We are re-evaluating our fees and discounts. This is a one year only 2019-2020 waiving of fees.

This Form to be completed by Parkrose Staff ONLY

REDUCED FEES APPLICATION

(This application is valid for one school year only. You must reapply each year.)

Organization: **Girl Scouts, Troop 10238**

Date of Application: **8-28-19**   Date(s) of event: **19-20 school year**

Purpose of Use: **Twice monthly meetings**

A FACILITY USE APPLICATION must accompany this form.

Reason for waiving fees & for profit or nonprofit, partner, PTO, etc?:

See attached

Quoted Fees:

- Facility Fees	$ **1,200.00**
- Nutrition Staff Fees	$
- Equipment Fees	$
- Technology Staff Fees	$
- Theatre Fees *no charge*	$
- Custodial Fees *on duty*	$ **1,080.00**
- Event Manager Fees	$
- Percentage Discount **50** %	$ **600.00**
TOTAL RENTAL FEES	$ **600.00**

PSD Administrator Approved Fees:

- Facility Fees	$
- Nutrition Staff Fees	$
- Equipment Fees	$
- Technology Staff Fees	$
- Theatre Fees	$
- Custodial Fees	$
- Event Manager Fees	$
TOTAL RENTAL FEES	$ **∅**

Additional Conditions or Terms *(if applicable)*: **No building access if custodian out sick, or a non-school day. Must comply with building and principal rules.**

History of Facility Use with Parkrose School District: **New to PSD**

Approved ☒ Denied☐: _____   Date: **8/4/19**
     Building Principal/Designee Signature

_____   Date _____
Superintendent Signature

BOARD ACTION:
Approved ☐ Denied ☐   Date _____

Building Requested: __Shaver Elementary School__

Parkrose School District Facilities Use Application – Elementary, Middle & District Office

Today's Date: __8/28/2019__

Organization: **Girl Scouts of Oregon & SW Washington, Troop 10238** if applicable/Non-Profit Tax ID#: **93-0399051**

Contact: **Adrienne Childs**   Phone: **(919) 609-2329**

Email: **gstroop10238pdx@gmail.com**

Address **3910 NE Tillamook St. Apt 214**   City **Portland**   State **OR**   Zip **97212**

Reason for rental: **Girl Scout Troop Meetings**

If your request exceeds the space below, please attach your detailed needs.

Date(s)	Day(s) of week	Facility Space(s)	Time	Attendance
9/26, 10/10, 11/7, 12/5 12/19, 01/16, 01/30, 02/13, 02/27, 03/12, 03/26, 04/09 (Every other Thursday, mindful of school closure dates)	**Thursday**	Any	Enter Time & Exit Time (including your setup/breakdown): 5:45-7:45 Event Start time: 6pm	Expected Attendance: ~15-20 kids ~5-10 Adults
			Enter Time & Exit Time (including your setup/breakdown): Event Start time:	Expected Attendance:

Equipment needs/other:

Fees listed below for your information, please allow the facilities coordinator to complete the monetary portions for accuracy:
Facility Fees per hour (rentals outside of building operational hours may require 2-4 hour minimum rental to be determined by Facilities Coordinator & Principal.)

	Elem	PMS	# days x # hours			Elem	PMS	# days x # hours
Lunchroom/commons	200	250	___x___ = $_____	M.S. Small Gym	N/A	75	___x___ = $_____
K-8 Stage	40	80	___x___ = $_____	M.S. Wrestling Room	N/A	50	___x___ = $_____
*Kitchen	75	100	___x___ = $_____	M.S. Dance Room	N/A	50	___x___ = $_____
Music/Band Room	50	60	___x___ = $_____	M.S. Locker Room	N/A	20	___x___ = $_____
Choir Room	N/A	60	___x___ = $_____	M.S. Tennis Courts	N/A	100	___x___ = $_____
Classroom	50	50	12 x 2 = $ 1,200.00	M.S. Multi. use Field	N/A	350	___x___ = $_____
Library/Media Center	60	100	___x___ = $_____	Baseball Field	100	250	___x___ = $_____
Parking Lot(s) ONLY rental	50	100	___x___ = $_____	Softball Field	100	250	___x___ = $_____
Conference Rooms	40	40	___x___ = $_____	Ele. Empty Grass Field	50	N/A	___x___ = $_____
K-5 Multipurpose Room	100	N/A	___x___ = $_____				
Covered Play Area	25	N/A	___x___ = $_____	District Office Boardroom:		100	___x___ = $_____
Main Gym	100	150	___x___ = $_____	District Office Workroom:		40	___x___ = $_____

Parkrose School District (PSD) Nutrition Service Staff should be scheduled for all Kitchen use at $ 30 per hour.

Equipment Fees per item

	Elem	PMS			Elem	PMS	
Podium	12	12	___x___ = $_____	Chairs	3	3	___x___ = $_____
Microphone	25	25	___x___ = $_____	Cafeteria tables w/seats	0	0	___x___ = $_____
Projector**BYO computer	15	15	___x___ = $_____	Tables	12	12	___x___ = $_____
Sound System	N/A	60	___x___ = $_____	Lining Baseball Field	N/A	200	___x___ = $_____
Indoor Bleachers (per side)	N/A	120	___x___ = $_____	Soccer set-up & Lining	N/A	300	___x___ = $_____
Lining Soccer (maint.)	N/A	120	___x___ = $_____	Piano	60	60	

Tech Service -- Customer to be charged $35 per hour for those events requiring technology assistance.
** *All Parkrose Schools have public Wi-Fi throughout. Please provide your own computer/devices.*

Catering/Food Requirements

♦ All Catering should be contracted thru Parkrose Nutrition Services (503-408-2122). Administrator approval required if you are not using Parkrose Nutrition Services. Additionally, a Parkrose Nutrition Services employee may be required for any kitchen use at a rate of $30 p/hr.
♦ All food must be consumed and served in the PSD Facilities designated areas.

Custodial Fees***: *These include lock/unlock of the building, alarming the building, cleaning, event set-up/re-set, bathroom sanitizing and re-stocking, supplies/materials, and general maintenance.*

♦ Monday – Friday, operating hours   = $35 p/hour   ♦ Non School days & after operating hours   = $45 p/hour

***Custodial fees may not be charged if a custodian is already on duty. Cleaning/set-up and break-down will then become the responsibility of the renter. $45 per hour fee applies if the spaces rented aren't left the way you found them and/or renter pulls the custodian away from his/her duties. Large events will require custodial fees.

N/A

Event Manager: *Paying for an Event Manager may be required depending on the scope of your rental and may double to cover some tasks that would otherwise require a custodian or technology support staff.*

Operating Hours $35 x # of Custodial hours needed _____ = $ _____ $50 x # of Event Mgr. hrs. needed _____ = $ _____
Non-Oper. Hrs. $45 x # of Custodial hours needed **24** = $ **1080.00** $50 x # of Event Mgr hrs. needed _____ = $ _____

No charge custodian on duty

- **Facility Fees**	$ 1200.00	
- **Nutrition Staff Fees**	$ ——	**Support Staff requirements determined by Facilities Coordinator and Building Administrator.**
- **Equipment Fees**	$ ——	
- **Technology Staff Fees**	$ ——	**10% ($100 minimum) Refundable deposit if event cancelled within 60 days of rental date*
- **Theater Fees**	$ ——	*** 50% of remaining deposit due 60 days prior to event date*
- **Custodial Fees**	$ 1080.00	****Remaining deposit due 2 weeks prior to event date*
- **Event Manager Fees**	$ ——	**** Payment methods: Cash, Check, Cashiers Check*

Subtotal $ **1200**   less Discount **50** % $ **600.00**

– Credit Card Payments must be done in person

Total Rental Fees $ **600.00**

Completed by:_____Date:_____
             Facilities Coordinator

Principal:_____Date:_____

I/we understand the fees on page 1 & 2. If my application is accepted for the requested facility scheduled in Parkrose School District, we agree to meet all contractual, insurance, deposit and payment requirements during the agreement period. I/we agree to be responsible for the conduct of the audience in and about the building and for any damages beyond ordinary wear and tear, which occurs to this District property in regards to our use and occupancy thereof. I/we agree that District property will be used in accordance with the rules and regulations of the Board of Educations (See Policy KGAA). Upon approval a signed Facility Use Liability Release Form is required prior to facility use.

Organization or Individual Signature _____   Date   08/28/2019

All rentals are subject to availability, please check with the building administrator. Classrooms may not be rented during teacher contract hours. Facilities may be rented on non-school days with administrator approval but paperwork may not be accepted and processed on non-school days. Please be sure facility applications for use during the summer or fall are submitted prior to the end of each school year. All rentals are subject to support staff availability when applicable. Application must be completed and turned in 45 school days prior to rental date for School Board consideration of reduced fees. Religious based organizations are excluded from receiving reduced fees due to Federal Law. All agents and employees connected with Licensee's use of the facility shall abide by, conform to and comply with all laws of the United States and the State of Oregon and all ordinances of the City of Portland, Oregon, and the rules and regulations of Parkrose School District, together with all rules and regulations of the Bureau of Police of the City of Portland. Individuals or Organizations who stay beyond the times indicated on this form will be subject to $45 per hour penalty should District staff have to stay late. Individuals or Organizations are also subject to any charges incurred by the outside agency overseeing District's security, should they be called to the site. Any video or audio recording on District property must be Superintendent approved. Superintendent Signature/Date:_____

For Office Use Only:	
Application received by: _Anduffer_	Date: 8/28/19
Support staff coverage confirmed by: N/A	Date:
Required Proof of insurance received by:	Date:
Required Facility Use Liability Release received by:	Date:

Parkrose
School District
Portland, Oregon

Andrea Stevenson <steveand@parkrose.k12.or.us>

Girl Scout Troop 10238 at Shaver Elementary

GS Troop 10238 <gstroop10238pdx@gmail.com>   Fri, Aug 23, 2019 at 1:28 PM
To: Andrea Stevenson <andrea_stevenson@parkrose.k12.or.us>

Hello!

We are interested in asking for the fee to be waived entirely.

I understand this is a big ask but please consider the wealth of history that's coming with this. Girl Scouts has over 100 years of experience and a huge success rate of successful women when it comes to alumnus. I've attached some pretty cool research that the Girl Scouts of the United States of America have published, but I wanted to highlight a few things.

Girl Scouts works to build girls of Courage, Confidence, and Character, who make the world a better place. Bringing this Girl Scout troop to Shaver Elementary is going to have some amazing impacts on the community.

There's a higher percentage of girls in Girl Scouts (verses not in Girl Scouts) that raise their hands in class, ask for help, don't give up after failing, and generally show more drive for S.T.E.A.M. base fields after graduating highschool. "Research shows that Girl Scouts are more likely than non–Girl Scouts to achieve academic excellence, and overachieve when it comes to teamwork, hands-on learning and reflection, and decision making." (Check out The Girl Scout Impact Study, attached, for details!)

Our troop currently meets the 75% Parkrose Participation requirement for a discount. We still have space in our troop to welcome more girls within the district. Our troop serves girls K-3rd (Daisy and Brownie Levels). Next year some of the Brownie's will be bridging up into Juniors (4-5th grade), which will expand the range of girls we can support within the district. There may already be troops in the area but please keep in mind that each troop has a cap to the number of girls based on the number of volunteers. The more troops there are in an area, the more girls we'll be able to serve!

Girl Scouts is a fantastic way to help girls build their confidence, sense of self, and can positively impact their lives later on. There are educational benefits to Girl Scouts, as many of our badges fall in line with curriculum standard; there are social benefits, as girls work to build healthier relationships; there are personal benefits, as girls have a stronger sense of self. Want proof? We have a long history of positive growth. Did you know that every female secretary of state in U.S. history is a former Girl Scout? Or that Seventy-three percent of current female senators are Girl Scout alums? Check out other impressive alum data in the sheet, attached!

