



Afterschool Alliance

Girl Talk: The state of girls and how afterschool can help



Thank you for joining! The webinar will begin shortly.

Guest Speakers

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Girls Inc.



The State of Girls: *Unfinished Business*

A report by the *Girl Scout Research Institute*
Kamla Modi, PhD, Senior Researcher

The Girl Scout Research Institute

- Center for original research and evaluation at Girl Scouts of the USA.
- Expert on girls, focusing on the voices of girls.
- Recent reports include girls and financial literacy, STEM, media, leadership, and more.

www.girlscouts.org/research



The State of Girls Report – What Is It?

- This is the first report to stake out key issues and major trends focused exclusively on girls' healthy development in the U.S. today.
 - Demographic and economic trends, health, safety, education, extracurricular involvement, and leadership

www.girlscouts.org/stateofgirls



Summary of Findings

There is promising news for girls, but there is more work to be done.

+ Educational attainment

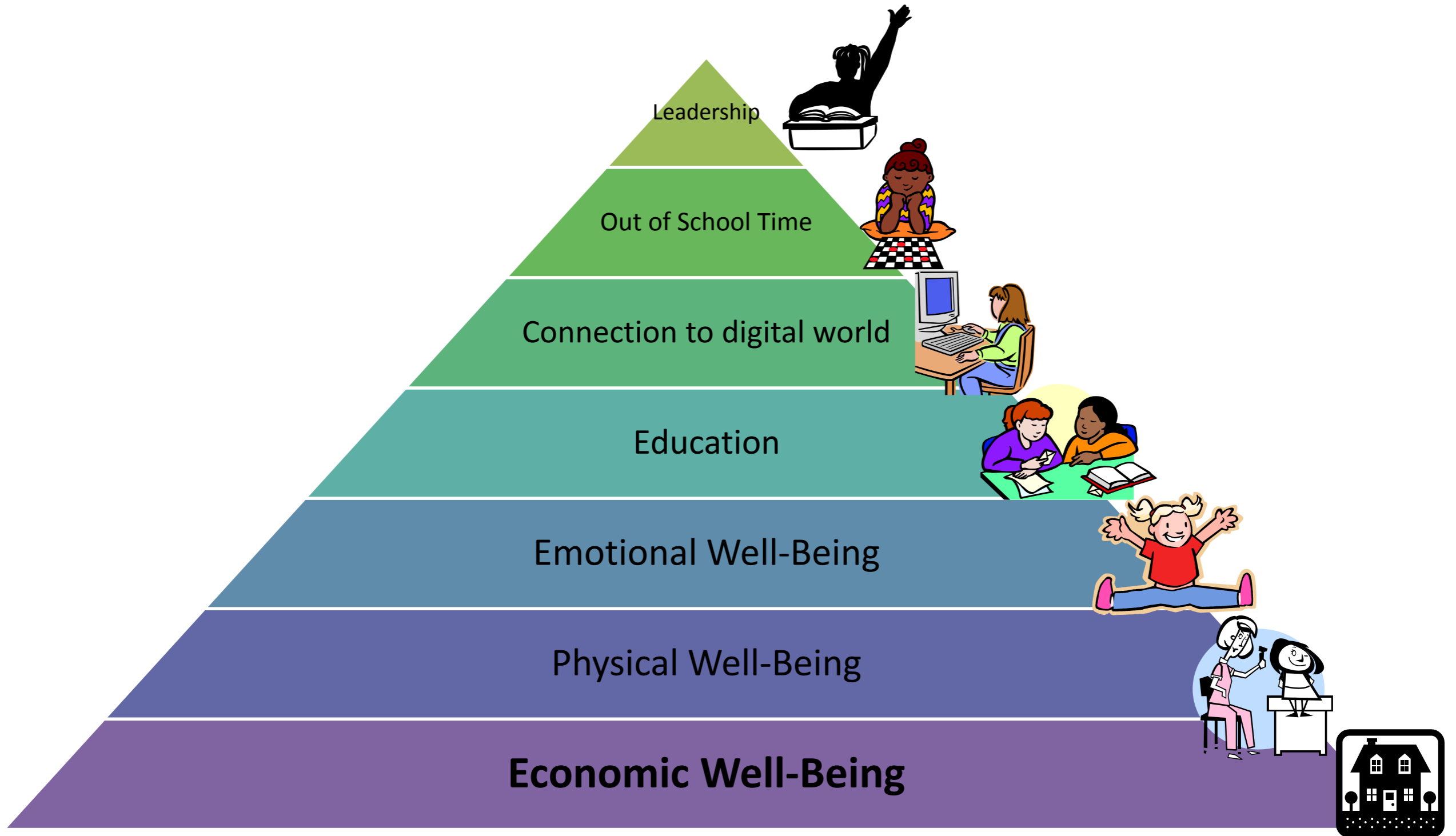
- Emotional health, access to out-of-school time activities

Many girls are being left behind.

