A large number</td>
<td>7.8%</td>
<td>6.8%</td>
<td>14.1%</td>
<td>2.5%</td>
<td>8.9%</td>
<td>11.5%</td>
<td>3.5%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Some</td>
<td>41.6%</td>
<td>39.8%</td>
<td>45.7%</td>
<td>45.0%</td>
<td>49.1%</td>
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* Weighted total, see Appendix B.
Participation in and Importance of Organized Activities

Although some parents and girls perceive that there are fewer activities available for girls than for boys, and that the activities that do exist for girls are of poorer quality than those for boys, the results of this study indicate that girls appear to actively participate in activities to the same extent as boys (see Table 7). In addition, parents feel it is very important for girls to have activities designed just for them, especially when they are in their late teens.

We asked parents if their daughter had ever participated in an organized activity for girls only. The majority (74.9%) said they had. Parents in Hampshire County are more likely than parents in Franklin County to say their daughters had participated in a girls-only activity (81.8% vs. 65.2%). Participation also varies by age group. Parents of younger teenage girls are more likely than parents of young girls or older teenage girls to say their daughters had participated in girls-only activities (84.6% vs. 69.0% and 73.7%). Less affluent parents are more likely than parents overall to say their daughters had not participated in these activities (53.2% vs. 25.1%). Also White parents are more likely than Black or Hispanic parents say their daughters had participated in these activities (82.9% vs. 46.9% and 26.5%).

We also asked this question of teenage girls. Girls are significantly less likely than their parents to say they had participated in an activity designed for girls only (65.5% vs. 74.9%). Older teenage girls were somewhat more likely to have not participated in girls-only activities than younger teenage girls (38.0% vs. 26.4%). Girls from less affluent families and Black girls are less likely than girls overall to have participated in girls-only activities (74.5% and 57.1% vs. 32.7%). Girls with single parents are also less likely than girls with two parents to have participated in a girls-only activity (50.3% vs. 27.6%).

It appears that parents feel girls have participated in more girls-only activities than do girls themselves. Older teenage girls, girls from low-income families, and Black and Hispanic girls are least likely to have participated in girls-only activities.

We asked parents how important it is that there are activities designed specifically for girls in particular age groups (see Figure C). Most parents believe it is important to have activities designed for girls only, with about three-fifths (61.1%) believing this is very important, and an additional one-third (29.9%) believing this is somewhat important. About three-fourths of parents of older teenage girls and two-thirds of parents of younger teenage girls believe it is very important to have activities designed specifically for girls, a significantly larger proportion than one-half of parents of girls ages 6 to 10 (71.4% and 66.7% vs. 48.3%). Also, Hispanic parents are more likely than parents overall to believe it is very important for their daughters to have activities designed only for girls (88.3% vs. 61.1%).

Girls tend to feel having girls-only activities is not as important as their parents feel it is. About one-half (46.4%) of girls feel this is very important, compared with three-fifths (61.1%) of parents, but girls are more likely than their parents to feel this is somewhat important (42.0% vs. 29.9%). Girls of different ages feel it is equally important. Black girls and girls from middle-income families (household income of
Parents of older teens think it is very important to have activities designed just for these girls, but older teens do not think it is very important. In general, these older teens and their younger teenage counterparts think girls-only activities are important, but not as important as their parents think they are. Hispanic girls, Black girls, and girls from middle-income families put more emphasis on these activities than other girls.

About three-fifths (57.0%) of parents said that when activities are offered for both boys and girls, **boys and girls both actively participate** (see Figure D). Girls’ lack of active participation in activities is a problem for other parents, however, with about one-fifth (18.0%) of parents feeling that although boys actively participate, girls mostly observe. Only a small proportion (4.5%) feel that girls actively participate while boys mostly observe. Interestingly, equal participation with boys in activities is perceived to occur with younger girls and less with older girls; about seven-tenths (70.9%) of parents of young girls feel that boys and girls participate equally in activities, compared with about one-half (53.6%) of parents of younger teenage girls, and about two-fifths (43.5%) of parents of older teenage girls. The results are the same regardless of the county.

Less affluent parents (household income of less than $25,000) are more likely than affluent parents (household income greater than $50,000) to think boys participate while girls observe (26.2% vs. 12.8%). Black parents are less likely than parents overall to think boys and girls both actively participate equally (34.4% vs. 57.0%).

We also asked teenage girls how they felt participation in activities varied between sexes. **Girls’ answers are similar to their parents’ answers** in that three-fifths (57.0%) said that when activities are offered for both boys and girls, boys and girls both actively participate. Younger teenage girls are more likely than older teenage girls to feel that there is equal participation between boys and girls (66.4% vs. 49.1%); older teenage girls are more likely to feel that boys participate while girls observe (39.0% vs. 19.2%). Black girls differ from their parents; Black girls see the sexes as being more equal (62.6% both participate vs. 34.4%). These girls are also less likely than girls overall to think boys participate actively while girls observe (8.1% vs. 29.9%).
FIGURE C

IMPORTANCE OF ACTIVITIES DESIGNED FOR GIRLS

Not Important

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Very Important

Somewhat Important

Parents total*   Girls total**

N=300.

* N=300.
** Among girls ages 11 through 18, N=177.
FIGURE D

GENDER DIFFERENCES IN PARTICIPATION IN ACTIVITIES

Don't Know

Boys and Girls Both Participate

Boys Participate, Girls Observe

Girls Participate, Boys Observe

Parents total*  Girls total**

* N=300.
** Among girls ages 11 through 18, N=177.
| Table 7
| PARTICIPATION IN AND IMPORTANCE OF GIRLS-ONLY ACTIVITIES |

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</tr>
<tr>
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| Boys or Girls Participate More in Joint Activities | | | | |
| % | 57.0% | 59.1% | 48.9% | 70.9% | 53.6% | 43.5% | 57.0% | 58.5% | 53.8% | 53.8% | 66.4% | 49.1% |
| Boys actively participate while girls mostly observe | 18.0% | 16.7% | 23.3% | 14.2% | 18.4% | 22.0% | 29.9% | 29.5% | 32.9% | 26.5% | 19.2% | 39.0% |
| Girls actively participate while boys mostly observe | 4.5% | 4.3% | 5.1% | 2.5% | 4.8% | 6.7% | 9.0% | 10.0% | 4.2% | 12.4% | 13.4% | 6.3% |
| Don't know | 20.4% | 19.9% | 22.7% | 19.3% | 12.3% | 23.1% | 27.8% | 4.0% | 2.0% | 9.0% | 6.3% | 2.0% | 5.6% |

| Importance of Girls-Only Activities | | | | |
| % | 61.1% | 63.9% | 53.0% | 48.3% | 66.7% | 71.4% | 46.4% | 50.5% | 36.4% | 40.7% | 50.3% | 43.1% |
| Very important | 29.9% | 28.0% | 31.9% | 44.7% | 22.4% | 18.8% | 42.0% | 39.5% | 46.6% | 49.5% | 37.4% | 46.0% |
| Somewhat important | 6.2% | 5.0% | 11.7% | 4.7% | 8.1% | 6.3% | 7.1% | 5.0% | 13.0% | 8.6% | 6.9% | 7.3% |
| Somewhat unimportant | 2.9% | 3.2% | 3.3% | 2.2% | 2.9% | 3.5% | 2.9% | 3.0% | 3.9% | 0.0% | 5.2% | 1.1% |
| Very unimportant | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1.5% | 2.0% | 0.0% | 1.3% | 0.3% | 2.3% |
| Don't know | 1.51 | 1.47 | 1.65 | 1.45 | 1.61 | 1.47 | 1.42 | 1.66 | 1.60 | 1.94 | 1.66 | 1.67 | 1.65 |

| Average** | 1.51 | 1.47 | 1.65 | 1.45 | 1.61 | 1.47 | 1.42 | 1.66 | 1.60 | 1.94 | 1.66 | 1.67 | 1.65 |

* Weighted total, see Appendix B.
** Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
Girls’ Needs for Further Organized Activities

Some parents think that the range of activities available for girls is excellent, but those who do not think it is excellent were asked what kinds of organized activities they feel are needed for girls in their daughters’ age groups (see Table 8). The major activities mentioned by parents include:

- **community groups**, which was mentioned by about one-third (32.8%) of parents. One parent of a young girl in Hampden County said, “I think they need something, like a different club. Not like girl scouts—that gets un-cool at a certain point. Maybe a growing-up group. There’s no animal rights things, no parades, no town clean-ups, hiking trips. [There is] nothing for her to do. I wish there was something for her to do that would make her feel proud, something with good role models and a way for her to feel more motivated to learn.”;

- **places for girls to go**, which was mentioned by about one-third (32.6%) of parents, although it was less likely to be mentioned by Franklin County parents and parents of young girls than parents overall (14.5% and 21.3% vs. 32.6%). One parent of a young girl in Hampshire County said, “Things like swimming and hiking, winter sports like cross country skiing and ice skating. There’s no public areas for kids to get together outside of the playground.”;

