



Delegate Webinar

**Discussion Topic
at National Council Session
July 14, 2017**

Discussion Topic



Engaging more girls: What does Girl Scouts need to do to reach more girls and increase impact?



Preparing for the Discussion



1. How can Girl Scouts better serve all girls?
2. What is working in your troop/service unit/community or councils to assure that membership is representative of your evolving population?
3. How can we be assured that our national program is delivered more uniformly across the country in ways that fulfill the core values of a Girl Scout experience?
4. How can you support this work moving forward in your council?



Girl Scouts' core values are still the essential foundation to serving our customers



THIS IS THE GSLE

WHAT GIRLS DO	HOW THEY DO IT
DISCOVER	GIRL-LED
CONNECT	COOPERATIVE LEARNING
TAKE ACTION	LEARNING BY DOING

Girl Scout Leadership Experience



Girl Only Safe Space



New Experiences

Supportive Adult



Promise & Law

On my honor
I will try:
To serve God & my country
To help people at all times
And to live by the
Girl Scout Law.

Fun & Play!



Outdoors



Regular & Progressive Experiences



Inclusive Sisterhood

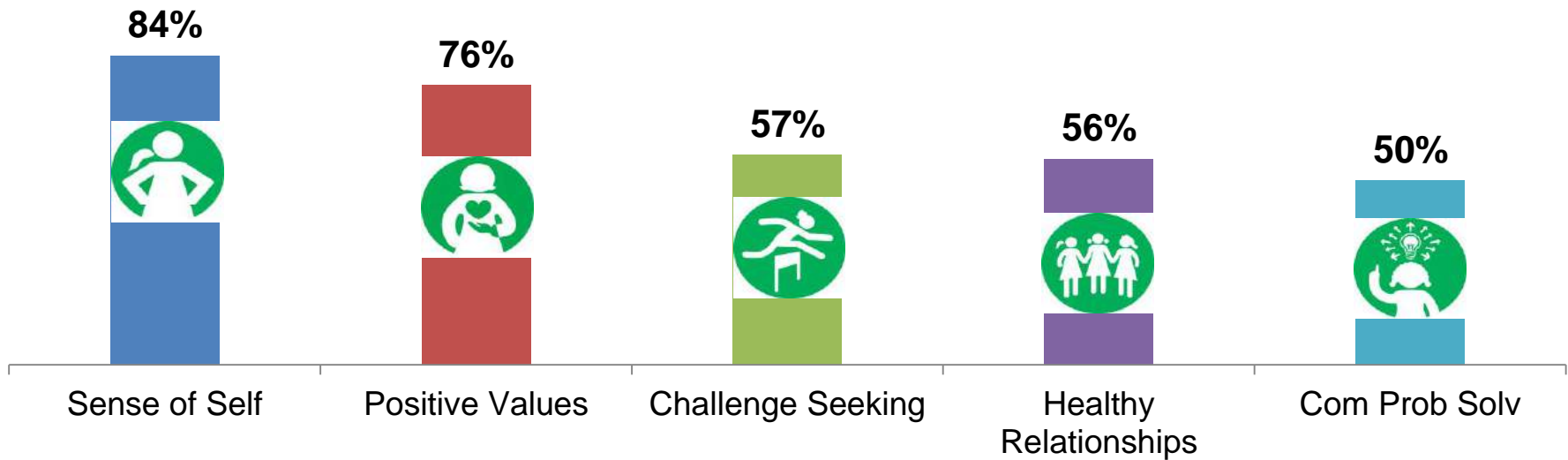


Girls are benefiting from their Girl Scout experience!

Parents

- ~7 in 10 parents reported *improvements* in their girl's **sense of self**, **positive values**, **challenge seeking**, **healthy relationships**, and **community problem solving skills**.

% Girls Developing GSLE Outcomes



New research coming soon! *Girl Scout Impact Study* shows that Girl Scouts outperform their peers on these outcomes!