- African American and Hispanic girls face significant challenges in making successful transitions to adulthood.



Summary of Findings





The Hispanic/Latina girl population is growing.



Today

1 in 5 girls is Hispanic/Latina.

By 2030

1 in 3 girls will be Hispanic/Latina.

BUT, Hispanic/Latina girls are at risk.



33%

are impoverished.



41%

are overweight or obese.



16%

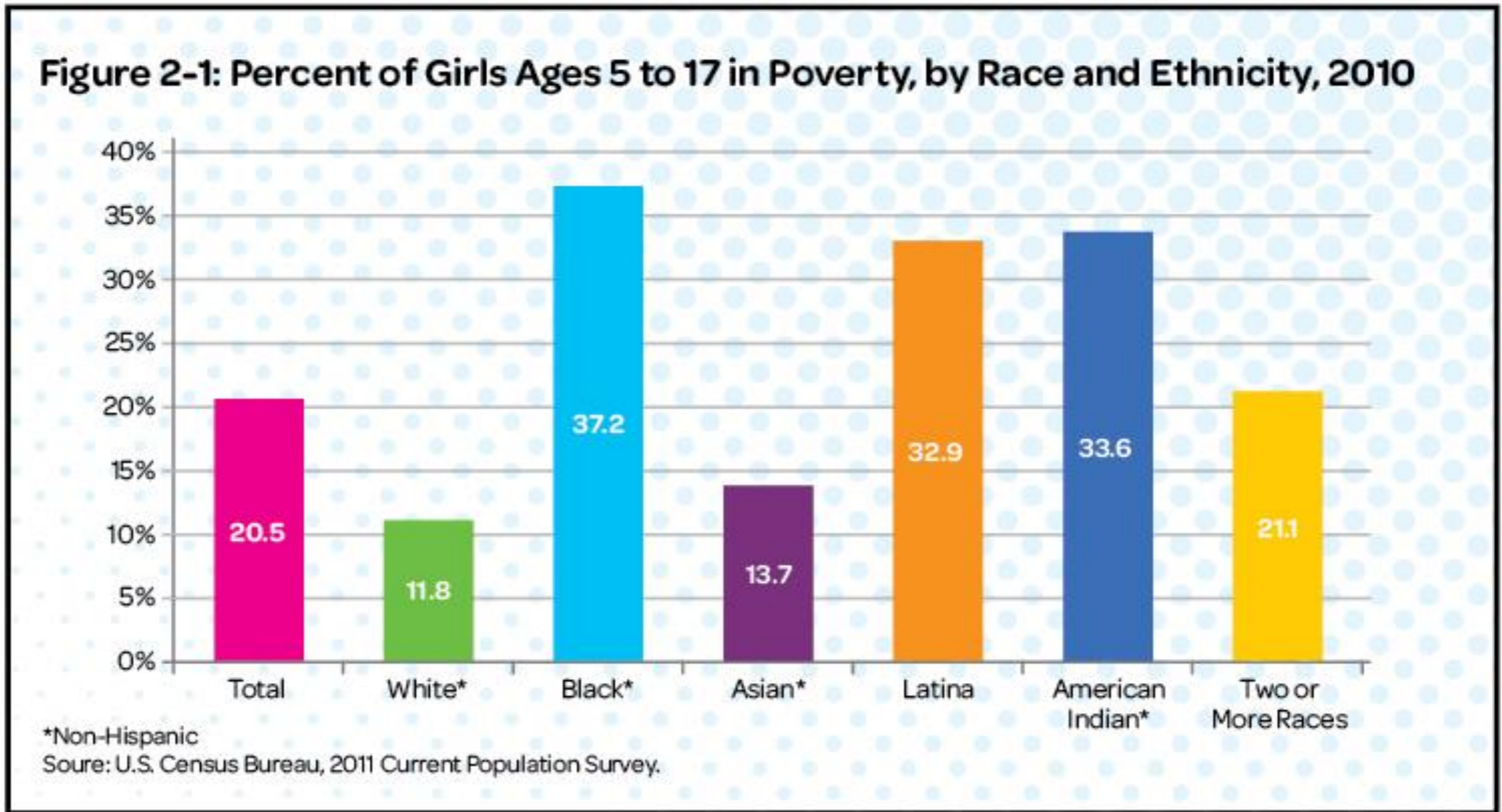
drop out of school.

Data is not destiny! Let's not turn our backs on girls who need us the most!
Learn more at: www.girlscouts.org/stateofgirls.