- **girls’ sports activities**, which was mentioned by about one-fifth (17.6%) of parents and with somewhat more frequency by Franklin County parents (25.8%). For example, a father of a young teenage girl in Franklin County said, “In the summer it would be a lot better if they had a softball team for girls only, instead of the girls and the boys playing together. My daughter used to play Little League and it was really unfair. The boys hit hard, and if the girls don’t stop the ball, they get hurt.”;

- **cultural activities**, which was mentioned by about one-tenth (10.4%) of parents; for example, a mother of an older teenage girl in Franklin County said, “[I would like to see] more opportunities to be involved in things like art and photography, a sort of program where they don’t have to have a lot of talent, so that they can be engaging in how to use a camera, and printing.”;

- **educational programs**, which was mentioned by about one-tenth (7.4%) of parents; for example, the father of a young teenage girl in Franklin County said, “In school things to stimulate creative juices that can not only help with their curriculum, but also with their potential in growing up.”;

- **life skills education**, which was mentioned by about one-tenth of parents (7.2%), although it was less likely to be mentioned by parents of young girls (2.0%). For example, the mother of an older teenage girl in Franklin County said “[I would like to see] a group for young women that deals with their feelings, whether it be dealing with going through pressure—a place they can go and be anonymous and share their concerns with others, with maybe a few adults that care.” A mother of an older teenage girl in Hampshire County said, “Perhaps some support groups for kids who have issues, more diverse activities at [the] school level. Support groups for peer issues, gay and lesbian issues, eating disorders, self-esteem issues.”; and
• extracurricular school activities, which was mentioned by about one-tenth (6.5%) of parents. For example, the mother of a young teenage girl in Hampden County said, "[I would like to see] things that girls are interested in doing, making jewelry, necklaces and stuff. Things that kids like to do at this age, cheerleading, more activities at the school where they can do yearbooks and stuff like that with groups of friends who can stay after school. There's not much out here. Typing classes, computer classes for kids. They have things for adults at night but they should offer more for kids."

In addition, smaller proportions mentioned such things as an increase in parental involvement and interaction (6.8%); more advertising and accessibility of programs (5.0%); and more age-appropriate programs (3.1%). Others also said they do not feel any activities are needed, although parents of young girls are more likely than parents overall to say this (10.7% vs. 18.3%). One-tenth of parents do not know what activities are needed, and parents of young girls are most likely than parents overall to say this (11.9% vs. 22.3%).

Less affluent parents are more likely than parents overall to think there is a need for girls’ sports (32.7% vs. 17.6%) and educational programs (25.4% vs. 7.4%). Single parents are more likely than parents with partners to think girls need a place to go (50.5% vs. 27.8%) and more educational programs (16.4% vs. 4.8%).

We also asked teenage girls what kinds of organized activities they thought were needed that are not available to them currently. The major things mentioned by girls include:

• places for girls to go, which was mentioned by about two-fifths (42.7%) of girls; for example, a young teenage girl in Franklin County said, "I like to have more places to go and shop, and maybe have bike trails and roller-blading trails, because I like to ride my bike and go shopping and stuff, and [I would like to have] better places to go swimming."

• girls’ sports activities, which was mentioned by about one-fifth (20.1%) of girls. This was mentioned somewhat more often by girls in Franklin County than girls overall (38.7% vs. 20.1%). A young teenage girl in Franklin County said, "More sports. I wanted to be in football, but my friend’s dad is the coach and he said no to both of us. He thought we’d get killed, so I’d like to play more girl games, girl football."

• an increase or expansion of community groups, which was mentioned by about one-fifth (18.4%) of girls; for example, an older teenage girls in Hampshire County said, "Different activities in the parks, so girls and guys don’t have to turn to drugs to find something to do. Like clean up the park. There’s a program in another town where you adopt an elderly person."

• life skills education, which was mentioned by one-sixth (16.7%) of girls, but by a significantly greater proportion of older teenage girls than by younger teenage girls (25.7% vs. 0.7%); for example, an older teenage girl in Franklin County said, "[I would like to see] more groups to talk to your friends and be with them, do stuff where you go anywhere and talk about your problems, where there’s a regular schedule and meeting times, with a certain day and time." Another older teenage girl in Franklin County said, "[I would like to see] a program to help teenagers who are pregnant or to help teenagers not..."
get pregnant, and also to cut down on drug stuff. There’s a lot of people who do drugs around here, too. Crime isn’t very big here but I think in the future it could become bigger if more isn’t done.”; and

- **cultural activities**, which was mentioned by about one-tenth (13.2%) of girls. An older teenage girl in Franklin County said, “[I would like to see] more arts, I think. Just like dance classes, or painting, drawing. That’s important. More reading, things to do with reading.”

Smaller proportions also mentioned an increase in advertising and accessibility of programs (5.3%); educational programs (4.8%), which was mentioned significantly more often by younger teenage girls than by older teenage girls (12.0% vs. 0.6%); age-appropriate programs (3.5%); and parental involvement and interaction (0.3%). Some also felt nothing is needed (4.1%); do not know what is needed (7.4%); or had other responses (0.4%).

Parents and girls are similar in their thinking about what girls need and these needs are similar to what local health and human service providers identified as needs in Phase 1. All agree that girls need more places to go, more sports, and more cultural activities. However parents are more likely to think girls need more community groups whereas girls are more likely to think there is a need for more life skills education. Service providers also think girls need assistance with life skills and addressing basic needs such as health care, housing, and food.

Parents were asked if they had any ideas for things that could be done in their communities to help girls achieve their potential as adults. Parents had a variety of suggestions, including:

- **opportunities for life skills learning** (17.4%); for example, a Franklin County parent of a young girl said, “If there were some workshops for the girls to give them skills and help build confidence.” A parent of a girl age 15 to 18 in Hampshire County said, “To get some more organizations - helping them with job searches, career-oriented, educational as far as sex relationships and self-esteem.”;

- **an increase in programs and activities** (9.4%), which was mentioned more often by parents of older teenage girls than parents of young girls or younger teenage girls (15.5% vs. 7.3% and 4.9%); for example, a parent of a young teenage girl said, “These kids rely on their family to take them anywhere. It would be nice to have organized trips and exposure to other types of life.”;

- **increased exposure to role models and guest speakers** (8.8%); for example, one parent said, “I loved ‘Bring our Daughters to Work Day’ because she saw women doctors and women in power. I would like to see more educational things presented by women. Women talking to girls about getting what they want and how to set realistic goals and go about getting those things.”;

- **after-school programs** (8.4%), which was mentioned more often by parents in Hampshire and Hampden County than by parents in Franklin County (1.9% vs. 9.2% and 9.0%); for example, one Hampden County parent said, “More programs through their school. Anything they could come up with – not
necessarily having the programs at school, but informing them through the school of what is available.”;

- **an increase in parental involvement** (8.3%); for example, one parent said, “I wish there was more parent participation at the activities that are offered to the community. If there are problems in the schools, I would like to see more parents get involved.”; and

- **places for girls to go** (8.2%), which was mentioned more often by parents of older teenage girls than by parents of young girls (12.7% vs. 4.0%); for example, one Franklin County parent said, “If they could come up with some kind of place for these girls to hang, where they talk and where they can be and do things together. But not on the street. My daughter’s biggest complaint is that she doesn’t want to be stuck at home where parents are listening in on the conversations.”

Teenage girls were also asked if they had ideas for things that could be done to help girls achieve their potential as adults. Girls gave similar answers to their parents. Girls’ top priority is **opportunities for life skills learning** which is also the top priority for parents (26.9% of girls and 17.4% of parents). Older teenage girls are more likely than younger teenage girls to mention this (36.6% vs. 15.5%) as are girls from Hampshire County compared with girls from Franklin County (34.1% vs. 17.4%). Some requests for life skills learning include:

- an older Franklin County teenage girl said, “Maybe a program devoted to promoting self-respect and self-love, but advertised in a way that it wouldn’t seem dorky.”;

- a young Hampshire County teenage girl said, “They have mostly sports [in my community] and not learning about drugs and alcohol. I think they should have more educational programs.”;

- an older Hampshire County teenage girl said, “Guys should stop being sexist and give girls a chance. Also it’s not just guys who are doing it – some girls don’t like to see other girls doing things or moving ahead.”; and

- an older Hampden County teenage girl said, “Probably more like relationship skills, through school. As an example, my school offers a marriage class where you are ‘married’ to somebody the entire class. It teaches you how to live with somebody and I think we need more of that.”

