

11-30-22

Hello colleagues,

Below you will find guiding questions for our December 1 meeting. For added context on supporting girls and gender expansive youth, please reference the materials I prepared for our October meeting.

I look forward to a fruitful discussion!

Thank you,

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- 1. What might ACPD examine, in partnership with appropriate agencies and person(s), to ensure our programs is responsive to the points made below (black text)? For example, re: LBQ girls, what kind of interactive training can staff (from all agencies) receive? Who should provide it? During/after training, we might consider:**

- Is it worthwhile to examine curricular materials and edit/amend correspondingly?
- What visual cues are present in the unit?
- What language is used to indicate inclusivity during routines or transitions?

*From October report about offense types:* Girls are more likely than boys to initially become justice-involved for lower-level offenses, such as status and misdemeanor offenses.

- Feminist literature argues that this historical and current trend tends to occur due to a paternalistic desire to protect girls and/or control girls' bodies, sexuality, and decision-making.
- Qualitative research indicates that LBQ girls are more marginalized than their heterosexual female counterparts in the juvenile correctional setting due to their non-conformity to traditional gender roles.

- 2. How will we address the first female or gender expansive youth ordered to Secure Track (or a population of only 1-2)?**
- 3. Do we allow those youth to program with males for certain programs while offering other gender responsive programming based on individual need?**
- 4. Do we partner with a neighboring county serving females and gender expansive youth for housing and programming?**
- 5. How has ACPD already included gender expansive language in its CBO contracts (e.g., Anger management, substance use, credible messenger mentoring).**