Economic Well-being

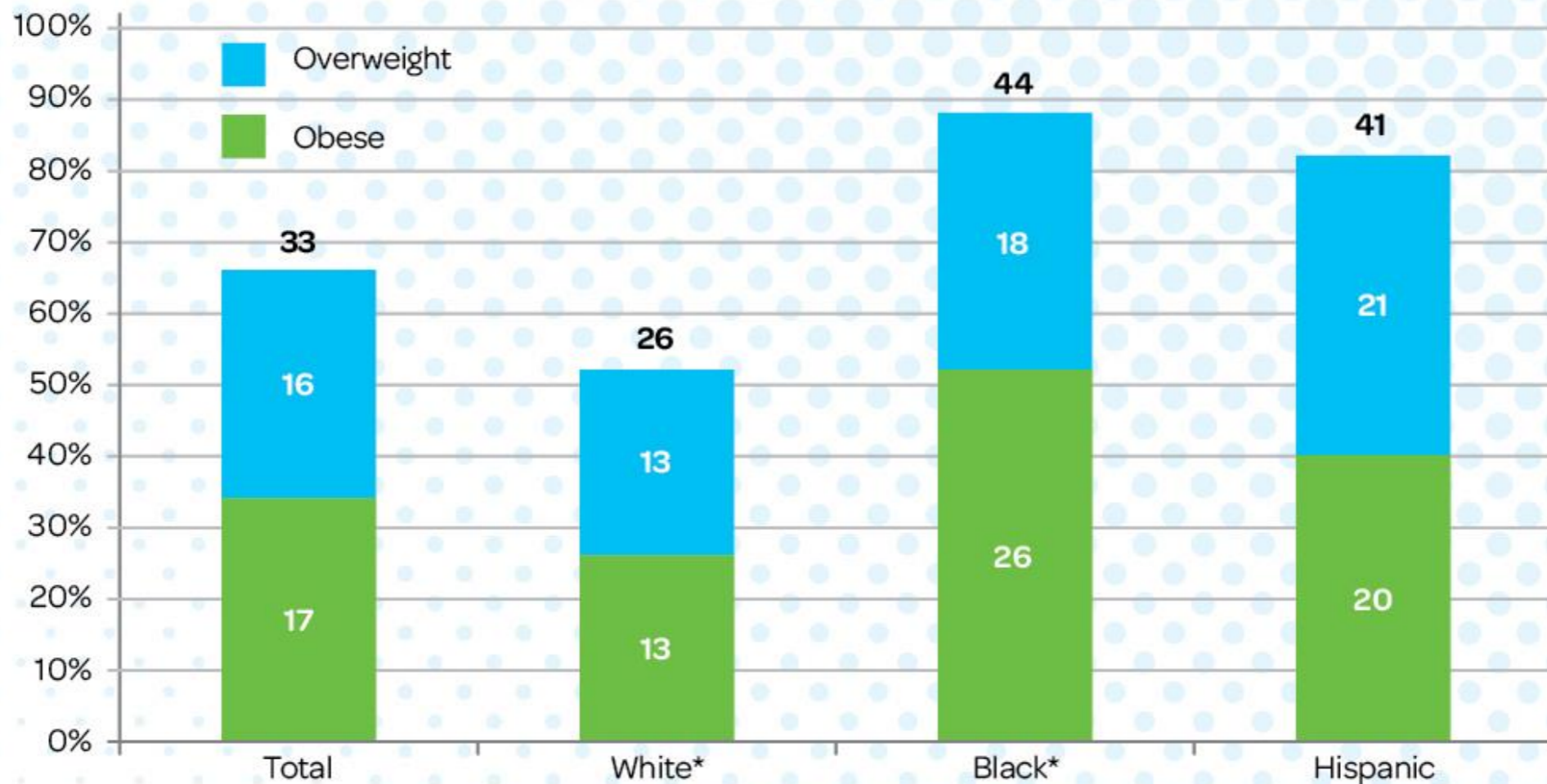
Poverty is a critical issue for girls in this country.



Physical Health

Childhood obesity rates have risen sharply in recent years.

Figure 3-2. Percent of Girls Ages 5 to 17 Who Are Overweight or Obese, by Race and Ethnicity, 2010



*Non-Hispanic

Source: National Health and Nutrition Examination Survey, 2009–2010

Emotional Health

- About 30% of girls report some sort of bullying or aggression from their peers.
- 34% of girls report feeling sad or hopeless.
- 9% of girls experience partner violence.
 - 16% of black/African American girls report being hit by a boyfriend