Less than one-tenth of girls mentioned any other idea, which is similar to their parents. Small proportions mentioned needing more places for girls to go (6.7%); programs and activities (5.9%); emotional support groups (5.0%); outreach and awareness of programs (4.7%); after-school programs (4.3%); role models and guest speakers (3.9%); girls-only programs (3.5%); girls’ sports activities (2.8%); adult encouragement and support of girls (2.6%); parental involvement (2.2%); cultural activities (1.9%); participation in Girl Scouts (0.7%); and activities at reduced costs or for free (0.2%). Small proportions also mentioned improved educational systems or classes (1.4%) and increased accessibility through better public transportation or expanded hours (0.2%). In addition, one-third (33.1%) do not know what could be done, one-tenth (9.8%) think girls’ needs are already adequately met, and a small proportion (1.7%) had
other responses. The results were the same regardless of the demographic or socioeconomic status of the girls.
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<table>
<thead>
<tr>
<th>Needed Organized Activities (asked of girls)</th>
<th>TOTAL*</th>
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<th>AGE GROUP</th>
</tr>
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</tr>
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<td>Life skills education</td>
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<td>18.3%</td>
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<tr>
<td>Cultural activities</td>
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<td>18.9%</td>
</tr>
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<td>More advertsng &amp; accssiblity of progs</td>
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</tr>
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<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
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<td>0.0%</td>
<td>0.0%</td>
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*Weighted total, see Appendix B.

Question only asked of girls 11 to 18.
### TABLE 8 (continued)

<table>
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<tr>
<th>County</th>
<th>TOTAL*</th>
<th>Hampden</th>
<th>Hampshre</th>
<th>Franklin</th>
<th>6 to 10</th>
<th>11 to 14</th>
<th>15 to 18</th>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Opportunities for life skills learning</td>
<td>19.7%</td>
<td>19.8%</td>
<td>18.6%</td>
<td>19.4%</td>
<td>18.6%</td>
<td>20.4%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Increase programs-activities</td>
<td>9.6%</td>
<td>8.5%</td>
<td>11.6%</td>
<td>13.6%</td>
<td>10.0%</td>
<td>14.1%</td>
<td>15.5%</td>
</tr>
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<td>12.0%</td>
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<td>11.6%</td>
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<td>16.6%</td>
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<tr>
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<td>8.4%</td>
<td>9.2%</td>
<td>9.0%</td>
<td>8.2%</td>
<td>5.1%</td>
<td>8.2%</td>
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</tr>
<tr>
<td>Increase parent involvement</td>
<td>8.5%</td>
<td>8.5%</td>
<td>8.9%</td>
<td>6.3%</td>
<td>5.8%</td>
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<td>9.6%</td>
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<tr>
<td>Places for girls to go</td>
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<td>9.6%</td>
<td>5.2%</td>
<td>4.7%</td>
<td>4.0%</td>
<td>8.4%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Increase membership in girl scouts</td>
<td>5.7%</td>
<td>6.4%</td>
<td>2.3%</td>
<td>7.9%</td>
<td>7.6%</td>
<td>3.7%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Increase membership in-number of girls-only programs</td>
<td>5.2%</td>
<td>4.2%</td>
<td>5.4%</td>
<td>11.7%</td>
<td>6.1%</td>
<td>4.8%</td>
<td>5.3%</td>
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<tr>
<td>Girls sports activities</td>
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<td>8.3%</td>
<td>5.7%</td>
<td>4.8%</td>
<td>6.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Cultural activities</td>
<td>4.5%</td>
<td>5.0%</td>
<td>1.6%</td>
<td>6.9%</td>
<td>6.6%</td>
<td>5.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Increase accessibility through better public transportation-better hrs</td>
<td>4.3%</td>
<td>3.3%</td>
<td>5.4%</td>
<td>8.9%</td>
<td>6.4%</td>
<td>0.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Offer activities at reduced-no cost</td>
<td>3.9%</td>
<td>4.2%</td>
<td>2.4%</td>
<td>4.5%</td>
<td>8.8%</td>
<td>0.0%</td>
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</tr>
<tr>
<td>Adults encourage-support girls</td>
<td>2.6%</td>
<td>2.1%</td>
<td>3.9%</td>
<td>5.0%</td>
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</tr>
<tr>
<td>Emotional support groups</td>
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<td>1.9%</td>
<td>4.0%</td>
<td>0.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Improved educational system or classes</td>
<td>1.6%</td>
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<td>1.6%</td>
<td>4.8%</td>
<td>2.8%</td>
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<td>0.3%</td>
</tr>
<tr>
<td>Increase outreach-awareness of progs</td>
<td>1.4%</td>
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<td>0.0%</td>
<td>0.7%</td>
<td>1.9%</td>
<td>2.5%</td>
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<tr>
<td>Other</td>
<td>5.2%</td>
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<td>2.9%</td>
<td>6.2%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Nothing more-girls needs are met</td>
<td>13.1%</td>
<td>14.4%</td>
<td>11.1%</td>
<td>7.7%</td>
<td>18.1%</td>
<td>11.1%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Don’t know-none</td>
<td>25.3%</td>
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<td>29.8%</td>
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<tr>
<td>Opportunities for life skills learning</td>
<td>26.9%</td>
<td>26.0%</td>
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<td>15.5%</td>
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<td>Afterschool programs</td>
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<td>1.8%</td>
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<tr>
<td>Increase membership in-number of girls-only programs</td>
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<tr>
<td>Girls sports activities</td>
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<tr>
<td>Adults encourage-support girls</td>
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<td>8.1%</td>
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<td>Cultural activities</td>
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<td>7.3%</td>
<td>1.5%</td>
<td>2.0%</td>
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<tr>
<td>Improved educational system or classes</td>
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<td>1.5%</td>
<td>1.4%</td>
<td>5.6%</td>
<td>3.7%</td>
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<td>Increase membership in girl scouts</td>
<td>1.4%</td>
<td>2.0%</td>
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<td>0.0%</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Increase accessibility through better public transportation-better hrs</td>
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<td>0.0%</td>
<td>2.6%</td>
<td>1.3%</td>
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<td>1.1%</td>
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<tr>
<td>Offer activities at reduced-no cost</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>0.3%</td>
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</tr>
<tr>
<td>Other</td>
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<td>1.4%</td>
<td>3.5%</td>
<td>2.9%</td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td>Nothing more-girls needs are met</td>
<td>9.8%</td>
<td>8.5%</td>
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<td>14.6%</td>
<td>10.4%</td>
<td>9.4%</td>
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<tr>
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<td>28.7%</td>
<td>28.0%</td>
<td>45.5%</td>
<td>22.8%</td>
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</table>

*Weighted total, see Appendix B.

Question only asked of girls 11 to 18.
In order to ascertain what information is needed by girls and parents before girls choose to join an organized activity, we asked parents and girls about the importance of various factors. This section is an analysis of these findings.

Parents of young girls were asked whether it is important for them to know other parents of children who participate in the activity (see Table 9). About one-third (35.2%) of parents feel it is very important for them to know parents of other children participating in the activity. Most (55.2%) think it is somewhat important and only one-tenth (7.7%) think it is not important. Parents in Hampshire County are more likely than parents overall to think this is unimportant (20.4% not important vs. 7.7%).

We also asked these parents whether it is important for them to know staff members who manage activities before they permit their daughters to join. About one-half (47.3%) of parents think it is very important to know a member of the staff and about one-third (30.9%) think it is somewhat important. One-fifth (21.8%) of parents do not think it is important. Parents in Hampshire County are less likely than parents overall to think knowing staff members is very important (26.5% vs. 47.3%).

Parents of young girls were asked what they would want to know about an activity before they tried to interest their daughter in joining. These parents are most likely to want to know:

- qualifications of the organizers and leaders (47.6%);
- objectives of the activities (44.8%);
- times and dates of the activities (36.9%);
- cost of the activities (28.4%);
- location and transportation information (27.6%);
- supervision and safety of the activities (22.5%);
- other girls who are participating in the activity (18.6%); and
- time commitment involved (11.5%).

Smaller proportions of parents said they would want to know the reputation of the activity from either other parents or girls (6.7%); what age group or sex the activity is designed for (2.5%); daughter’s interest (1.7%); prerequisites or equipment (0.7%); and other items (0.4%). Less affluent parents (household income less than $25,000) are more likely than parents overall to need to know the cost (51.6% vs. 28.4%) and location and transportation (54.3% vs. 27.6%) and less likely to need to know the qualifications or reputation of the leaders and organizers (17.0% vs. 47.6%).

Teenage girls were asked what they would need to know before they joined an activity and as expected, they had different needs than parents of young girls. Specifically, girls would want to know:

- objectives of the activities (75.0%);
• other girls who are participating in the activity (29.6%);
• times and dates of the activities (26.0%);
• qualifications of the organizers and leaders (15.1%);
• composition of group, either age or sex of other participants (13.6%);
• time commitment involved (12.7%);
• cost of the activities (12.2%);
• location and transportation information (10.5%); and
• safety of the activities and supervision provided (10.1%).

Smaller proportions would need to know the prerequisites or equipment needed (6.7%); the reputation of the activity from other parents or girls (3.5%); whether the girls themselves were interested (3.3%); and other items (1.0%). A very small proportion (1.2%) said they do not need to know anything. Older teenage girls are more likely to need to know about the location and transportation information than younger teenage girls (15.7% vs. 4.3%). The results are the same regardless of the ages, demographic characteristics, or socioeconomic status of the girls.

While teenage girls need to know the objectives, which other girls are involved, and the time and dates, parents of young girls are more focused on safety items such as the qualifications of the organizers and supervision, and also logistical items such as cost, location, and dates.

