



# Opportunities to Empower and Support Girls and Women in California

An Environmental Scan of Leadership Opportunities and Economic Supports to Prevent Sexual Violence, Domestic Violence, and Teen Dating Violence

December 2021



*This report was supported by the California Department of Public Health (CDPH), with funding from the Centers for Disease Control and Prevention (CDC) [Grant #NU2CE002501-02-00]. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the CDC or CDPH.*

## Acknowledgements

The [Institute for Social Research](#) at Sacramento State University prepared this report with funding and partnership from the [California Department of Public Health, Injury and Violence Prevention Branch, Rape Prevention and Education \(RPE\) Program](#). The RPE Program is funded by the Centers for Disease Control and Prevention (CDC) to prevent the first-time victimization and perpetration of sexual violence. The RPE Program utilizes a public health approach that recognizes the role that norms and communities play in sexual violence prevention, with the ultimate goal to change norms that make sexual violence tolerable.

We would like to recognize all of those individuals from the following organizations who shared their time and insights to help shape the findings of this report, along with others who elected to remain anonymous:

*Alliance for Community Transformations*  
*Alliance for Girls*  
*California Chamber of Commerce*  
*California Work & Family Coalition*  
*Closing the Women's Wealth Gap*  
*California Partnership to End Domestic Violence*  
*Empower Tehama Without Violence*  
*Futures Without Violence*  
*Gender Health Equity Unit, Office of Health Equity, California Department of Public Health*  
*Girls Inc. of Alameda County*  
*Girls on the Run of Greater Sacramento*  
*Housing California*  
*Ignite National*  
*Mariposa Program – Napa County Office of Education, Community Programs*  
*NEW Economics for Women*  
*Office of Women's Health – Los Angeles County Department of Public Health*  
*Prevention Institute*  
*San Francisco Federal Reserve Bank*  
*ValorUS (formerly California Coalition Against Sexual Assault)*  
*Women's Foundation California*  
*Young Women's Freedom Center*

**Suggested Citation:** Opportunities to Empower and Support Girls and Women in California: An Environmental Scan of Leadership Opportunities and Economic Supports to Prevent Sexual Violence, Domestic Violence, and Teen Dating Violence. Sacramento, CA: The California State University, Sacramento, Institute for Social Research (December 2021).



# Table of Contents

- EXECUTIVE SUMMARY ..... 1**
- I. INTRODUCTION..... 8**
  - Background..... 8
  - Purpose and Use ..... 8
  - Public Health Violence Prevention Literature ..... 9
- II. ENVIRONMENTAL SCAN DESIGN & METHODOLOGY ..... 11**
  - Research Questions ..... 11
  - Data Sources ..... 12
- III. FINDINGS ..... 14**
  - 1) Context of Gender Equity..... 14
  - 2) Challenges Facing Girls and Women ..... 18
  - 3) Strategies for Providing Leadership Opportunities and Economic Supports..... 25
- IV. SUMMARY AND FUTURE CONSIDERATIONS ..... 30**
  - Future Considerations..... 30
- References ..... 33**



## **EXECUTIVE SUMMARY**

---

The California Department of Public Health (CDPH) Injury and Violence Prevention Branch (IVPB) utilizes an upstream approach to violence prevention, which aims to address root causes to prevent violence from happening in the first place. Given CDPH IVPB's upstream approach, there is a strategic interest in exploring innovative approaches for the primary prevention of sexual violence, domestic violence, and teen dating violence. One such innovative approach identified by the Centers for Disease Control and Prevention (CDC) is providing **economic supports and leadership opportunities for girls and women.**<sup>i</sup>

To explore leadership opportunities and economic supports for girls and women in California as a prevention strategy, this report uses an environmental scan methodology to understand the following three inter-related issues, displayed in the following figure: 1) Context of Gender Equity in California; 2) Challenges Facing Girls and Women, and; 3) Economic Supports & Leadership Opportunities.



---

<sup>i</sup> The term "girls and women" may include, but is not limited to, the following: trans girls and women; nonbinary, gender non-conforming, and gender queer youth and adults; girl-identified youth, and; cis-gendered girls and women.

To answer these questions, the environmental scan included key informant interviews with individuals from 20 organizations, four listening sessions, and 85 organizational surveys. This environmental scan represents an initial exploration of the ways leadership opportunities and economic supports can serve as primary prevention strategies for girls and women. As an initial exploration in this novel approach, this report is meant to be generative rather than prescriptive; instead of providing rigid recommendations, this environmental scan is intended to survey a field of interested stakeholders to expand the conversation on these prevention methods.

## 1) Context of Gender Equity in California

The environmental scan set out to provide further clarity to the following research questions related to the context of gender equity in California: *What are the specific contexts within California related to gender equity for girls and women? What are the emerging opportunities and known barriers for empowering girls and women?* To shed light on these questions, this section reports on organizational contexts in California that may act as facilitators or barriers to gender equity challenges and strategies. Two subsections help provide this context: 1) organizational landscape of gender equity partnerships in California and 2) organizational barriers to empowering girls and women in California.

### Organizational Landscape of Gender Equity Partnerships in California

To learn more about emerging opportunities to empower girls and women, the environmental scan included a preliminary examination of the organizational landscape of gender equity partnerships in California.

Initial results highlight that collaborations tend to occur among *similar organizations*, such as partnerships between Community-Based Organizations that serve the same target population. Given the importance of multi-sector collaborations, creating collaborations that bridge sector and issue areas may represent a particularly effective approach to creating partnerships around economic supports and leadership opportunities for girls and women.

At the same time, notable collaborations surfaced that represent an interesting overlap of sectors and priority areas. One such collaboration works to address disproportionate infant and maternal mortality among African American women by training African American parents, healthcare professionals, and community members around paid family leave policies (which research suggests is a protective factor against domestic violence (DV)). Another collaborative effort works to build a “confinement to college and career” pathway by assisting formerly systems-involved youth. This program helps youth receive high school diplomas in addition to facilitating their enrollment in an institution of higher learning and/or permanent employment. These collaborations illustrate how collaborative efforts can connect multiple sectors to directly or indirectly address leadership opportunities, economic supports, and the underlying conditions connected to sexual violence (SV) and DV, such as education, employment, and community involvement.

**Organizational Barriers to Empowering Girls and Women in California** | The following were identified as organizational barriers for empowering girls and women in California:



**Gender Equity Overlooked among Nontraditional Prevention Partner Organizations** | Some organizations described how gender equity gets crowded out among other priorities. This included organizations with an economic focus and those addressing needs related to the COVID-19 pandemic, noting that the concerns of the pandemic around economic stability, food security, housing, and mental health took priority, despite the ways the COVID-19 pandemic has increased DV risk factors and impacted women leaving the workforce or reducing hours for caretaking responsibilities.



**Organizational Practices and Barriers Pertaining to Data Collection for Gender Equity Issues** | Government organizations noted unique challenges to obtain quality data for subgroups of women, including DV survivors and trans women. Quantitative data related to violence is challenging due to underreporting of violence and varying definitions of violence. Collecting qualitative data from marginalized groups of women presents issues around historical tendencies to inadequately value the emotional labor<sup>ii</sup> of participants, who often do not benefit from participation.

## 2) Challenges Facing Girls and Women

Interviews and listening sessions surfaced seven challenges facing girls and women related to the issues of economic supports and leadership opportunities:



**Lack of Affordable Housing in California** | The affordability of housing in California is a substantial gender equity barrier. While housing is a barrier in itself for low- and middle-income girls and women, interviews highlighted how housing is an underlying problem for other issues, such as employment, transportation, and childcare.



**Lack of Investment in Care Infrastructure** | Inadequate support systems for childcare, eldercare, and other forms of care were discussed as a key need for girls and women. Despite the importance of a strong care infrastructure, interviewees described how gender norms make this social problem perceived as a private issue, rather than a public need.



**Challenges Navigating Government Support Programs** | While some interviews highlighted obstacles to accessing government support programs for

---

<sup>ii</sup> “Emotional labor” is defined by Oxford Languages as “the management of one’s emotions in order to present oneself and interact with other people in a certain way while doing a job.” In this context, it refers to the emotional management that is asked of marginalized groups of women who have to describe their oppression in a research-related context.

low-income women, such as computer access or language barriers, other interviews underscored the fact that many women are not even aware of existing support programs. Since accessing social support programs is a central component of providing economic supports, the inability to navigate government programs represents a substantial obstacle to addressing challenges facing girls and women.



**Sexism, Racism, and Transphobia in Leadership** | Various biases were described for girls and women in leadership roles, particularly for women of color and trans women. Interviewees noted how these biases not only prevent girls and women from getting into leadership positions, but once they are there, existing power structures may limit their ability to make changes within an organization.



**Economic Inequities and Intersectionality** | Economic inequities for women of color were described that are related to historical, systematic drivers of oppression, including: slavery; Jim Crow laws; racially restricted covenants; and the exclusion of women and people of color from higher education, accessing credit, and business capital. Interviewees described how these inequities have only been exacerbated by the pandemic, particularly for trans women of color.



**Challenges with One-Time Leadership Investments** | Participants illustrated challenges with many leadership programs that lack the ongoing support needed. These participants described the importance of longer-term investments that create a pipeline of opportunities for girls and women to create effective leadership programs.



**Familial/Cultural Attitudes around Gender** | Gendered expectations within families can often discourage some young women to become economically independent or pursue career or educational opportunities. These expectations reinforce and prioritize traditional gender responsibilities such as household and childrearing activities.

**Prioritizing Gender Equity Challenges** | When asked to prioritize policies and practices that address challenges facing girls and women, organizations ranked the following as the top priorities: a) addressing intersectionality of gender equity and racial equity; b) preventing domestic violence and/or sexual violence; c) changing cultural/social norms on gender equity, and; d) leadership/mentorship opportunities for women and girls. While most of these priorities align with violence prevention approaches outlined in the CDC STOP SV Technical Package, strategies around economic supports were not as highly ranked. This suggests that economic supports may be a key area to improve communication and education regarding the connection to gender equity and violence prevention approaches.

### 3) Strategies for Providing Leadership Opportunities and Economic Supports

The environmental scan represents an initial exploration into strategies for providing leadership opportunities and economic supports for girls and women as an upstream violence prevention approach. Leadership strategies apply to both internal organizational efforts and for promoting strategies to the broader population.

#### Leadership Strategies



**Recruitment Practices** | To hire successfully within marginalized communities, programs, policies, and practices may be revised to remove barriers to recruitment such as not requiring a four-year degree for all jobs within an organization while valuing nontraditional, lived experiences.



**Tiered Leadership Development** | A tiered model is a strategy to promote continuous growth for staff by having increasing levels of leadership and professional development based on experience and level. This could include individualized coaching plans for organizational staff that are revisited on a quarterly basis.



**Healing & Addressing Trauma** | This strategy includes instituting organizational practices such as utilizing healing-centered professionals for staff to identify triggers, secondary trauma, etc.



**Participatory Approaches to Leadership** | Participatory approaches include practices that involve program participants as leaders and decision makers who actively shape the program. This includes utilizing program participants to be trusted messengers within communities, in addition to providing them leadership opportunities and compensation for their involvement.

#### Economic Strategies



**Financial Education** | This involves providing one-on-one financial coaching, particularly coaching that is tailored towards the needs of low-income women.



**Removing Barriers for Economic Support** | To increase access, various strategies were described at organizational and institutional levels that mitigate application barriers and requirements for economic support programs.



**Landlord Education around Domestic Violence Survivors** | This strategy involves providing education to landlords and housing managers about the importance of renting to DV survivors, including both their unique financial barriers and their strengths as tenant, in addition to providing education around tenant rights.





**Matched Savings Program** | A strategy to create matched savings program (similar to an Individualized Retirement Account) that incentivizes lower-income individuals to save.



**Unconditional Cash Assistance for Pregnant People** | Creating support programs that provide unconditional cash assistance (e.g., no work requirement) for people experiencing pregnancy, such as a pilot program providing income assistance throughout pregnancy and two months after birth, given the high risk for domestic violence during this time.

## Future Considerations

Interested stakeholders may consider the following as next steps to further the work of providing leadership opportunities and economic supports as a DV/SV prevention approach for girls and women in California.



**Connect Economic Supports and the Prevention of DV and SV** | If economic supports are to be used as an upstream prevention strategy for DV and SV, engaging economic support organizations in this work will be key. However, results from the environmental scan highlight that economic support strategies were not as highly ranked as other gender equity strategies, while gender equity issues get crowded out among economic support organizations. This disconnect highlights the need to bridge economic and DV/SV work in order to use economic supports as a prevention strategy for girls and women.



**Creating Long-Term Investments to Create a Pipeline of Leadership Opportunities** | Environmental scan findings highlighted that training programs often lack the coaching, ongoing support, and lifelong mentorship needed to create impactful leadership opportunities. To create meaningful leadership opportunities, an essential component is to create long-term investments that provide ongoing support for girls and women, instead of one-time investments.



**Engage Key Stakeholders Involved with Economic Supports for Girls and Women** | There was less representation from organizations with a specific focus on economic supports in the environmental scan. Given the need to bridge work around economic supports for girls and women and DV/SV prevention, engaging economic-focused organizations may help expand the knowledge base around economic supports as a violence prevention approach.