Education



*Progress has been made,
but not for all girls.*



*There are **130**
women enrolled
in college **for**
every 100 men.*



BUT

***16% of Hispanic girls drop out
of high school—more than
twice the national average.***



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STEM

girl scouts

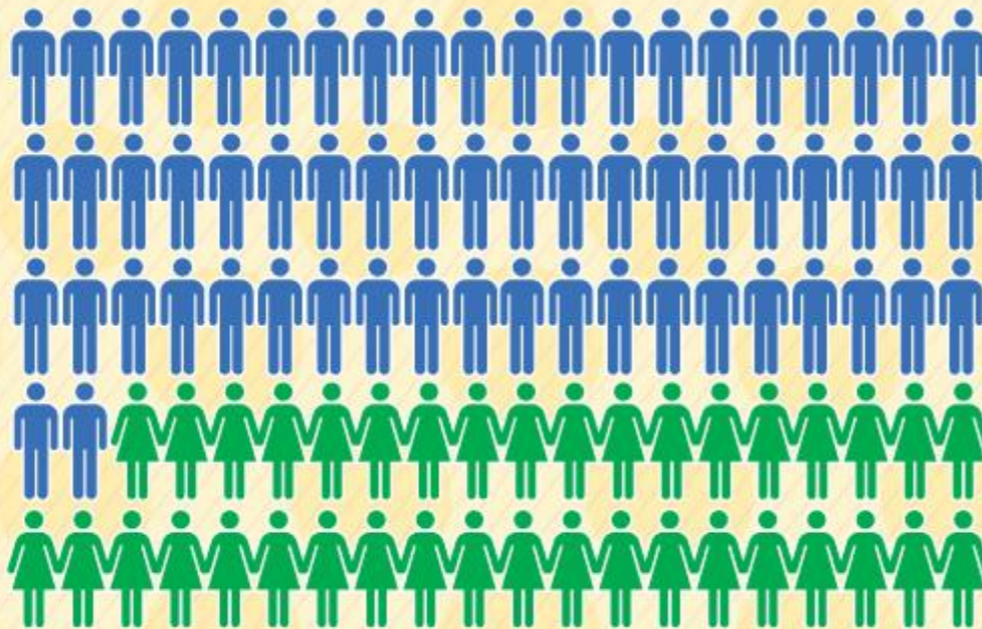
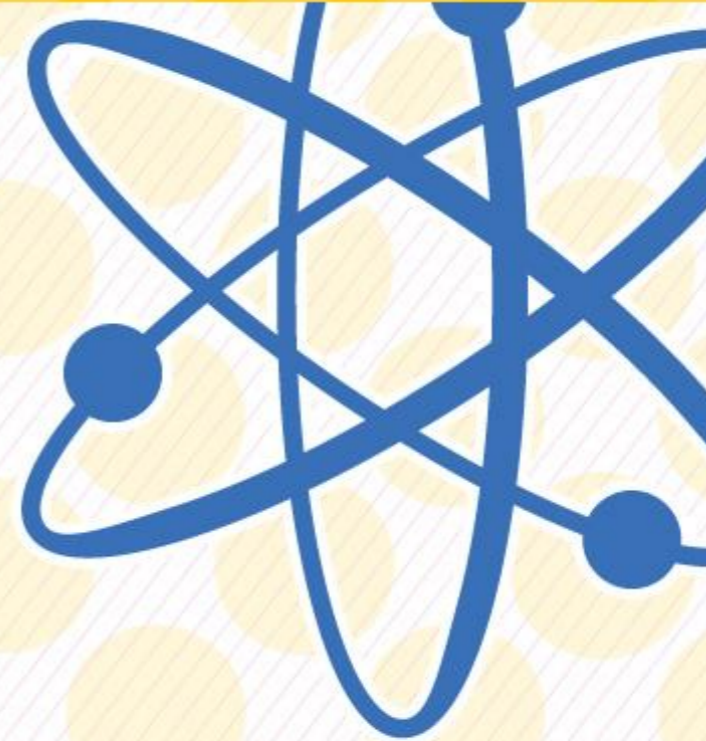


*Progress has been made,
but not for all girls.*

Progress has been made for our girls.

74%

*of teen girls are interested in Science,
Technology, Engineering, and Math*



*But, we still have a
long way to go.*

Women make up only

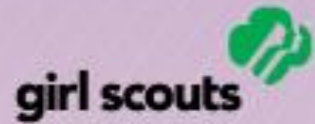
38%

*of recent STEM
college degrees.*

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Financial Literacy



Girls are optimistic about their financial futures.



96%

of girls expect they will be able to provide for their families.

View the full-sized infographic at girlscouts.org/financialliteracy.



Girls see a future where they are financially independent and empowered.



80%

would rather make their own money than marry someone who would support them financially.

View the full-sized infographic at girlscouts.org/financialliteracy.

Are girls ready to manage their financial futures?



ONLY 12%

of girls today currently feel very confident making financial decisions.

Girls want financial literacy skills to achieve their dreams.