We also specifically asked how important it is for girls to know other participants before they agree to join the activity. About one-half (49.0%) of girls think it is somewhat important for girls to know the other participants. About one-fourth think it is very important (27.8%) or not important at all (23.1%). Younger teenage girls are more likely than older teenage girls to feel it is very important for them to know other participants before they join an activity (35.4% vs. 20.4%). Black and Hispanic girls are more likely than White girls to think it is not important to know other participants before joining an activity (40.0% and 42.5% vs. 17.8%).

We asked teenage girls and parents of young girls if they know where to go to get information about activities in their community. About two-thirds (65.1%) of parents and girls would know where to go in their community for information. Hampshire County parents and girls are more likely to know where to get information (80.8% vs. 65.1% parents and girls overall).
TABLE 9  
PREREQUISITES TO PARTICIPATION  
IN ORGANIZED ACTIVITIES

<table>
<thead>
<tr>
<th>Importance of Knowing Parents Whose Children Had Participated</th>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=123**</td>
<td>N= 38</td>
<td>N= 49</td>
</tr>
<tr>
<td>Very important</td>
<td>35.2%</td>
<td>36.8%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>55.2%</td>
<td>55.3%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Not important</td>
<td>7.7%</td>
<td>5.3%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1.9%</td>
<td>2.6%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Importance of Knowing Members of the Staff</td>
<td>N=123**</td>
<td>N= 38</td>
<td>N= 49</td>
</tr>
<tr>
<td>Very important</td>
<td>47.3%</td>
<td>50.0%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>30.9%</td>
<td>26.3%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Not important</td>
<td>21.8%</td>
<td>23.7%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Would Want to Know Before Getting Daughter Involved/Getting Involved</td>
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<td>N= 96</td>
<td>N=100</td>
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<tr>
<td>Objectives of activities-program overall</td>
<td>63.3%</td>
<td>63.3%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Time and dates</td>
<td>30.3%</td>
<td>31.7%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Qualifications-reputation of leaders-organizers</td>
<td>27.8%</td>
<td>27.5%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Peer referencing</td>
<td>25.3%</td>
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<td>31.8%</td>
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<tr>
<td>Cost</td>
<td>18.6%</td>
<td>15.8%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Location and transportation info</td>
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<td>17.6%</td>
<td>13.0%</td>
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<tr>
<td>Safety and supervision</td>
<td>15.0%</td>
<td>14.3%</td>
<td>21.1%</td>
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<tr>
<td>Time commitment</td>
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<tr>
<td>Participant composition</td>
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<tr>
<td>Rep of activity from parents-girls</td>
<td>4.7%</td>
<td>2.9%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Necessary prereqs or equipment</td>
<td>4.4%</td>
<td>3.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Daughter’s interest</td>
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</tr>
<tr>
<td>Other</td>
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<td>0.9%</td>
<td>0.7%</td>
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<tr>
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<td>1.6%</td>
<td>2.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2.0%</td>
<td>2.9%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| Importance of Girl Knowing Other Kids Who Were Participating | N=300  | N= 96 | N=100 | N=104 | N=123 | N= 98 | N= 79 |
|                                                              | N=300  | N= 96 | N=100 | N=104 | N=123 | N= 98 | N= 79 |
| Very important                                                | 27.8%  | 28.8% | 23.4% | 30.0% | 28.7%  | 35.4% | 20.4% |
| Somewhat important                                            | 49.0%  | 46.1% | 58.3% | 50.3% | 48.2%  | 42.9% | 55.3% |
| Not important                                                 | 23.1%  | 25.1% | 18.3% | 19.7% | 23.2%  | 21.7% | 24.3% |

| Knows Where to Go to Get Information About Activities In Community | N=300  | N= 96 | N=100 | N=104 | N=123 | N= 98 | N= 79 |
|                                                               | N=300  | N= 96 | N=100 | N=104 | N=123 | N= 98 | N= 79 |
| Yes                                                           | 65.1%  | 60.4% | 80.8% | 65.5% | 66.5%  | 65.7% | 62.9% |
| No                                                            | 34.8%  | 39.6% | 19.2% | 33.8% | 33.5%  | 34.0% | 37.1% |
| Don’t know                                                    | 0.1%   | 0.0%  | 0.0%  | 0.7%  | 0.0%   | 0.3%  | 0.0%  |

* Weighted total, see Appendix B.  
** Unweighted total.  
[] Only asked of parents of 6 to 10 year olds.
Barriers to Participation in Organized Activities

In order to ascertain what interventions might be developed to increase the likelihood that girls will participate in organized activities, we asked about specific factors that prevent girls from participating (see Figure E and Table 10). Specifically:

- **finding transportation** is a *large problem* for one-fifth (20.3%) of girls and two-fifths (41.8%) think it is *somewhat of a problem*. Girls in less affluent families are more likely to think this is a problem than girls overall (80.4% *large or somewhat of a problem* vs. 62.0%);

- **availability of organized activities in the local neighborhood** is a *large problem* for about one-fifth (20.3%) of girls and two-fifths (37.5%) think it is *somewhat of a problem*. This is a problem for young girls more than younger and older teenage girls (31.3% *large problem* vs. 11.8% and 14.5%), although teenage girls in Franklin County are more likely than teenage girls overall to think it is a *large problem* (27.8% vs. 13.2%);

- **activities are not interesting** is a large problem for about one-sixth (17.9%) of girls and two-fifths (43.3%) think it is *somewhat of a problem*. Teenagers are more likely to think this is a problem than young girls (72.9% *large or somewhat of a problem* vs. 41.5%). Hispanic girls seem to think this is more of a problem than girls overall (57.5% *large problem* vs. 24.3%);

- **waiting lists or full programs** is a *large problem* for only one-tenth (12.9%) of girls and one-third (32.5%) think it is *somewhat of a problem*. This appears to be less of a problem for young girls than either of the two older groups of girls (32.5% *large or somewhat of a problem* vs. 57.1% younger teenage girls and 49.4% older teenage girls). Less affluent girls and Hispanic girls are more likely than girls overall to think waiting lists are a *large problem* (35.4% and 50.2% vs. 12.9%); and

- **family responsibilities** interfering are a *large problem* for one-tenth (11.3%) of girls and two-fifths (42.2%) think it is *somewhat of a problem*. The results are the same regardless of the age group. Less affluent girls think this is a *large problem* compared to girls overall (26.6% vs. 11.3%).

We also asked girls with disabilities whether they have difficulty finding *appropriate, accessible organized activities* to enjoy. About one-third (35.1%) think it is a *large problem* to find appropriate activities and about one-half (53.0%) think it is *somewhat of a problem*. Only about one-tenth (9.3%) of girls think this is *not a problem*. Due to the small number of disabled girls surveyed, the results cannot be analyzed further.
The findings suggest that transportation, lack of interesting activities, lack of activities in general, and the interference with family responsibilities are preventing girls from participating in activities. The barriers to participation in activities identified by girls are similar to the needs that service providers identified in Phase 1. Service providers also think girls need better access to transportation, more interesting activities, and intervention in basic family needs. Specific findings about girls include: older teenage girls have more difficulties finding interesting activities, and less affluent families have difficulties with transportation, waiting lists, and girls’ inability to participate because of family responsibilities. Although the number of Hispanic girls interviewed is small, they are likely to say programs tend to be full, activities are not interesting, and family responsibilities hinder girls’ ability to participate.
FIGURE E

BARRIERS TO PARTICIPATION IN ACTIVITIES

* Asked of parents of disabled young girls and disabled teenage girls (N= 17).
TABLE 10
BARRIERS TO PARTICIPATION IN ORGANIZED ACTIVITIES

<table>
<thead>
<tr>
<th>TOTAL*</th>
<th>COUNTY</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hampden</td>
<td>Hmpshre</td>
</tr>
<tr>
<td>Finding Transportation</td>
<td>N=300</td>
<td>N= 96</td>
</tr>
<tr>
<td>Large problem</td>
<td>20.3%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Somewhat of a problem</td>
<td>41.8%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Not a problem</td>
<td>37.7%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Don't know</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| Not Enough Organized Activities Available in Local Neighborhood | N=300  | N= 96 | N=100 | N=104 | N=123  | N= 98 | N= 79 |
| Large problem | 20.3%  | 19.7% | 18.0% | 28.9% | 31.3% | 11.8% | 14.5% |
| Somewhat of a problem | 37.5%  | 38.4% | 35.7% | 35.4% | 28.2% | 36.1% | 49.7% |
| Not a problem | 40.5%  | 39.9% | 45.7% | 33.5% | 38.0% | 49.9% | 35.5% |
| Don't know | 1.7%   | 2.0%  | 0.7%  | 2.2%  | 2.5%  | 2.2%  | 0.3%  |