By allowing our troop to meet at Shaver, you'll be helping girls in your community grow. Girl Scouts is a non-profit organization and the troop is lead by volunteers. We simply do not have the funds to rent a space at a monetary cost. What we can offer, however, is committing to focus our annual Community Day Projects on helping those at Shaver and within the Parkrose School District. At Girl Scouts, we aim to create a stronger sense of community. There will be specifics badges and activities that are meant to give back to the community that helps the girls grow. We would be delighted if our projects can give back to the school that helps us having a meeting space!

Please consider this proposal for a fee-waived space as a positive impact on both the Girls' lives and the community within the Parkrose School District. If you would like more information or a deeper conversation surrounding this request, please don't hesitate to reach out.

Thank you!

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GSOSW
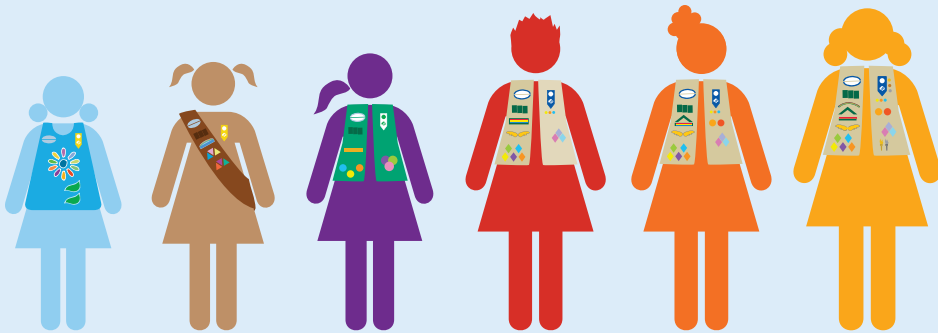**Co-Leader for Troop 10238**
Adie Childs
(919) 609-2329
Please use They/Them Pronouns when referring to me!

4 attachments

The Girl Scout Impact Study

Background

Today's youth need a broad set of skills, behaviors, and attitudes to effectively navigate their environment, work well with others, perform their best, and achieve their goals—competencies that are central to the development of human capital and workforce success around the world.[I] Unfortunately, there is a profound gap between the knowledge and skills most youth learn in school and the knowledge and skills needed in 21st century communities and workplaces. Indeed, many employers worldwide report that job candidates lack the social and emotional skills needed to fill available positions.[II]

In addition to being more competitive job candidates, youth who develop competencies like perseverance, self-esteem, and sociability have lower rates of obesity, depression, and aggression, and show greater life satisfaction and emotional well-being than youth who do not develop such attributes.[III] And significantly, when youth develop these competencies early on, the benefits are long-term. A prominent 2011 study demonstrated that kindergarteners who learned how to share, cooperate with others, and be helpful were more likely to have a college degree and a job 20 years later than youth who lacked those social skills.[IV] They were also less likely to have substance-abuse problems and run-ins with the law.

It's clear—having technical or academic knowledge alone is no longer enough. Building confidence, forming healthy relationships, solving problems, and developing other such strengths is crucial to the well-being of youth, both today and in the future. ❧

The Girl Scout Impact Study: An Overview

Girl Scouts is the preeminent leadership development organization for girls, with a research-proven program that helps them cultivate important skills they need to take the lead in their own lives and the world. At Girl Scouts, girls learn and grow in a safe, all-girl environment, discovering who they are, connecting with others, and taking action to make the world a better place.

The Girl Scout Leadership Experience (GSLE), the foundation of the Girl Scout program, features a variety of fun, challenging, and experiential activities that empower girls as they develop five attitudes, skills, and behaviors essential to effective leadership[v]:

1. **Strong Sense of Self**
2. **Positive Values**
3. **Challenge Seeking**
4. **Healthy Relationships**
5. **Community Problem Solving**

In December 2016, the Girl Scout Research Institute (GSRI) surveyed a nationally representative sample of girls to assess the role of Girl Scouts in helping girls attain the five GSLE outcomes (or "leadership outcomes") above, as well as other specific ways girls benefit from participating in Girl Scouts.

The research provides compelling evidence that Girl Scouts stand out significantly from non–Girl Scouts, demonstrating more well-rounded lifestyles and a stronger propensity for success. Compared to non–Girl Scouts, Girl Scouts are more likely to:

- ✔ **Exhibit strong leadership outcomes**
- ✔ **Earn "excellent" grades**
- ✔ **Expect to graduate college**
- ✔ **Aspire to STEM, business, and law careers**
- ✔ **Feel hopeful about their future**

The findings also show that Girl Scouts provides the differentiating factors that benefit girls. Girls Scouts are more likely than non–Girl Scouts to:

- ✔ **Participate in a variety of fun and challenging activities, like those involving the outdoors, STEM, and civic engagement**
- ✔ **Engage in activities that are girl-led, cooperative, and hands-on**
- ✔ **Have adults in their lives who help them think about their future and pursue their goals**

And the benefits of Girl Scouting are not exclusive to any particular demographic; all Girl Scouts are equally likely to develop the five GSLE outcomes, regardless of social class, zip code, race/ethnicity, or degree of engagement in other extracurricular activities. This means that no matter where girls live or what their age or background, Girl Scouts can help them develop to their full potential.

In other words, Girl Scouting works! *The Girl Scout Impact Study* confirms that Girl Scouting has a strong, positive impact on girls, helping them develop into citizens who are responsible, caring, and engaged—and prepared for a lifetime of leadership.

Key Finding 1

Girl Scouts exhibit stronger leadership outcomes than non–Girl Scouts.

Compared to non–Girl Scouts, Girl Scouts are more likely to…

DEVELOP A STRONG SENSE OF SELF
They have confidence in themselves and their abilities, and are happy with who they are as a person

DISPLAY POSITIVE VALUES
They act ethically, honestly, and responsibly, and show concern for others

SEEK CHALLENGES
They take appropriate risks, try things even if they might fail, and learn from mistakes

FORM HEALTHY RELATIONSHIPS
They develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively

BE COMMUNITY PROBLEM-SOLVERS
They desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create "action plans" to solve them
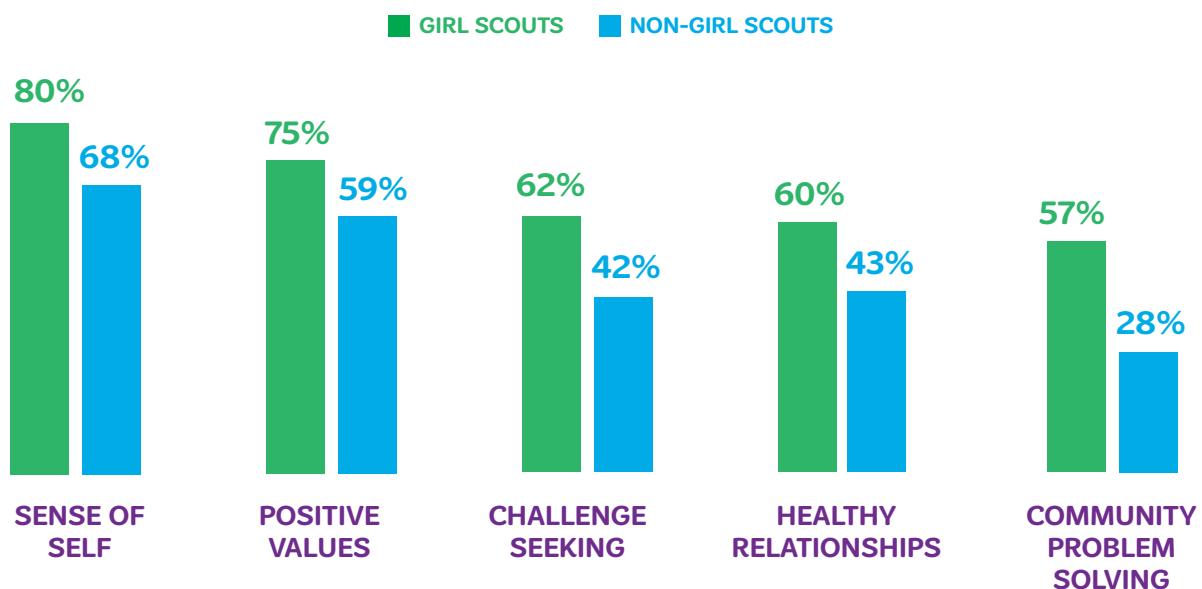
Girl Scouts across age levels fare better than non–Girl Scouts with regard to all five leadership outcomes. Girl Scouting particularly impacts girls' abilities to step outside their comfort zones, manage healthy relationships, and be civically engaged in their communities. For example, three out of five Girl Scouts seek challenges and develop healthy relationships compared to only two in five non–Girl Scouts, and Girl Scouts are twice as likely as non–Girl Scouts to identify and solve problems in their communities.
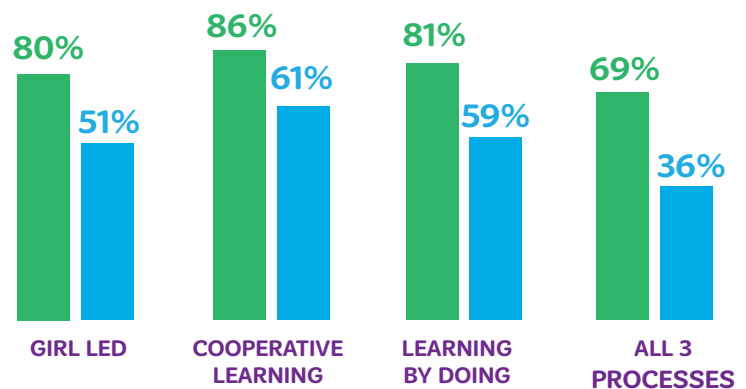
Girls Exhibiting Leadership Outcomes

■ GIRL SCOUTS ■ NON-GIRL SCOUTS

Outcome	Girl Scouts	Non-Girl Scouts
SENSE OF SELF	80%	68%
POSITIVE VALUES	75%	59%
CHALLENGE SEEKING	62%	42%
HEALTHY RELATIONSHIPS	60%	43%
COMMUNITY PROBLEM SOLVING	57%	28%

Key Finding 2

Girl Scouts are more likely than non-Girl Scouts to participate in out-of-school-time activities that engage them in active learning.
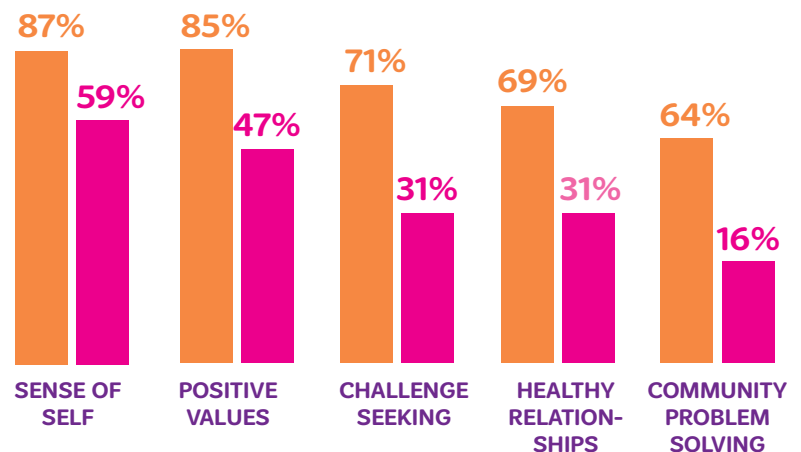
Girl Scouts sets up girls for success by engaging them in activities that are girl-led, cooperative, and hands-on—processes that create high-quality experiences conducive to learning. *The Girl Scout Impact Study* finds that Girl Scouts are more likely than non-Girl Scouts to take an active role in decision making, learn by working cooperatively with others, and participate in hands-on activities that engage them in an ongoing cycle of action and reflection.

