

Let's Hear It for the Girls:

Supporting Girls in Afterschool



Speakers/Overview

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The State of Girls 2017: Emerging Truths and Troubling Trends

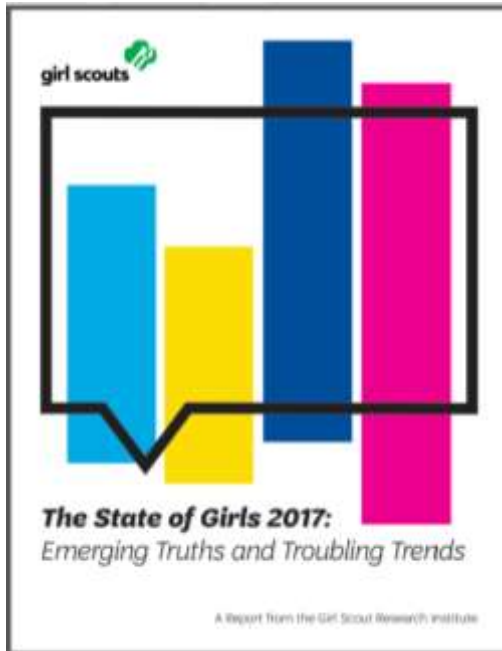
About The Girl Scout Research Institute

- The GSRI delivers data-driven insights with a goal to fuel national conversations about girls and their development via groundbreaking, original studies.
 - Recent studies cover topics such as STEM, financial literacy, outdoor education, and leadership.
- These findings are then used to inform program, public policy, and advocacy for Girl Scouting.



www.girlscouts.org/research

The State of Girls Report



- The most comprehensive measure of girls' health and well-being in the U.S.
- Third report in research series
 - National report (2013); state level reports (2014), update on national and state reports (2017)
- Data originate from national and government sources
 - E.g., American Community Survey, Youth Risk Behavior Surveillance System, National Assessment of Educational Progress
- Data are examined across two time periods – before and after the Recession.
- Key indicators: Demographics; Economic, Physical, Emotional Health; Extracurricular and out-of-school activities; Education