| Not Wanting To Participate In Organized Activities Because Dislike Them or Are Not Interested | N=300  | N= 96 | N=100 | N=104 | N=123  | N= 98 | N= 79 |
| Large problem | 17.9%  | 16.9% | 22.0% | 16.2% | 7.9%  | 19.8% | 28.1% |
| Somewhat of a problem | 43.3%  | 42.9% | 43.8% | 45.3% | 33.1% | 48.9% | 50.8% |
| Not a problem | 35.8%  | 38.1% | 27.1% | 38.4% | 54.2% | 31.3% | 17.9% |
| Don't know | 2.9%   | 2.1%  | 7.1%  | 0.0%  | 4.6%  | 0.0%  | 3.2%  |

| Not Being Able to Get Involved in Organized Activities Because of Waiting Lists or Full Programs | N=300  | N= 96 | N=100 | N=104 | N=123  | N= 98 | N= 79 |
| Large problem | 12.9%  | 13.1% | 13.3% | 10.5% | 11.7% | 18.6% | 9.4%  |
| Somewhat of a problem | 32.5%  | 33.3% | 32.5% | 27.3% | 21.5% | 38.5% | 40.5% |
| Not a problem | 52.6%  | 51.4% | 53.5% | 59.1% | 63.9% | 42.6% | 47.6% |
| Don't know | 2.0%   | 2.2%  | 0.7%  | 3.1%  | 2.8%  | 0.3%  | 2.5%  |

| Not Being Able to Get Involved in Organized Activities Because of Family Responsibilities | N=300  | N= 96 | N=100 | N=104 | N=123  | N= 98 | N= 79 |
| Large problem | 11.3%  | 11.9% | 10.0% | 10.4% | 11.6% | 6.4%  | 15.1% |
| Somewhat of a problem | 42.2%  | 41.7% | 41.9% | 45.8% | 34.1% | 49.0% | 46.0% |
| Not a problem | 44.9%  | 44.3% | 47.4% | 43.9% | 50.2% | 44.6% | 38.9% |
| Don't know | 1.6%   | 2.1%  | 0.7%  | 0.0%  | 4.1%  | 0.0%  | 0.0%  |

| Finding Appropriate, Accessible Organized Activities | N= 17  | N=  5 | N=  6 | N=  8 | N= 10  | N=  7 | N=  1 |
| Large problem | 35.1%  |       |       |       |       |       |       |
| Somewhat of a problem | 53.0%  |       |       |       |       |       |       |
| Not a problem | 9.3%   |       |       |       |       |       |       |

* Weighted total, see Appendix B.

Number of respondents too small to analyze statistically.
APPENDIX A: QUESTIONNAIRE

Hello, my name is _______ and I'm calling on behalf of the Girl Scouts, the YWCA, and Girls, Inc. from Market Street Research. We are conducting a study of parents about issues affecting girls aged 6 to 18 in Western Massachusetts.

SCREENER QUESTIONS:

7. Are there any girls in that age group living in your household?
   1--Yes
   2--No, don't know, or refused--THANK RESPONDENT AND TERMINATE

8. Just to confirm that I've called the right area, which county do you live in:
   1--Franklin County
   2--Hampshire County
   3--Hampden County
   4--Elsewhere in Massachusetts--THANK RESPONDENT AND TERMINATE
   5--Don't know or refused--THANK RESPONDENT AND TERMINATE

For the purposes of this survey, I would like to speak with the parent or guardian who is most involved in the day to day activities and concerns of girls aged 6 to 18 in your household.

9. Would that be you?
   1--Yes--CONTINUE WITH THE INTERVIEW
   2--No--ASK FOR PERSON AND CONTINUE WITH PERSON
   3--No--PERSON NOT AVAILABLE--SET UP CALLBACK
   4--Don't know or refused--TERMINATE INTERVIEW

10. Would this be a good time to go through the survey with you?
    1--1--Yes--CONTINUE
    2--2--No--GO TO DISPOSITION

11. INTERVIEWER ENTER ADULT RESPONDENT'S GENDER
    1--Male
    2--Female

12. How many girls between the ages of six and ten live in your household?
    0--None
    1--1
    2--2
    3--3
    4--4 or more
    5--Don't know-refused--TERMINATE
13. How many girls between the ages of eleven and fourteen live in your household?
   0--None
   1--1
   2--2
   3--3
   4--4 or more
   5--Don't know-refused--TERMINATE

14. How many girls between the ages of fifteen and eighteen live in your household?
   0--None
   1--1
   2--2
   3--3
   4--4 or more
   5--Don't know-refused--TERMINATE

[RANDOMLY SELECT AGE GROUP DEPENDING ON HOUSEHOLD COMPOSITION, IF NO GIRLS IN HOUSEHOLD, THANK RESPONDENT AND TERMINATE]

[GENERAL PARENT QUESTIONS] For this survey, based on the number of girls in your household, I'll be asking you questions about:
   -- girls who are ages six to ten
   -- girls who are ages eleven to fourteen
   -- girls who are ages fifteen to eighteen

So, when I ask you questions, try to keep in mind your daughter who is that age

[PROGRAMMER'S NOTE: GIRLAGE$ =
   -- six to ten year-old girl
   -- eleven to fourteen year-old girl
   -- fifteen to eighteen year-old girl]

[PROGRAMMER'S NOTE: GIRLSOFAGE$ =
   -- six to ten year-old girls
   -- eleven to fourteen year-old girls
   -- fifteen to eighteen year-old girls]

[ASK FOR 6-10 YEAR OLDS. ELSE GOTO Q.19]

15. What do you think your community's greatest strengths are as a place for six to ten year-old girls to live in?
   1--Enter response

16. What do you think are the biggest problems faced by six to ten year-old girls in your community?
   1--Enter response
17. How would you rate the range of organized activities for girls ages six to ten in your community?
   1--Excellent--goto 19
   2--Good
   3--Fair
   4--Poor
   5--Don't know

18. What kinds of organized activities do you think are needed?
   1--Enter response

[ASK FOR 11-14 YEAR OLDS. ELSE GOTO Q.23]

19. What do you think your community's greatest strengths are as a place for eleven to fourteen year-old girls to live in?
   1--Enter response

20. What do you think are the biggest problems faced by eleven to fourteen year-old girls in your community?
   1--Enter response

21. How would you rate the range of organized activities for girls ages eleven to fourteen in your community?
   1--Excellent--goto 23
   2--Good
   3--Fair
   4--Poor
   5--Don't know

22. What kinds of organized activities do you think are needed?
   1--Enter response

[ASK FOR 15-18 YEAR OLDS. ELSE GOTO Q.27]

23. What do you think your community's greatest strengths are as a place for fifteen to eighteen year-old girls to live in?
   1--Enter response

24. What do you think are the biggest problems faced by fifteen to eighteen year-old girls in your community?
   1--Enter response

25. How would you rate the range of organized activities for girls ages fifteen to eighteen in your community?
   1--Excellent--goto 27
   2--Good
   3--Fair
   4--Poor
   5--Don't know
26. What kinds of organized activities do you think are needed?
   1--Enter response

[ASK ALL] Think about all of the organized activities that you know of in your area.

27. Do you think there are more organized activities for boys, about the same number for boys and girls, or more organized activities for girls in your community?
   1--More programs for boys
   2--About the same for boys and girls
   3--More programs for girls
   4--Depends on the type of program [DON'T READ]
   5--Don't know [DON'T READ]

28. Do you think that the QUALITY of organized activities is better for boys, about the same for boys and girls, or better for girls?
   1--Quality better for boys' programs
   2--About the same for boys and girls
   3--Quality better for girls' programs
   4--Depends on the type of program [DON'T READ]
   5--Don't know [DON'T READ]

29. In your opinion, how important is it that there are organized activities for GIRLAGE$ that are designed for girls only?
   1--Very important
   2--Somewhat important
   3--Somewhat unimportant
   4--Very unimportant
   5--Don't know [DON'T READ]

30. In your community are there:
   1--A large number of organized activities that are designed for girls only
   2--Some
   3--A small number
   4--Or none
   5--Don't know [DON'T READ]

31. Has your GIRLAGE$ ever participated in an organized activity for girls only?
   1--Yes
   2--No
   3--Don't know [DON'T READ]

32. When organized activities are offered for both girls and boys, do:
   1--Both boys and girls actively participate
   2--Boys actively participate while girls mostly observe
   3--Girls actively participate while boys mostly observe
   4--Don't know [DON'T READ]

[IF GIRLAGE$=11 TO 18 GOTO Q.68] Parents have experienced some of the following problems in relation to 6 to 10 year old girls, and I'm wondering how often these problems occur in your community.
33. Finding transportation so 6 to 10 year-old girls can get to where they need to go?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

34. Not enough organized activities available in the local neighborhood?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

35. Not enough opportunities for 6 to 10 year-old girls to socialize with friends or other girls their age?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

36. Having low self-esteem or poor self-image?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

37. Lack of positive relationships with peers or adults outside of the family?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

38. Lack of opportunities to develop skills as leaders?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

39. Lack of educational support, for example with homework?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
40. Lack of cultural activities?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

41. Not wanting to participate in organized activities because they dislike or are not interested them?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

42. Not being able to get involved in organized activities because of waiting lists or programs that are full?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

43. Not being able to get involved in organized activities because of family responsibilities?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

Suppose you wanted your 6 to 10 year-old girl to get involved in an organized activity.