**Explore Multi-Sector Partnerships Pertaining to Identified Challenges** | Multi-sector partnerships may be crucial in bridging violence prevention with other health and social issues, which can be a key way to streamline and improve violence prevention efforts. The environmental scan highlighted notable collaborations that bridge various sectors, such as a collaboration that works to address disproportionate infant and maternal mortality among African

American women by training various community members around family leave policies. Further exploration with multi-sector partners or coalitions that address some of the key issues identified in this report (e.g., housing, childcare, etc.), particularly around economic support topics, may help move this violence prevention work forward. Coalitions may need to consider building their collective power within their sector first due to power imbalances that may exist when working across other sectors.



**Examine Best Practices for Providing Economic Supports and Leadership Opportunities for Girls and Women** | While the environmental scan looked at a broad set of questions related to barriers, strategies, and collaborative work, future research/evaluation efforts may examine best practices specifically. In particular, best practices examined could be those that address challenges facing girls and women that were identified in the environmental scan (e.g., childcare).



## I. INTRODUCTION

---

### Background

The California Department of Public Health, Injury and Violence Prevention Branch (CDPH IVPB) is the focal point for CDPH’s injury prevention efforts, including both research and implementation efforts aimed at reducing intentional and unintentional injuries. CDPH IVPB has a number of violence prevention programs, including programs pertaining to domestic violence/intimate partner violence (DV/IPV<sup>iii</sup>), sexual violence (SV), teen dating violence (TDV), child maltreatment, and several other violence prevention programs and initiatives.<sup>1</sup> CDPH IVPB’s programs use a *primary prevention* approach, which promote healthy behaviors and environments to stop violence before it even occurs. Rather than focusing on individuals and survivors of violence, CDPH IVPB’s programs focus on community and population-based prevention to shift social norms, policies, and practices before violence happens.

Given their role in developing prevention strategies specific to SV, DV, and TDV, CDPH IVPB has a strategic interest in exploring novel, research-based approaches to upstream approaches. Work from the Centers for Disease Control and Prevention (CDC) indicate that *economic supports and leadership opportunities for girls and women<sup>iv</sup>* are promising prevention strategies for SV, IPV, and TDV. As such, CDPH IVPB contracted with the Institute for Social Research at Sacramento State University (ISR) to design and conduct an environmental scan to identify how state and local organizations and agencies integrate economic supports and leadership opportunities for girls and women into their work.

### Purpose and Use

This environmental scan is a first step in building a better understanding of the issues facing girls and women related to economic supports and leadership opportunities in

---

<sup>iii</sup> The terms “Domestic Violence” and “Intimate Partner Violence” are used interchangeably throughout this report.

<sup>iv</sup> The term “girls and women” may include, but is not limited to, the following: trans girls and women; nonbinary, gender non-conforming, and gender queer youth and adults; girl-identified youth, and; cis-gendered girls and women.

California. It is intended to provide initial information to subsequently guide and inform program and policy priorities for CDPH IVPB, along with key stakeholders and decision makers who are addressing these issues. Stakeholders preventing multiple forms of violence using common strategies (e.g., economic supports) to address shared risk and protective factors (e.g., child maltreatment) may also benefit from these findings. Specifically, this environmental scan will inform CDPH IVPB's future work in identifying promising practices to prevent SV, IPV, and TDV across the social ecological model (a brief overview of the social ecological model is described in Attachment F).

## **Public Health Violence Prevention Literature**

Four relevant CDC publications identify economic supports and/or leadership opportunities for girls and women as a prevention strategy: 1) *STOP SV: A Technical Package to Prevent Sexual Violence*;<sup>2</sup> 2) *Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices*;<sup>3</sup> 3) *Continuing the Dialogue: Learning from the Past and Looking to the Future of Intimate Partner Violence and Sexual Violence Prevention*,<sup>4</sup> and; 4) *Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence*.<sup>5</sup> Note that the Preventing IPV Technical Package states that TDV is included in the umbrella of IPV.

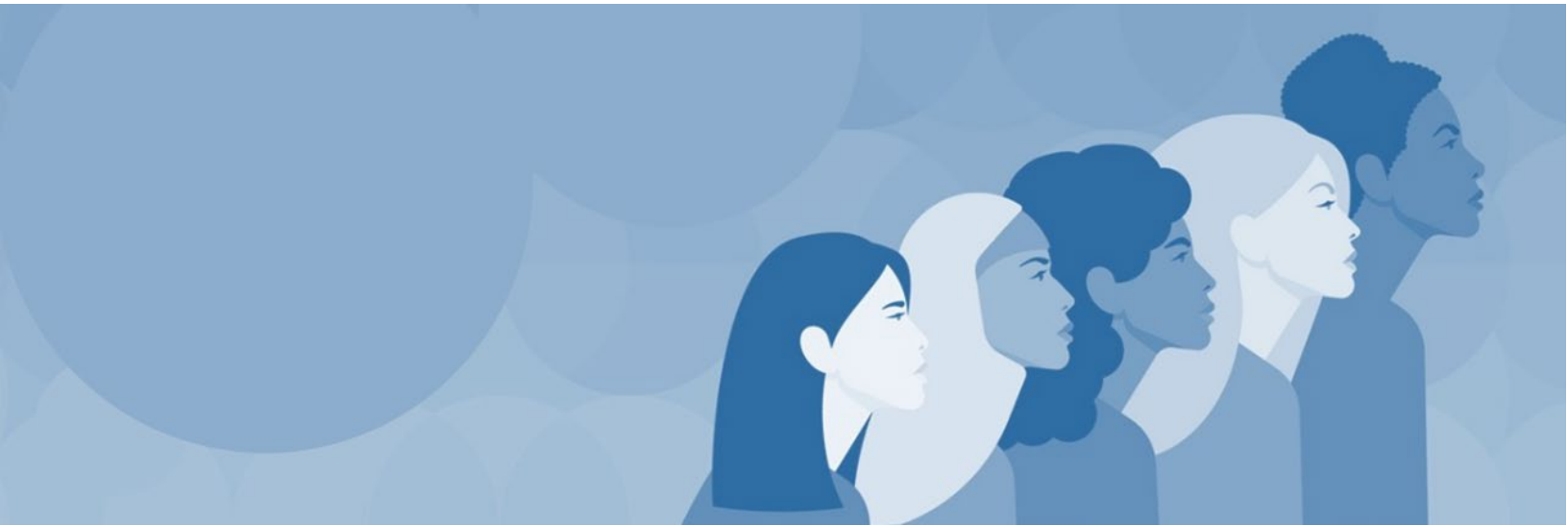
### **Connecting Sexual Violence, Intimate Partner Violence, and Teen Dating Violence Prevention |**

As highlighted in *Continuing the Dialogue*, while there has been a historic division between SV and IPV in terms of resources, media attention, and overall response efforts, “Intimate partner violence and sexual violence are highly connected and can co-occur in families, neighborhoods, and communities” (p. 5). *Connecting the Dots* notes that multiple forms of violence are interconnected and often share similar root causes. In particular, *Connecting the Dots* notes that various forms of violence share overlapping risk and protective factors, including lack of job opportunities as a shared risk factor and connecting to mental health services as a shared protective factor. Similarly, *Continuing the Dialogue* argues that prevention efforts can be a way to connect multiple forms of violence and states that research has increasingly included prevention strategies that address multiple forms of violence. As described below, economic supports are a prevention strategy in both the IPV and SV technical packages from the CDC.

**Economic Supports for Girls and Women |** The CDC's IPV and SV Technical Packages note that economic conditions including gender inequality in education, employment, and income result in increased risks for SV and IPV. Similarly, *Connecting the Dots* highlights that a lack of economic opportunities are associated with multiple forms of violence, including IPV, SV, child maltreatment, and self-directed violence. As such, creating programs, practices, and policies that improve the economic security of girls and women through education, employment, and income may reduce the risk for IPV and SV.<sup>2, 3</sup> On a programmatic level, emerging evidence suggests that microfinance strategies can decrease IPV by half for program participants, when offered in combination with trainings related to gender norms and health topics.<sup>3</sup> Although microfinance has typically been studied in developing countries, this programmatic approach is also known

to be effective when used by organizations working with girls and women living in poverty within the United States.<sup>2</sup> On a policy level, programs such as the Earned Income Tax Credit and Temporary Assistance to Needy Families have shown to reduce poverty and financial stress, which are known risk factors for IPV, SV, and child maltreatment.<sup>2, 3</sup> Work-family practices such as paid leave, particularly those forms of leave available to IPV and SV survivors, may also reduce risk factors of IPV and SV; the CDC highlights evidence from an Australian study whose findings suggest that paid maternity leave may be a protective factor for IPV, in addition to helping women maintain employment and reduce mental health issues.<sup>2, 3</sup>

**Strengthening Leadership Opportunities for Girls and Women |** The CDC's STOP SV Technical Package also identifies leadership opportunities as a mechanism for increasing girls' success in education, employment, and community engagement. The STOP SV Technical Package describes one example, the *Powerful Voices* program in Seattle, which found that their participants had stronger job skills, increased motivation in school, and an increased ability to develop healthy relationships with peers and adults. It states that while there is no evidence currently available to link this program to a reduction in SV, "it is expected that school success and improved job skills in adolescence will lead to reduced risk of poverty and low education attainment which are known risk factors for SV victimization" (p. 25). As such, the STOP SV Technical package highlights that the best available evidence does not directly correlate decreased SV perpetration and victimization with increased leadership opportunities, but rather, documents that leadership opportunities can strengthen education, employment, and income and therefore reduce the risk for SV. The lack of current evidence to directly link leadership opportunities and SV perpetration/victimization does not necessarily call into question the effectiveness of providing leadership opportunities for girls and women to prevent violence, but instead may indicate that further research and evaluation work to establish a direct correlation between SV perpetration and victimization will be key in advancing leadership opportunities as a novel prevention method.



## II. ENVIRONMENTAL SCAN DESIGN & METHODOLOGY

---

To better understand how organizations incorporate economic supports and leadership opportunities for girls and women into their work, this report uses an environmental scan methodology.<sup>v</sup> In the context of this report, an environmental scan represents an initial exploration of the ways leadership opportunities and economic supports can serve as primary prevention strategies for girls and women. As an initial exploration in this novel approach, this report is meant to be generative rather than prescriptive; instead of providing rigid recommendations, this environmental scan is intended to survey a field of interested stakeholders to expand the conversation on these prevention methods.

### Research Questions

The environmental scan set out to better understand the following research questions:

1. **Context of Gender Equity** | What are the specific contexts within California related to gender inequity for girls and women? What are the emerging opportunities and known barriers for empowering girls and women?
2. **Challenges Facing Girls and Women** | In California, what are the challenges for girls' and women's empowerment? Which of these are the highest priority?

---

<sup>v</sup> While environmental scans are typically used in businesses to examine how external factors contribute to the success of an organization, a growing body of work uses environmental scans for health programs.<sup>7</sup> Environmental scans in a health context are used in a number of ways, including designing programs to incorporate the needs of communities, providing evidence about the directions or trends of organizations and professions, or to contribute to the development of evidence-based policies. The target population can include organizations, work units, project dynamics, health services, or specific communities. Environmental scans can include a range of methods, including literature reviews, interviews or focus groups with stakeholders, and surveys. However, the literature review of one public environmental scan argues that “there is no one established methodology to conduct an environmental scan. In fact, this seems to be a key characteristic of environmental scans” and states that “it is difficult to find a theoretical framework or guidelines on how to design, implement or evaluate the process within the public health practice.” At the same time, these researchers believe that environmental scans can represent a “creative, responsive, cost-effective and mobilizing tool for public health practice.”<sup>7</sup>

3. **Economic Supports & Leadership Opportunities** | What ways have economic supports and leadership opportunities been implemented for girls and women in California?

### Environmental Scan Research Questions



### Data Sources

The environmental scan included three forms of data collection, which are described in the subsections that follow: 1) key informant interviews; 2) organizational surveys, and; 3) listening sessions.

Notably, data collection took place from December 2020 to April 2021. Given this timeline, data collection occurred during the December 2020/January 2021 statewide stay-at-home order and prior to California's June 15<sup>th</sup>, 2021 reopening (when many COVID-19 restrictions were lifted).<sup>8</sup> This timeline contributed to challenges during data collection, particularly in having the intended representation of various stakeholders that were identified during initial planning stages. As such, while the environmental scan incorporates a broad range of participants, there was less representation from key stakeholders that were originally selected in the environmental scan's methodology plan – specifically, organizations that focus on economic supports, and girls/women's empowerment organizations with an emphasis on statewide policy. This is true in particular for organizational surveys, in which statewide-level organizations only represented about one-quarter of survey respondents. Despite these shortcomings, the environmental scan includes data from 20 key informant interviews, four listening sessions, and 85 organizational surveys. For a full description of the methodology, see Attachment A.

## **Key Informant Interviews**

From December 2020 through March 2021, ISR conducted 20 key informant interviews. CDPH IVPB staff reached out to various individuals who worked for organizations that were involved in leadership development for girls and women, economic mobility and support, gender health/equity, and violence prevention. Of these organizations, eight organizations focused on leadership development for girls and women, seven focused on economic mobility and supports, four on violence prevention, and two on gender health/equity. Interviewees also represented various types of organizations, including policy/advocacy, community organizing, direct service, research and evaluation, government agencies, and foundations. Most organizations worked throughout California, though some organizations only worked on the local level (4) while others worked nationally (5).

## **Listening Sessions**

ISR conducted four listening sessions with girls, young women, and nonbinary youth in April 2021. Participants' ages ranged from 14 to 26. Of the four listening sessions, ISR conducted two listening sessions with high school-aged youth (14-18) and two with young adults (18-26). Geographic areas represented included the counties of Merced, Napa, and Alameda. Additionally, one listening session was conducted with youth from various rural locations, including Le Grande and Hollister (San Benito County). Overall, 20 participants joined the listening sessions, or an average of five participants per listening session. Listening session participants received a scholarship for their time.