Key Findings – National Report



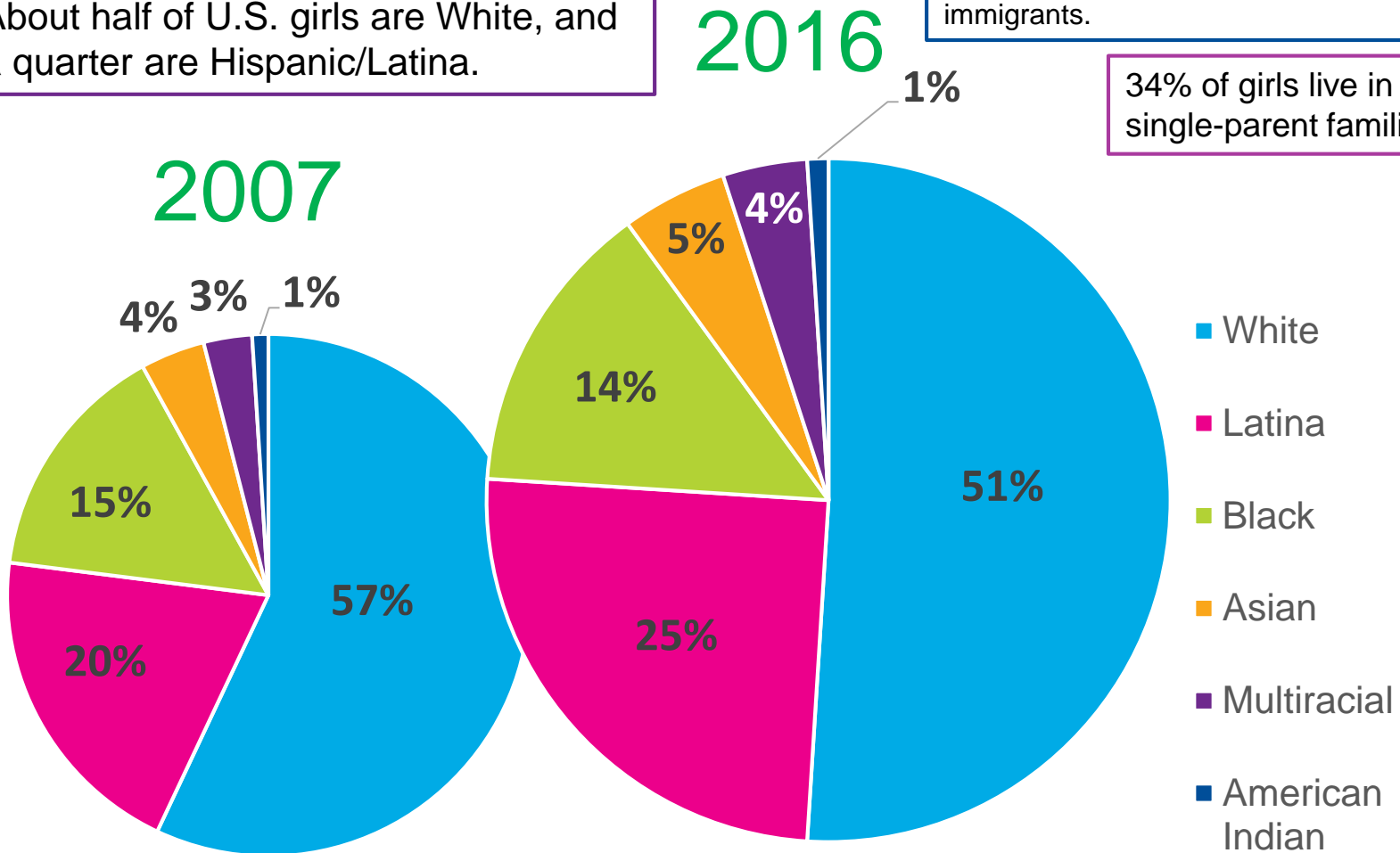
- **Girls' educational achievement and extracurricular activity engagement has improved over the last decade.**
- **Economic conditions affecting girls have not rebounded since the Great Recession.**
- Compared to 10 years ago,
 - More girls live in low-income families
 - More girls are experiencing physical and emotional health risks
- Girls in low-income families experience challenges in education, extracurricular activities, and health.

Changing Demographics

American girls are more racially and ethnically diverse than ever before. About half of U.S. girls are White, and a quarter are Hispanic/Latina.

One-fourth (26%) of all school-age girls in the United States are first or second-generation immigrants.

34% of girls live in single-parent families.