Girls Engaging in Active Learning

GIRL SCOUTS   **NON-GIRL SCOUTS**

	GIRL LED	COOPERATIVE LEARNING	LEARNING BY DOING	ALL 3 PROCESSES
Girl Scouts	80%	86%	81%	69%
Non-Girl Scouts	51%	61%	59%	36%

Engaging in active learning boosts girls' ability to develop leadership outcomes. Girls—both Girl Scouts and non–Girl Scouts—who participate in activities that are girl-led, cooperative, and hands-on outperform their peers with regard to all five leadership outcomes. The effects of active learning are especially pronounced when it comes to making a difference at the community level: 64 percent of girls who engage in active learning exhibit community problem solving skills, compared to 16 percent of girls who have not participated in this kind of learning!

Girls Exhibiting Leadership Outcomes

ACTIVE LEARNING   **NON-ACTIVE LEARNING**

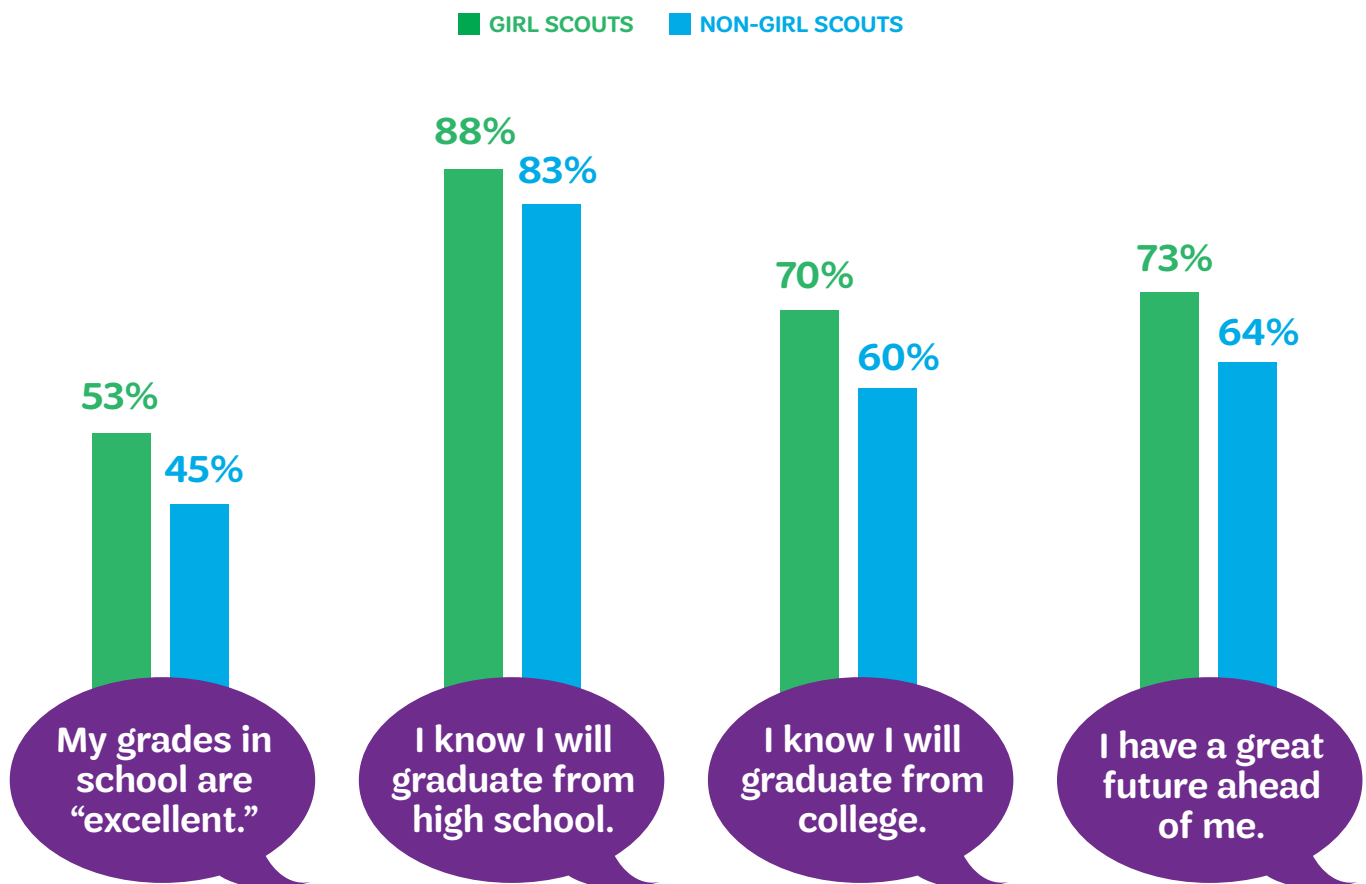|	SENSE OF SELF	POSITIVE VALUES	CHALLENGE SEEKING	HEALTHY RELATION-SHIPS	COMMUNITY PROBLEM SOLVING
Active Learning	87%	85%	71%	69%	64%
Non-Active Learning	59%	47%	31%	31%	16%

Key Finding 3

Girl Scouts helps girls do well in the classroom and beyond!

While the Girl Scout mission is not about improving girls' test scores or grades in school, *The Girl Scout Impact Study* shows that more Girl Scouts than non-Girl Scouts earn "excellent" grades. And although most girls—regardless of Girl Scout status—expect to graduate from high school, Girl Scouts are more likely than non-Girl Scouts to have college graduation in their sights.

This study also shows that Girl Scouts are more likely than non-Girl Scouts to have positive expectations about their future. Hope for the future has been linked to success in school as hopeful youth are more goal-oriented and can overcome obstacles to achieve their dreams[VI].

Girls Who "Strongly Agree" With Statement

■ GIRL SCOUTS   ■ NON-GIRL SCOUTS

53%
45%
My grades in school are "excellent."

88%
83%
I know I will graduate from high school.

70%
60%
I know I will graduate from college.

73%
64%
I have a great future ahead of me.

Girls were also asked what they want to be when they grow up. More Girl Scouts than non-Girl Scouts desire careers in STEM (Science, Technology, Engineering, and Math), law or business; industries in which women are underrepresented.

WHAT I WANT TO BE WHEN I GROW UP	GIRL SCOUTS	NON-GIRL SCOUTS
Doctor, Veterinarian, or Dentist*	29%	31%
STEM Career (Net)	26%	14%
Scientist	11%	7%
Computer Scientist or Information technology (IT) Expert	8%	4%
Engineer or Architect	9%	4%
Mathematician or Statistician	3%	1%
Teacher or Principal/School Administrator	18%	21%
Actor, Dancer, or Singer	15%	20%
Artist or Fashion Designer	13%	19%
Nurse or Nurse Practitioner	12%	9%
Lawyer	8%	4%
Businessperson, Salesperson, or Accountant	7%	4%

Not statistically significant.

Key Finding 4

Girl Scouts are more likely than non–Girl Scouts to have an adult in their lives who helps them pursue goals and plan for the future.

Research suggests that enduring relationships with caring adults can provide a buffer against many of the negative influences and high-risk behaviors that youth navigate daily. Positive relationships with caring adults can support academic achievement and the development of resilience and self-esteem.

The Girl Scout Impact Study shows that Girl Scouts and non–Girl Scouts are equally likely to have an adult in their lives who cares about

and supports them. But Girl Scouts are more likely than non–Girl Scouts to have adults in their lives who help them pursue their goals and think about their future. Indeed, at Girl Scouts, adult volunteers push girls to be the best they can be and expand their possibilities by connecting them to people, ideas, and experiences to help them grow.

"There is an adult in my life who..."

GIRL SCOUTS **NON-GIRL SCOUTS**

% VERY TRUE

78% 78%
Makes me feel important.*

75% 73%
Makes me feel like I can do anything.*

74% 67%
Helps me pursue my goals.

71% 66%
Helps me think about my future.

* Not statistically significant.

Having a supportive adult in Girl Scouts is especially beneficial for girls of lower socioeconomic status (SES). In our study, lower-SES Girl Scouts were significantly more likely than lower-SES non–Girl Scouts to say they have an adult in their lives who helps them pursue their goals. In contrast, higher-SES Girl Scouts and non–Girl Scouts did not significantly differ in their ratings. Importantly, lower-SES Girl Scouts had ratings equivalent to their higher-SES Girl Scout peers, suggesting Girl Scouts provides supportive adults that are crucial to girls' success in life.

"There is an adult in my life who helps me pursue my goals."

■ **GIRL SCOUTS**   ■ **NON-GIRL SCOUTS**

Higher SES*
* Not statistically significant.

72%
69%

Lower SES

77%
66%

% VERY TRUE
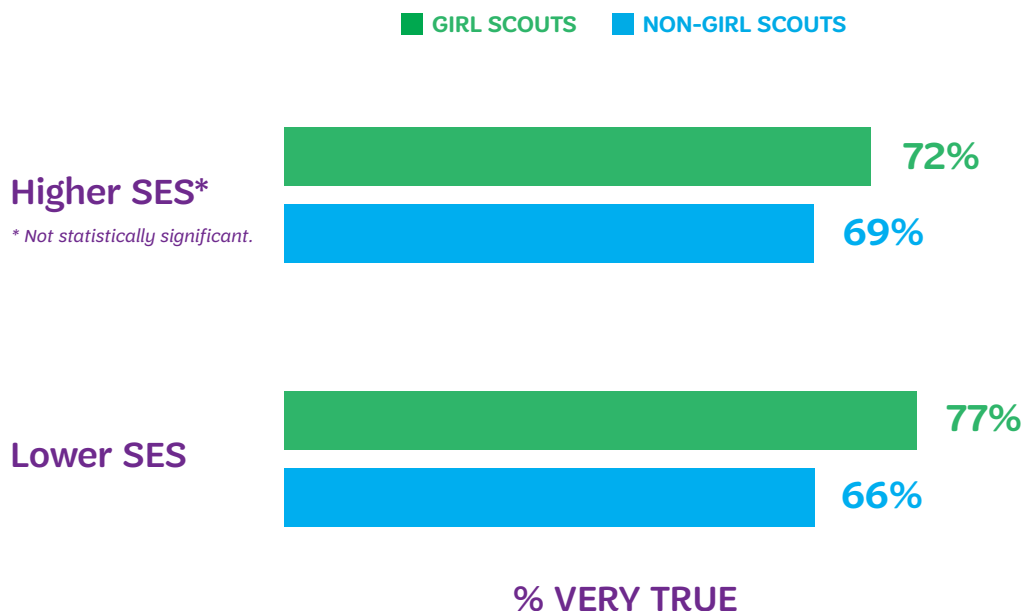
Key Finding 5

Girl Scouts are twice as likely as non–Girl Scouts to participate in activities that shape their character and open up new worlds to them.

Most after-school pursuits help youth develop a specific set of skills pertaining to sports, art, or music, while still other youth programs are designed to meet childcare or supervisory needs of parents who work late. What makes Girl Scouts unique is the breadth of activities made available to girls, including outdoor experiences such as camping, hiking, and sports; hands-on activities related to science, technology, engineering, and math (STEM); activities that expose girls to exercise, help them eat healthy, and boost their self-esteem; the Girl Scout Cookie Program, which helps girls develop financial literacy and entrepreneurial skills; and service projects that enable girls to improve and enrich their communities.

Girl Scouts are nearly twice as likely as non-Girl Scouts to participate in a variety of fun and challenging activities that shape their character and open up new worlds to them. For example, 79 percent of Girl Scouts participate in civic engagement activities, like community service and volunteering, compared to only 37 percent of non–Girl Scouts—that's a 42 percent difference! And the personal benefits of these activities increase with frequency of participation: 76 percent of girls who participate in STEM activities "a lot" are challenge seekers, compared to just 33 percent of girls who have never participated in STEM. Impressively, higher participation across the six different activities is correlated with higher scores on all five Girl Scout leadership outcomes.