## **Organizational Surveys**

ISR designed a survey in consultation with CDPH IVPB to gauge the extent to which organizations incorporated gender equity strategies in their organization, and which strategies they considered most important to addressing gender equity. To recruit survey respondents, ISR worked with CDPH IVPB to create a list of over 300 organizations that have a focus in leadership development for girls and women, economic mobility and support, gender health/equity, and/or violence prevention. Convenience sampling was used to collect 85 surveys.





### III. FINDINGS

---

Findings from the data collection are triangulated and summarized into three sections that address the research questions of this environmental scan: 1) Context of Gender Equity; 2) Current Challenges Facing Girls and Women, and; 3) Strategies for Providing Leadership Opportunities and Economic Supports. Quotes used in each section have been lightly edited for length and clarity.

#### 1) Context of Gender Equity

The environmental scan set out to provide further clarity to the following research questions related to context of gender equity in California: *What are the specific contexts within California related to gender equity for girls and women? What are the emerging opportunities and known barriers for empowering girls and women?* To shed light on these questions, this section reports on the organizational context in California that may act as facilitators or barriers to gender equity challenges and strategies. The sections below aim to provide this context: 1) organizational landscape of gender equity partnerships in California and 2) organizational barriers to empowering girls and women in California.

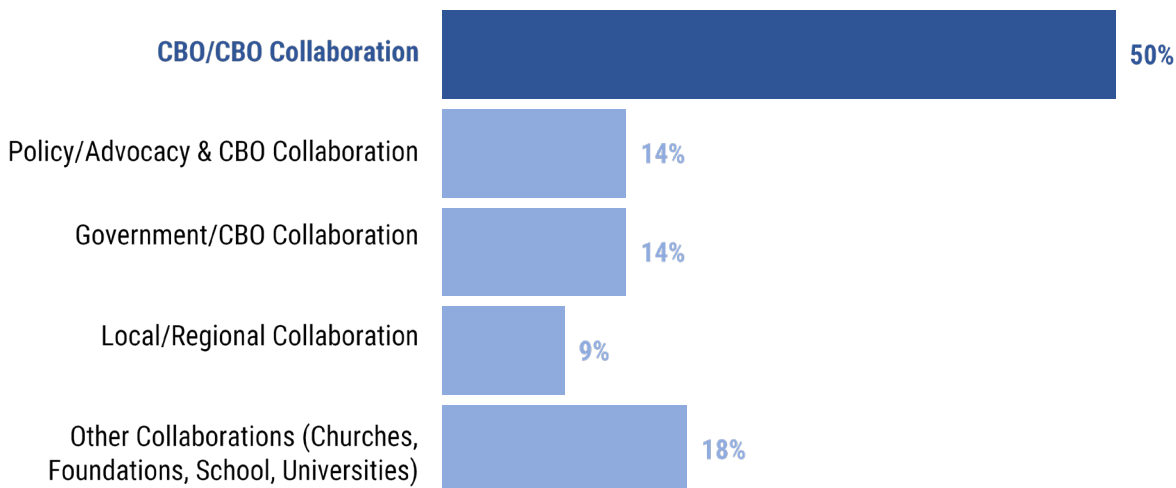
#### Organizational Landscape of Gender Equity Partnerships in California

As noted earlier, creating collaborative spaces will be a key component for strengthening economic supports and leadership opportunities for girls and women in California. In fact, *Continuing the Dialogue* states that IPV and SV prevention needs multi-sector partnerships and that bridging violence prevention with other health and social issues can be a key way to streamline and improve violence prevention efforts. *Continuing the*

*Dialogue* notes that collaborative efforts have the potential to leverage resources, adapt to different issues collectively, facilitate data-sharing, and identify opportunity to link violence prevention to other opportunities. To learn more about emerging opportunities to empower girls and women, this environmental scan’s interviews and surveys included questions regarding both current and desired collaborations of interest. These responses were intended to provide an initial examination of the organizational landscape of gender equity partnerships in California.

Survey results regarding collaborative relationships pertaining to gender equity find that 50 percent of respondents described relationships between community-based organizations (CBOs), primarily organizations collaborating on an issue that is central to both organizations (e.g., collaboration between two LGBT organizations). Though less common, survey results also included CBOs collaborating with policy/advocacy organizations (14%), government agencies (14%), local sites working with their regional/national organization (9%), and other collaborations (18%). Refer to the figure below for results.

**Collaborations between CBOs was the collaboration most frequently reported in surveys**



Although the sample of organizations included in the survey is not intended to be representative of all stakeholders in the gender equity space, these preliminary results suggest that collaborations tend to occur among similar organizations (e.g., collaboration between two community-based organizations). Given the importance of multi-sector collaborations, creating partnership that bridge sector and issue areas may represent a particularly novel and innovative approach to creating collaborations around economic supports and leadership opportunities for girls and women.

While interviews described a number of collaborations and coalitions, two collaborations surfaced that represent an interesting overlap of sectors and priority areas: 1) The Los

Angeles County African American Infant and Maternal Mortality Initiative; and 2) EMERGE Reentry Pilot Initiative.

### **The Los Angeles County African American Infant and Maternal Mortality Initiative**

This is a coalition of the Los Angeles County Health Agency (Department of Mental Health, Department of Public Health, and Department of Health Services), First 5 LA, community organizations, mental and health care providers, funders, and community members. The initiative includes The California Work & Family Coalition to train African American parents, healthcare professionals, and other community members to provide education and support around paid family leave. The organization described hiring “trusted messengers” within the community to be paid family leave educators in order to effectively spread messaging while providing an economic and leadership opportunity for their educators. This work represents a notable overlap of strategies. Paid family leave is in itself an upstream prevention strategy related to economic supports. By hiring community educators, this work provides both economic support and leadership opportunities to community educators. For those receiving education, this also may lead to increased economic support after understanding the options available with paid family leave, and may help obtain or maintain employment. In this way, such a program has potential to work at the individual, relationship, and community level of change.

**EMERGE Reentry Pilot Initiative** | The EMERGE Reentry Pilot Initiative is a collaboration with Alameda County Office of Education, The Mentoring Center, The National Black Women’s Justice Institute, and Girls Inc. of Alameda County. With its emphasis on young women age 16-18 who are returning to school from incarceration or a condition of confinement, this program also focuses on marginalized girls and young women. The program works to create a “confinement to college and career” pathway by helping participants receive a high school diploma (not a GED) and facilitating their enrollment in an institution of higher learning and/or permanent employment. This focuses on some of the underlying conditions that are connected to upstream prevention of sexual violence: education, employment, and community involvement. The program also uses a gender-expansive, healing-informed, and strengths-based curriculum.

These collaborations illustrate how collaborative efforts can connect multiple sectors to directly or indirectly address leadership opportunities, economic supports, and the underlying conditions connected to SV and IPV, such as education, employment, and community involvement.

### **Organizational Barriers for Empowering Girls and Women in California**

Within the context of advancing gender equity in California, two organizational key barriers surfaced from the environmental scan: 1) Gender Equity Overlooked among Nontraditional Prevention Partner Organizations, and; 2) Organizational Practices and Barriers Pertaining to Data Collection for Gender Equity Issues

#### **Gender Equity Overlooked among Nontraditional Prevention Partner Organizations**

Interviews also described how gender equity gets crowded out among other priorities in

organizations that are not typically involved in gender equity or violence prevention initiatives. An interviewee that works for an economic mobility organization, for example, believes that gender equity is not seen as a primary area of focus, stating that “gender equity isn’t discussed; it’s just not called out like other issues,” even though the interviewee believes that women are key for the economic prosperity of California. According to another economic organization, some companies do not feel comfortable making public statements regarding gender equity out of a fear of making a misstep and receiving undue criticism. One interviewee discussed how gender equity, specifically IPV, was less prioritized due to concerns of the pandemic:

While the risk factors for IPV have increased, the willingness of community members to deal with it has decreased because of COVID-19; everything is about economic security, food security, housing, and mental health.

If providing economic supports for girls and women is to be a successful upstream prevention strategy, engaging various types of organizations – especially organizations with an economic focus – will be crucial. However, interviews highlight that getting nontraditional partners engaged in leadership opportunities and economic supports for girls and women may prove challenging if gender equity is not seen as an explicit priority.

**Organizational Practices and Barriers Pertaining to Data Collection for Gender Equity Issues** Governmental organizations discussed the unique challenges of data collection for subgroups of women in California. For example, one interviewee described challenges around reliable data for DV, stating that the organization needs reliable data to show the magnitude of DV but that the strength of data is challenging due to several factors, including stigma and underreporting of violence, and different definitions of violence and DV. This interviewee notes that this is challenging, stating “reliable data is one of the biggest struggles; we can’t say the residents of our county are experiencing gender-based violence at X rate.”

On the other hand, another conversation highlighted challenges in collecting data for trans women of color, stating that “there’s a lot of emotional labor that goes into having to explain over and over again why trans women are the subject of such high rates of violence.” Despite this emotional labor, the interviewee notes that data collection participants are often uncompensated and rarely see the results of their work; if they do see the results of their participation, it is not helpful information for them.

Since having robust data is often a crucial component of demonstrating the magnitude of an issue and motivating others to act, not having robust data may represent a notable barrier for gender equity issues in California. Data challenges could be further complicated by the fact that marginalized subgroups of women may be hesitant to participate in data collection activities given a history of their emotional labor not being appropriately valued by researchers.

## 2) Challenges Facing Girls and Women

The environmental scan set out to better understand the challenges for girls' and women's empowerment, in addition to which of these challenges are the highest priority. Interviews and listening sessions surfaced challenges facing girls and women related to the issues of economic supports and leadership opportunities: 1) Lack of Affordable Housing in California; 2) Lack of Investment in Care Infrastructure; 3) Challenges Navigating Government Support Programs; 4) Sexism, Racism, and Transphobia in Leadership; 5) Economic Inequities and Intersectionality; 6) Challenges with One-Time Leadership Investments, and; 7) Familial/Cultural Attitudes around Gender. In organizational surveys, respondents were asked to prioritize practices and policies that address challenges facing girls and women, described in the "Prioritizing Gender Equity Challenges" subsection.

**Lack of Affordable Housing in California** | When asked to describe gender equity barriers for girls and women in California, several key informant interviews highlighted the high cost of housing in California. In addition to affordable housing being an issue itself, interviewees also discussed how housing in California is an underlying gender equity barrier for other issues. One interviewee stated that ["everything trickles down from where you live"](#) and described how low-income women are living farther away from where they work to access affordable housing, which has implications for the cost of transportation, childcare, and the ability to save money.

Using an intersectional lens, interviews also surfaced conversations regarding the impact that the cost of housing has on subgroups of women. One interviewee noted that trans-inclusive healthcare tends to be in the expensive urban areas of the state, which excludes low- and middle-income trans women from accessing gender-affirming healthcare. Another interview also highlighted how DV survivors and women are often left out of conversations around housing issues. In their county, for example, while DV survivors make up a similar proportion of the unhoused population as veterans, who were the focus of several county initiatives, the needs of DV survivors were often overlooked or unaddressed altogether. Their efforts around housing for DV survivors are an example of secondary prevention, or immediate responses to address short-term consequences of violence after it has already occurred.<sup>4</sup>

Given that housing is an underlying barrier for other issues and populations, such as accessing affordable childcare and gender-affirming healthcare, affordability of housing serves as a substantial barrier to providing economic supports and leadership opportunities for girls and women in California.

**Lack of Investment in Care Infrastructure** | Key informant interviews discussed problems related to government programs and policies around childcare, eldercare, and other forms of care as significant needs for girls and women. For example, an interview highlighted how ["childcare is an essential part of American infrastructure"](#) but that an adequate investment in childcare is lacking, from government funding of childcare programs to fair compensation of childcare workers at all levels of childcare organizations.

This interviewee noted that this is a gender and racial equity issue, given that both the highest need for childcare is for single-mothers of color, and that childcare workers – including frontline staff, management, and leadership – are also disproportionately women of color.

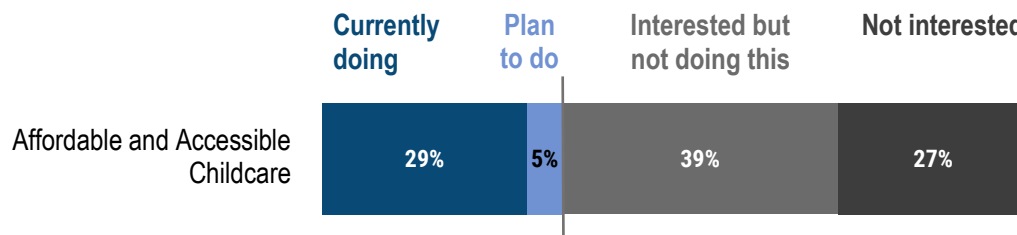
Interviewees also discussed issues around childcare during the COVID-19 pandemic. According to one funder, despite it being a societal level problem, many of their grantees have not perceived childcare as a priority, as described in the quote below:

Childcare isn't seen as a priority because gender norms put women in the home and anything that is considered a woman's issue is considered a private issue.

Listening session participants also described difficulties related to childcare; during the COVID-19 pandemic, many listening session participants were expected to participate in childcare activities while attending school virtually and working. One listening session participant, for example, referred to their siblings as their “kids” and described how the expectation of raising their siblings was placed on them as opposed to their father.