*Percentages represent girls who had mean scores equal or greater to 4.0 on a 5-point scale.

Girl Scouts also helps girls feel confident in school, earn good grades, aspire to higher education, and be leaders.

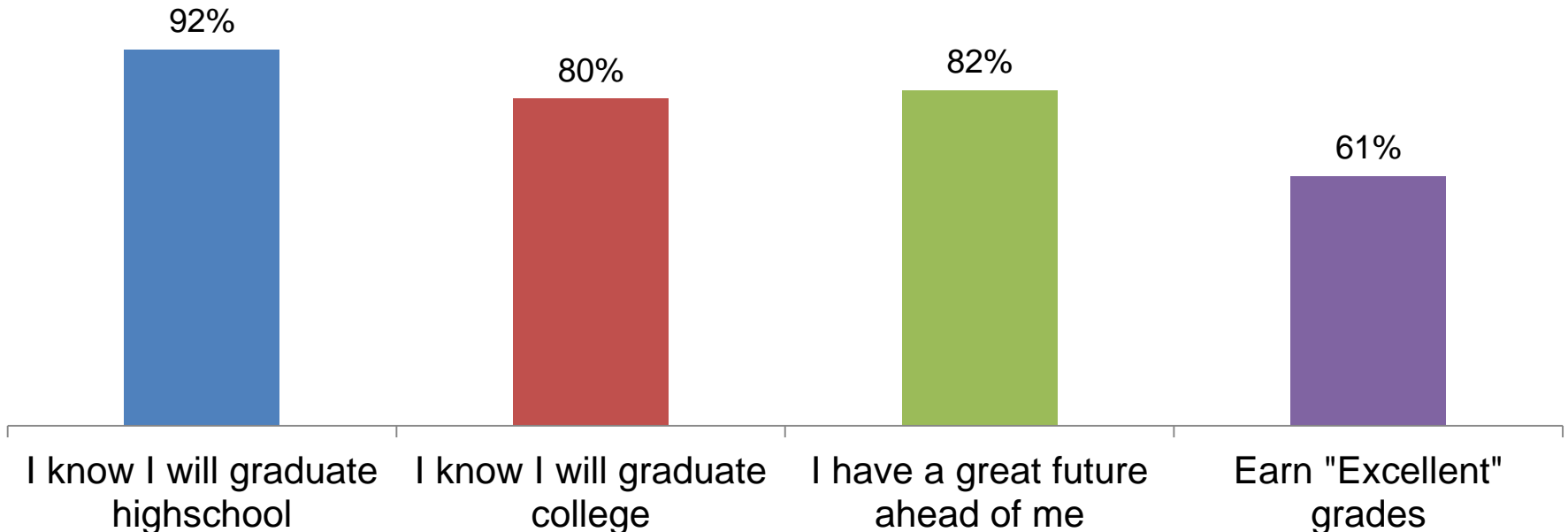


Leadership: 78% of girls and 68% of parents say that Girl Scouts helped them/their girl be a leader at home, at school, and in the community.



Academics: 73% of girls say they are more confident in school because of Girl Scouts. Nearly half of parents say their girls' academic skills improved because of Girl Scouts.

% Girls "Exactly" or "A Lot" Like Me



Much of this has to do with the great work of volunteers like you!

Most girls have a troop leader who...

Cares

- 9 in 10 girls have a leader who cares about them and makes them feel important.

Enables possibility thinking

- 7 in 10 girls have a leader who helps them think about their future and pursue their goals.

Supports friendships

- 7 in 10 girls have a leader who helps them form strong friendships with other girls.

Provides a safe space

- 8 in 10 girls have a leader who provides an emotionally and physically safe space.