44. What would you need to know about that activity before you would try to get her involved in it?
   1--Enter response

45. How important would it be that you knew other parents whose children had participated in that activity?
   1--Very important
   2--Somewhat important
   3--Not important
   4--Don't know [DON'T READ]

46. How important would it be that you knew members of the staff at the activity?
   1--Very important
   2--Somewhat important
   3--Not important
   4--Don't know [DON'T READ]
47. How important do you think it would be for your 6 to 10 year-old girl to know other kids who were participating before she would agree to do so?
1--Very important
2--Somewhat important
3--Not important
4--Don't know [DON'T READ]

48. Suppose your 6 to 10 year-old girl wanted to get involved in an organized activity, or you wanted her to. Would you know where to go to get information about activities in your community?
1--Yes, would know where to go
2--No, would not know
3--Don't know [DON'T READ]

I have some sensitive questions to ask you next. If you don't feel comfortable answering a question, just let me know. I want to remind you that your responses are confidential and anonymous. For 6 to 10 year-old girls in your community, how much of a problem is:

49. Stress?
1--Large problem
2--Somewhat of a problem
3--Not a problem
4--Don't know [DON'T READ]
5--Refused [DON'T READ]

50. Eating disorders?
1--Large problem
2--Somewhat of a problem
3--Not a problem
4--Don't know [DON'T READ]
5--Refused [DON'T READ]

51. Deliberately cutting or hurting themselves in other ways?
1--Large problem
2--Somewhat of a problem
3--Not a problem
4--Don't know [DON'T READ]
5--Refused [DON'T READ]

52. Depression?
1--Large problem
2--Somewhat of a problem
3--Not a problem
4--Don't know [DON'T READ]
5--Refused [DON'T READ]
53. **Thinking about or attempting suicide?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

54. **Sexual harassment?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

My next questions are about child abuse and neglect.

55. **How much of a problem do you think child abuse and neglect is in your community?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

56. **Do you personally know any girls in your community who you suspect or know have been abused or neglected by their parents or guardians?**
   1--Yes
   2--No
   3--Don't know [DON'T READ]

57. **Suppose you were worried that a girl that you or your daughter knew was being abused or neglected. Would you know where to go to get help for this problem?**
   1--Yes, would know where to go
   2--No, would not know
   3--Would not seek help [DON'T READ]
   4--Don't know [DON'T READ]

My next questions are about problems sometimes associated with ethnic or racial issues.

58. **Which of the following categories would you say best describes your 6 to 10 year-old girl's racial background?**
   1--White or Caucasian
   2--Black or African American
   3--Asian American or Pacific Islander
   4--American Indian or Native American
   5--Biracial or mixed-heritage
   6--Other [DON'T READ]
   7--Don't know [DON'T READ]
59. **Is she Hispanic?**
1--Yes
2--No
3--Don’t know [DON’T READ]

60. **Are tensions or problems between 6 to 10 year-old girls relating to different racial, ethnic, or cultural backgrounds a:**
1--Large problem
2--Somewhat of a problem
3--Not a problem
4--Don’t know [DON’T READ]

61. **In the past year, has your 6 to 10 year-old girl experienced ANY form of discrimination either at school, in her neighborhood, or anywhere in your county?**
1--Yes
2--No--goto 63
3--Don’t know--goto 63

62. **What form of discrimination did she experience? [DON’T READ RESPONSES]**
1--Age
2--Gender
3--Disability
4--Race or cultural background
5--Language or lack of proficiency in English
6--Religion
7--Sexual orientation
8--Combination of the above
9--Other
10--Don't know

63. **Do any of the girls ages six to ten in your household have a disability, such as a physical or mental disability?**
1--Yes, has disability
2--No disability--goto 68
3--Don’t know [DON’T READ]--goto 68

64. **What are that child’s disabilities [DON’T READ RESPONSES]**
1--Blind or visual impairment
2--Deaf or hearing impairment
3--Other physical disability
4--Mental retardation or developmental disability
5--Mental illness
6--Learning disability
7--Other disabilities
8--Combination of disabilities
9--Don’t know [DON’T READ]
65. Does she use a wheelchair?
   1--Yes
   2--No
   3--Don't know [DON'T READ]

66. How much of a problem has it been for you to find appropriate, accessible organized activities for her?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem--goto 68
   4--Don't know [DON'T READ]--goto 68

67. What problems have you had?
   1--Enter response

ASK ALL

[IF GIRLAGE$ = 11-18:] The next set of questions are for statistical purposes only. Some of the questions are of a sensitive nature. If you don't feel comfortable answering a question, just let me know.

[IF GIRLAGE$ = 6-10:] In the past year, has your family experienced difficulty with any of the following:

68. Paying your monthly mortgage or rent?
   1--A lot of difficulty
   2--Some difficulty
   3--Little or no difficulty
   4--Don't know [DON'T READ]
   5--No mortgage or rent payment [DON'T READ]
   6--Refused [DON'T READ]

69. Paying for essentials like food, clothing, heat, or electricity?
   1--A lot of difficulty
   2--Some difficulty
   3--Little or no difficulty
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

70. Paying other bills, such as credit cards, loans, or car payments?
   1--A lot of difficulty
   2--Some difficulty
   3--Little or no difficulty
   4--Don't know [DON'T READ]
   5--No other bills [DON'T READ]
   6--Refused [DON'T READ]
71. **Paying for child care?**
   1--A lot of difficulty
   2--Some difficulty
   3--Little or no difficulty
   4--Don't know [DON'T READ]
   5--No child care [DON'T READ]
   6--Refused [DON'T READ]

72. **Paying for organized activities for your children?**
   1--A lot of difficulty
   2--Some difficulty
   3--Little or no difficulty
   4--No organized activities [DON'T READ]
   5--Don't know [DON'T READ]
   6--Refused [DON'T READ]

73. **In the past year, have you applied for or received any form of public assistance, such as AFDC, welfare, fuel assistance, or food stamps?**
   1--Yes
   2--No
   3--Don't know [DON'T READ]
   4--Refused [DON'T READ]

[SKIP INTRO IF GIRLAGE$ = 11 TO 18] The last few questions are for statistical purposes only.

74. **Are you between the ages of:**
   1--18 and 24
   2--25 and 34
   3--35 and 44
   4--45 and 54
   5--55 and 64
   6--65 and over
   7--Won't say-refused [DON'T READ]

75. **What is the highest level of education you have completed?**
   1--Some high school
   2--High school diploma
   3--Some college
   4--College degree
   5--Advanced degree
   6--Won't say-refused [DON'T READ]

76. **Are you currently:**
   1--Employed
   2--Unemployed
   3--Retired
   4--Disabled
   5--Homemaker
   6--Student
   7--Won't say-refused [DON'T READ]

77. **Are you:**
1--Single--goto 79
2--Married
3--Committed partnership
4--Divorced-separated--goto 79
5--Widowed--goto 79
6--Won't say-refused [DON'T READ]--goto 79

78. **Is your spouse or other adult household member currently:**
   1--Employed
   2--Unemployed
   3--Retired
   4--Disabled
   5--Homemaker
   6--Student
   7--Won't say-refused [DON'T READ]

79. **Do any boys between the ages of six and eighteen live in your household?**
   1--Yes
   2--No, don't know, or refused

80. **Which of the following broad categories best describes your total HOUSEHOLD income for 1997 before taxes?**
   1--Under $7,500
   2--$7,500 to $10,000
   3--$10,000 to $15,000
   4--$15,000 to $25,000
   5--$25,000 to $35,000
   6--$35,000 to $50,000
   7--$50,000 to $75,000
   8--$75,000 and over
   9--Won't say-refused [DON'T READ]

81. **Finally, do you have any ideas for things that could be done in your community to help girls to achieve their potential as adults?**
   1--Enter response

**[INTERVIEWER NOTE: If GIRLAGE$ = 6-10, end survey.]**

In addition to talking with parents, we are interested in talking with girls
   -- between the ages of eleven and fourteen
   -- between the ages of fifteen and eighteen

to get their opinions and perspectives about what types of needs girls face in your community and what types of organized activities they are interested in. I would like to ask your permission to interview the girl
   -- between the ages of eleven and fourteen
   -- between the ages of fifteen and eighteen

who we've been talking about. Would you give your permission for me to talk with her? [IF CONCERNED] If you would like, you can listen in on another line or sit with your daughter during the interview, if that would help you feel more comfortable.
82. INTERVIEWER--DID PARENT GIVE PERMISSION FOR DAUGHTER TO BE INTERVIEWED?
   1--Yes, permission granted, girl can be interviewed now--CONTINUE
   2--Yes, permission granted, girl not available--CALLBACK TO COMPLETE
   3--No, permission not granted--THANK RESPONDENT AND TERMINATE INTERVIEW

   [IF GIRL NOT AVAILABLE ASK NAME FOR CALLBACK INFO]

83. Can you tell me your name, so we have a record of who gave permission for the interview? [IF CONCERNED: YOUR NAME WILL BE KEPT SEPARATE FROM THE INFORMATION YOU JUST GAVE ME, TO KEEP IT CONFIDENTIAL AND ANONYMOUS]
   1--Enter response

84. What is your relationship to this child, so that I know what to refer to you as? For example, are you her parent, stepparent . . . [OPEN NOT CODED] [ENTER PARENT$]
   1--Enter response

QUESTIONS FOR GIRLS AGES 11 AND OLDER: Hello, my name is ____ and I'm doing a survey about some issues that affect girls your age. I just spoke with your PARENT$ who said it was okay for me to talk to you.