The organizational survey asked respondents whether their organizations promote affordable childcare in their policies or programs. Results indicated that many organizations are interested in promoting affordable and accessible childcare in their policies or program but are not actively promoting it. In fact, affordable and accessible childcare is the only policy or program in the organizational surveys in which “interested but not doing this” received the most responses. Results for promoting affordable and accessible childcare policies or programs are displayed in the following image.

### Interested but not doing this was the most common response for promoting affordable and accessible childcare in organizations' policies and programs



To address the needs of girls and women, investing in the care infrastructure will be key to improving the economic security and career opportunities for girls and women. Survey results, however, indicate that while this is a recognized need, most organizations are not currently promoting policies or programs for affordable and accessible childcare. On the

national level, interviews highlight the underinvestment of various forms of care, from the lack of spending on care infrastructure programs to undervaluing care workers.

**Challenges Navigating Government Support Programs** | Another need for girls and women centered around navigating nonprofit and government bureaucracies. One interviewee noted that applications for paid family leave, state disability insurance, and other programs present several barriers for low-income women, such as computer access or language barriers, while another interviewee stated one of the largest problems to accessing support programs is not knowing that programs exist in the first place. Another interview discussion centered on women having difficulty navigating systems even when they are aware of programs and have the resources needed to apply due to a lack of coordination between support programs, stating that “[there are these bottlenecks where women fall into this black hole; they are trying to navigate and get out of poverty but these systems are not designed to meet women where they are at.](#)” Since accessing social support programs is a central component of providing economic supports, inaccessible systems navigation to government programs represents a substantial obstacle to addressing the needs of girls and women.

**Sexism, Racism, and Transphobia for Women in Leadership** | Key informant interview and listening session participants both discussed the need to change perceptions of girls and women in leadership roles. One interviewee discussed how gendered social constructs can prevent women, particularly women of color, from speaking up since women in leadership can often be perceived as being “aggressive.” Similarly, listening session participants frequently discussed how their ideas may be ignored because of gender biases, while their male counterparts will bring up the same idea and will be put into action, leading participants to feel “[completely ignored or unheard in positions of leadership.](#)” Another listening session participant noted the difficulties with gender biases given that they are often implicit:

Gender identity issues are so implicit so sometimes we don't recognize them as challenges. We just think, “Oh this is just something I've always experienced.” I just thought me not speaking up in the classroom was just about me being shy, but thinking about it from a gender perspective, it's because boys are encouraged to be more vocal and that has an impact on the way that we behave.

Participants also surfaced the unique challenges for girls and women with intersecting marginalized identities related to leadership. Even if girls and women are given leadership opportunities, participants highlighted the specific challenges that women of color still face, even in organizations working towards internal gender equity. Existing power structures continue to exert influence on women leaders, for example, when they want to support external racial equity initiatives (e.g., Black Lives Matter). One interviewee pointed out that the challenge for many BIPOC (Black and Indigenous People of Color)

women leaders is not having leadership development or opportunities, but the underlying conditions:

There are a million leadership development projects out there – it's not the leadership development of these folks; it's the conditions that they are working under. It's that system where, especially Boards of Directors or even other EDs, are not really able to take leadership from a Black woman.

Several participants also described the challenges trans women face in terms of career development. One participant describing how trans women are often fired from their jobs after transitioning, despite being legally protected in California, stating that “too often, trans women who have flourishing careers who make the decision to live their lives authentically, have to leave their established career.”

These various biases regarding girls and women in leadership, particularly for women of color and trans women, present a challenge for providing leadership opportunities for girls and women. These biases may not only prevent girls and women from getting into leadership positions, but once they are there, existing power structures may limit their agency within an organization.

**Economic Inequities and Intersectionality** | Interviewees and listening session participants also highlighted economic barriers facing marginalized women and girls. One interviewee described how historic drivers of inequality have systemically produced economic disparities for women of color noting the history of the following: slavery; Jim Crow laws; racially restricted covenants; and the exclusion of women and people of color from higher education, accessing credit, and business capital. The interviewee noted that these compounding barriers, many of which were only made illegal a few decades ago, have left women of color with little or no intergenerational wealth. Another participant described the ways trans girls and women of color have been disproportionately affected by the pandemic:

During the pandemic, trans women of color have really suffered. Employment and housing are huge and they're interrelated, which has left many have to rely on sex work. And this all get compounded with the lack of access to health care. They have always been big unaddressed needs, but especially right now.

Similar to leadership biases, environmental scan data highlight how challenges facing women disproportionately affect women of color and trans women, which is only compounded by systemic, historically embedded drivers of inequality. Furthermore, women without immigration documents face employment and economic challenges.

**Challenges with One-Time Leadership Investments** | Participants in key informant interviews and listening sessions noted the challenges of many leadership initiatives being a “one-time” investment. For example, one interviewee stated that, whether it is a



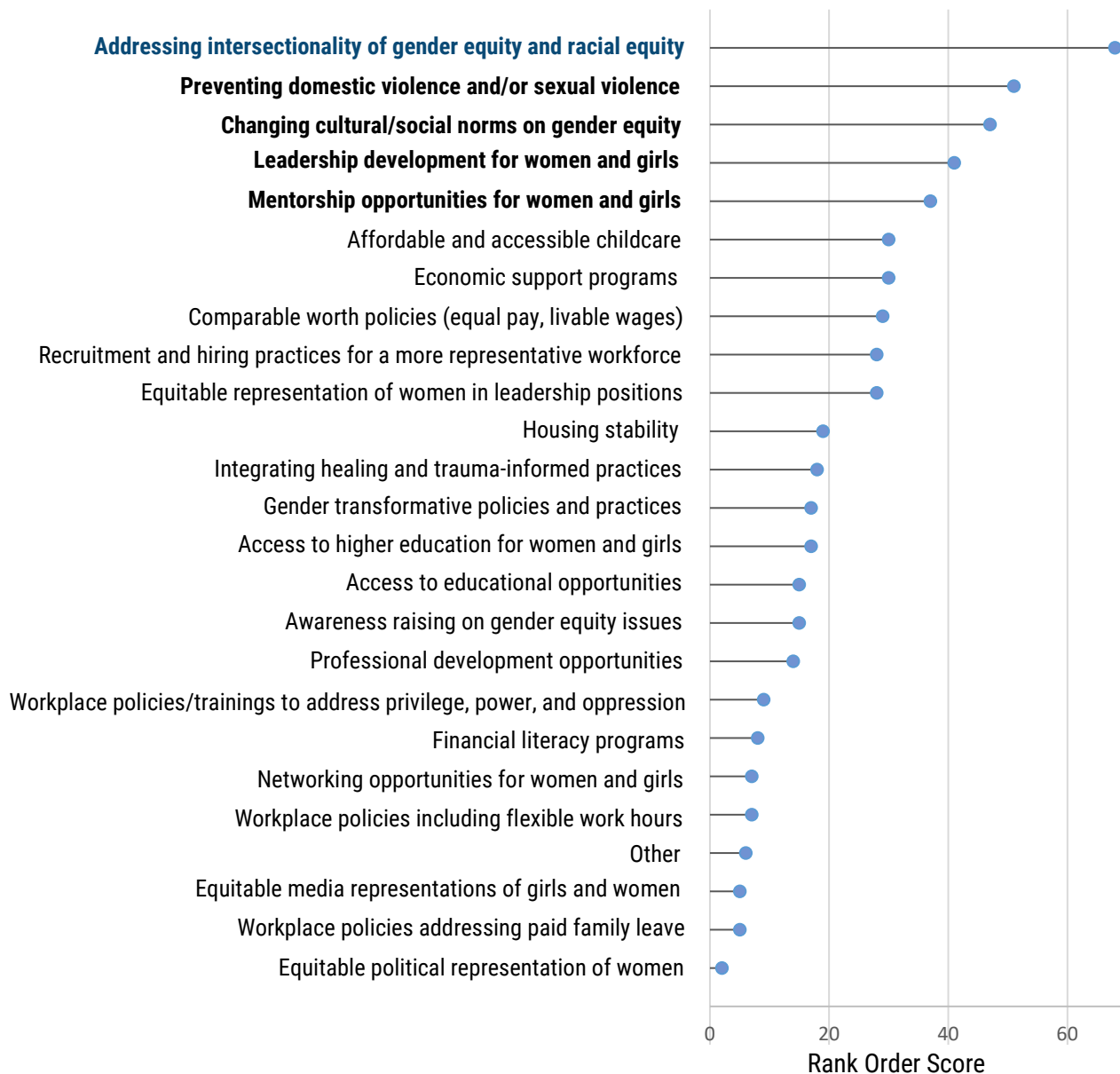
three-day event or an eight-week training program, these training programs lack the coaching, ongoing support, and lifelong mentorship needed to create an ecosystem of leadership development. A listening session participant also believed that mentorship programs that they had participated in had not been effective since there was not a genuine and strategic investment in the mentorship, despite good intentions. According to these participants, an essential piece of providing leadership development is supporting long-term investments that provides ongoing mentorship and support for girls and women.

**Familial/Cultural Attitudes around Gender** | Several listening sessions noted challenges participants faced related to gendered expectations within their families. One listening session participant described how her family members did not support her going to college since “they do not believe college is a place for a woman” and instead thought she should focus on finding someone to marry. Listening sessions also included conversations around historical gendered expectations that cause girls to do more household chores and childrearing activities, even at the expense of participating in academic or extracurricular activities. These conversations with listening session participants highlight larger socio-cultural challenges that girls and youth may face in family structures.

### **Prioritizing Gender Equity Challenges**

Surveys asked respondents to select five gender equity priorities that address the needs of girls and women out of a list of 25 and then rank the five selected priorities from most important to least important. A rank order score was then calculated by assigning the most weight to those options ranked as the most important. As shown in the figure on the next page, the following were highly ranked gender equity strategies: addressing intersectionality of gender equity and racial equity; preventing domestic violence and/or sexual violence; changing cultural/social norms on gender equity, and; leadership/mentorship opportunities for women and girls.

Surveys indicate that **addressing intersectionality** was the **highest ranked** gender equity priority

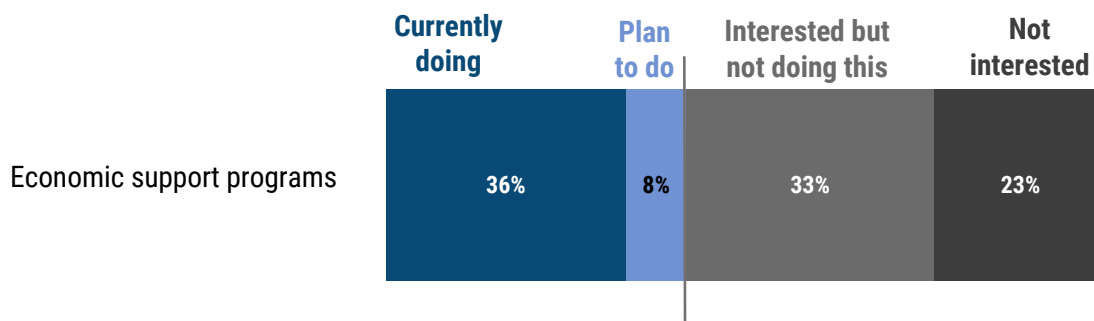


**Priority Alignment with CDC SV and IPV Prevention Strategies** | The highest ranked priorities align with many of the approaches included in the CDC’s Technical Packages on SV and IPV prevention. Intersectionality, for example, is highlighted in *Continuing the Dialogue*, noting that prevention efforts must address multiple identities and forms of oppression, and the intersections between them, to be effective. Changing social norms, or the third-highest ranked gender equity priority, is also included in the CDC’s SV and IPV Technical Package as a prevention strategy. The STOP SV Technical Package in

particular highlights that programs using specific social norms approaches (bystander approaches and mobilizing boys/men as allies) have shown to reduce the risk of SV perpetration and victimization among participants. Leadership development and mentorship opportunities for girls and women, the fourth- and fifth-highest ranked priorities, aligns with the STOP SV Technical Package’s core prevention strategy of providing leadership opportunities for girls. The alignment of survey results and CDC priorities suggest that intersectionality, changing social norms, and leadership opportunities related to gender equity are recognized priorities among organizations in the gender equity space.

**Prioritizing Economic Supports** | The CDC’s STOP SV Technical Package and *Continuing the Dialogue* note the importance of the economic security of families, such as policies to ensure women having comparable salaries, childcare policies, and paid family and medical leave. The CDC Technical Packages on SV and IPV prevention highlight that economic security policies like these have been linked to decreased risks of SV and IPV and create opportunities for women’s education, income and employment. While the CDC notes the importance of economic security policies as a prevention strategy, survey results indicated that, although economic security strategies were higher on the list, they were not among the top priorities (e.g., “economic support programs” and “comparable worth policies” were ranked 7<sup>th</sup> and 8<sup>th</sup>). Similarly, when survey respondents were asked if they have policies or programs that promote economic supports, nearly the same percentage of respondents reported “currently” promoting economic supports as those who are “interested but not doing this,” as shown in the figure below.

**A majority** of respondents were not currently promoting **economic supports** in their programs or practices



While there is substantial interest in economic supports, survey results highlight that economic supports are seen as less of a priority. This suggests that economic supports may be a key area of exploration in gender equity and violence prevention strategies.