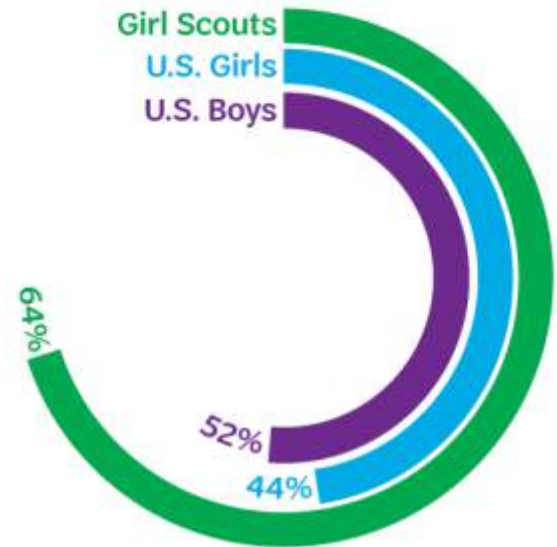


Past research also shows the benefits of Girl Scouting



Girl Scouting Works: The Alumnae Impact Study (2012)

Girl Scouts are more likely to consider themselves leaders compared to their peers:



BanBossy Youth Leadership Poll, 2014

How Do We Extend These Benefits to All Girls Today?



Girls in the United States are growing up in a period of **rapid demographic, social, and economic change.**

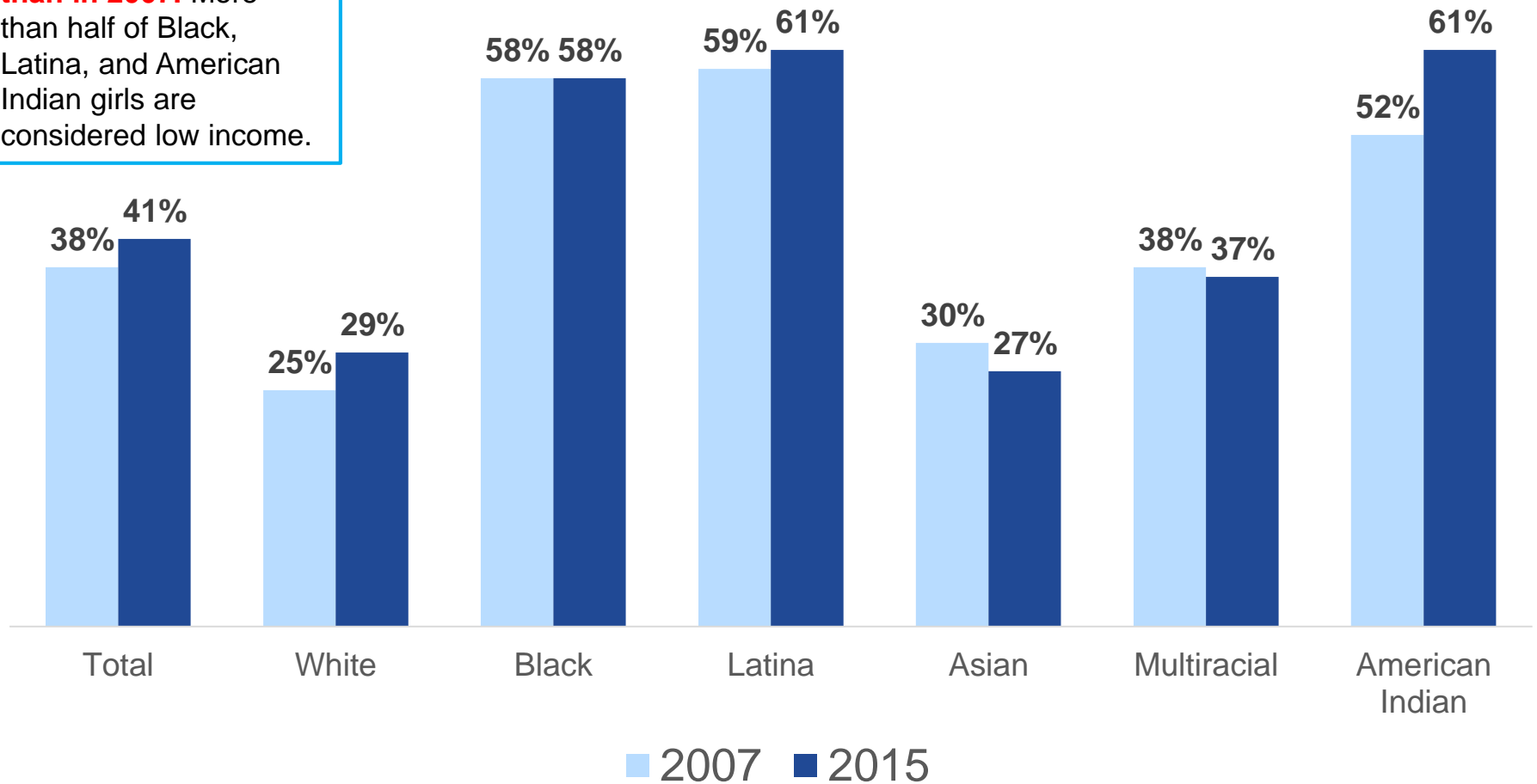
- **Fully 4 in 10 (41%) of girls ages 5-17 live in low income families.** These rates are much higher for Latina; American Indian; and Black girls.
- **One in 5 girls live in poverty.**
- Girls from low-income families may experience **problems related to physical and emotional health, lack access to extracurricular activities** that promote positive development (such as sports and volunteering), and **have lower educational outcomes** than their peers.