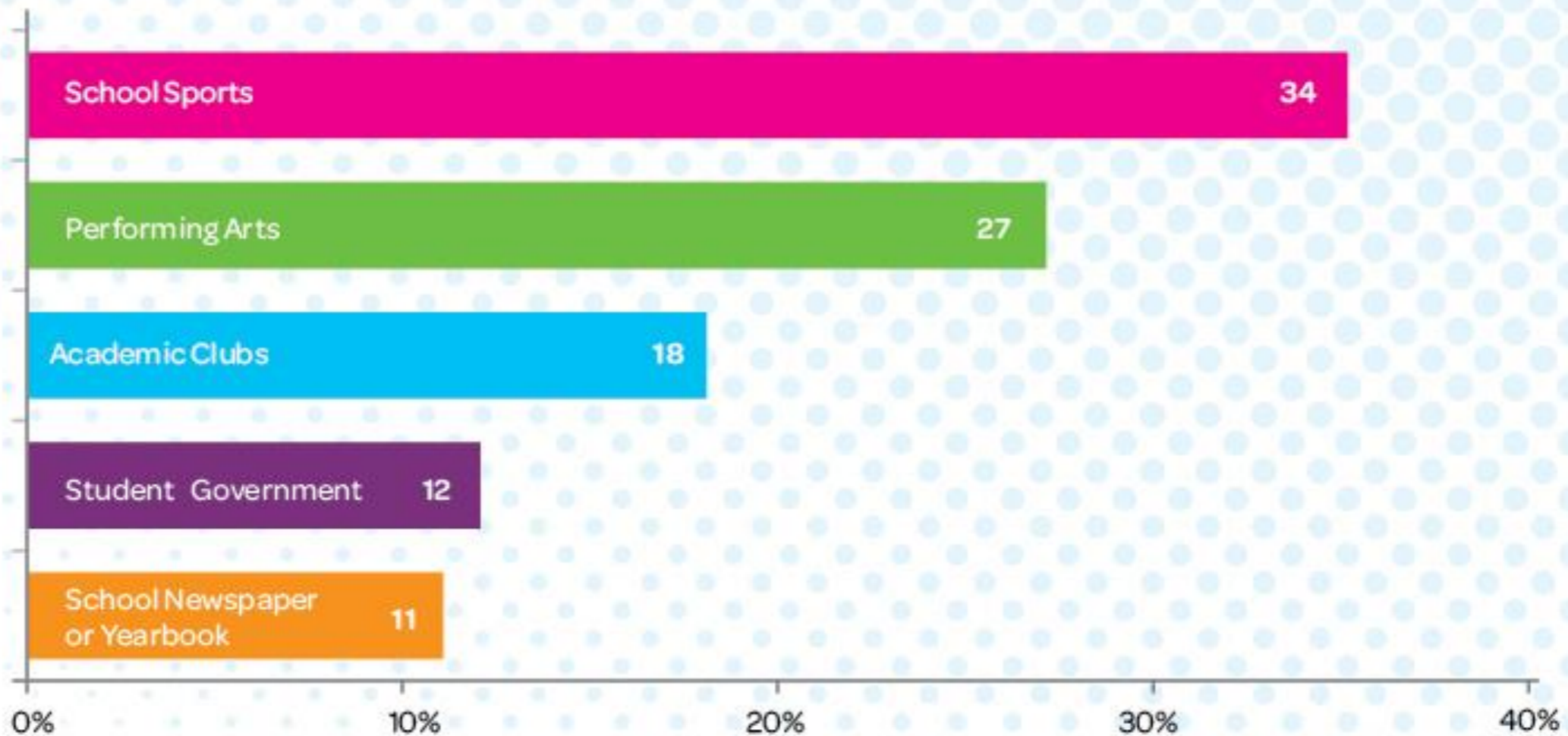
9 in 10

girls say it is important for them to learn how to manage money.

Out-of-School Time

Girls are engaged in sports and extracurricular activities, but many girls are under-scheduled.

Figure 6-5. Percent of 12th Grade Girls Participating in Extracurricular Activities, 2009*



*Includes those participating to a great or considerable extent.
Source: Monitoring the Future, 2009