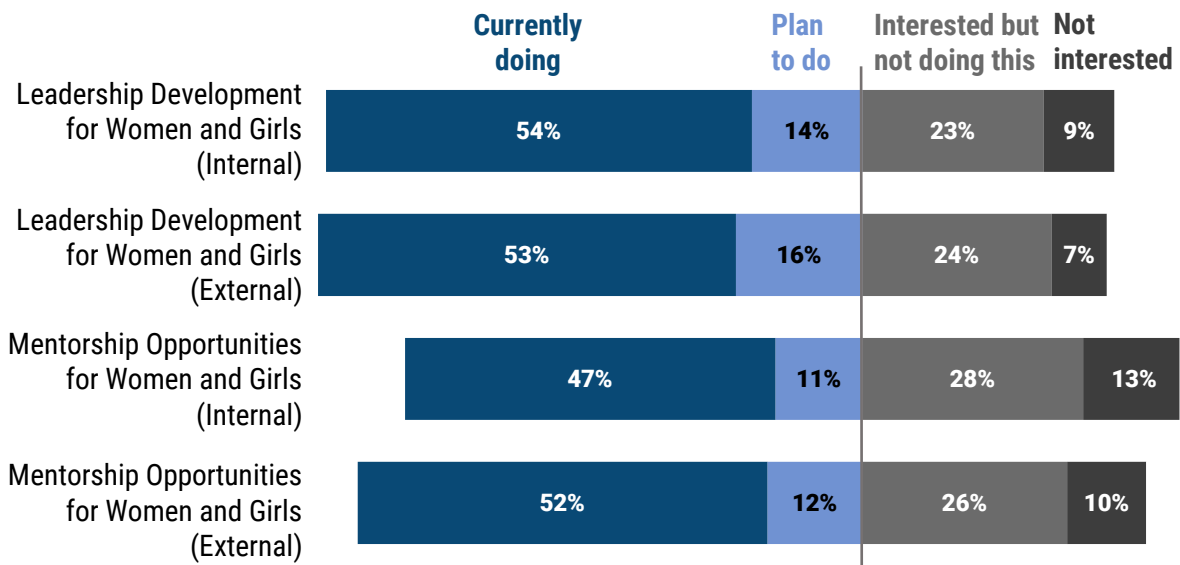
### 3) Strategies for Providing Leadership Opportunities and Economic Supports

A central part of the environmental scan was to explore strategies for providing leadership opportunities and economic supports for girls and women, which are described below.

#### Leadership Strategies

Survey results indicate that a majority of respondents reported providing leadership development and mentorship opportunities for girls and women, or that they were planning to provide leadership development/mentorship opportunities. This applies both for work that organizations reported doing *externally* (e.g., in their programs, policies, etc.) and for work occurring *internally* within their organization (e.g., staff development). The results are displayed in the following graph.

**A majority of respondents are currently or planning to incorporate leadership development and mentorship opportunities for girls and women.**



In key informant interviews, the following strategies emerged regarding leadership development: 1) Inclusive Recruitment Practices; 2) Addressing Trauma; 3) Tiered Leadership Development, and; 4) Participatory Approaches to Leadership.

**Inclusive Recruitment Practices** | One conversation highlighted the importance of hiring from within the community that the organization serves. Working in a disinvested community, the interviewee noted, means that many community members face significant barriers to higher education, employment, and other aspects that help build one’s career. Recognizing that many of community members with limited access to resources have valuable lived-experiences, this organization shifted their recruitment practices to be more inclusive and value other qualifications, as described in the following excerpt:

**How we define what gets you to leadership** and creating a pipeline of different ways to get there? The notion that a four-year college degree or a master's degree is the minimum qualification precludes women of color because there's not access, funding, or resources. How do we change even what our expectations are of leadership and what we're looking for in hiring? Many of the folks we heard from, their experience was, "I was one of five kids, and I had to manage and navigate what that looked like." **We use that as valuable experience**, and then we hone in through our training, through our supervision, through our coaching and support to say, "How can we leverage what you know and make that work here?"

The excerpt highlights how inclusive recruitment practices can be a strategy to address the underlying conditions that serve as barriers to employment, such as access to higher education. Another program promoted innovative strategies to recruit and employ immigrant women to do COVID contract tracing and then provide training and supports to create a pathway for them to be positioned for permanent living-wage employment. By addressing these barriers and promoting access to employment, these strategies may help promote the leadership of women, particularly women with limited resources.

**Healing & Addressing Trauma** | In addition to specific hiring and recruitment practices, addressing trauma was a theme in key informant interviews. In the CDC's STOP SV Technical Package, it notes that effective leadership programs provide safe spaces for girls to grow and connect. One organization described using healing and nondenominational spirituality as a key piece to their employment training program. This interviewee went on to push organizations to think not just about leadership, but also healing and liberation as ways to empower young people, while at the same time recognizing that not everyone may be ready to engaging in personal healing work:

I am for leadership programs, but they need to have a healing component. And there always needs to be a larger conversation around the political climates that drive oppression while also having room for the autonomy of young folks to just say, "I'm here because I need a job – I don't want to do the personal healing work because I'm not ready, the anxiety of having those conversations is a lot." So leadership programs should also allow for folks to have the autonomy to just do what they need as long they're continuing to show up.

According to this interviewee, focusing on healing and drivers of oppression situates the problem not in the individual, but in larger social structures. The approach involves understanding how these social structures contribute to individual circumstances, and how healing practices can be used to liberate participants. Another interviewee described looking at Human Resources practices to be mindful of trauma for participants and staff. This nonprofit uses a consultative model that used medical health professionals to meet with staff twice a month. Using a trauma-informed approach, these meetings centered on

conversations such as triggers, secondary trauma, and how the organization can train and support staff to address these issues with their staff and its program participants.

**Tiered Leadership Development** | Key informant interviews highlighted their approach to leadership as being a continuous investment. One interviewee described working to provide an “ecosystem around professional development” for their participants and staff by providing ongoing coaching, mentorship, and connecting them to networks for employment and community engagement. Another interviewee highlighted using a tiered leadership development approach, in which staff receive different trainings based on their experience. This organization also uses individualized coaching plans that are created every six months and revisited every three months.

**Participatory Approaches to Leadership** | Several organizations described participatory leadership approaches, in which program participants are empowered to be actively involved as leaders and decision makers in the program. This aligns with the CDC’s STOP SV Technical Package, which states leadership programming ideally involves participants as leaders throughout planning, development, and implementation of programs. In the key informant interviews, one organization highlighted how empowering it was to have one of their program participants become an organizer, stating that she “[got a boost of confidence that she hadn’t had before](#)” which has led her to be more involved in the organization and to go back to college to get a degree in political science. Another organization that works with youth explained why having peer-led programs is their primary youth development effort since messaging is far more impactful when it comes from youth, in addition to being a quick and effective method to building youth leadership skills. Other organizations described employing participants as community outreach specialists; since these are paid positions, this approach connects both economic and leadership strategies. One interviewee noted that using community members as educators and teachers is an effective strategy since they are trusted messengers from the community, in addition to creating employment and leadership opportunities.

Another strategy to empower participants as leaders and decision makers came from an organization that conducts a statewide training program. In addition to training their fellows, the organization uses the training program as a mechanism to intentionally receive feedback from participants with intersecting marginalized identities in order to lead more effective and inclusive trainings:

Our training program has been good for us because, as a funder, you're close to the work, but you're not doing the work. With the training program, we have a cohort of 50 people, 25 state folks and 25 local folks, who are dealing with a lot of issues directly. We are also having to respond to their needs and expectations. We are in direct contact with them for the whole year. For example, a lot of our fellows were trans and gender non-conforming folks and were giving us feedback that some parts of the

training were fantastic, but we really missed the mark during other parts. So, our training program really gives us an ongoing relationship with folks, which I think is quite different than other organizations. **It's a matter of having folks with lived experience be the ones to say, "This works well," "This really didn't work well."**

As mentioned earlier, participants highlighted that barriers to women in leadership are related less to a lack of leadership development opportunities, but rather the conditions in which women work. Accordingly, many of the leadership empowerment strategies, particularly around recruitment and trauma-informed practices, address some of these underlying conditions, such as unequal educational access.

### **Economic Support Strategies**

Key informant interviews surfaced five strategies and practices related to economic supports: 1) Providing Tailored Financial Education; 2) Navigating Applications for Economic Supports; 3) Landlord Education around DV Survivors; 4) Matched Savings Programs, and; 5) Unconditional Cash Assistance for Pregnant People.

**Providing Tailored Financial Education** | The most common theme around economic supports involved financial education. One organization stated that there has been a movement to create nonprofit financial coaching services, particularly to provide tailored financial education for low-income women. The organization works to understand a woman's unique circumstances and then provides financial education and supports to address their needs.

**Navigating Applications for Economic Support** | One interviewee noted that applications for paid family leave, state disability insurance, and other programs present several barriers for low-income populations, such as computer access or language barriers. This organization incorporates working with women to help navigate applications as part of their overall economic empowerment strategy. Another organization described their work around applications at the state policy level, specifically to remove application requirements for the Cal Grant, a financial aid program for public community colleges and universities.

**Landlord Education around DV Survivors** | Another organization described a program around educating landlords and housing managers about the importance of renting to DV survivors. This includes explaining unique challenges and barriers they may face related to DV, such as credit and banking, while also highlighting why DV survivors have access to funding to rent and make good tenants. The program also included developing messaging to landlords and providing education for survivors around tenant rights.

**Matched Savings Program** | One interview provided a detailed description of a matched savings program that mimics an Individual Retirement Account (IRA) to incentivize lower-income individuals to save. The interviewee mentioned that studies have highlighted that when low-income individuals are given opportunities to save, they do so at a higher rate

than middle- and high-income earners. One such program includes over 500,000 women, primarily women of color.

**Unconditional Cash Assistance for Pregnant People** | An interviewee described a pilot program to provide unconditional cash assistance to people experiencing pregnancy throughout their pregnancy and two months after birth. The interviewee highlighted the importance of such programs since most cash assistance programs are conditional, which represents a significant barrier to low-income single parents. Another interview highlighted research which shows that pregnant and postpartum people are at high risk for domestic violence in part due to economic and emotional stressors on the family.

While the programs and practices highlighted only draw on a limited number of key informant interviews, they illustrate that there are several innovative strategies around economic supports and empowerment for girls and women at the individual, relationship, and community level of change.





## **IV. SUMMARY AND FUTURE CONSIDERATIONS**

The environmental scan highlighted a number of key barriers and strategies pertaining to economics supports and leadership opportunities for girls and women. As highlighted in the introduction of the report, while there are no studies that directly link leadership opportunities for girls and women to lower rates of SV victimization and perpetration, leadership opportunities are conceptually linked in that they are expected to affect other known risk factors to SV, such as employment and education. In light of this rationale, the environmental scan represents a preliminary exploration into barriers and strategies for providing leadership opportunities and economic supports for girls and women as an upstream violence prevention strategy. As such, this environmental scan is not meant to create a plan to address each challenge raised throughout the report, but rather generate conversation for interested stakeholders around economic supports and leadership opportunities as a primary prevention method for girls and women in California. To move this conversation forward, this report concludes with future considerations for interested stakeholders who wish to leverage the findings of this environmental scan.

### **Future Considerations**

Interested stakeholders may consider the following as next steps to further the work of providing leadership opportunities and economic supports as a DV/SV prevention approach for girls and women in California.

**Connecting Economic Supports and the Prevention of DV and SV** | If economic supports are to be used as an upstream prevention strategy for DV and SV, engaging economic support organizations in this work will be key. However, survey results from the environmental scan highlighted that economic support strategies were not as highly ranked as other gender equity strategies, while interviews with some economic support organizations acknowledged that gender equity issues get crowded out among other priorities. This disconnect highlights the need to bridge economic and DV/SV work in order to use economic supports as a prevention strategy for girls and women.

**Creating Long-Term Investments to Create a Pipeline of Leadership Opportunities** | Environmental scan findings highlighted that training programs often lack the coaching, ongoing support, and lifelong mentorship needed to create impactful leadership opportunities. To create meaningful leadership opportunities, an essential

component is to create long-term investments that provide ongoing mentorship and support for girls and women, instead of one-time investments.

**Engage Key Stakeholders Involved with Economic Supports for Girls and Women** | The environmental scan included a broad array of interested stakeholders involved in leadership development for girls and women, economic mobility and support, gender health/equity, and violence prevention. However, throughout all forms of data collection, there was less representation from organizations with a specific focus on economic supports. Given the need to bridge work around economic supports for girls and women and DV/SV prevention, engaging organizations that work with economic mobility and supports may help expand the knowledge base around economic supports as a violence prevention approach. This may be particularly important for economic concerns that were lifted up as challenges throughout the environmental scan, such as issues around housing, child/elder care, and navigating government support programs.

**Explore Multi-Sector Partnerships Pertaining to Identified Challenges** | As noted earlier in this report, *Continuing the Dialogue* states the importance of multi-sector partnerships in bridging violence prevention with other health and social issues, which can be a key way to streamline and improve violence prevention efforts. The environmental scan highlighted notable collaborations that bridge various sectors, such as a collaboration that works to address disproportionate infant and maternal mortality among African American women by training various community members around family leave policies. While collaboration was explored in the environmental scan, further exploration with multi-sector partners or coalitions that address some of the key issues identified in this report (e.g., housing, childcare, etc.), particularly around economic support topics, may help move this violence prevention work forward. Coalitions may need to consider building their collective power within their sector first due to power imbalances that may exist when working across other sectors.