Girls Who Participate in Activities "A Lot" or "Sometimes"

GIRL SCOUTS   **NON-GIRL SCOUTS**

	GIRL SCOUTS	NON-GIRL SCOUTS
OUTDOOR ACTIVITIES	76%	43%
CIVIC ENGAGEMENT ACTIVITIES	79%	37%
HEALTHY ACTIVITIES	82%	69%
FINANCIAL ACTIVITIES	65%	36%
STEM ACTIVITIES	60%	35%
LEADERSHIP ACTIVITIES	79%	44%
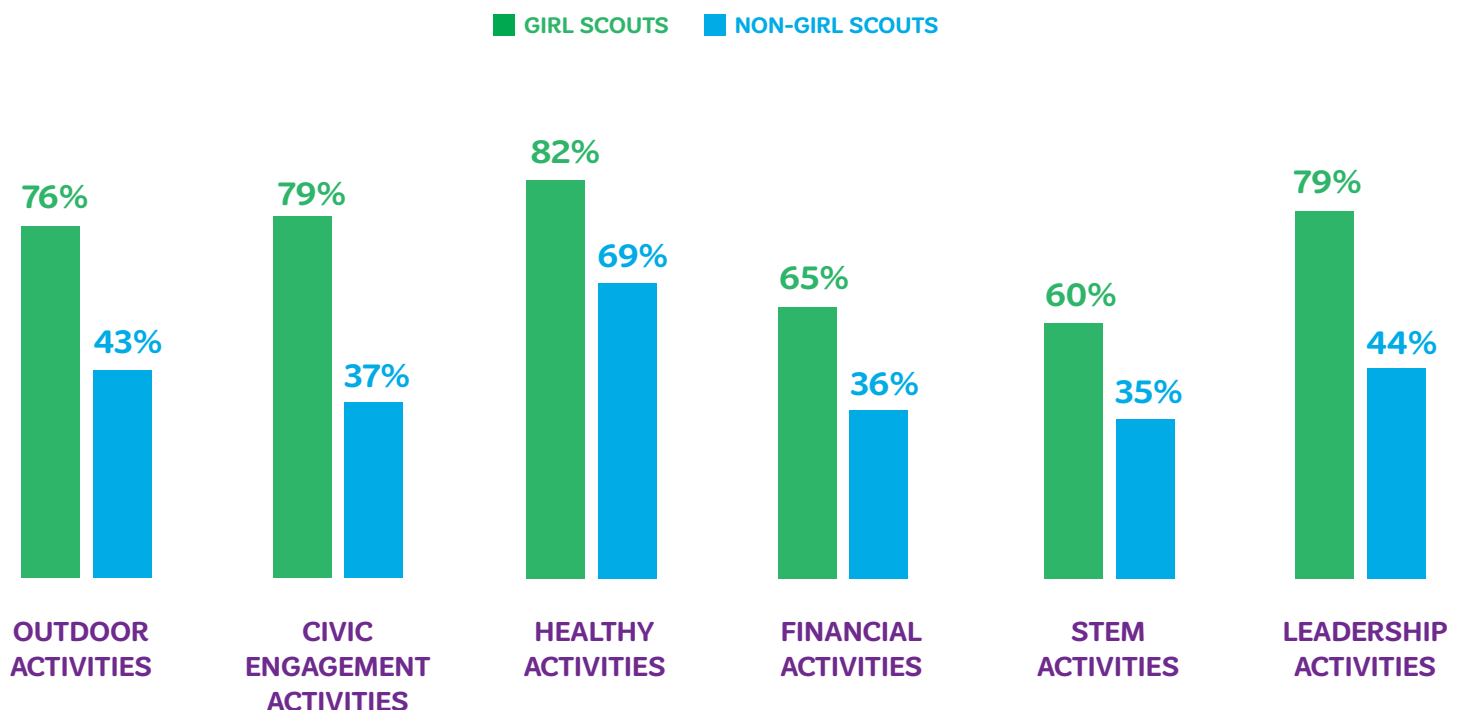
Key Finding 6

Supportive adults and the Girl Scout processes help Girl Scouts develop the GSLE outcomes.

How girls' activities and experiences are structured and facilitated is more instrumental to their success than the specific activities they participate in. Girls who have at least one adult in Girl Scouts who makes them feel valuable and helps them think about their future exhibit stronger leadership outcomes than their peers who lack this support. And girls benefit the most when they engage in active learning—participating in hands-on, collaborative activities that allow them to make decisions about what they do and how they do it. Indeed, feeling supported and having active learning experiences mean everything when it comes to long-term outcomes for girls.

Regression analyses were conducted using the Girl Scout sample only to investigate the extent to which Girl Scouting contributes to girls' development of the five leadership outcomes, as well as their grades and expectations about their future. All analyses controlled for girl demographic characteristics (age, race/ethnicity, socioeconomic status, and region) and included the following Girl Scout factors: duration in Girl Scouts, frequency of participation in various activities, supportive adult relationships, and the three Girl Scout processes.

The top two drivers of each GSLE outcome and other measures are as follows:

SENSE OF SELF Most heavily driven by the presence of a caring adult who supports and validates girls, and hands-on activities
- Supportive adult relationships
- Learning by doing

POSITIVE VALUES Most heavily driven by collaborative work toward shared goals guided by a caring adult
- Cooperative learning
- Supportive adult relationships

CHALLENGE SEEKING Most heavily driven by hands-on learning that engages girls in an ongoing cycle of action and reflection, and participation in STEM activities
- Learning by doing
- STEM activities

HEALTHY RELATIONSHIPS Most heavily driven by girls' sharing of ideas in collaborative projects and reflecting afterward as a group on what worked and what didn't
- Cooperative learning
- Learning by doing

COMMUNITY PROBLEM SOLVING Most heavily driven by participation in hands-on, collaborative projects that help people
- Community service activities
- Learning by doing; cooperative learning (tie)

GRADES Most heavily driven by positive feelings about oneself and engagement in ethical, honest, and responsible behaviors
- Sense of self
- Positive values

HOPE FOR THE FUTURE Most heavily driven by confidence in oneself and one's abilities, and the presence of a caring adult who supports and validates girls
- Sense of self
- Support adult relationships

Key Finding 7

Girl Scouts can support girls during their turbulent teen years.

Analyses were conducted to examine age differences in girls' outcome scores and other experiences.

A natural correlation with age exists for many factors measured in this study, regardless of Girl Scout status:

- As both Girl Scouts and non–Girl Scouts get older, they tend to develop positive values—exhibiting stronger ethics, honesty, and reliability, and showing concern for others.
- However, fewer girls report the presence of a supportive adult in their lives as they age, and their sense of self tends to become more vulnerable.

There are other areas that reflect correlation with age for one group only:

- As non–Girl Scouts get older, their participation in activities involving healthy living, the outdoors, and STEM declines. In contrast, Girl Scouts' participation in these activities remains consistent through the years.
- While non–Girl Scouts report consistently low participation in community service and activities that teach money management, Girl Scouts' participation increases with age.

- Girl Scouts also engage in more girl-led, cooperative, and hands-on learning as they age, whereas non–Girl Scouts remain steady in these experiences over time.

Still other areas show similar trends for both groups up until middle school (ages 11–13), when trends shift negatively for non–Girl Scouts but remain consistent or increase for Girl Scouts as they transition to high school:

- While it's common for a girl's sense of self to decline after middle school, Girl Scouts experience a slight lift in theirs at this time. (Figure 1)
- During middle school, non–Girl Scouts experience a dramatic drop in interest and involvement in their communities, whereas Girl Scouts' desire to solve problems in their communities increases. (Figure 2)
- Also during middle school, Girl Scouts remain confident about their future, whereas non–Girl Scouts are more likely to question theirs. (Figure 3)