85. INTERVIEWER ENTER WHETHER PARENT IS LISTENING
   1--Yes
   2--No

86. Would that be all right with you?
   1--Child refused--THANK RESPONDENT AND TERMINATE INTERVIEW
   2--Child agreed to interview--CONTINUE
   3--Child agreed but need to callback--SET UP CALLBACK TO COMPLETE

87. I just want to confirm your age, are you:
   1--Younger than 11--ASK FOR PARENT, CONFIRM CORRECT CHILD--TERMINATE
   2--Between the ages of 11 and 14--CONTINUE
   3--Between the ages of 15 and 18--CONTINUE
   4--Older than 18--ASK FOR PARENT, CONFIRM CORRECT CHILD--TERMINATE

88. What do you think are the best things about being a girl your age in your community?
   1--Enter response

89. What do you think are the biggest problems girls your age in your community face?
   1--Enter response

90. Do you think there are enough organized activities for girls your age in your community?
   1--Yes--goto 92
   2--No
91. What kinds of organized activities do you think are needed that are not available right now?
1--Enter response

Think about all of the organized activities that you know of in your area.

92. Do you think that there are more organized activities for boys, about the same number for boys and girls, or more organized activities for girls in your community?
1--More programs for boys
2--About the same for boys and girls
3--More programs for girls
4--Depends on the type of program [DON'T READ]
5--Don't know [DON'T READ]

93. Do you think that the quality of organized activities is better for boys, about the same for boys and girls, or better for girls?
1--Quality better for boys' programs
2--About the same for boys and girls
3--Quality better for girls' programs
4--Depends on the type of program [DON'T READ]
5--Don't know [DON'T READ]

94. In your opinion, how important is it that there are organized activities for girls your age that are designed for girls only?
1--Very important
2--Somewhat important
3--Somewhat unimportant
4--Very unimportant
5--Don't know [DON'T READ]

95. In your community are there:
1--A large number of organized activities that are designed for girls only
2--Some
3--A small number
4--Or none
5--Don't know [DON'T READ]
96. Have you ever participated in an organized activity for girls only.
   1--Yes
   2--No
   3--Don't know [DON'T READ]

97. From your experience, when organized activities are offered for both girls and boys of your age, do:
   1--Both boys and girls actively participate
   2--Boys actively participate while girls mostly observe
   3--Girls actively participate while boys mostly observe
   4--Don't know [DON'T READ]

I have a list of some topics, and I'm wondering whether you think any of these are problems for girls your age. The first problem is:

98. Finding transportation so that you can get to places you need to go?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

99. Not enough organized activities available where you live?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

100. Not enough opportunities for girls to socialize with friends or other girls their age?
    1--Large problem
    2--Somewhat of a problem
    3--Not a problem
    4--Don't know [DON'T READ]

[ASK IF GIRLAGE$=FIFTEEN TO EIGHTEEN. ELSE GOTO Q.103]

101. Lack of meaningful job opportunities?
     1--Large problem
     2--Somewhat of a problem
     3--Not a problem
     4--Don't know [DON'T READ]

102. Lack of assistance with finding out about and applying to college and for scholarships?
     1--Large problem
     2--Somewhat of a problem
     3--Not a problem
     4--Don't know [DON'T READ]
[ASK ALL]

103. Having low self-esteem or feeling bad about themselves?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

104. Lack of positive relationships with other kids or adults outside of the family?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

105. Lack of opportunities for girls to develop skills as leaders?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

106. Lack of educational support, for example with homework?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

107. Lack of cultural activities?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

108. Not wanting to participate in organized activities because they do not like or are not interested in those activities?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

109. Not being able to get involved in organized activities because of waiting lists or because those programs are full?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
110. Not being able to get involved in organized activities because of family responsibilities?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

Suppose you wanted to get involved in an organized activity.

111. What would you need to know about that activity before you would want to get involved?
   1--Enter response

112. How important do you think it would be for you to know other kids who were participating in that activity before you would agree to do so?
   1--Very important
   2--Somewhat important
   3--Not important
   4--Don't know [DON'T READ]

113. Suppose you wanted to get involved in an organized activity. Would you know where to go to get information about activities in your community?
   1--Yes, would know where to go
   2--No, would not know
   3--Don't know [DON'T READ]

I have some sensitive questions to ask you next. If you don't feel comfortable answering a question, just let me know. I want to remind you that your responses are confidential and anonymous. For GIRLS OF AGE $ in your community, how much of a problem is:

114. Stress?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

115. Eating disorders?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

116. Deliberately cutting or hurting themselves in other ways?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]
117. **Depression?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

118. **Thinking about or attempting suicide?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

119. **Sexual harassment?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

120. **Teen dating violence?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

121. **Gangs?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

122. **Smoking?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

123. **Alcohol use?**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]
124. **Drug use?**
   1--Large problem  
   2--Somewhat of a problem  
   3--Not a problem  
   4--Don't know [DON'T READ]  
   5--Refused [DON'T READ]

125. **Suppose you were smoking cigarettes or had a problem with drugs or alcohol. Would you know where to go to get help with those problems?**
   1--Yes, would know where to go  
   2--No, would not know  
   3--Would not seek help [DON'T READ]  
   4--Don't know [DON'T READ]  
   5--Refused [DON'T READ]

[ASK IF 15 PLUS. ELSE GOTO Q.132]

126. **How easy or difficult is it for teenage girls in your community to get appropriate information and services to help them avoid sexually transmitted diseases?**
   1--Very easy  
   2--Somewhat easy  
   3--Somewhat difficult  
   4--Very difficult  
   5--Don't know [DON'T READ]  
   6--Refused [DON'T READ]

127. **How easy or difficult is it to get appropriate information and services about how to avoid pregnancy?**
   1--Very easy  
   2--Somewhat easy  
   3--Somewhat difficult  
   4--Very difficult  
   5--Don't know [DON'T READ]  
   6--Refused [DON'T READ]

128. **How easy or difficult is it to get access to treatment for sexually transmitted diseases?**
   1--Very easy  
   2--Somewhat easy  
   3--Somewhat difficult  
   4--Very difficult  
   5--Don't know [DON'T READ]  
   6--Refused [DON'T READ]
129. For teenagers who get pregnant, how easy or difficult is it for them to get prenatal care or care from a doctor before they give birth?
   1--Very easy
   2--Somewhat easy
   3--Somewhat difficult
   4--Very difficult
   5--Don't know [DON'T READ]
   6--Refused [DON'T READ]

130. For teenagers who have babies, how easy or difficult is it for them to get services that will help educate them about how to care for themselves and their babies?
   1--Very easy
   2--Somewhat easy
   3--Somewhat difficult
   4--Very difficult
   5--Don't know [DON'T READ]
   6--Refused [DON'T READ]

131. Suppose you were sexually active, and you wanted to find resources to help you deal with those issues. Would you know where to go for these resources?
   1--Yes, would know where to go
   2--No, would not know
   3--Would not seek help [DON'T READ]
   4--Don't know [DON'T READ]
   5--Refused [DON'T READ]

[ASK ALL] My next questions are about child abuse and neglect.