Access to Technology

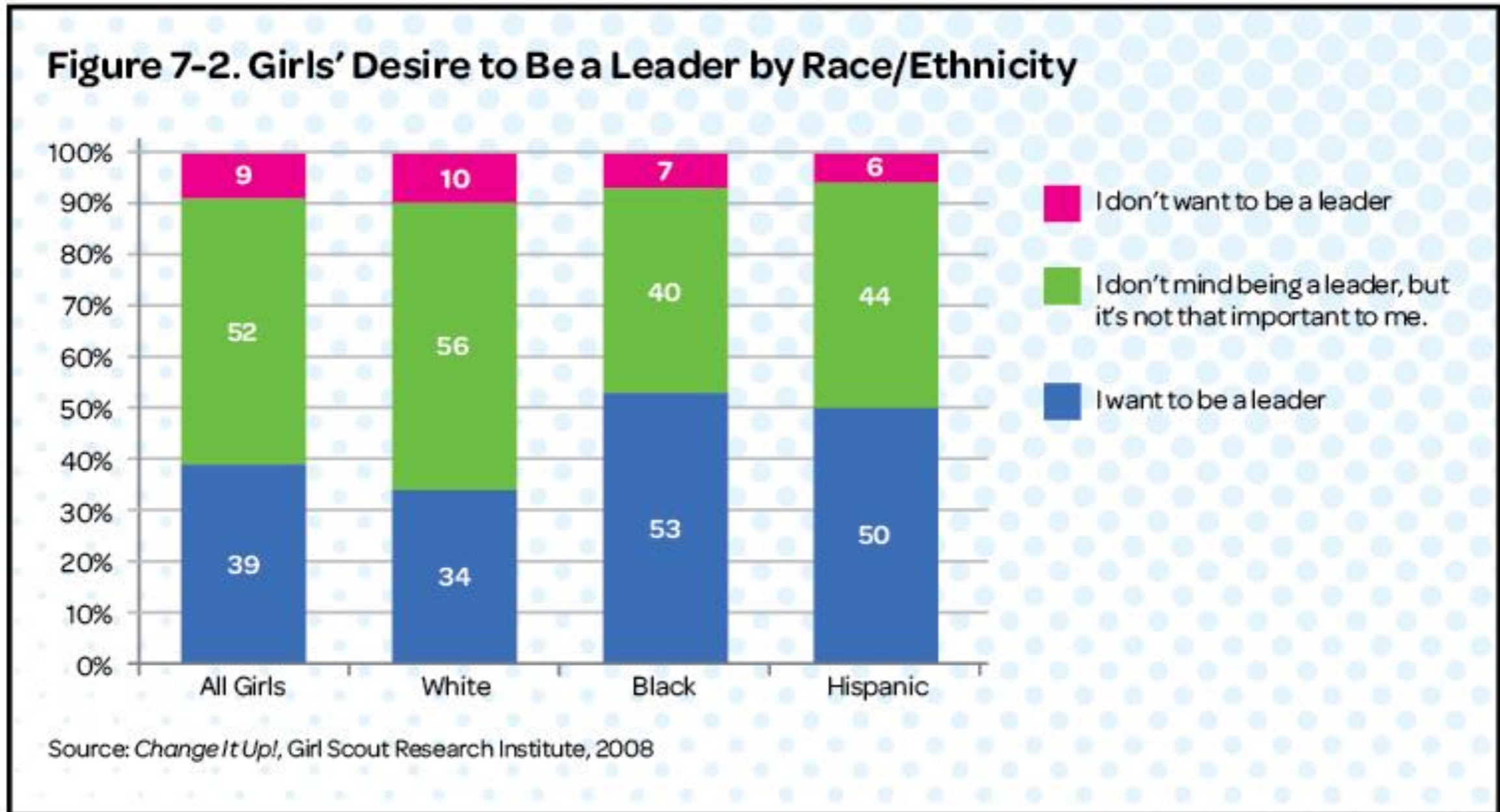
Most girls in this country are connected digitally.

- More than $\frac{3}{4}$ of girls ages 12 to 17 have a computer or laptop in their home, have a cell phone, and play video games.
- Despite increased use of electronic media, girls still value spending time with their friends.
 - Nearly 60% of all girls spend time doing social activities in person with their friends at least several times a week.



Leadership

Leadership is not a top goal for girls.



Conclusion

- *The State of Girls* shows the disparity that exists for girls as it pertains to physical, economic, and emotional well-being is big and is getting worse.
- Demographics and access to resources affect the reach of youth serving organizations.
- No single organization can tackle all the challenges facing girls.



THANK YOU!