Collectively, these findings demonstrate that participating in Girl Scouts can provide a buffer against many of the negative influences and experiences girls have starting around middle school. Girl Scouts have adults in their lives who deeply value and support them, boosting their sense of self at a time when it's especially vulnerable. In turn, girls who feel good about themselves and their abilities have more hope for a bright future and dedicate time to solving problems in their communities. Additionally, while many after-school programs provide adult mentors and enhance girls' confidence, unique to Girl Scouts is a driving commitment to civic engagement. At Girl Scouts, girls discover they have the power to make the world a better place for generations to come—and then go out and make it happen.
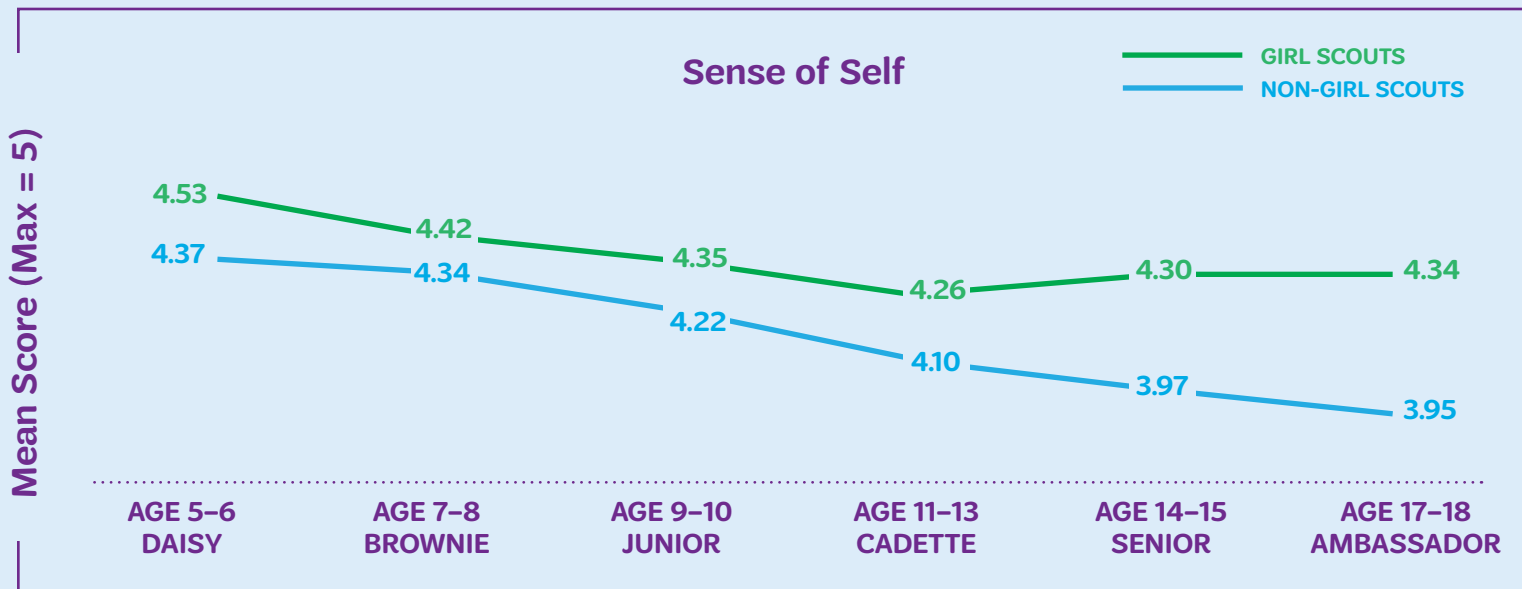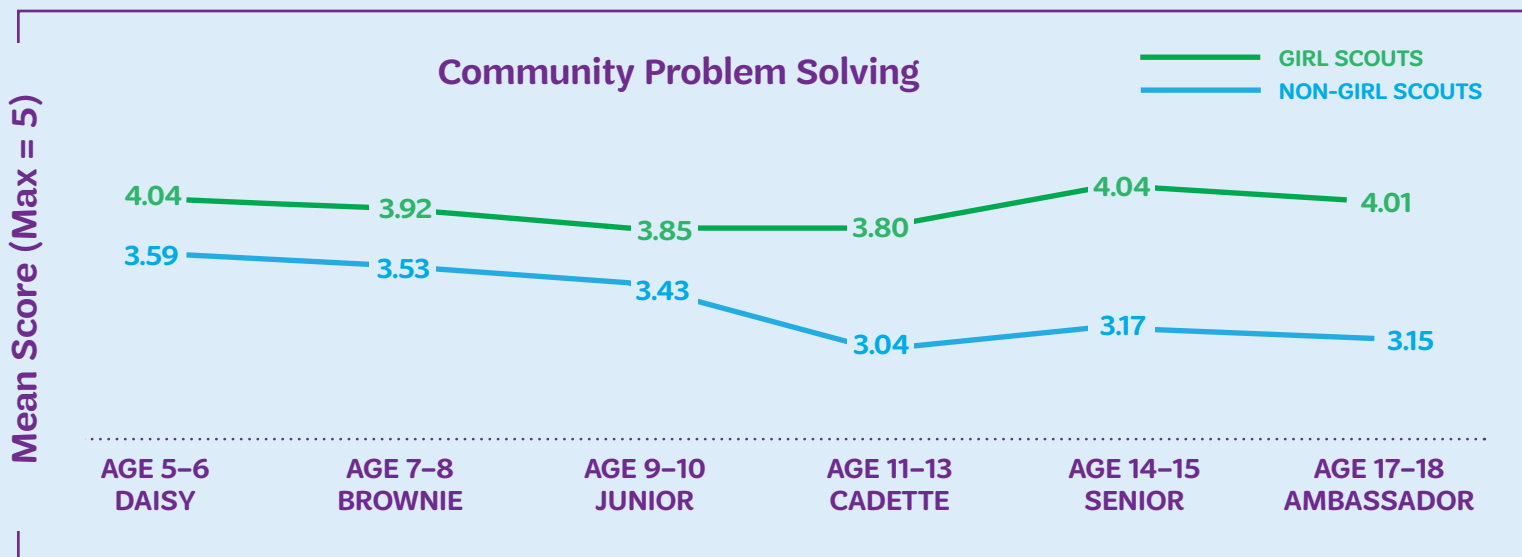
Sense of Self
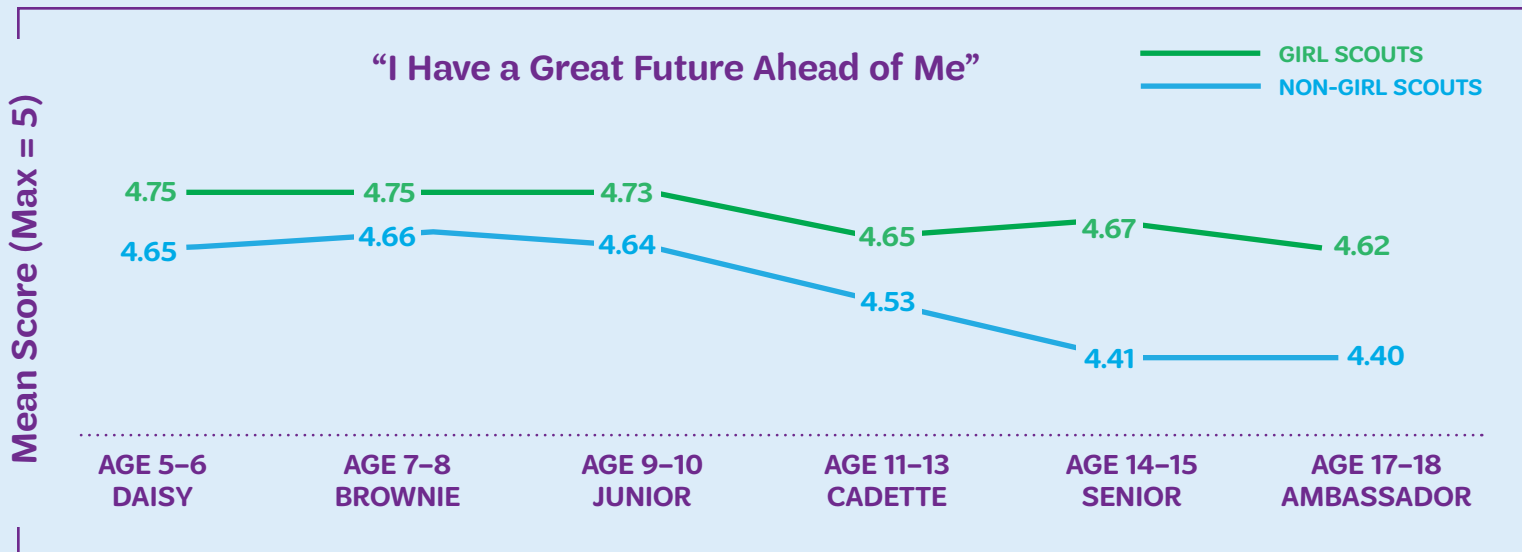

GIRL SCOUTS
NON-GIRL SCOUTS

Mean Score (Max = 5)

	GIRL SCOUTS	NON-GIRL SCOUTS
AGE 5–6 DAISY	4.53	4.37
AGE 7–8 BROWNIE	4.42	4.34
AGE 9–10 JUNIOR	4.35	4.22
AGE 11–13 CADETTE	4.26	4.10
AGE 14–15 SENIOR	4.30	3.97
AGE 17–18 AMBASSADOR	4.34	3.95

Figure 1

Community Problem Solving

GIRL SCOUTS
NON-GIRL SCOUTS

Mean Score (Max = 5)

	GIRL SCOUTS	NON-GIRL SCOUTS
AGE 5–6 DAISY	4.04	3.59
AGE 7–8 BROWNIE	3.92	3.53
AGE 9–10 JUNIOR	3.85	3.43
AGE 11–13 CADETTE	3.80	3.04
AGE 14–15 SENIOR	4.04	3.17
AGE 17–18 AMBASSADOR	4.01	3.15

Figure 2

"I Have a Great Future Ahead of Me"

GIRL SCOUTS
NON-GIRL SCOUTS

Mean Score (Max = 5)

	GIRL SCOUTS	NON-GIRL SCOUTS
AGE 5–6 DAISY	4.75	4.65
AGE 7–8 BROWNIE	4.75	4.66
AGE 9–10 JUNIOR	4.73	4.64
AGE 11–13 CADETTE	4.65	4.53
AGE 14–15 SENIOR	4.67	4.41
AGE 17–18 AMBASSADOR	4.62	4.40

Figure 3

Appendix

Table 1

RESEARCH QUESTIONS. In 2016, Girl Scouts of the USA simplified its national program model[VI], the Girl Scout Leadership Experience (GSLE), which featured 15 measurable leadership benefits or "outcomes." This was done in order to tell a more succinct and consistent Movement-wide story about the impact of Girl Scouting on girls. In collaboration with Tufts University's Institute for Applied Research in Youth Development, the Girl Scout Research Institute reduced the 15 GSLE outcomes to a set of five, with validated measures that are closely connected to the Girl Scout mission and program activities, and reflect competencies the youth development field have determined are crucial to helping youth thrive.

The overarching goal of *The Girl Scout Impact Study* was to assess the attitudes, behaviors, and skills associated with the five GSLE outcomes among a nationally representative sample of Girl Scouts and non–Girl Scouts. The specific questions were:

1. How do Girl Scouts and non–Girl Scouts fare on the five GSLE outcomes, controlling for demographic factors?

2. Do certain Girl Scout experiences (e.g., activities, supportive adults, three Girl Scout processes) contribute to the development of the five GSLE outcomes?

3. Are the five GSLE outcomes correlated to other measures, like grades, educational and career aspirations, and hopeful future expectations?

METHODOLOGY. An online survey was conducted by the research firm Decision Analyst and sampled 3,014 girls (1,507 Girl Scouts, 1,507 non–Girl Scouts) ages 5–18. Girls were recruited to the survey via their parents, who received an email invitation to complete a screener. Parents were screened based on the following qualifications: adult age 18-plus and parent or legal guardian of a 5- to 18-year-old girl living in the same household. Within the screener, parents completed a brief survey that asked about their girl's demographic information (age, race/ethnicity), family income, U.S. state where the girl lives, their girl's participation in monthly out-of-school time activities, and their girl's participation in Girl Scouts specifically. Girls who were currently participating in Girl Scouts were considered "Girl Scouts" and girls who had never participated in Girl Scouts were considered "non–Girl Scouts." Girls who were not current Girl Scouts but had been in the past were excluded from the study. Parents of Girl Scouts were then asked what Girl Scout grade their girl was currently in and how long their girl had been a Girl Scout. Quotas were set by race/ethnicity, region, and household income to achieve a nationally representative sample. The survey was conducted December 17, 2016–January 6, 2017.

SAMPLE. Demographic data of the sample is shown in Table 1. While Girl Scouts had significantly higher family income than non–Girl Scouts, analyses examining the GSLE outcomes using weighted scores did not alter the findings. Therefore all data reported are unweighted.

URBANICITY	GS	NON-GS
Urban or city area	36%	27%
Suburban area next to city	43%	42%
Small town or rural area	21%	31%

FAMILY INCOME	GS	NON-GS
Less than $25,000	7%	23%
$25,000–$34,999	11%	11%
$35,000–$49,999	15%	14%
$50,000–$74,999	22%	18%
$75,000–$99,999	16%	12%
$100,000–$149,999	17%	13%
$150,000 or more	13%	7%

ETHNICITY	GS	NON-GS
White	69%	66%
Hispanic or Latino	13%	14%
Black or African American	12%	13%
Asian or Pacific Islander	5%	5%
American Indian or Alaskan Native	1%	1%
Other	1%	2%

REGION	GS	NON-GS
Northeast	23%	18%
Midwest	24%	24%
South	34%	37%
West	20%	20%

Preliminary analyses were also conducted to examine the GSLE outcomes by demographic factors. A few statistically significant differences emerged; however, they were not large enough to be meaningful so we do not report out on them. All demographic factors were controlled for in the analyses.

ANALYSES. Each leadership outcome and the 3 Girl Scout processes (girl-led, learning by doing, and cooperative learning) were assessed with three to six items. Mean scores were calculated for each. Girls were considered to have exhibited an outcome or experienced active learning if the mean score of the items that make up an outcome or process was equal to or greater than 4.0 on a 5-point scale. One-way ANOVAs were used to examine comparisons between Girl Scouts and non–Girl Scouts. Key driver analyses included latent class factor analyses and regression modeling using the Girl Scout sample only. Separate regressions were conducted for each outcome measure and included demographic factors, number of out-of-school-time activities girls participate in monthly, duration in Girl Scouts, frequency of participation in various activities, supportive adult relationships, and the three Girl Scout processes. Separate regressions were also conducted using grades, expectations of graduating high school and college, and hope for the future as dependent variables, and included all of the factors listed above as well as the five GSLE outcomes. The variance explained for each regression model was moderate for the GSLE outcomes, ranging from 33 to 44 percent, and low for grades, educational aspirations, and hopeful future expectations, ranging from 15 to 28 percent. This indicates that other factors not measured in the study may have an impact on the development of the GSLE outcomes and other measures.

MEASURES

GSLE OUTCOMES. All outcomes measured on a 5-point Likert scale (5 = exactly like me, 1 = not at all like me)

1. Sense of Self (2 subscales; a = .83)
   - Confidence (3 items; e.g., "Girls like me can be leaders.")
   - Positive Identity (3 items; e.g., "I am glad I am me.")