**Examine Best Practices for Providing Economic Supports and Leadership Opportunities for Girls and Women** | While the environmental scan looked at a broad set of questions related to barriers, strategies, and collaborative work, future research/evaluation efforts may examine best practices specifically. In particular, best practices examined could be those that address challenges facing girls and women that were identified in the environmental scan (e.g., childcare). Additionally, given the importance of engaging with stakeholders involved in economic supports for girls and women, best practices specific to economic supports may be an area of particular interest to consider for future research activities. Moreover, since the environmental scan noted concerns around researchers undervaluing the time and emotional labor of subjects of data collection who have intersecting oppressed identities (e.g., trans women of color), further work to examine best practices may consider providing compensation and leadership opportunities for participants' time (e.g., creating a data collection workgroup for participants to ensure that those with lived-experiences related to the research topic are guiding decision making). This may also help researchers have a greater awareness

of how to accommodate and value data collection participants' emotional labor. Additionally, creating transparency regarding the conditions of data collection (e.g., compensation, recruitment) and how the data will be used may help research efforts be more equitable and meaningful to those involved.

## References

---

<sup>1</sup> California Department of Public Health. Injury and Violence Prevention. Retrieved June 29, 2021, from <https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/Pages/IVPB.aspx>

<sup>2</sup> Basile, K.C., DeGue, S., Jones, K., Freire, K., Dills, J., Smith, S.G., Raiford, J.L. (2016). STOP SV: A Technical Package to Prevent Sexual Violence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<sup>3</sup> Nolon, P. H., Kearns, M., Dills, J., Rambo, K., Irving, S., Armstead, T., & Gilbert, L. (2017). Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<sup>4</sup> Dills J, Jones K, Brown P. (2019). Continuing the Dialogue: Learning from the Past and Looking to the Future of Intimate Partner Violence and Sexual Violence Prevention. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<sup>5</sup> Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute

# ATTACHMENTS

---

## Attachment A – Environmental Scan Methodology

### Data Collection

The environmental scan included three forms of data collection: 1) key informant interviews; 2) organizational surveys, and; 3) listening sessions. The scope of each form of data collection is described below.

**Key Informant Interviews** | From December 2020 through March 2021, ISR conducted 20 key informant interviews. Selection criteria for interviewees included individuals who worked for organizations that were involved in violence prevention (including sexual violence), leadership development for girls and women, economic mobility and support, and gender health equity. In terms of focus, eight organizations focused on leadership development for girls and women, seven focused on economic mobility and supports, four on violence prevention, and two on gender health/equity. Interviewees also represented various types of organizations, including policy/advocacy, community organizing, direct service, research and evaluation, government agencies, and foundations. Most organizations worked throughout California, though some organizations (4) only worked on the local level while others worked nationally (5).

An interview protocol was developed in consultation with CDPH IVPB to review lines of questioning. Two initial interviews were also with violence prevention and women's empowerment organizations to pilot the questions and provide feedback for the protocol. These interviews also provided input on the study design itself to help inform research questions. ISR incorporated the feedback of the interviews to revise the interview protocol and to inform research questions (see Attachment B for Key Informant Interview Protocol Draft). The interview protocol was used to elicit responses regarding their organizational approach to gender equity, particularly approaches related to leadership opportunities and economic supports, unaddressed needs for girls and women in California pertaining to economic stability and leadership opportunities, and questions regarding current and desired collaborations related to gender equity, economic stability, and leadership opportunities for girls and women. Interview responses were captured via Zoom recordings which were transcribed using the transcription service Rev.com.

**Listening Sessions** | ISR conducted four listening sessions with girls, young women, and nonbinary youth in April 2021. Participants' ages ranged from 14 to 26. Of the four listening sessions, ISR conducted two listening sessions with high school-aged youth (14-18) and two with young adults (18-26). Geographic areas Locations represented included Merced, Napa County, and Alameda County. One listening session was conducted with youth from various rural locations, including Le Grande and Hollister. Overall, 20 participants participated in the listening sessions, or an average of five participants per

listening session. The listening session protocol included questions regarding barriers they experience relating to economic supports, leadership opportunities, and overall safety (see Attachment C for listening session protocol). Additional questions were related to solutions for the barriers participants described. Listening responses were captured with Zoom recordings which were transcribed via Rev.com.

**Organizational Surveys** | ISR designed a survey in consultation with CDPH IVPB to gauge the extent to which organization incorporated gender equity strategies in their organization and which strategies they believe are most important to addressing gender equity (see Attachment D for survey questions). To recruit survey respondents, ISR worked with CDPH to create a list of over 300 organizations that have a focus in violence prevention (including sexual violence), leadership development for girls and women, economic mobility and support, and/or gender health equity. Convenience sampling was used and surveys were collected using the survey platform Qualtrics. Overall, 85 surveys were collected and included in the analysis.

Regarding characteristics of survey respondents, the majority (75%) of organizations conducted their program exclusively within a local area of California, while the remaining organizations (25%) work on a statewide, national, or international level. Organizations included a diversity of locations within California, with the top areas represented including LA County (14%), Sacramento County (14%), Orange County (12%), San Bernardino County (11%), Alameda County (7%), Fresno County (7%), Santa Clara County (7%), Yuba County (7%), Santa Cruz County (7%), Colusa County (7%), Riverside County (7%), and Santa Barbara County (7%). In terms of focus area, most (76%) organizations were non-traditional prevention partners (e.g., focus area on leadership development), while 24 percent of organizations were IPV organizations. Refer to Attachment E for full survey results.

## Data Analysis

**Key Informant Interviews and Listening Sessions** | Transcripts from KIIs and listening sessions were uploaded into the qualitative coding software Dedoose. These data were analyzed using inductive coding, in which initial participant responses were coded to document themes as they emerge. A second reading of qualitative data involved consolidating emergent themes into final thematic codes. These final thematic codes included descriptions of each code within Dedoose. With the final thematic codes, responses were coded a third and final time to ensure consistency. While not all final thematic codes were presented in the final report (only those that helped answer the environmental scan's research questions were included), all key thematic codes were included in internal preliminary results memos for the KIIs and listening sessions.

**Organizational Surveys** | Surveys included both close-ended and open-ended questions. Data were uploaded in the statistical package SPSS for analysis. Analysis largely included descriptive statistics, primarily frequencies and means. Analysis also included a rank order score, in which respondents were asked to rank their top five gender

equity strategies, with a “1” representing the top priority and a “5” representing the least important priority of the five selected. A Rank order score was calculated by giving responses with a “1” the most weight (i.e., a weight of 5) and options with a “5” as the least weight (i.e., a weight of 1). Individual responses were aggregated to create an overall rank order score for each priority option included in the survey. Open-ended questions pertained to collaboration (describing current and desired collaboration). Responses were analyzed by categorizing collaborations by the sectors described (e.g., a CBO collaborating with a government organization). Excel was used to categorize and total responses.

## **Attachment B – Key Informant Interview Protocol**

### **Introduction**

The CDPH Injury and Violence Prevention Branch has contracted with the Institute for Social Research at Sacramento State University (ISR) to conduct an environmental scan regarding practices, programs, or policies related to providing leadership opportunities and economic supports for girls and women in California. These are protective factors explored in the STOP Sexual Violence [Technical Package](#) by the Centers for Disease Control and Prevention. CDPH is interested in exploring these protective factors against various forms of violence for girls and women, including domestic violence, sexual violence, and teen dating violence.

To help inform this research, ISR is conducting interviews with key stakeholders in organizations that play a role in empowering girls and women in California. ISR will analyze interviews to surface common themes among interview participants' responses, which will be included in a final report. Interviews are confidential, so your name or other information that is identifying will not be included. The final report will ultimately be used to inform CDPH's Rape Prevention and Education (RPE) Program State Plan, which will help identify strategies and funding priorities for violence prevention. Once the report is public, CDPH will send the report to interviewees.

For this interview, we will be focusing in on opportunities and barriers for girls and women within California specifically. Note that CDPH and ISR have a gender-expansive view of girls and women that include the following: trans girls and women; non-binary, gender non-conforming, and gender queer youth and adults; girl-identified youth; and cis-gendered women and girls. We are interested in discussing the challenges and opportunities for girls and women in relation to your work, but feel free to discuss any insights you have outside of your role as well.

Do you have any questions for us before we get started?

### **Introduction/Organizational Context**

1. Can you talk about your organization and its approach on advancing gender equity for women and girls? Can you expand on your role in this organization?

### **Organizational Program/Approach**

2. How does your organization prioritize its strategies in advancing gender equity solutions for women and girls in California? Are those strategies explicit in your policy agendas or mission statement as an organization?
3. What strategies are you interested in initiating or expanding that your organization currently does not implement?

### **Context of Gender Equity**

4. In your role, what do you see as the most unaddressed needs for women and girls to obtain gender equity? To obtain economic stability?



5. In your experience, what are the unique barriers or challenges for women and girls to obtain leadership positions in CA?

### **Other Organizations and Opportunities**

6. What collaborations or partnerships does your organization take part in to work on creating gender equity, economic stability, and/or leadership and empowerment opportunities for women and girls?
7. Outside of your field or sector, what opportunities do you think exist to advance gender equity, economic stability, and/or girls' leadership and empowerment?
8. Who are the key players/stakeholders that you know of that could help to advance women's issues and girls' needs related to these goals in California? At the state level? At the community or local level?
9. Of these organizations, which ones would you recommend to include in our interviews for this environmental scan?

### **Concluding:**

10. Do you have any final thoughts? Any answers you wish to expand on or are there any questions you wish we had asked?

## Attachment C – Listening Session Protocol

### Introduction

Thanks for agreeing to today's listening session! Before I talk about the purpose of the listening session, I want to let everyone know that your participation is 100% voluntary, so there is no pressure to participate and you may leave at any time (however, the incentive is only available for those who attend the listening session). If there are any questions that you do not feel comfortable answering, there is no pressure to do so. Your answers are also confidential, meaning your name or identifying information will not be shared publicly. I also ask that what is said in this listening session stays in this listening session, to ensure confidentiality. The session will be recorded but will only be viewed by members of the Institute for Social Research team.

The purpose of today's listening session is to learn more about the unique challenges and opportunities facing girls and young women in California. These listening sessions are part of a research project at the California Department of Public Health and the Institute for Social Research at Sacramento State. Ultimately, we're hoping this research project will help inform the way the State approaches violence prevention and the empowerment of girls and women.

Do you have any questions for me before we get started?

### Icebreaker

1. What does "gender equity" mean to you? Why is it important to you?

### Challenges/Barriers

2. What are some of the most pressing issues facing girls and young women in your community today?
3. Have you faced any challenges while trying to be a leader in your school or community? If so, what challenges? Any that are related to your gender identity?
4. What are some of the most pressing economic issues for girls and women in your community?
5. How has the Covid-19 pandemic affected some of the issues you already mentioned?

### Visions/Opportunities

6. What would a more equitable California look like for girls and women?
7. What are some policies or programs that would help California become more equitable?
8. What cultural changes do you think would make California more equitable for girls and women?
9. If you had all the resources available to you, what one thing would you do to make a more equitable California?

## Attachment D – Organizational Survey Questions (administered via Qualtrics)

### Introduction

The California Department of Public Health, Injury and Violence Prevention Branch (CDPH IVPB) is conducting an environmental scan regarding practices, programs, and policies related to gender equity and providing leadership opportunities and economic supports for girls and women in California. These strategies are known to prevent various forms of violence for girls and women, including sexual violence, domestic violence, and teen dating violence.

To help inform this process, CDPH IVPB has contracted with Sacramento State University, Institute for Social Research (ISR) to survey key stakeholders in organizations that play a role in empowering girls and women in California. In our investigation of innovative organizations supporting girls and women, it was determined that hearing from your organization would be a valuable contribution to our process.

This survey will inform the environmental scan by learning more about the landscape of organizations working with these approaches in order to help identify priorities and best practices. Your responses are confidential and will not be shared publicly. The survey takes approximately 9 minutes to complete.

**Your responses are confidential and your participation is voluntary.** Your individual responses will only be viewed by ISR and your answers will not be made public. ISR will analyze the survey responses to surface common themes that align with other scan methods, including key informant interviews and listening sessions. A summary will be included in a final report that will ultimately be used to inform CDPH IVPB's upstream approach to violence prevention, which seeks to address root causes and prevent violence from happening in the first place.