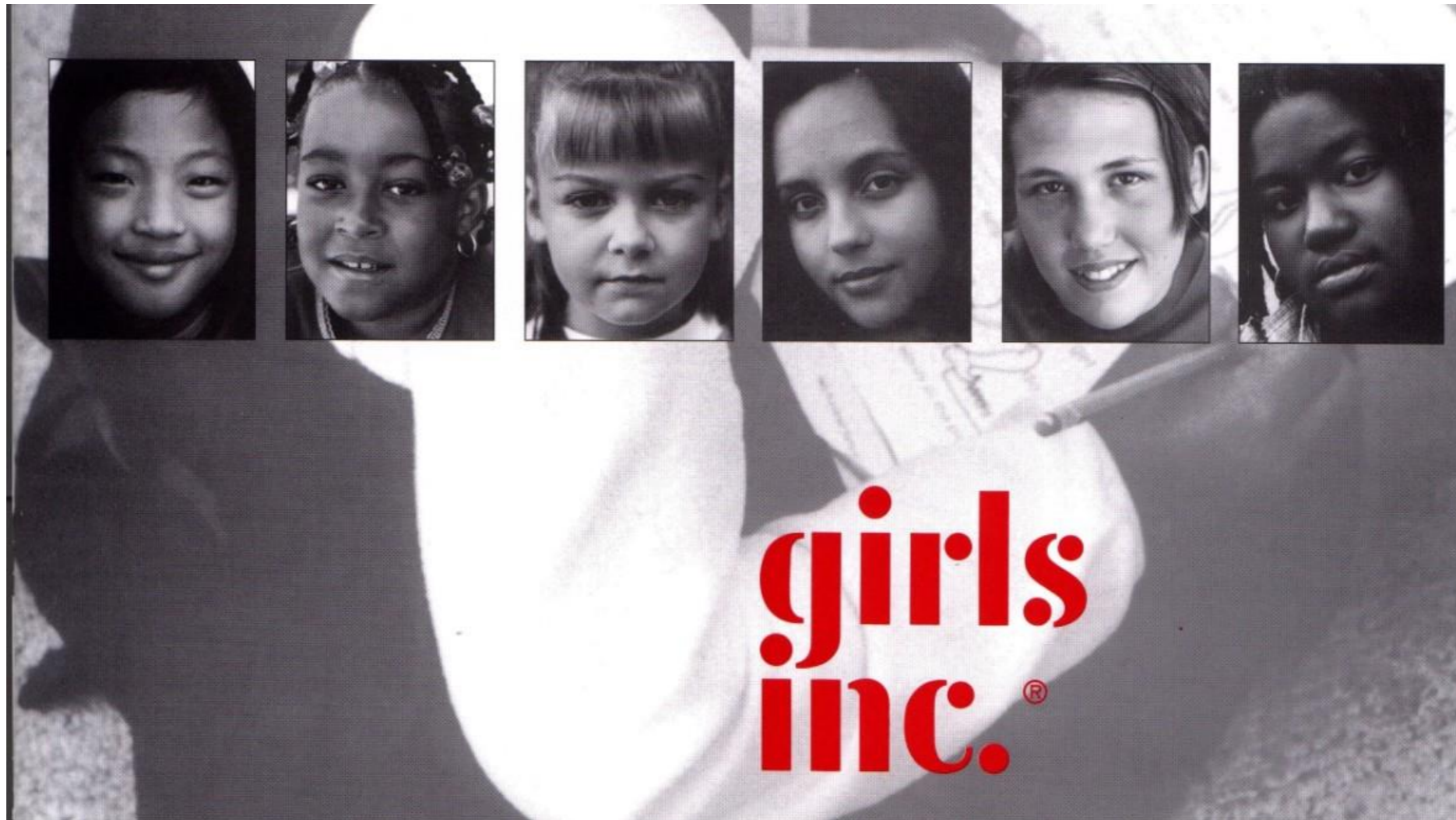
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Girl Talk

The state of girls and how afterschool can help

JULY 2014



Inspiring all girls to be strong, smart, and boldSM

girls
inc.[®]

Introducing Girls Inc.

- Founded in 1864
- **Inspiring all girls to be strong, smart and boldSM**
- Serving 138,000 girls in U.S. and Canada daily afterschool & summer
- Serves girls ages 6 – 18 (almost half are 12 – 18)
- Two-thirds of membership identify as girls of color
- 65% of girls' families earn \$30K or less a year
- 1 in 8 lives in household with annual income of less than \$10K
- Trained YDP staff delivers programming that addresses the unique issues girls face

Girls face significant obstacles

- **1 in 4 girls** will not finish high school
- **78% of girls** are unhappy with their bodies by age 17
- **3 in 10 girls** will become pregnant before the age of 20
- **1 in 5 girls** will be a victim of childhood sexual abuse

Girls Inc.:

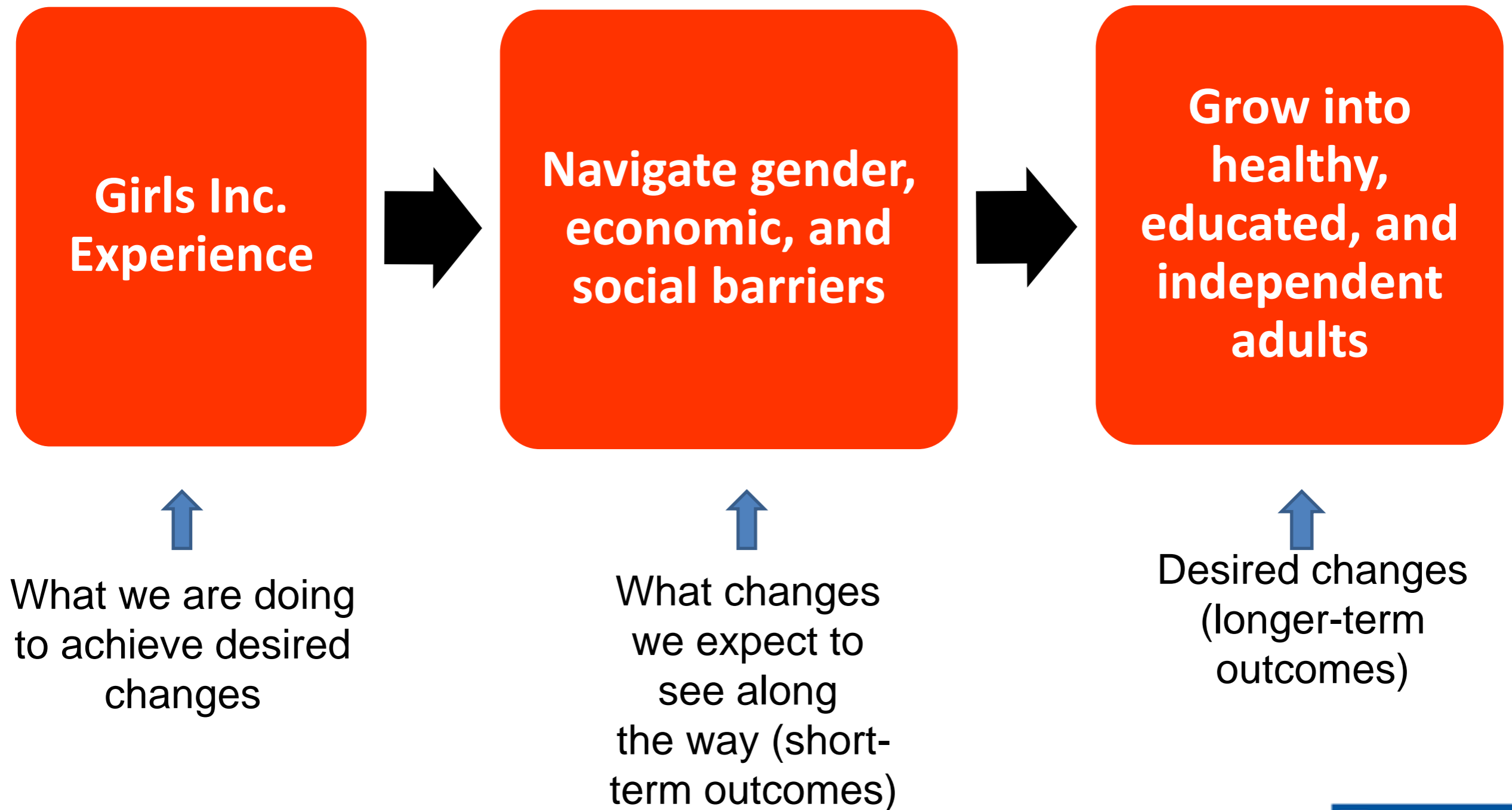
Making a difference in girls' lives

The Outcomes Project

- Began in 2011
- 5 year project
- Goal: measure the difference Girls Inc. makes in the lives of girls
- Focus on the whole girl, rather than program-specific outcomes



Girls Inc. Theory of Change



The Girls Inc. Experience



Inspiring all girls to be strong, smart, and bold SM

girls
inc.

Girls' Bill of Rights

Girls have the right

- **to be themselves and resist gender stereotypes**
- **to express themselves with originality and enthusiasm**
- **to take risks, to strive freely, and to take pride in success**
- **to accept and appreciate their bodies**
- **to have confidence in themselves and to be safe in the world**
- **to prepare for interesting work and economic independence**

Essential Elements



Outcomes – Outcomes - Outcomes

HEALTHY/STRONG

- **Makes Healthy Choices**
- **Manages reproductive health**
- **Has healthy relationships**
- **Has sound body image**

Girls grow up healthy/strong...

Through activities focused on healthy living, girls learn...

- **Assertiveness/refusal skills to avoid substance use**
- **About their bodies/avoid pregnancy & STI's**
- **About media influences on self-perception**
- **How to avoid/address violence**
- **To embrace sportsmanship, positive risk taking & team building**
- **To build a holistic approach to stress management, nutrition, physical activity & body image**

Outcomes – Outcomes - Outcomes

EDUCATED/SMART

- **Motivated to achieve**
- **Improved academic performance**
- **Graduates from HS and has post-secondary education**
- **Sets & achieves personal, educational and career goals**

Girls grow up educated/smart

Through academic enrichment and support, girls...

- Receive homework help and tutoring
- Boost literacy skills/take ownership of learning
- Develop enthusiasm for STEM – see career options
- Prepare for college
- Explore job readiness & are introduced to women professionals in various careers

Outcomes – Outcomes - Outcomes

INDEPENDENT/BOLD

- Uses own voice & advocates for others
- Is resilient
- Has resistance skills
- Ability to regulate emotion
- Knowledge of life skills application

Girls grow up independent/bold

Through building life skills, girls...

- Learn to earn, save and spend money with confidence
- Build leadership skills – create social change
- Gain skills and confidence as future voters, candidates and legislators through civic engagement activities
- Develop their voices – learn to advocate for themselves and others

How you can make a difference

- Create an environment that says girls are SSB
- Debunk myths and stereotypes about what women can do
- Honor girls' voices – encourage them to speak up
- Take girls' questions and comments seriously
- Affirm girls' achievements and attitudes – not their bodies
- Be intentional in your programming and interactions
- Challenge girls – believe and say they can succeed
- Let girls know it's okay to fail – support them in trying again

For more information, visit

www.girlsinc.org



Inspiring all girls to be strong, smart, and boldSM

**girls
inc.**[®]

Resources:



[Girl Scouts' Research Page](#)

[The State of Girls: Unfinished Business](#)

[Girl Scouts Be a Friend First](#)

[Girls Inc. Girls' Bill of Rights](#)

[Girls Inc.'s Resource Page](#)