Economic Health

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

Girls Ages 5-17 in Low-Income Families



Racial and Ethnic Diversity



- **American girls are more racially and ethnically diverse than ever before.** In a few years, racial/ethnic minorities will make up more than half of the population under age 18.
- One quarter (26%) of all school-age girls today are **first or second generation immigrants.**



Changing Demographics

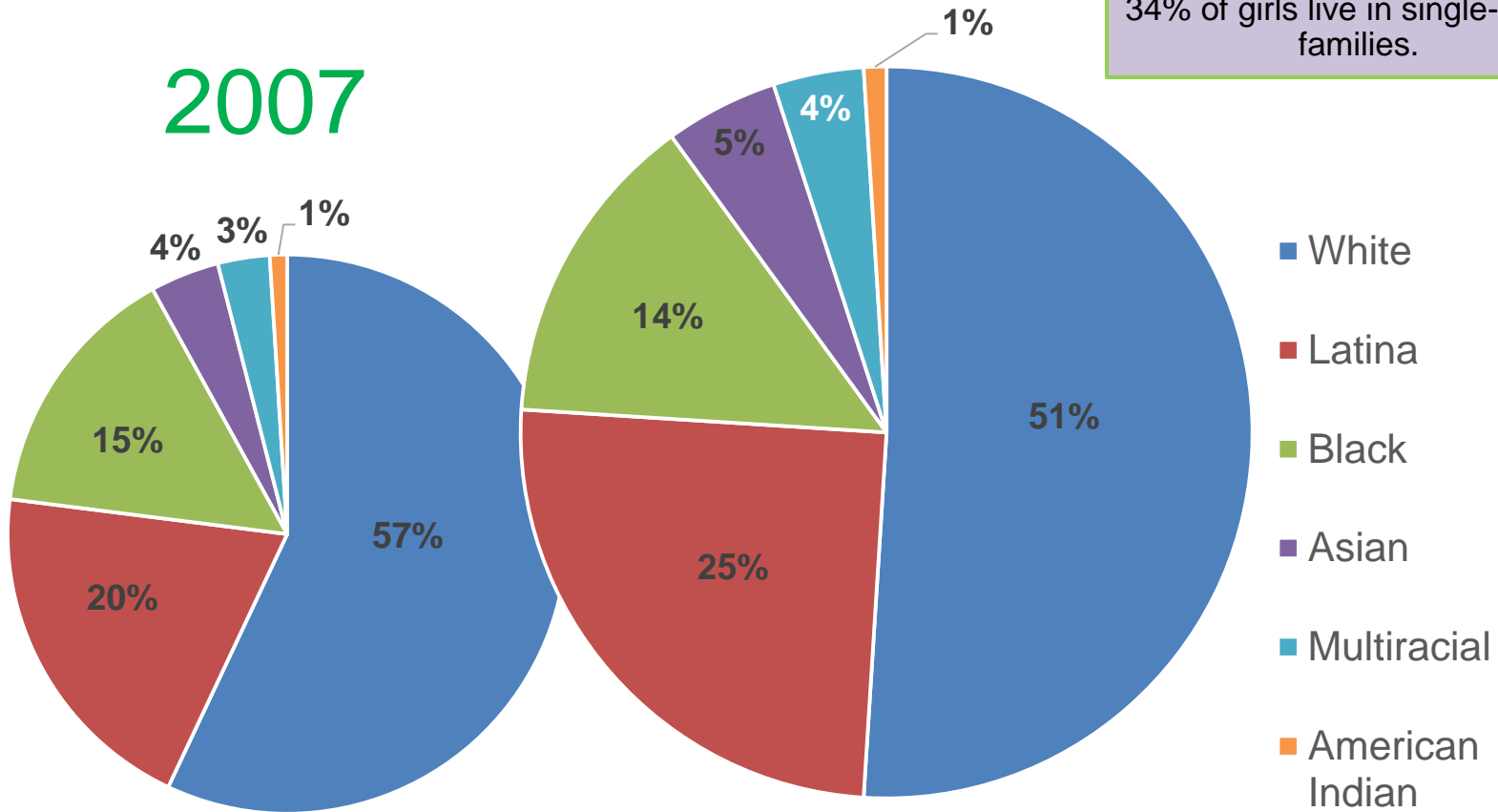
American girls are more racially and ethnically diverse than ever before. About half of U.S. girls are White, and a quarter are Latina.