### Questions

#### 1a) Please select the category that best describes your organization.

- 501(c)3 nonprofit, community-based organization, charitable organization, etc. (exclude higher learning institutions and hospitals)
- 501(c)4 nonprofit, advocacy/lobbying organization
- Foundation
- K-12 institution (public, charter, or private)
- Higher learning institution (college, university)
- Hospital/Health System
- Local Government
- State Government
- Private Business or Corporation
- Self-employed
- Other: \_\_\_\_\_

#### 2) Is your organization an affiliate of a larger organization?

- Yes, we are part of a regional organization
- Yes, we are part of a statewide organization
- Yes, we are part of a national organization
- No
- Other: \_\_\_\_\_

**3) In which areas does your organization conduct programs (Check all that apply)**

- In specific counties in California (*county selections available on next question*)
- Statewide
- National
- International
- Other: \_\_\_\_\_

**4) In which county(ies) does your organization conduct programs? (Check all that apply)**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Alameda County         | <input type="checkbox"/> Lake County           | <input type="checkbox"/> San Joaquin County   |
| <input type="checkbox"/> Butte County           | <input type="checkbox"/> Madera County         | <input type="checkbox"/> Santa Barbara County |
| <input type="checkbox"/> Contra Costa County    | <input type="checkbox"/> Mendocino County      | <input type="checkbox"/> Santa Clara County   |
| <input type="checkbox"/> Fresno County          | <input type="checkbox"/> Mono County           | <input type="checkbox"/> Shasta County        |
| <input type="checkbox"/> Imperial County        | <input type="checkbox"/> Nevada County         | <input type="checkbox"/> Solano County        |
| <input type="checkbox"/> Kings County           | <input type="checkbox"/> Plumas County         | <input type="checkbox"/> Sutter County        |
| <input type="checkbox"/> Los Angeles County     | <input type="checkbox"/> San Benito County     | <input type="checkbox"/> Tulare County        |
| <input type="checkbox"/> Mariposa County        | <input type="checkbox"/> San Francisco         | <input type="checkbox"/> Yolo County          |
| <input type="checkbox"/> Modoc County           | <input type="checkbox"/> San Mateo County      |   |
| <input type="checkbox"/> Napa County            | <input type="checkbox"/> Santa Cruz County     |   |
| <input type="checkbox"/> Placer County          | <input type="checkbox"/> Siskiyou County       |   |
| <input type="checkbox"/> Sacramento County      | <input type="checkbox"/> Stanislaus County     |   |
| <input type="checkbox"/> San Diego County       | <input type="checkbox"/> Trinity County        |   |
| <input type="checkbox"/> San Luis Obispo County | <input type="checkbox"/> Ventura County        |   |
| <input type="checkbox"/> Santa Clara County     | <input type="checkbox"/> Other                 |   |
| <input type="checkbox"/> Sierra County          | <input type="checkbox"/> Amador County         |   |
| <input type="checkbox"/> Sonoma County          | <input type="checkbox"/> Colusa County         |   |
| <input type="checkbox"/> Tehama County          | <input type="checkbox"/> El Dorado County      |   |
| <input type="checkbox"/> Tuolumne County        | <input type="checkbox"/> Humboldt County       |   |
| <input type="checkbox"/> Yuba County            | <input type="checkbox"/> Kern County           |   |
| <input type="checkbox"/> Alpine County          | <input type="checkbox"/> Lassen County         |   |
| <input type="checkbox"/> Calaveras County       | <input type="checkbox"/> Marin County          |   |
| <input type="checkbox"/> Del Norte County       | <input type="checkbox"/> Merced County         |   |
| <input type="checkbox"/> Glenn County           | <input type="checkbox"/> Monterey County       |   |
| <input type="checkbox"/> Inyo County            | <input type="checkbox"/> Orange County         |   |
|   | <input type="checkbox"/> Riverside County      |   |
|   | <input type="checkbox"/> San Bernardino County |   |

**5) Which populations does your organization currently serve to address gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women? (Check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Black, Indigenous, and People of Color             | <input type="checkbox"/> Men                                |
| <input type="checkbox"/> Boys   | <input type="checkbox"/> People with disabilities           |
| <input type="checkbox"/> Elderly  | <input type="checkbox"/> People with mental health concerns |
| <input type="checkbox"/> Formerly incarcerated/systems involved populations | <input type="checkbox"/> Rural populations                  |
| <input type="checkbox"/> Girls  | <input type="checkbox"/> Unhoused individuals               |
| <input type="checkbox"/> Immigrant communities                              | <input type="checkbox"/> Women                              |
| <input type="checkbox"/> Low-income individuals                             | <input type="checkbox"/> Young People/Teens                 |
| <input type="checkbox"/> LGBTQ individuals                                  | <input type="checkbox"/> Other                              |
|   | <input type="checkbox"/> All of the Above                   |

**6) Which of the following issues does your organization primarily address? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Affordable Housing/Shelter           | <input type="checkbox"/> Leadership Development                    |
| <input type="checkbox"/> Adverse Childhood Experiences        | <input type="checkbox"/> Literacy                                  |
| <input type="checkbox"/> Child Abuse/Maltreatment             | <input type="checkbox"/> Mental Health Prevention and Intervention |
| <input type="checkbox"/> Childcare                            | <input type="checkbox"/> Public Safety and Disaster Preparedness   |
| <input type="checkbox"/> Criminal Justice                     | <input type="checkbox"/> Racial Equity                             |
| <input type="checkbox"/> Domestic Violence                    | <input type="checkbox"/> Parks and Recreation                      |
| <input type="checkbox"/> Economic Development/Mobility        | <input type="checkbox"/> Reproductive Justice                      |
| <input type="checkbox"/> Economic Justice/Security            | <input type="checkbox"/> Positive Childhood Experiences/Resilience |
| <input type="checkbox"/> Education                            | <input type="checkbox"/> Providing Basic Needs                     |
| <input type="checkbox"/> Employment                           | <input type="checkbox"/> Sexual Violence                           |
| <input type="checkbox"/> Food Insecurity/Access, Food Justice | <input type="checkbox"/> Suicide Prevention                        |
| <input type="checkbox"/> Gender Equity                        | <input type="checkbox"/> Teen Dating Violence                      |
| <input type="checkbox"/> Health/Health Equity                 |  |
| <input type="checkbox"/> Healthcare Navigation                |  |
| <input type="checkbox"/> Immigration                          |  |
| <input type="checkbox"/> Transportation                       |  |
| <input type="checkbox"/> Workforce Development                |  |
| <input type="checkbox"/> Youth Development                    |  |
| <input type="checkbox"/> Youth Violence                       |  |
| <input type="checkbox"/> Other                                |  |

7) Please indicate which practices or policies your organization incorporates, promotes, or provides within your organization to address gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women.

Gender Equity Strategy	Currently doing this	Planning to do this	Not doing this, but interested	Not doing and not interested
Addressing intersectionality of gender equity and racial equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender transformative policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship opportunities for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking opportunities for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment and hiring practices for a more representative workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace policies and trainings to address privilege, power, and oppression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace policies including flexible work hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace policies addressing paid family leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable and accessible childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comparable worth policies (equal pay, livable wages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to higher education for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equitable representation of women in leadership positions (e.g., board of directors, executive positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating healing and trauma-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to educational opportunities as a pathway to the empowerment of women/girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic support programs (safety net programs, financial support, earned income tax credit, cash transfer programs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial literacy programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing cultural/social norms on gender equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gender Equity Strategy	Currently doing this	Planning to do this	Not doing this, but interested	Not doing and not interested
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8) Please indicate which practices or policies your organization incorporates, promotes, or provides in your external programs or services to address gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women.**

Gender Equity Strategy	Currently doing this	Planning to do this	Not doing this, but interested	Not doing and not interested
Addressing intersectionality of gender equity and racial equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender transformative policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship opportunities for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking opportunities for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment and hiring practices for a more representative workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development opportunities (job preparedness, vocational programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace policies and trainings to address privilege, power, and oppression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace policies including flexible work hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace policies addressing paid family leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable and accessible childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comparable worth policies (equal pay, livable wages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to higher education for women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gender Equity Strategy	Currently doing this	Planning to do this	Not doing this, but interested	Not doing and not interested
Equitable representation of women in leadership positions (e.g., board of directors, executive positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating healing and trauma-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to educational opportunities as a pathway to the empowerment of women/girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic support programs (safety net programs, financial support, earned income tax credit, cash transfer programs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial literacy programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing cultural/social norms on gender equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness raising (e.g., raising political consciousness) on gender equity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preventing domestic violence and/or sexual violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equitable political representation of women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equitable media representations of girls and women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**9) Please select up to 5 practices or policies that you think should be prioritized to address gender equity and empowerment of girls and women.**

- Addressing intersectionality of gender equity and racial equity
- Gender transformative policies and practices
- Mentorship opportunities for women and girls
- Networking opportunities for women and girls
- Leadership development for women and girls
- Recruitment and hiring practices for a more representative workforce
- Professional development opportunities (job preparedness, vocational programs)
- Workplace policies and trainings to address privilege, power, and oppression
- Workplace policies including flexible work hours
- Workplace policies addressing paid family leave
- Affordable and accessible childcare
- Comparable worth policies (equal pay, livable wages)
- Access to higher education for women and girls
- Equitable representation of women in leadership positions (e.g., board of directors, executive positions)
- Integrating healing and trauma-informed practices
- Access to educational opportunities as a pathway to the empowerment of women/girls
- Economic support programs (safety net programs, financial support, earned income tax credit, cash transfer programs, etc.)
- Financial literacy programs
- Changing cultural/social norms on gender equity
- Awareness raising (e.g., raising political consciousness) on gender equity issues
- Housing stability
- Preventing domestic violence and/or sexual violence
- Equitable political representation of women
- Equitable media representations of girls and women
- Other: \_\_\_\_\_

**10) Please rank the priorities selected with “1” representing the most important priority, “2” representing the 2<sup>nd</sup> most important priority, etc.**

**11) What organizations do you currently collaborate with on issues of gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women, if any?**

**12) What organizations would you like to collaborate with on issues of gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women, if any?**

**13) What is the name of the organization you work for? *(note: your answers are confidential and will not be made public, only the ISR team will have access to individual responses)***

**14) Do you have any comments that you would like to share?**

## Attachment E – Summary Tables of Organizational Survey Results (n=85)

### 1) Please select the category that best describes your organization (n=77)

Type of Organization	Percentage (%)	Total
501(c)3 nonprofit, community-based organization, charitable organization, etc. (excluding higher learning institutions and hospitals)	79%	61
501(c)4 nonprofit, advocacy/lobbying organization	1%	1
Foundation	-	-
K-12 institution (public, charter, or private)	1%	1
Higher learning institution (college, university)	3%	2
Hospital/Health System	1%	1
Local Government	8%	6
State Government	3%	2
Private Business or Corporation	-	-
Self-employed	1%	1
*Other:	3%	2
<b>Total</b>	<b>100%</b>	<b>77</b>

\*Other text:

- Former employee of 501(c)3

**2) Is your organization an affiliate of a larger organization? (n=66)**

<b>Organizational Affiliation</b>	<b>Percentage (%)</b>	<b>Total</b>
Part of a <i>regional</i> organization	6%	4
Part of a <i>statewide</i> organization	14%	9
Part of a <i>national</i> organization	26%	17
Not affiliated with a larger organization	53%	35
*Other:	2%	1
<b>Total</b>	<b>100%</b>	<b>66</b>

\*Other text:

- We are part of an international organization

**3) In which areas does your organization conduct programs (Check all that apply) (n=77)**

<b>Reach of Organization</b>	<b>Percentage (%)*</b>	<b>Total*</b>
In specific counties in California	77%	59
Statewide	21%	16
National	18%	14
International	8%	6
**Other	5%	4
<b>Total</b>	<b>-</b>	<b>99</b>

\*Percentages represent the total selected out of the number of respondents that answered the question (n=77). Since respondents could choose more than one option, totals exceed the overall number of respondents that answered the question.

\*\* Other text:

- Nevada State
- We are an international organization but our club focuses on Vacaville
- Fresno County

**4) In which county(ies) does your organization conduct programs (Check all that apply) (n=57)**

<b>County</b>	<b>Percentage (%)*</b>	<b>Total*</b>
Alameda County	7%	4
Butte County	-	-
Contra Costa County	-	-
Fresno County	7%	4
Imperial County	5%	3
Kings County	-	-
Los Angeles County	14%	8
Mariposa County	2%	1
Modoc County	4%	2
Napa County	2%	1
Placer County	5%	3
Sacramento County	14%	8
San Diego County	4%	2
San Luis Obispo County	4%	2
Santa Clara County	7%	4
Sierra County	-	-
Sonoma County	2%	1
Tehama County	-	-
Tuolumne County	2%	1
Yuba County	7%	4
Alpine County	4%	2
Calaveras County	2%	1
Del Norte County	-	-
Glenn County	-	-
Inyo County	2%	1
Lake County	2%	1
Madera County	4%	2
Mendocino County	5%	3
Mono County	2%	1
Nevada County	2%	1
Plumas County	-	-
San Benito County	4%	2
San Francisco	5%	3
San Mateo County	2%	1
Santa Cruz County	7%	4
Siskiyou County	-	-
Stanislaus County	4%	2
Trinity County	2%	1

County	Percentage (%)*	Total*
Ventura County	4%	2
Other	-	-
Amador County	-	-
Colusa County	7%	4
El Dorado County	4%	2
Humboldt County	2%	1
Kern County	2%	1
Lassen County	-	-
Marin County	2%	1
Merced County	4%	2
Monterey County	4%	2
Orange County	12%	7
Riverside County	7%	4
San Bernardino County	11%	6
San Joaquin County	4%	2
Santa Barbara County	7%	4
Shasta County	2%	1
Solano County	2%	1
Sutter County	5%	3
Tulare County	2%	1
Yolo County	4%	2
<b>Total</b>	-	119

\*Percentages represent the total selected out of the number of respondents that answered the question (n=57). Since respondents could choose more than one option, totals exceed the overall number of respondents that answered the question.

**5) Which populations does your organization currently serve to address gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women? (Check all that apply) (n=70)**

<b>Population</b>	<b>Percentage (%)*</b>	<b>Total*</b>
Black, Indigenous, and People of Color	60%	42
Boys	44%	31
Elderly	43%	30
Formerly incarcerated/systems involved populations	36%	25
Girls	53%	37
Immigrant communities	49%	34
Low-income individuals	63%	49
LGBTQ individuals	70%	44
Men	41%	29
People with disabilities	39%	27
People with mental health concerns	44%	31
Rural populations	36%	25
Unhoused individuals	43%	30
Women	59%	41
Young People/Teens	60%	42
** Other	3%	2
All of the Above	44%	31
<b>Total</b>	-	<b>550</b>

\*Percentages represent the total selected out of the number of respondents that answered the question (n=70). Since respondents could choose more than one option, totals exceed the overall number of respondents that answered the question.