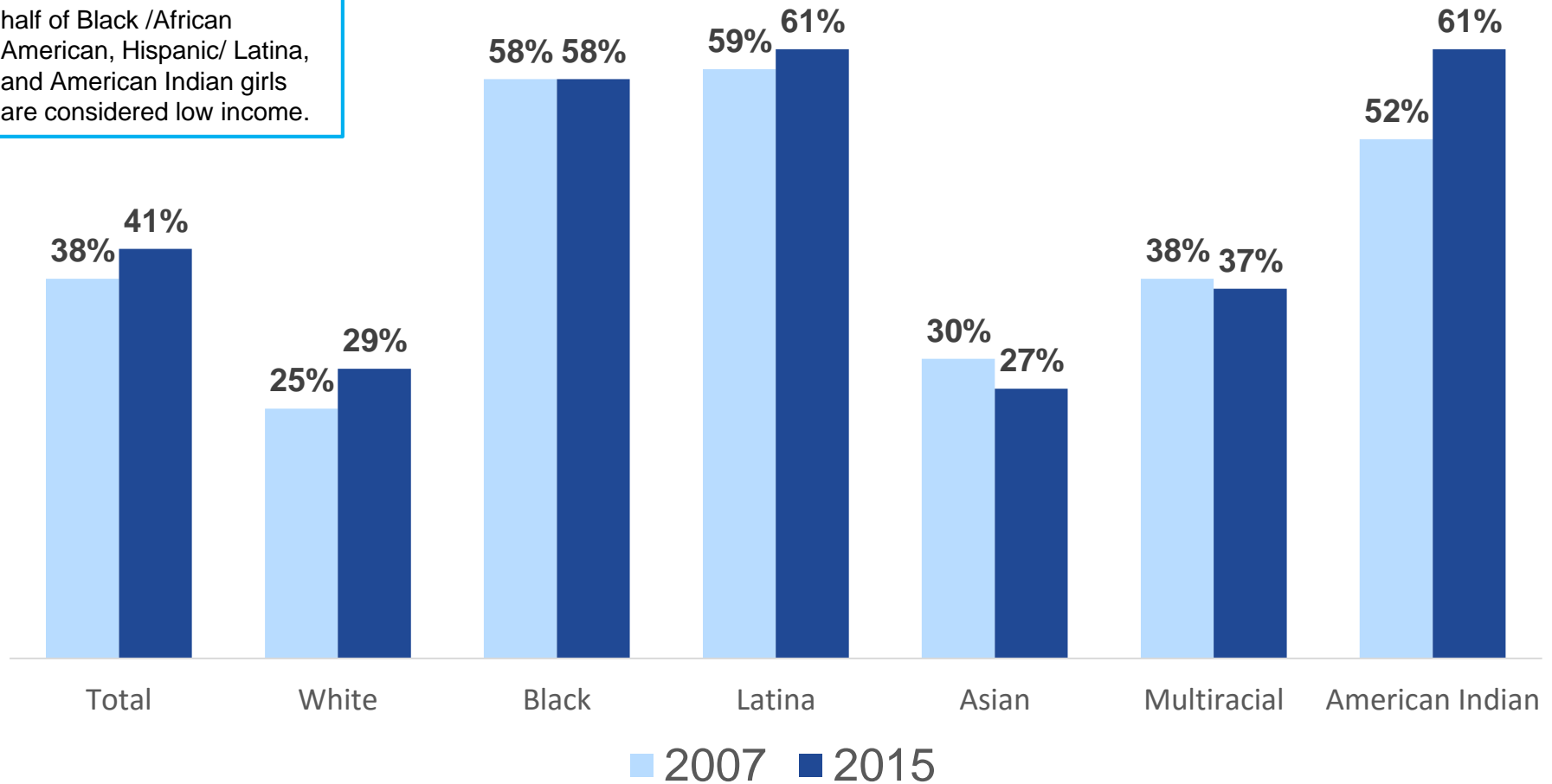


Economic Health



More girls are living in low-income families than in 2007. More than half of Black /African American, Hispanic/ Latina, and American Indian girls are considered low income.

Girls Ages 5-17 in Low-Income Families



Physical and Emotional Health



Girls continue to experience significant challenges to their physical and emotional health.

- **Obesity and physical inactivity continue to be a challenge for girls.**
 - 17% of girls are obese (up from 16% in 2007).
 - This rate is higher among Hispanic/Latina girls (22%) and Black/African American girls (21%).
 - 26% of high school girls took P.E. class five days/week.
- **There are serious threats to girls' emotional health.**
 - 25% of girls report being victims of bullying.
 - 23% of high school girls have seriously considered suicide (up from 19% in 2007).

Physical and Emotional Health



However, there is good news to share regarding girls' health.

- **More girls are covered by health insurance today than in 2007.**
 - 5% of girls ages 5 to 17 lacked health insurance coverage (vs. 11% in 2008).
- **Most risk behaviors have declined for girls.**
 - 31% of h.s. girls have smoked cigarettes (vs. 49% in 2007)
 - 65% of h.s. girls have tried alcohol (vs. 76% in 2007)
 - 37% of h.s. girls have tried marijuana (vs. 34% in 2007)

Extracurricular Activities

More school-age girls are conducting volunteer work on a regular basis.

- 38% of 10th-grade girls regularly engage in volunteer activities (up from 31% in 2007).

However, girls in low-income families have lower levels of extracurricular participation:

- **Community affairs or volunteer work** at least once or twice/year (73% vs. 86% of higher-income girls)
- **Student council / government** on a regular basis (6% vs. 10% of higher-income girls)
- **Sports participation** on a regular basis (17% vs. 31% of higher-income girls)

Education

The high school dropout rate has decreased for girls in recent years.