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

2016

34% of girls live in single-parent families.

2007

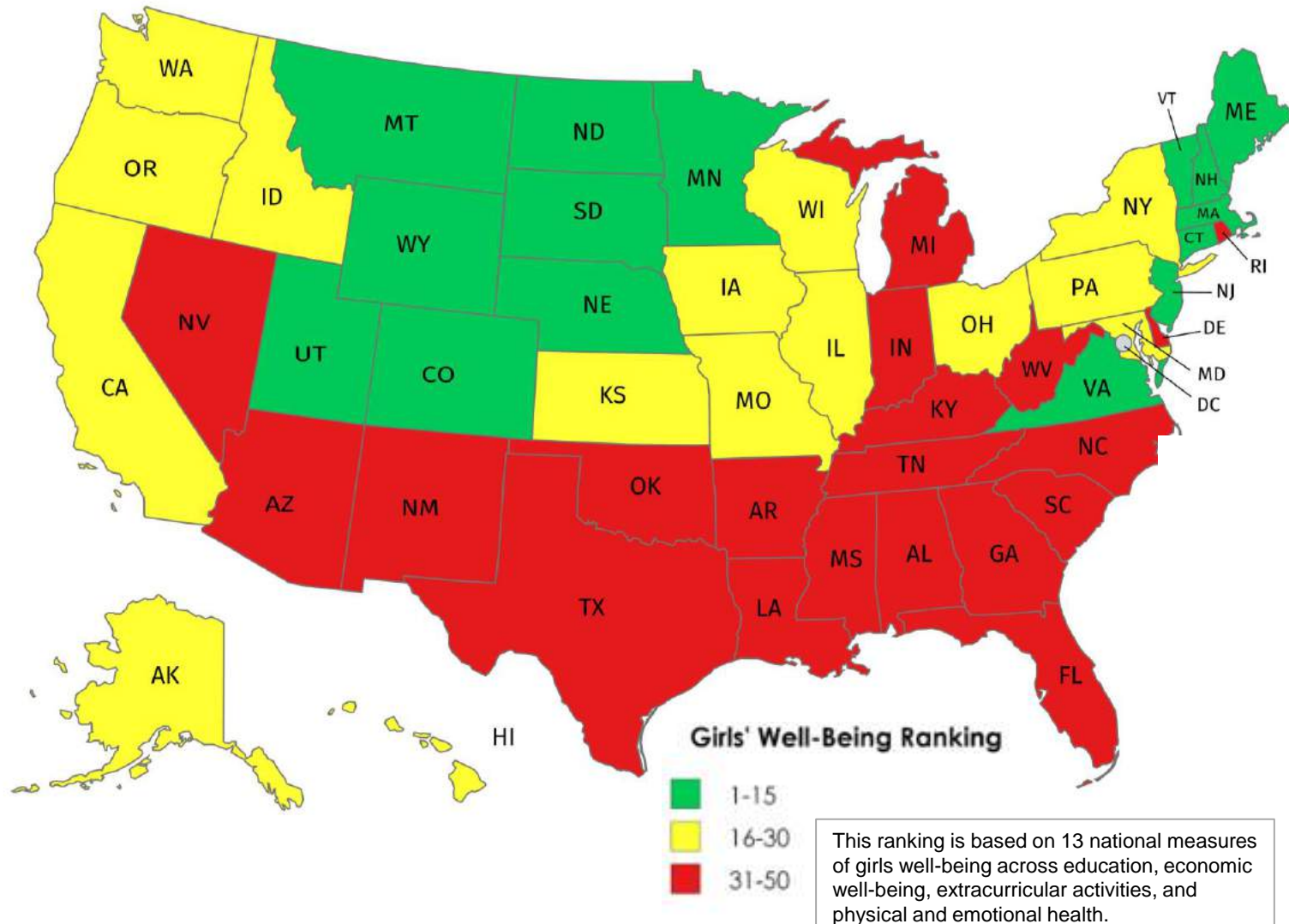


Different Levels of Girls' Well-Being Across the United States

The 10 most populated states for girls:

1. California
2. Texas
3. Florida
4. New York
5. Illinois
6. Pennsylvania
7. Ohio
8. Georgia
9. North Carolina
10. Michigan

43% of girls live in states ranked the lowest in girl well-being



The Girl Scout Leadership Experience

There exists an opportunity gap for children today and Girl Scouts is uniquely positioned to meet the needs of all girls today.

- 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.
- When girls participate in Girl Scouts, they benefit in five important ways:
 - Strong sense of self
 - Positive values
 - Challenge seeking
 - Healthy relationships
 - Community problem solving





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.

Summary of Findings

The State of Girls is a first-of-its-kind research report by the Girl Scout Research Institute that focuses on girls' health and well-being in the United States. The most recent data from *The State of Girls* show that economic conditions affecting girls in the United States have not recovered from the Great Recession that began in late 2007. In fact, they have worsened. **More girls are living in poverty and low-income households today than ten years ago.** This is significant because these low socioeconomic-status (SES) girls face considerable challenges that affect their health, happiness, and achievement. Low-SES girls are more likely to be of black/African American, Hispanic/Latina, and American Indian descent.

Physical and emotional health are also at risk for girls today—obesity levels have risen and emotional health problems are more common today than before the recession. The news is promising in other areas, though, reflected in improvement in girls' educational achievement and extracurricular

activity engagement in the last decade.

Girl Scouts is the world's preeminent leadership development program for girls. With its history of more than 100 years serving girls of all backgrounds, Girl Scouts is poised to help bridge the gap for girls in low-income families in order for all girls to live healthy and happy lives.

The Girl Scout Leadership Experience complements school learning in fun, interactive, and age-appropriate ways, allowing girls to develop a positive sense of self, build healthy relationships and strong values, engage in sustainable community service opportunities, and seek out and deal with challenges.