\*\* Other text:

- Survivors of domestic violence, sexual assault, human trafficking
- Our Department does not provide direct services, we partner with agencies that serve most of these demographics in their service area

**6) Which of the following issues does your organization primarily address? (Check all that apply) (n=67)**

<b>Issue</b>	<b>Percentage (%)*</b>	<b>Total*</b>
Affordable Housing/Shelter	39%	18
Adverse Childhood Experiences	27%	26
Child Abuse/Maltreatment	37%	25
Childcare	21%	14
Criminal Justice	15%	10
Domestic Violence	52%	35
Economic Development/Mobility	19%	13
Economic Justice/Security	16%	11
Education	40%	27
Employment	18%	12
Food Insecurity/Access, Food Justice	22%	15
Gender Equity	45%	30
Health/Health Equity	42%	28
Healthcare Navigation	18%	12
Immigration	16%	11
Leadership Development	31%	21
Literacy	15%	10
Mental Health Prevention and Intervention	37%	25
Public Safety and Disaster Preparedness	10%	7
Racial Equity	33%	22
Parks and Recreation	3%	2
Reproductive Justice	13%	9
Positive Childhood Experiences/Resilience	39%	26
Providing Basic Needs	33%	22
Sexual Violence	51%	34
Suicide Prevention	16%	11
Teen Dating Violence	48%	32
Transportation	12%	8
Workforce Development	25%	17
Youth Development	39%	26
Youth Violence	28%	19
**Other	13%	9
<b>Total</b>	--	<b>587</b>

\* Percentages represent the total selected out of the number of respondents that answered the question (n=67). Since respondents could choose more than one option, totals exceed the overall number of respondents that answered the question.

\*\* Other text:



- Power building
- LGBTQ Rights
- Sexual Health
- Human Trafficking
- Violence
- College and Career Access
- Addiction/behavior
- Our agency does not provide these services directly but we funds agencies that provide most of these services.
- Visibility and community through events

**7) Please indicate which practices or policies your organization incorporates, promotes, or provides within your organization to address gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women.**

<b>Gender Equity Strategy</b>	<b>Currently doing this</b>	<b>Planning to do this</b>	<b>Not doing this, but interested</b>	<b>Not doing and not interested</b>
Addressing intersectionality of gender equity and racial equity (n=56)	66%	9%	21%	4%
Gender transformative policies and practices (n=55)	44%	18%	33%	5%
Mentorship opportunities for women and girls (n=53)	47%	11%	28%	13%
Networking opportunities for women and girls (n=56)	55%	7%	25%	13%
Leadership development for women and girls (n=57)	54%	14%	23%	9%
Recruitment and hiring practices for a more representative workforce (n=56)	64%	14%	16%	5%
Professional development opportunities (job preparedness, vocational programs) (n=57)	53%	18%	16%	14%
Workplace policies and trainings to address privilege, power, and oppression (n=51)	57%	18%	20%	6%
Workplace policies including flexible work hours (n=51)	65%	8%	18%	10%
Workplace policies addressing paid family leave (n=51)	67%	12%	8%	14%
Affordable and accessible childcare (n=50)	20%	10%	48%	22%
Comparable worth policies (equal pay, livable wages) (n=50)	54%	14%	24%	8%
Access to higher education for women and girls (n=51)	33%	14%	33%	20%
Equitable representation of women in leadership positions (e.g., board of directors, executive positions) (n=50)	70%	12%	14%	4%
Integrating healing and trauma-informed practices (n=53)	79%	6%	9%	6%
Access to educational opportunities as a pathway to the empowerment of women/girls (n=51)	51%	10%	31%	8%
Economic support programs (safety net programs, financial support, earned income tax credit, cash transfer programs, etc.) (n=50)	40%	6%	26%	28%
Financial literacy programs (n=50)	38%	12%	26%	24%
Changing cultural/social norms on gender equity (n=52)	73%	15%	10%	2%
*Other (n=5)	80%	0%	0%	20%

Gender Equity Strategy	Currently doing this	Planning to do this	Not doing this, but interested	Not doing and not interested
*Other (n=3)	33%	33%	0%	33%
*Other (n=3)	67%	0%	0%	33%

\* Other text:

- Providing safe spaces to have community
- Educate family, friends on the LGBTQ spectrum
- Internship program, resume and cover letter instruction, networking opportunities and career planning
- Addressing health care inequities
- Act as a resource for medical & counseling needs
- Providing free counselling
- Have a help line, monthly education/support group meeting

**8) Please indicate which practices or policies your organization incorporates, promotes, or provides in your external programs or services to address gender equity, economic supports, leadership opportunities, and/or the empowerment of girls and women.**

<b>Gender Equity Strategy</b>	<b>Currently doing this</b>	<b>Planning to do this</b>	<b>Not doing this, but interested</b>	<b>Not doing and not interested</b>
Addressing intersectionality of gender equity and racial equity (n=46)	65%	13%	15%	7%
Gender transformative policies and practices (n=43)	42%	23%	23%	12%
Mentorship opportunities for women and girls (n=42)	52%	12%	26%	10%
Networking opportunities for women and girls (n=44)	50%	14%	27%	9%
Leadership development for women and girls (n=45)	53%	16%	24%	7%
Recruitment and hiring practices for a more representative workforce (n=43)	53%	19%	21%	7%
Professional development opportunities (job preparedness, vocational programs) (n=43)	53%	9%	26%	12%
Workplace policies and trainings to address privilege, power, and oppression (n=40)	55%	8%	23%	15%
Workplace policies including flexible work hours (n=40)	45%	8%	25%	23%
Workplace policies addressing paid family leave (n=40)	48%	5%	23%	25%
Affordable and accessible childcare (n=41)	29%	5%	39%	27%
Comparable worth policies (equal pay, livable wages) (n=41)	44%	10%	29%	17%
Access to higher education for women and girls (n=41)	49%	5%	32%	15%
Equitable representation of women in leadership positions (e.g., board of directors, executive positions) (n=41)	63%	10%	20%	7%
Integrating healing and trauma-informed practices (n=41)	68%	10%	15%	7%
Access to educational opportunities as a pathway to the empowerment of women/girls (n=41)	56%	12%	20%	12%
Economic support programs (safety net programs, financial support, earned income tax credit, cash transfer programs, etc.) (n=39)	36%	8%	33%	23%
Financial literacy programs (n=38)	42%	13%	29%	16%
Changing cultural/social norms on gender equity (n=40)	68%	10%	20%	3%
Awareness raising (e.g., raising political consciousness) on gender equity issues (n=40)	75%	5%	18%	3%

<b>Gender Equity Strategy</b>	<b>Currently doing this</b>	<b>Planning to do this</b>	<b>Not doing this, but interested</b>	<b>Not doing and not interested</b>
Housing stability (n=40)	48%	10%	28%	15%
Preventing domestic violence and/or sexual violence (n=42)	71%	10%	12%	7%
Equitable political representation of women (n=40)	45%	10%	28%	18%
Equitable media representations of girls and women (n=40)	53%	13%	23%	13%
Other (n=0)	0%	0%	0%	0%
Other (n=0)	0%	0%	0%	0%
Other (n=0)	0%	0%	0%	0%

**9) Please select up to 5 practices or policies that you think should be prioritized to address gender equity and empowerment of girls and women (n=45)**

<b>Gender Equity Strategies</b>	<b>Percentage (%)*</b>	<b>Total*</b>
Addressing intersectionality of gender equity and racial equity	51%	23
Gender transformative policies and practices	16%	7
Mentorship opportunities for women and girls	27%	12
Networking opportunities for women and girls	7%	3
Leadership development for women and girls	36%	16
Recruitment and hiring practices for a more representative workforce	20%	9
Professional development opportunities (job preparedness, vocational programs)	22%	10
Workplace policies and trainings to address privilege, power, and oppression	7%	3
Workplace policies including flexible work hours	4%	2
Workplace policies addressing paid family leave	7%	3
Affordable and accessible childcare	24%	11
Comparable worth policies (equal pay, livable wages)	31%	14
Access to higher education for women and girls	16%	7
Equitable representation of women in leadership positions (e.g., board of directors, executive positions)	29%	13
Integrating healing and trauma-informed practices	16%	7
Access to educational opportunities as a pathway to the empowerment of women/girls	16%	7
Economic support programs (safety net programs, financial support, earned income tax credit, cash transfer programs, etc.)	24%	11
Financial literacy programs	9%	4
Changing cultural/social norms on gender equity	38%	17
Awareness raising (e.g., raising political consciousness) on gender equity issues	22%	10
Housing stability	16%	7
Preventing domestic violence and/or sexual violence	31%	14

Gender Equity Strategies	Percentage (%) <sup>*</sup>	Total <sup>*</sup>
Equitable political representation of women	4%	2
Equitable media representations of girls and women	7%	3
**Other	4%	2
<b>Total</b>	-	217

\* Percentages represent the total selected out of the number of respondents that answered the question (n=45). Since respondents could choose more than one option, totals exceed the overall number of respondents that answered the question.

\*\* Other text:

- Addressing the inequities for the most marginalized women: Transgender, undocumented, indigenous, formerly incarcerated.
- Parenting education that is accessible regardless of economic status or language

**10) Please rank the priorities selected with “1” representing the most important priority, “2” representing the 2nd most important priority, etc.**

<b>Gender Equity Strategy</b>	<b>Count</b>	<b>Rank Order Score</b>	<b>Rank Order</b>
Addressing intersectionality of gender equity and racial equity	19	68	1
Preventing domestic violence and/or sexual violence	13	51	2
Changing cultural/social norms on gender equity	14	47	3
Leadership development for women and girls	14	41	4
Mentorship opportunities for women and girls	11	37	5
Affordable and accessible childcare	9	30	6
Economic support programs (safety net programs, financial support, earned income tax credit, cash transfer programs, etc.)	9	30	6
Comparable worth policies (equal pay, livable wages)	11	29	7
Recruitment and hiring practices for a more representative workforce	9	28	8
Equitable representation of women in leadership positions (e.g., board of directors, executive positions)	12	28	8
Housing stability	5	19	9
Integrating healing and trauma-informed practices	5	18	10
Gender transformative policies and practices	5	17	11
Access to higher education for women and girls	6	17	11
Access to educational opportunities as a pathway to the empowerment of women/girls	6	15	12
Awareness raising (e.g., raising political consciousness) on gender equity issues	9	15	12
Professional development opportunities (job preparedness, vocational programs)	6	14	13
Workplace policies and trainings to address privilege, power, and oppression	3	9	14
Financial literacy programs	3	8	15
Networking opportunities for women and girls	3	7	16
Workplace policies including flexible work hours	2	7	16
Other	2	6	17
Workplace policies addressing paid family leave	2	5	18
Equitable media representations of girls and women	3	5	18
Equitable political representation of women	2	2	19

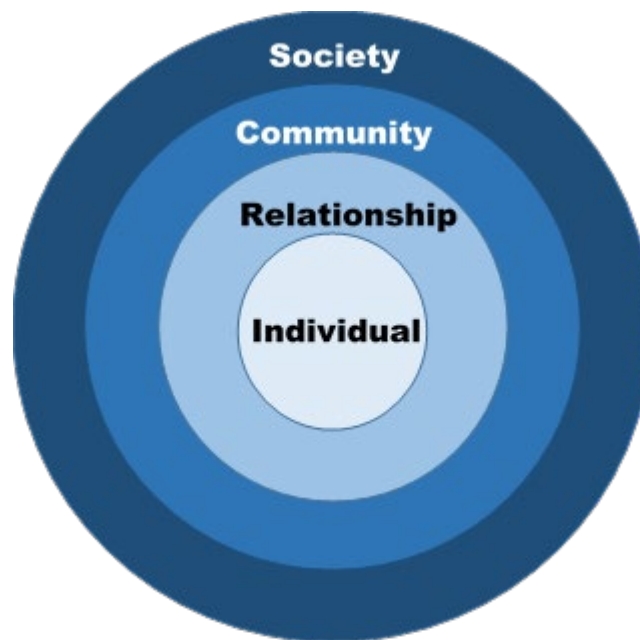
**Results for questions 11-14 not displayed to maintain confidentiality of responses.**



## Attachment F – Social Ecological Model

Public health incorporates a *social ecological model* (SEM) as a theoretical framework to understand prevention efforts. An ecological systems approach of human development “concentrates on the subsystems of the human ecological [environment]” and “the way that these subsystems interact with and influence each other.”<sup>1</sup> These subsystems can be conceptualized into four levels – individual, relationship, community, and societal – as shown in the following figure.

### Four levels of the Social Ecological Model



*Continuing the Dialogue* notes that prevention efforts seek to affect risk and protective factors at each of these levels while addressing multiple forms of violence. *Continuing the Dialogue* also highlights publications that describe risk factors that are shared across multiple forms of violence on individual, relationship, community, and societal levels, such as harmful gender norms around masculinity and femininity. At the same time, *Continuing the Dialogue* states that there is very little research about the relationship between shared protective factors at the community and societal levels and the incidence of IPV and SV. The environmental scan represents a key preliminary exploration into how the protective factors of economic supports and leadership for girls and women are being used throughout the state as a violence prevention strategy.

### Reference

---

<sup>1</sup> Bronfenbrenner, Urie. *Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press, 2009