- 6% of young women are high school dropouts (down from 8% in 2007).
- This rate has decreased most significantly for Hispanic/Latina girls (9%, down from 18%).

Reading and math proficiency has also improved for girls.

- 39% of girls are proficient in reading (up from 36% in 2007), 33% of girls are proficient in math (up from 30% in 2007).

Differences exist by socio-economic status (SES).

- 4th-grade reading proficiency was higher among higher-SES girls (56%), compared to low-SES girls (25%).
- 8th-grade math proficiency was higher among higher-SES girls (47%), compared to low-SES girls (18%).

Report Implications

- All girls deserve an even playing field with educational and enrichment opportunities that help them thrive throughout their youth and into adulthood.
- Now more than ever, we need to invest in girls.
- As the largest girl-serving organization in the world, Girl Scouts is committed to ensuring that all girls develop to their full potential and provide girls with leadership experience.

Learn more about *The State of Girls*:

www.girlscouts.org/research

GIRL SCOUT NATIONAL STEM STRATEGY

COMPUTER SCIENCE

Computational Thinking
Coding
App Development
Video Game Design
Cybersecurity

ENGINEERING

Design Thinking
Robotics
Building
Making
Inventing

OUTDOOR STEM

Citizen Science
Botany
Forestry
Entomology
Astronomy
Ornithology
Geology

Girl Scouts of Northeast Texas



Audrey Kwik, M.Ed
Director of Programs

Girl Scout Curriculum



Content

- National educational standards

Processes

- Girl led
- Hands-on
- Collaborative



Why STEM?



In just one year, there will be 2.8 million unfilled STEM jobs nation-wide.
This gap is predicted to grow by 17% annually (Adecco, 2016.)

Women make up **50%** of the total U.S. college-educated workforce but only
29% of the science and engineering workforce*

****The fastest growing and highest paying industry globally
(National Girls Collaborative Project, 2016)***

Girl Scout Leadership Institute



- Career Exploration
- Higher Education Preparation
- Job Shadowing



The Girl Scout Leadership Institute is an enrichment to existing Girl Scout programs for high school girls which include community service and involvement, higher awards, citizenship, travel and sisterhood and more.

Robotics



Girls participating in First Lego League Junior Robotics program

- Hands-on, interactive and engaging for Kindergarten through High School
- Builds self-efficacy in STEM
- Incorporates STEM concepts such as Engineering, technology and computer science
- Develops STEM skills including collaboration, team work and resilience
- Platform for developing an interest in STEM careers and classes
- Opportunity for mentors from professional community, colleges and older students

Meeting the needs of Girls





Girls on the Run

Dr. Heather Pressley
Vice President of Programming





Mission

We inspire girls to be joyful, healthy and confident using a fun, experience based curriculum which creatively integrates running.

Vision

We envision a world where every girl knows and activates her limitless potential and is free to boldly pursue her dreams.