2. Positive Values (2 subscales; a = .82)
   - Integrity (3 items; e.g., "I do what is right, even when it is hard.")
   - Caring (3 items; e.g., "When I see someone being picked on, I feel sad.")

3. Challenge Seeking (3 items; a = .84; e.g., "I try things even if I may not be good at them.")

4. Healthy Relationships (3 items; a = .73; e.g., "I listen to people even if I disagree with them.")

5. Community Problem Solving (2 subscales; a = .91)
   - Civic Orientation (3 items; e.g., "I want to make the world a better place to live in.")
   - Civic Engagement (3 items; e.g., "When I see a problem in my community, I think of many ways to solve it.")

GIRL SCOUT PROCESSES. All Girl Scout processes were measured on a 5-point Likert scale (5 = exactly like my troop, 1 = not at all like my troop). For non–Girl Scouts, we asked girls to think about their experience working with others on group projects either at school or during out-of-school time activities. The response scale was altered to say "group" instead of "troop." We also altered items that refer to "other girls" to simply say "others."

1. Girl-Led (3 items; a = .91; e.g., "When we plan an activity, we share our ideas and opinions.")

2. Cooperative Learning (3 items; a = .88; e.g., "We learn by working with other girls.")

3. Learning by Doing (2 subscales; a = .90)
   - Action (3 items; e.g., "We get to try out our ideas and see how they work.")
   - Reflection (3 items; e.g., "After we finish a project or activity, we talk about what worked and what didn't work.")

SUPPORTIVE ADULT RELATIONSHIPS. Girls were asked to think about the adults they know who are not their parents or guardians. Then they rated how true four statements are for them (a = .82; e.g., "There is an adult in my life who makes me feel important.")

PARTICIPATION IN VARIOUS ACTIVITIES. Girls rated how often they participated in seven different activities (e.g., outdoor, STEM) in the past year outside of school using a 5-point scale (4 = a lot, 1 = not at all).

GRADES. Girls were asked, "Which of the following describes the grades you get in school?"—rated on a Likert scale (4 = excellent, 1 = poor).

HOPEFUL FUTURE EXPECTATIONS. Girls were asked how much they agreed with three statements (5 = strongly agree, 1 = strongly disagree).
   - I know I will graduate from high school.
   - I know I will graduate from college.
   - I have a great future ahead of me.

CAREER INTEREST. Girls were asked, "As of today, what do you want to be when you grow up?" They could select up to three responses from a list of 22 careers (partial list on page 7).

End Notes:

I. Child Trends. (2015). Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields.

II. ManpowerGroup. 2016/2017 Talent Shortage Survey

III. OECD. (2015). Skills for Social Progress: The Power of Social and Emotional Skills. Paris, France: OECD Publishing.

IV. Durlak, J., Weissberg, R. Dymnicki, A. Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432.

V. Girl Scout Research Institute. (2016). Five Ways Girl Scouts Builds Girl Leaders.

VI. Gallup, Inc. (2015). Gallup Student Youth Poll 2015 Results

VII. Girl Scout Research Institute. (2016). Girl Scout Leadership Experience Outcomes Revision.

About Girl Scouts of the USA

Founded in 1912, Girl Scouts of the USA is the preeminent leadership development organization for girls, with 2.6 million members—1.8 million girls and 800,000 adults. Girl Scouts is the leading authority on girls' healthy development, and builds girls of courage, confidence, and character, who make the world a better place. To volunteer, reconnect, donate, or join, visit www.girlscouts.org.

About GSRI

The Girl Scout Research Institute, formed in 2000, is a vital extension of Girl Scouts of the USA's commitment to addressing the complex and ever-changing needs of girls. The GSRI documents the impact of Girl Scouting; conducts original research on girls today; monitors external marker and customer trends; and provides valuable research support to GSUSA's 112 councils nationwide. The GSRI also informs program and resource development, public policy, and advocacy for Girl Scouting.

5 Ways Girl Scouts Builds Girl Leaders

Girl Scouts' mission is to build girls of courage, confidence, and character, who make the world a better place. Since 1912, girls have explored new fields of knowledge, learned valuable skills, and developed strong core values through Girl Scouts. Today Girl Scouts is, as it always has been, the organization best positioned to help girls develop important leadership skills they need to become successful adults.

At Girl Scouts, guided by supportive adults and peers, girls develop their leadership potential through age-appropriate activities that enable them to *discover* their values, skills, and the world around them; *connect* with others in a multicultural environment; and *take action* to make a difference in their world. These activities are designed to be girl led, cooperative, and hands-on—processes that create high-quality experiences conducive to learning.

When girls participate in Girl Scouts, they benefit in 5 important ways:

STRONG SENSE OF SELF
Girls have confidence in themselves and their abilities, and form positive identities.

POSITIVE VALUES
Girls act ethically, honestly, and responsibly, and show concern for others.

CHALLENGE SEEKING
Girls take appropriate risks, try things even if they might fail, and learn from mistakes.

HEALTHY RELATIONSHIPS
Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.

COMMUNITY PROBLEM SOLVING
Girls desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create "action plans" to solve them.

Why do these five outcomes matter?

When girls exhibit these attitudes and skills, they become responsible, productive, caring, and engaged citizens. But don't take our word for it! Studies show that the development of attitudes, behaviors, and skills like confidence, conflict resolution, and problem solving are critical to well-being and rival academic and technical skills in their capacity to predict long-term positive life outcomes.[1]

Youth who develop these five outcomes...

Are happier, healthier, and less likely to engage in problem behaviors or be victimized. Youth who develop competencies such as perseverance, positive self-esteem, and sociability have lower rates of obesity, depression, and aggression, and show greater life satisfaction and well-being than those who do not develop such attributes/skills.[2]

Achieve more academically and feel more engaged in school. Youth who participate in programs that promote the attributes and skills linked with our five outcomes show stronger academic performance and school engagement compared to those who do not.[3] When students are more self-aware and confident about their learning capabilities, they try harder and persist in the face of challenges.

Become strong job applicants. While employers want new hires to have technical knowledge related to a given job, those skills are not nearly as important as good teamwork, decision-making, and communication skills.[4] Yet many employers around the world report that job candidates lack these attributes.[5]

Become successful, well-adjusted adults. Kindergarteners who learn how to share, cooperate with others, and be helpful are more likely to have a college degree and a job 20 years later than youth who lack these social skills.[6] They are also less likely to have substance-abuse problems and run-ins with the law.

Join Girl Scouts today! girlscouts.org

[1] Child Trends. (2015). Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields.

[2] OECD. (2015). *Skills for Social Progress: The Power of Social and Emotional Skills.* OECD Skills Studies, OECD Publishing, Paris.

[3] Durlak, J., Weissberg, R. Dymnicki, A. Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

[4] National Association of Colleges and Employers. (2015). *Job Outlook 2016: Attributes Employers Want to See on New College Graduates' Resumes.*

[5] ManpowerGroup. (2015). Talent Shortage Survey.

[6] Jones, Greenberg, & Crowley (2015). Early Social-Emotional Functioning and Public Health: The Relationship between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health*, 105(11), 2283-2290.

Girl Scout Alums by the Numbers

Alums in the U.S.
- There are currently more than 50 million Girl Scout alums.
- Roughly 5 percent of Girl Scout alums have received the highest award in Girl Scouting—the Girl Scout Gold Award.
- Gold Award Girl Scouts represent our most successful and engaged—and happiest—Girl Scout alums. Gold Award Girl Scouts display more positive life outcomes compared with non–Girl Scout alums with regard to sense of self, life satisfaction, leadership, life success, community service, and civic engagement.
- Girl Scout alums also display positive life outcomes to a greater degree than non-alums on several indicators of success, including sense of self, volunteerism and community work, civic engagement, education, and income/socioeconomic status.

Sources: Girl Scout Research Institute: *Girl Scouting Works: The Alumnae Impact Study* (2012)
Girl Scout Research Institute: *Girl Scout Network Exploratory Research* (2017)

Elected Officials
- Fifty-five percent of women in the 115th Congress are Girl Scout alums.
- Seventy-three percent of current female senators are Girl Scout alums.
- Fifty-one percent of women currently in the House of Representatives are Girl Scout alums.
- Four of the six current female governors are Girl Scout alums.
- Every female secretary of state in U.S. history is a former Girl Scout: Madeleine Albright, Condoleezza Rice, and Hillary Clinton.

Source: Girl Scouts of the USA Public Policy & Advocacy Office, Washington, DC (2018)

Businesswomen
- More than half (52 percent) of female business leaders are Girl Scout alums.
- Girl Scout alums are more likely than non-alums to have a business degree.
- Older women in business are more likely to have been Girl Scouts as girls; 61 percent of businesswomen age 65 and older are Girl Scout alums, as are 56 percent between the ages of 45 and 64.
- Overall, 15 percent of alums in business report being Gold Award Girl Scouts. Twenty-six percent of 30-to 44-year-old Girl Scout alums in business are Gold Award Girl Scouts, and 34 percent of female Hispanic alums in business are Gold Award Girl Scouts.

Source: Girl Scout Research Institute, *Girl Scout Alumnae Businesswomen Research* (2015)

Girl Scouting builds girls of courage, confidence, and character who make the world a better place.

Evaluation of the Girl Scout Experience Among Girl Scout Alums

- Women who have been Girl Scouts rate their Girl Scout experiences highly. On a scale of 1 to 10, the average rating across all Girl Scout alums is 8.04.
- Girl Scout alums fondly remember positive aspects of and experiences in Girl Scouts. Fun, friendships, and crafts are the most frequently cited positive aspects of Girl Scouting.
- Ninety-one percent of Girl Scout alums rate their experience in Girl Scouts as positive.
- Seventy-six percent rate the impact of Girl Scouting on their lives today as positive.
- Fifty-four percent attribute their success in life to their time spent in Girl Scouts.
- More than half (57 percent) of Girl Scout alums in business say that the Girl Scout Cookie Program was beneficial in the development of their skills today.

Sources: Girl Scout Research Institute, *Girl Scouting Works: The Alumnae Impact Study* (2012), *Alumnae Engagement Research* (2014), *Girl Scout Alumnae Businesswomen Research* (2015)

We're Girl Scouts of the USA

We're 2.6 million strong—1.8 million girls and 800,000 adults who believe in the power of every G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader)™ to change the world. Our extraordinary journey began more than 100 years ago with the original G.I.R.L., Juliette Gordon "Daisy" Low. On March 12, 1912, in Savannah, Georgia, she organized the very first Girl Scout troop, and every year since, we've honored her vision and legacy, building girls of courage, confidence, and character who make the world a better place. We're the preeminent leadership development organization for girls. And with programs from coast to coast and across the globe, Girl Scouts offers every girl a chance to practice a lifetime of leadership, adventure, and success. To volunteer, reconnect, donate, or join, visit www.girlscouts.org.