132. How much of a problem do you think child abuse and neglect is in your community?
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

133. Do you personally know any girls in your community who you suspect or know have been abused or neglected by their parents or guardians?
   1--Yes
   2--No
   3--Don't know [DON'T READ]

134. Suppose you were worried that a girl you were close to was being abused or neglected. Would you know where to go to get help for this problem?
   1--Yes, would know where to go
   2--No, would not know
   3--Would not seek help [DON'T READ]
   4--Don't know [DON'T READ]

My next questions are about problems sometimes associated with racial or cultural differences.
135. **Which of the following categories would you say best describes your racial or ethnic background?**
   1--White or Caucasian
   2--Black or African American
   3--Asian American or Pacific Islander
   4--American Indian or Native American
   5--Biracial or mixed-heritage
   6--Other [DON'T READ]
   7--Don't know [DON'T READ]

136. **Would you describe yourself as Hispanic?**
   1--Yes
   2--No
   3--Don't know [DON'T READ]

137. **Are tensions or problems between girls your age relating to different racial, ethnic, or cultural backgrounds a:**
   1--Large problem
   2--Somewhat of a problem
   3--Not a problem
   4--Don't know [DON'T READ]

138. **In the past year, have you experienced ANY form of discrimination either at school, in your neighborhood, or anywhere in COUNTY$?**
   1--Yes
   2--No--goto 140
   3--Don't know--goto 140

139. **What form of discrimination did you experience? [DON'T READ RESPONSES]**
   1--Age
   2--Gender
   3--Disability
   4--Race or cultural background
   5--Language or lack of proficiency in English
   6--Religion
   7--Sexual orientation
   8--Combination of the above
   9--Other
   10--Don't know [DON'T READ]

140. **Do you have a disability, such as a physical or mental disability?**
   1--Yes, has disability
   2--No disability--goto 145
   3--Don't know [DON'T READ]--goto 145
141. What is your disability [DON'T READ RESPONSES]
   1--Blind or visual impairment
   2--Deaf or hearing impairment
   3--Other physical disability
   4--Mental retardation or developmental disability
   5--Mental illness
   6--Learning disability
   7--Other disabilities
   8--Combination of disabilities
   9--Don't know [DON'T READ]

142. Do you use a wheelchair?
   1--Yes
   2--No
   3--Don't know [DON'T READ]

143. Have you had problems finding organized activities that you can get involved in?
   1--Yes
   2--No--goto 145
   3--Don't know [DON'T READ]--goto 145

144. What problems have you had?
   1--Enter response

145. Finally, do you have any ideas for things that could be done in your community to help girls to achieve their potential as adults?
   1--Enter response
APPENDIX B: TECHNICAL SUMMARY

This summary provides technical information regarding the coalition of Girls, Inc., Western Massachusetts Girl Scout Council, Pioneer Valley Girl Scout Council, YWCA of Western Massachusetts, and The Care Center girls’ needs assessment study. We began by meeting with representatives of the coalition to review the objectives outlined at the beginning of this report. After the meeting, Market Street Research designed a two phase study and collected and analyzed the data for both parts of the study.

PHASE 1: ENVIRONMENTAL SCAN AND PROVIDER SURVEY

Market Street Research began the needs assessment by meeting with representatives of the Coalition to discuss the study objectives and to obtain background information for the study. Following the initial meeting, Market Street Research identified and analyzed a broad array of statistical information relating to girls and girls’ needs on a local, state, and national level. The key source for demographic and socioeconomic data was the 1990 U.S. Census, and the key sources for health and environmental statistics were Massachusetts state agencies who either work with girls in need of services or provide general support to girls’ families and communities. A variety of national studies relating to girls’ self-esteem and other physical, mental, and emotional needs were also consulted.

In addition to the statistical information, Market Street Research conducted in-depth interviews with representatives of 27 agencies in Franklin, Hampden, and Hampshire Counties that either provide services specifically for girls, or that work with children and adolescents in general. Some agencies were identified by the Coalition, and Market Street Research supplemented the list with information from local telephone and social service help directories. Agencies were surveyed in May and June of 1998.

These agencies represent a mix of providers working with girls in all three of the Western Massachusetts counties included in this study. It is important to stress that not all agencies that work with girls were contacted. Rather, we focused specifically on agencies and organizations that work directly with girls (as opposed to children in general) or provide a substantial degree of gender-specific programming, since these agencies and organizations are most likely to have a perspective on girls’ unmet needs. We also deliberately represented agencies which serve minority youth (African-American, Hispanic, and Asian-American girls, lesbian girls, and girls with disabilities).
PHASE 2: TELEPHONE SURVEY

Questionnaire Design

Market Street Research prepared a draft questionnaire based on the information gathered at the initial meeting, the coalition's research objectives, and data gathered from the first phase of the study. We distributed the draft questionnaire to representatives of the coalition. After receiving feedback on the draft, Market Street Research revised the questionnaire, and the revised version was pilot-tested on parents and girls targeted for this survey. Additional changes were made to the questionnaire following the pilot-test, and the final version was approved by representatives of the coalition prior to data collection. The final questionnaire is presented in Appendix A.

Sample Design

Market Street Research surveyed a total of 477 girls and parents, with 96 interviews in Hampden County, 100 interviews in Hampshire, and 104 interviews in Franklin County. These respondents were 123 parents of 6 to 10 year olds, 98 girls ages 11 to 14 and their parents, and 79 girls ages 15 to 18 and their parents. We used an abbreviated version of the survey for parents of girls 11 to 18.

Because of the difficulties inherent in interviewing young children, parents of girls ages 6 to 10 were interviewed and they discussed the issues as they related to 6 to 10 year-olds. The information from parents of 6 to 10 year-olds is combined with, and compared to, the data gathered from the girls ages 11 to 18. The reader is advised that at no time did Market Street Research interview girls younger than 11 years-old.

We obtained the sample for the survey from Survey Sampling Inc. of Enfield, Connecticut, a national vendor of high quality samples. Respondent's telephone numbers were generated using the Random-Digit Dialing (RDD) procedure. RDD samples are generated by identifying all the three-digit telephone prefixes for the relevant cities and towns in the area to be surveyed, generating the remaining four digits of each telephone number randomly, and screening the resulting telephone numbers to exclude businesses or numbers within non-working telephone number blocks. Each household was screened to ensure that one of the household members was a girl between the ages of six and eighteen and that the respondent lived in one of the three counties.
Data Collection

All interviews were conducted by telephone by trained, experienced Market Street Research interviewers from our central telephone facility in Northampton, Massachusetts. Only female interviewers conducted the interviews. The interviewers received specific training on the questionnaire used for this study and were supervised on-line throughout the data collection period. The interviews were conducted using a Computer-Assisted Telephone Interviewing (CATI) system. In our system, both the questionnaire and sample are computerized, and interviewers read questions directly off of a computer screen and enter the responses into the computer during the interview. The computer automatically checks for and prompts interviewers to correct inconsistencies and typographical errors during the interview. It also automates the "skip process" to ensure that interviewers more appropriately move through the questionnaire based on prior responses.

All interviews were conducted from August 24 through October 27, 1998. Interviews were conducted weekdays (9:00 a.m. to 5:00 p.m.) and Sundays (1:00 p.m. to 9:00 p.m.), with callbacks arranged at other times when convenient for the respondents. The response rate (the proportion of parents and girls contacted who completed an interview) for the survey was 30.9%. The remaining potential respondents either refused to go through the survey or were unavailable during the data collection period.

Data Analysis

Upon completion of data collection, codes were developed for all open-ended questions (questions in which respondents' verbatim comments are recorded during the interview) and those questions were coded (grouped into categories). All data were double-checked for accuracy and completeness before appropriate statistical analyses were conducted by Market Street Research analysts. All analyses were conducted using an in-house computer system.

Weighting Procedure

In designing the sample, girls in some counties and age groups were oversampled in relation to their actual representation within the region, and other counties and age groups were correspondingly undersampled. This process was necessary in order for us to generate a sufficient sample in each town and draw statistically accurate conclusions by town. To account for this disproportionate sampling, we weighted the total results based on the actual population distribution within the area. Weighting is a standard statistical procedure that accounts for the disproportionate sampling, thus better reflecting the actual characteristics of the region as a whole. The weights are based on 1990 U.S. Census population estimates for towns within each area. The following table gives county, sample size, proportion of sample, total population, proportion of total, and the weight given to the total.
Weights for Girls' Needs Assessment Study

<table>
<thead>
<tr>
<th>County/Age</th>
<th>Sample Size</th>
<th>Percent of Sample</th>
<th>Population</th>
<th>Percent of Population</th>
<th>Total Weight</th>
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<td>Franklin 6 to 10</td>
<td>36</td>
<td>12.0%</td>
<td>2,446</td>
<td>4.3%</td>
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<td>Franklin 11 to 14</td>
<td>40</td>
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<td>2.9%</td>
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<td>4.9%</td>
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<td>Hampden 6 to 10</td>
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<td>19.9%</td>
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<td>8.7%</td>
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<td>21.4%</td>
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<tr>
<td>Total</td>
<td>300</td>
<td>100.0%</td>
<td>56,566</td>
<td>100.0%</td>
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All sample surveys involve a margin of error. The percentages of the total population surveyed for this study (300 interviews) are accurate by a margin of plus or minus 3.4 to 5.7 percentage points. For the individual counties (about 100 interviews) the margin of error is 5.9 to 9.8 percentage points. In general, sampling tolerances will vary depending on the size of the sub-group analyzed as well as the percentage of respondents giving a particular response. The following table indicates the sampling tolerances for the total sample and for sub-groups of various sizes at different percentages. These tolerances reflect error due to sampling error, and do not reflect error due to interviewer variance or other factors.

### Margin of Error

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<tr>
<th>Sample Size</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
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<td>300</td>
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<td>13.6</td>
<td>12.7</td>
<td>11.1</td>
<td>8.3</td>
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</table>

To determine if the differences between sub-groups were statistically significant and not due to random sampling error, we conducted "difference of proportion" tests on all comparisons between groups. In this report, if a difference is reported as **significant**, there is a 95% chance that the difference is real and not due to sampling error. For differences reported as **somewhat significant**, there is a 90% chance that the difference is not a function of sampling error. Differences not discussed in the text should be interpreted very cautiously, as they are not statistically significant and probably reflect sampling error rather than actual differences between groups.