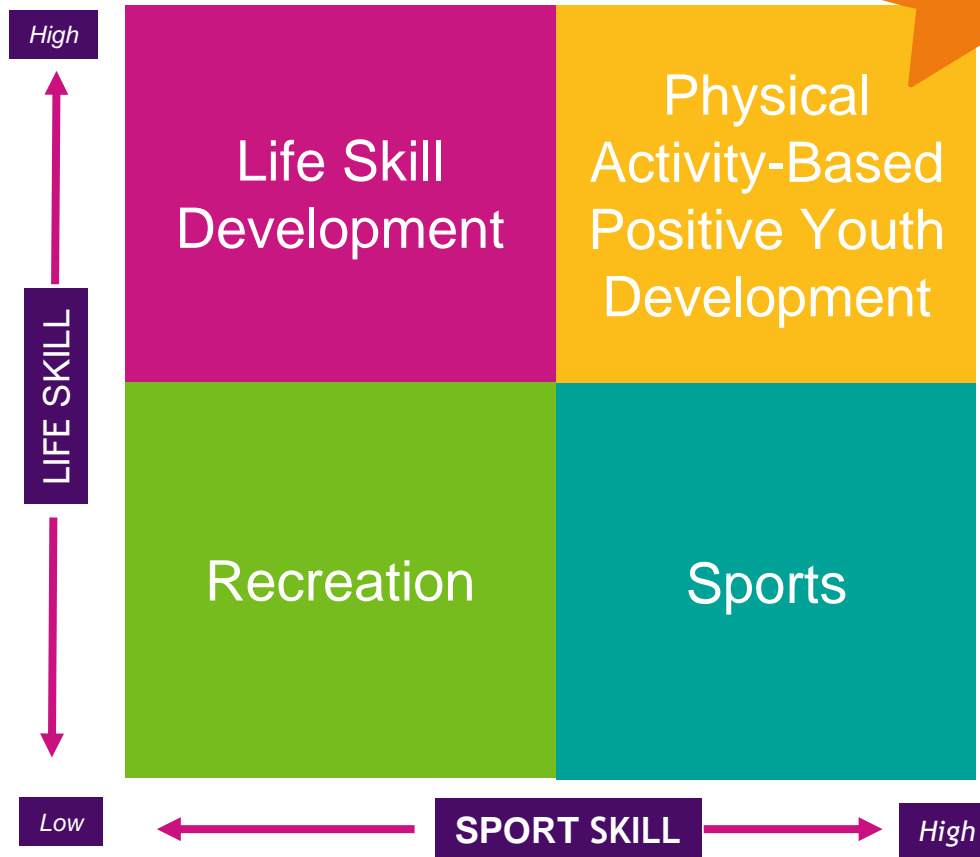
223 councils in
50 states + DC

serve close to **200,000**
girls per year

at over
11,000
sites

Thanks to the help of
100,000+
volunteers

Girls on the Run!



Girls on the Run PROCESS & IMPACT





Strategies that Work

- Integration of physical activity & life skills
- Time for processing
- Intentionally build relationships
- Foster a mastery climate

Integration of Physical Activity & Life Skills

- Equally woven throughout
- Both contribute to daily and long term outcomes
- Activity used to illustrate and practice life skills

For Consideration:

- ✓ Identify life skills outcomes
- ✓ Include key stakeholders and girls
- ✓ Ensure activities reinforce and provide opportunities to learn, practice and demonstrate skills

Make Time for Processing

- Short questions after activities (connections)
- Longer processing with pairs or whole group (application)
- Journaling
- Identity Card
- GOTR goal

For Consideration:

- ✓ Allot time
- ✓ Pose questions to make connections between learnings and their lives
- ✓ Use different modalities
- ✓ Create take home challenge



Intentionally Build Relationships

- Coach to girl ratio
- Small team size
- Structured opportunities within the curriculum
 - ways to pair girls
 - time for one-one
- Coaches reflect on their identity and context

For Consideration:

- ✓ Make it a priority
- ✓ Set up for success
- ✓ Create activities that build peer relationships
- ✓ Train coaches to use informal time to ask questions, show interest and learn

Mastery Climate

- Girls set physical activity and life skills goals and make plans to achieve them
- Coaches focus on effort and improvement
- Opportunities to develop and practice skills with feedback

For Consideration:

- ✓ Encourage girls to focus on individual effort instead of competition
- ✓ Create a safe space for everyone to succeed
- ✓ Provide specific feedback based on individual goals (physical activity and life skills)

Date	Amount of Time I Ran	Lap Goal	Laps Completed
9/22/16	15 min	14	14
9/22/16	10 min	10	14
9/29/16	25 min	10	22
10/4/16	20 min	5	26
10/11/16	25 min	10	21
10/11/16	30 min	15	14
10/18/16	30 min	10	14
10/18/16	25 min	10	14
10/25/16	30 min	15	14
10/25/16	30 min	15	14



In Review:

- Integration of physical activity and life skills
- Make time for processing
- Intentionally build relationships
- Foster a mastery climate

Resources

- [State of Girls Landing Page](#)
- [Girl Scouts Website](#)
- [Girls on the Run Website](#)

- [Girl Scouts Factsheet](#)
- [Five Ways Girl Scouts Builds Girl Leaders](#)
- [How Girl Scout STEM Programs Benefit Girls](#)
- [State of Girls 2017 Snapshot](#)

Thank You!



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Afterschool Alliance