Girl Scouting builds girls of courage, confidence, and character who make the world a better place.
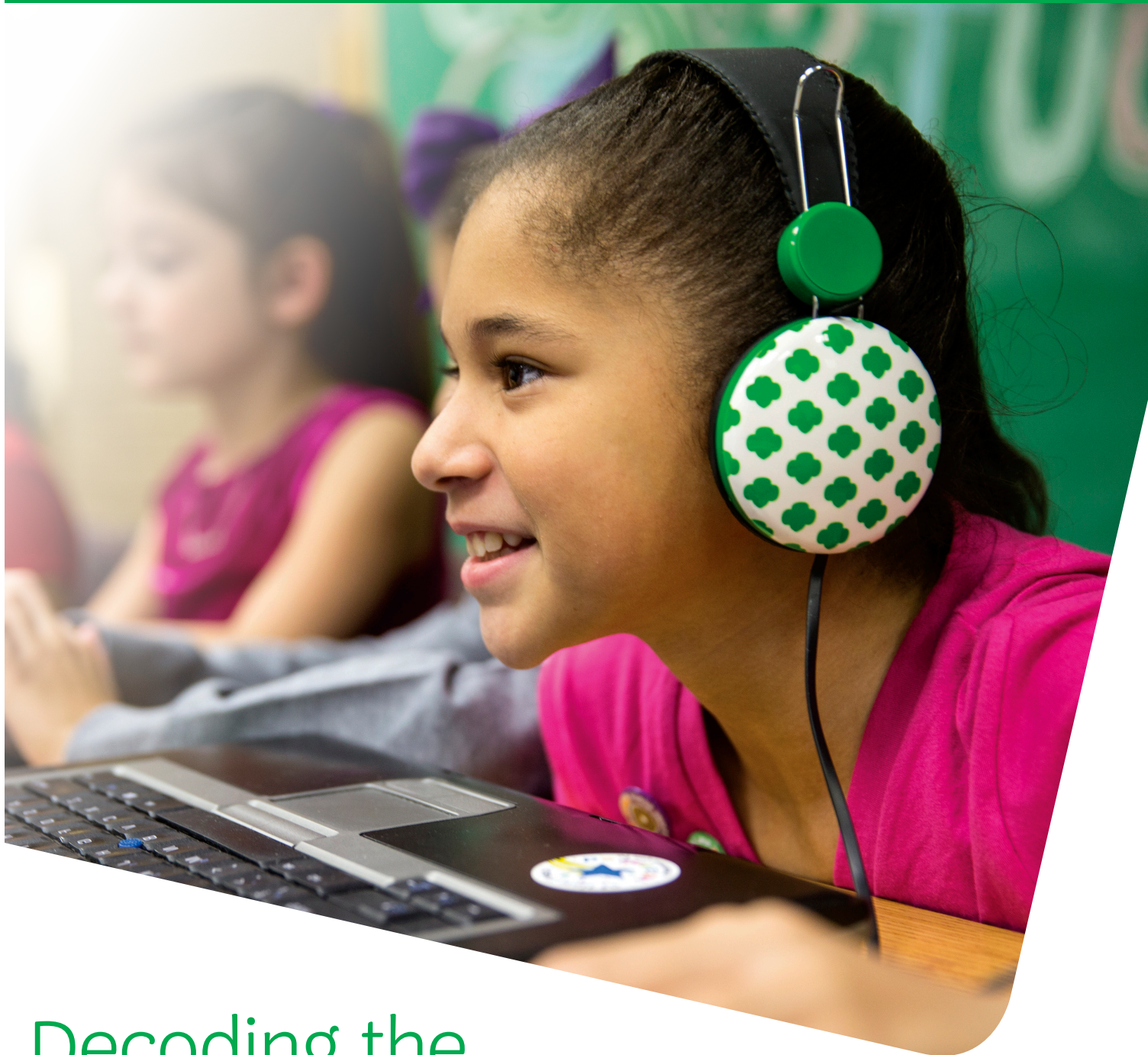
Decoding the
Digital Girl

Defining and Supporting Girls'
Digital Leadership

Introduction

There's no question that girls today are growing up digital, with more access to the internet and online activities than ever before. And although there's a good deal of information available about the devices kids in middle school and older are using and the websites they're visiting, less is known with regard to younger kids and to girls exclusively—and still less about how girls or boys of any age are using their digital experiences specifically to improve their lives, their communities, and the world.

To better understand the digital experiences of girls and their use of technology to lead in their own lives and beyond, the Girl Scout Research Institute conducted a national research study with nearly 2,900 girls and boys ages 5–17, as well as their parents.[1] What we learned shows that many girls exhibit leadership in the digital space—an impressive number of them to a degree that, by the high standards of Girl Scouts of the USA, qualifies them as digital leaders.

Girls' Digital Use

Our research shows that girls are using a variety of tech devices, including smartphones, iPads/tablets, desktop computers, laptops, and gaming devices. The device girls use most frequently is a smartphone, which they acquire at age 10 on average and spend about four hours a day using, with teen girls spending more than five hours daily on their phones. More than three-quarters of girls (77%) live in homes with some degree of "smart" technology, such as smart TVs, temperature controls, and appliances like smart refrigerators, vacuum cleaners, and garage doors.

Girls engage in a wide range of activities online, including watching videos and movies (84%), listening to music (77%), playing games for fun (72%), looking up and researching topics (62%), doing homework and using school apps (61%), and taking and editing photos (61%).

2,894
Number of survey participants

Girls in lower-income households are less likely than their peers in higher-income households to engage in educational activities online,[2] including doing homework and using school apps (56% vs. 63%), looking up and researching topics (58% vs. 65%), and reading books and articles (34% vs. 43%). Lower-income girls are also less likely to have and use laptops, tablets, and desktops than girls in higher-income households, although smartphone use is consistent across income ranges. All of this suggests that girls from lower-income households are missing out on valuable digital learning experiences, particularly before they start using smartphones.

Interestingly, girls are more likely than boys to engage in educational activities online, including playing games for learning purposes (55% vs. 41% of boys) and reading books and articles (40% vs. 28%). Boys, on the other hand, are more likely to play games for fun (81% vs. 72% of girls) and to game after school for four or more hours (31% vs. 17%).

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1 GSRI partnered with FROM, The Digital Transformation Agency, and Touchstone Research, to conduct qualitative and quantitative research with 2,894 participants across the U.S. including 944 girls ages 5–17, 503 boys ages 5–17, and 1,447 of their parents. These national samples were aligned to U.S. Census data for youth 5–17, with respect to race/ethnicity, urbanicity, geographical region, and household income.

2 Girls in lower-income households ("lower-income girls") are defined as girls living in households with an annual income of $49,999 or lower. "Higher-income girls" are from households with an annual income of $50,000 or more.
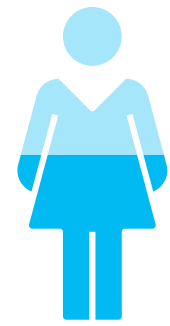
Defining Girls' Digital Leadership

For many, leadership in the digital space is synonymous with technological expertise. But a richer definition of digital leadership is far-reaching, incorporating not only what a person knows, but what they do with their knowledge. Indeed, being a true digital leader requires more than knowledge, confidence, and capability; by Girl Scout standards, **girls who are digital leaders seek to improve their own lives and the world through their digital experiences and use of technology**. They embrace new opportunities, love to learn new things, and look critically at the information they consume online. They help others build expertise and confidence through the use of technology, they get involved with social issues they care about, and they inspire others to support the causes that are important to them. They discover new things about themselves through their digital experiences as they begin to create and innovate in the world around them.

Our research shows that many girls are actively stepping into the role of digital leader. More than half of girls today (52%) are digital leaders,[3] exhibiting key leadership skills and qualities. Girls are particularly strong in trying and learning new technology, and more than three in four are confident in their tech skills. There is room for girls to grow when it comes to creating in the digital space and connecting friends and family to causes they care about.

52%
of girls are digital leaders

Gender Differences in Digital Leadership

Boys and girls don't differ significantly when it comes to digital leadership overall: 52 percent of girls and 50 percent of boys are digital leaders. However, gender differences exist with regard to specific forms of digital leadership:

- Girls use technology more to create (e.g., making videos and doing coding projects through apps and online programs; 45% vs. 38% of boys).
- Girls have discovered a new talent or interest through technology (68% vs. 59% of boys).
- Girls are more connected to social issues and causes through technology (60% vs. 51% of boys).
- Boys are more confident in their tech skills (84% vs. 77% of girls).
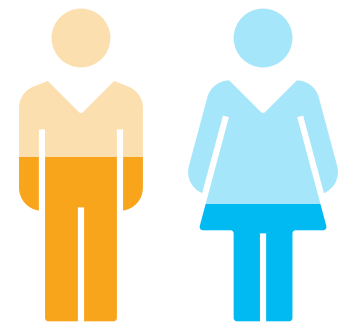
53%   38%
Boys are more likely than girls to believe they are the digital/tech experts in their families
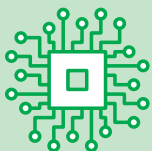
Girl Scouts are more likely to be digital leaders than boys and non–Girl Scout girls.[4] Sixty-four percent of Girl Scouts are digital leaders, versus 43 percent of non–Girl Scout girls. Girl Scouts particularly stand out when it comes to connecting to social issues and causes online (72% vs. 51% of non–Girl Scout girls), connecting others to social causes through technology (63% vs. 37%), using tech to create something new (55% vs. 41%), and being able to find reliable information online (59% vs. 40%). They are also more likely than non–Girl Scout girls to be interested in specific tech skills, such as app development, web design, robotics, programming, coding, cybersecurity, and engineering.

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3 Defined as girls ages 11–17 who responded affirmatively to eight of the ten digital leadership survey items used in the research (see chart on page 4).

4 Current Girl Scouts represent 35 percent of the sample of girls (N=323). Girl Scout and non–Girl Scout girl samples were matched demographically, with respect to age range, race/ethnicity, urbanicity, geography, and family household income.

Digital leadership survey item	Girls	Boys
I love to learn or try new technology.	85%	88%
I have helped other people (friends, family) use their phone or computer.	77%	79%
I am confident in my tech skills.	77%	**84%**
When I have a question, I can usually look it up and find the answer online.	76%	81%
I can find reliable information online for school assignments.	59%	60%
I learn more about news/current events and issues in the world [online]. *11- to 17-year-olds only*	83%	84%
I have discovered a new talent or interest [by exploring online]. *11- to 17-year-olds only*	**68%**	59%
I am more connected to social issues and causes [because of the internet]. *11- to 17-year-olds only*	**60%**	51%
I have gotten my friends and/or family connected to social issues and causes [through the internet]. *11- to 17-year-olds only*	49%	44%
I have created something new through an app or [online] program. *11- to 17-year-olds only*	**45%**	38%
Takeaway: 52% of girls and 50% of boys are digital leaders.		

Note: Percentages indicate youth who responded "totally agree" or "kind of agree" to the survey items; bold numbers indicate statistical significance.

Supporting Girls' Digital Leadership

To develop more female digital leaders, it's important to understand the needs of youth—and girls in particular. Our research identifies three key factors that contribute to girls' success as digital leaders: parent/caregiver attitudes and behavior, self-regulation, and home environment.

1. Parents and caregivers who have a positive outlook on technology are more likely to have daughters who are digital leaders. Eighty-six percent of girls who are digital leaders have parents who talk with them about the positive aspects of technology (vs. 74% of other girls), such as its potential to help girls gain valuable skills, connect with others in fun and meaningful ways, and learn about the world around them.

Parents who are aware of their daughters' tech use and ask questions about their online activity are more likely to have daughters who are digital leaders, compared to parents who aren't aware and don't ask these questions. Fifty-three percent of girls who are digital leaders share details about their online activity with their parents/caregivers (vs. 36% of other girls).

Lower-income girls are less likely to be digital leaders than their higher-income peers. Forty-five percent of lower-income girls are digital leaders, compared to 54 percent of higher-income girls. In relation to their online activity, lower-income girls score lower particularly with regard to being able to find reliable information (50% vs. 64%), connecting with community (54% vs. 63%), and creating (37% vs. 49%).

2. Girls who can regulate their own screen time are more likely to be digital leaders. Girls who are digital leaders are more likely to be able to take a break from their phones when they need to (86% vs. 79% of other girls).
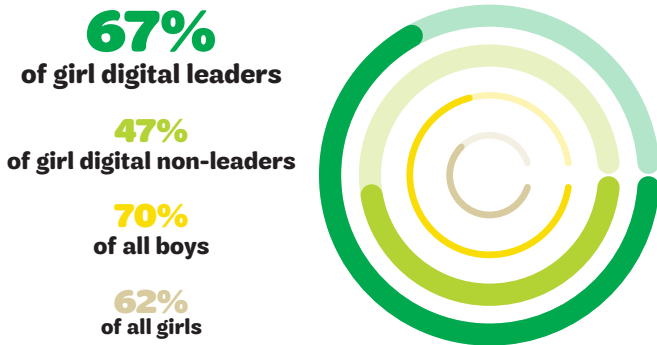
3. Girls growing up in a tech-supported environment are more likely to be digital leaders. Sixty percent of girls who are digital leaders have access to multiple smart devices at home (vs. 46% of other girls).

Access to technology beyond smartphones (e.g., iPads/tablets, laptops, desktops) allows for increased educational experiences digitally. Girls with limited tech access at home are two times more likely to be missing out on educational activities online compared to girls who have greater exposure.
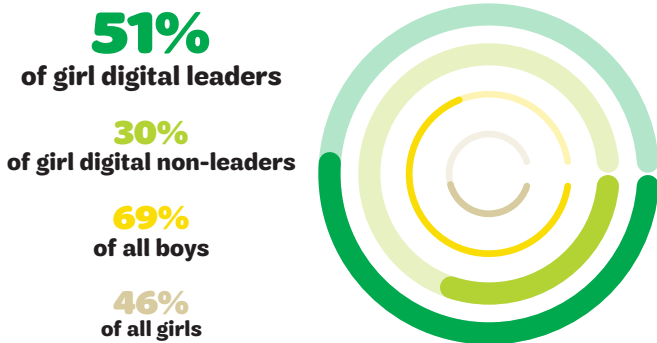
Connecting Girls' Digital Leadership to Their Aspirations

Girls who are digital leaders show enhanced interest in science, technology, engineering, and math (STEM) overall and in tech specifically (see chart below). This interest can potentially narrow the gender gap in STEM career interest.

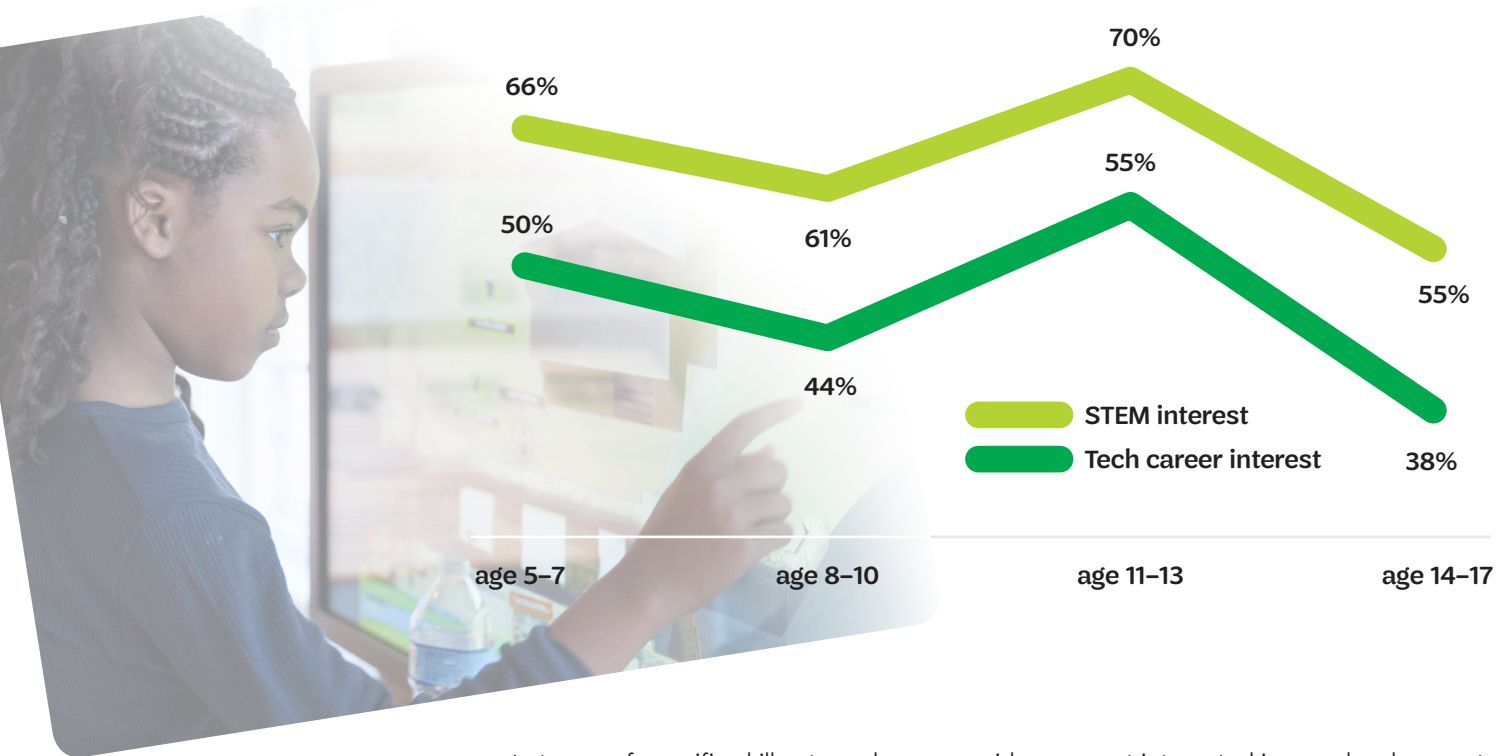**Parents treat their daughters and sons differently when it comes to tech use.** Parents have stricter rules for their daughters' social media activity and general tech use and have more concerns about their daughters' safety online compared to that of their sons.

- Parents are more likely to report that their sons figure out new tech on their own (72% vs. 67% for daughters) and that their daughters learn tech from someone else (from a parent: 56% vs. 46% for sons; from a sibling/friend: 37% vs. 31% for sons).

- Parents of girls are more likely to require that they get permission to download apps (60% vs. 51% for sons), share their passwords with a parent (50% vs. 43% for sons), turn on their privacy settings for social media (23% vs. 14% for sons), and "friend" the parent on social media (21% vs. 14% for sons).

STEM Interest

67%
of girl digital leaders

47%
of girl digital non-leaders

70%
of all boys

62%
of all girls

Tech Career Interest

51%
of girl digital leaders

30%
of girl digital non-leaders

69%
of all boys

46%
of all girls

Note: Population = 11- to 17-year-olds

All girls—those who are digital leaders and those who aren't—show the most interest in STEM fields and tech careers in middle school (see chart below). This suggests that early in high school is an important intervention point as we seek to maintain girls' interest in STEM, including tech.

Girls' STEM and Tech Career Interest

- **STEM interest**
- **Tech career interest**

	age 5–7	age 8–10	age 11–13	age 14–17
STEM interest	66%	61%	70%	55%
Tech career interest	50%	44%	55%	38%

In terms of specific skill sets and careers, girls are most interested in app development (46%), robotics (39%), web design (34%), coding (31%), and programming (31%). However, about a third of girls are unfamiliar with prominent tech skills/fields such as engineering (30% unfamiliar), coding (30%), cybersecurity (32%), artificial intelligence (33%), and networking (37%).

While most girls' interest in STEM decreases with age, Girl Scouts' interest in these fields actually increases from age eight, when 67 percent are interested in STEM fields, through high school, when 74 percent are interested. And while Girl Scouts do see a slight drop in tech career interest from middle school to high school (from 61% to 59%), the drop is not as significant as it is for non–Girl Scout girls (from 52% to 31%), suggesting that Girl Scout involvement promotes interest, perhaps through STEM exposure and skill development, during these years.

## Summary and Recommendations

Girls' potential as digital leaders is vast. In the digital space, girls are our world's current and future innovators, designers, advocates, and community connectors. So many are effectively navigating, learning, and creating online with enthusiasm and a love of technology, using tech to teach others and improve their communities and the world. Additionally, girls who are digital leaders are more likely than those who aren't to be considering STEM careers as part of their future, which is crucial, because in a few years the current generation of girls will enter a workforce that is greatly in need of diverse STEM talent.

It is imperative that girls are not only technologically prepared to take a seat at the table, but that they possess the courage and the confidence to excel once there. Looking ahead, those who support girls' success, the betterment of our communities, and the economic health of our country would do well to keep the following research findings in mind:

- **Girls who are digital leaders have confidence in their tech knowledge**, which can grow over time with increased technology experience and a supportive network of adults, including teachers, who encourage girls in this domain. Such support goes a long way in reminding girls that they have what it takes to lead in spaces that too often are encouraged more or differently for boys.

- **While the majority of girls are currently, or on their way to becoming, digital leaders, there's room for them to grow with regard to creating and innovating in the digital space.** Supportive adults can encourage girls from an early age to take healthy risks and learn from setbacks, both of which are important generally in life and helpful particularly for girls who are interested in fields such as tech that demand constant trial-and-error learning.

- **Many girls use technology to connect to social issues and causes they care about, but fewer take steps to actively engage others.** Teaching girls that they can make a difference at an early age can encourage their exploration and development in this area, both online and off. Social media networks, when engaged with safely, can provide girls with great opportunities to connect with others and promote causes that are important to them efficiently and with a far reach.

- **Girls stand to gain from better understanding how to find reliable information online.** Knowing how to evaluate and consume information online critically by questioning information and considering various sources is a skill girls can hone with the help of parents and teachers, who can initiate, formally and informally, conversations about media and digital literacy.

To support girls at home specifically, it's important to note that:

- **Parents/caregivers with a positive outlook on technology are more likely than parents who view tech less favorably to have daughters who are digital leaders**, as are parents who understand what their children are doing online, talk with their children about their digital activity, and help their girls learn how to engage safely in the digital space.
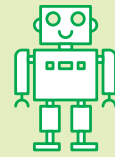
Girls in lower-income households and girls in rural areas tend to be less familiar with various tech skills, including robotics (25% unfamiliar), web design (32%), programming (34%), engineering (35%), coding (36%), and artificial intelligence (38%). They are also less likely to be interested in STEM fields (58% vs. 65% of higher-income girls) or a tech career in the future (41% vs. 49% of higher-income girls).

- **Parents of daughters tend to treat them differently than they do their sons.** Gender-based attitudes about current and/or future tech skills and abilities and digital leadership potential can compromise girls' growth and exploration in the digital space. That boys are more confident than girls in their tech skills and see themselves as their families' digital experts suggests that adults may still be turning to boys over girls for tech expertise (e.g., device help, internet assistance). **But it's important that adults see and treat girls and boys as equally capable in the tech world.** Parents should make sure their rules for tech use are the same for daughters and sons, as well as make efforts to model digital leadership in their own lives.

To support girls at school, it's important to note that:

- **Girls' interest in STEM fields and tech careers declines at the start of high school, suggesting that this is an important intervention point.** The transition from middle to high school may be an especially key time to offer all girls, including digital leaders, opportunities to explore potential STEM careers. Teachers and guidance counselors should look to cultivate and heighten girls' STEM, including tech, interests around this age or before.

- To increase their tech confidence and proficiency, **girls may benefit from greater integration of tech education across subjects** in school and through after-school tech-learning opportunities.

With the right access, adult support, and awareness of opportunities in the digital space, all girls can become digital leaders. The research behind *Decoding the Digital Girl* reveals consistent and troubling digital/tech disparities between girls from lower-income households and those from higher-income households. Perhaps because they tend to have less digital access and awareness of opportunities, lower-income girls are less likely to exhibit many elements of digital leadership. And all girls need access to technology that fuels their educational achievement and workplace readiness—so we as a society must commit to giving all girls the support they need in the digital space.

Girls who are digital leaders are already out there changing the world. Out-of-school-time activities—Girl Scouting in particular—that cater to girls' specific learning and leadership styles may reflect the most promising practices for developing ever more girls who are not just comfortable engaging digitally today, but who are primed to lead us into the digital future. ■