UNIQUE RISKS FOR MANY OF OUR GIRLS: More girls are living in poverty and low-income households today than ten years ago. This is significant because such girls face considerable challenges that affect their health, happiness, and achievement. Particularly, low-SES girls are less likely to have health insurance; experience more emotional health problems; have less access to extracurricular activities that promote positive development, such as sports, volunteer, community, and leadership experiences; and have lower education outcomes over time, including lower preschool enrollment, lower reading and math proficiency, and higher school dropout rates.

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Introduction

Girls in the United States are growing up during a period of rapid demographic, social, economic, and technological change. The United States is becoming more racially and ethnically diverse. Family dynamics are becoming more complex. Gender roles are continuing to shift as more women enter college and the workforce. And millions of families with children are still feeling the effects of the 2007–09 Great Recession and its aftermath. These trends are important not only because they may affect how girls are faring today, but also because, in a generation, these girls will enter the workforce and start families of their own.

The State of Girls is the first research report to focus on the health and well-being of the 26 million girls living in the United States. This third edition focuses on national and state-level trends across key indicators: economic, physical and emotional health, education, and extracurricular/out-of-school activities.

We focus on trends since 2007, which marked the beginning of the Great Recession and a key turning point for many U.S. families and children. Although some measures show that conditions for girls are improving, others are moving in directions that may prevent girls from reaching their full potential.

Data presented in this report originate from national and government sources, such as the American Community Survey, the National Health and Nutrition Examination Survey, the National Survey of Children’s Health, the Youth Risk Behavior Surveillance System, and the National Assessment of Educational Progress. Findings presented in this summary represent the most recent data gathered, ranging from 2012 to 2016, depending on the particular source and its data collection and release schedule.

Findings

Changing Demographics

Eight states had a significant increase (more than 5 percentage points) since 2007 in Hispanic/Latina girls:

Connecticut, Florida, Nevada, New Jersey, New Mexico, Oklahoma, Oregon, and Washington. The states with the highest percentage of Hispanic/Latina girls in 2014 were **New Mexico** (59 percent), **California** (52 percent), **Texas** (49 percent), **Arizona** (44 percent), and **Nevada** (40 percent). States with the highest percentage of non-Hispanic white girls in 2014 were **Vermont** (90 percent), **West Virginia** (90 percent), **Maine** (89 percent), and **New Hampshire** (86 percent).

STATE SPOTLIGHT ON HISPANIC / LATINA GIRLS

One-fourth (26 percent) of all school-age girls in the United States are first- or second-generation immigrants. This number has risen since 2007 (when it was 23 percent). There are wide differences in the well-being of girls living in immigrant families, depending on their parents' countries of origin and the circumstances of their arrival in the United States. But, on average, children in immigrant families have less economic security and lower levels of education compared with children in U.S.-born families.¹

Families provide girls with critical social, economic, and emotional support. And in the United States, families are constantly changing. More girls live in single-parent families today; 34 percent live in single-parent families, compared with 32 percent before the recession. In 2015, low-SES girls were much more likely to live in single-parent families (55 percent) compared with girls in higher-SES families (19 percent).

The racial/ethnic composition of the U.S. population is changing rapidly, particularly among children under age 18. **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. The percentage of non-Hispanic white girls ages 5 to 17 decreased from 57 percent in 2007 to 51 percent in 2016, while the share of Hispanic/Latina girls increased from 20 percent to 25 percent.

Within the next few years, racial/ethnic minorities will make up more than half of the population under age 18 and, in a generation, they will transform America's workforce. Tracking this growing diversity is important because there are often wide gaps in the well-being of girls across different groups, with white and Asian girls faring better on most indicators compared with black/African American, Hispanic/Latina, American Indian, and multiracial girls. These childhood disparities often carry over into adulthood, putting girls at risk of poor social, economic, and health outcomes later in life.

The share of girls living in single-parent families increased in 44 of the 50 states between 2007 and 2014. In 2014, girls were most likely to live in single-parent families in the **District of Columbia** (56 percent), **Louisiana** (45 percent), and **Mississippi** (45 percent) and least likely in **Utah** (21 percent), **Alaska** (26 percent), and **Wyoming** (26 percent).

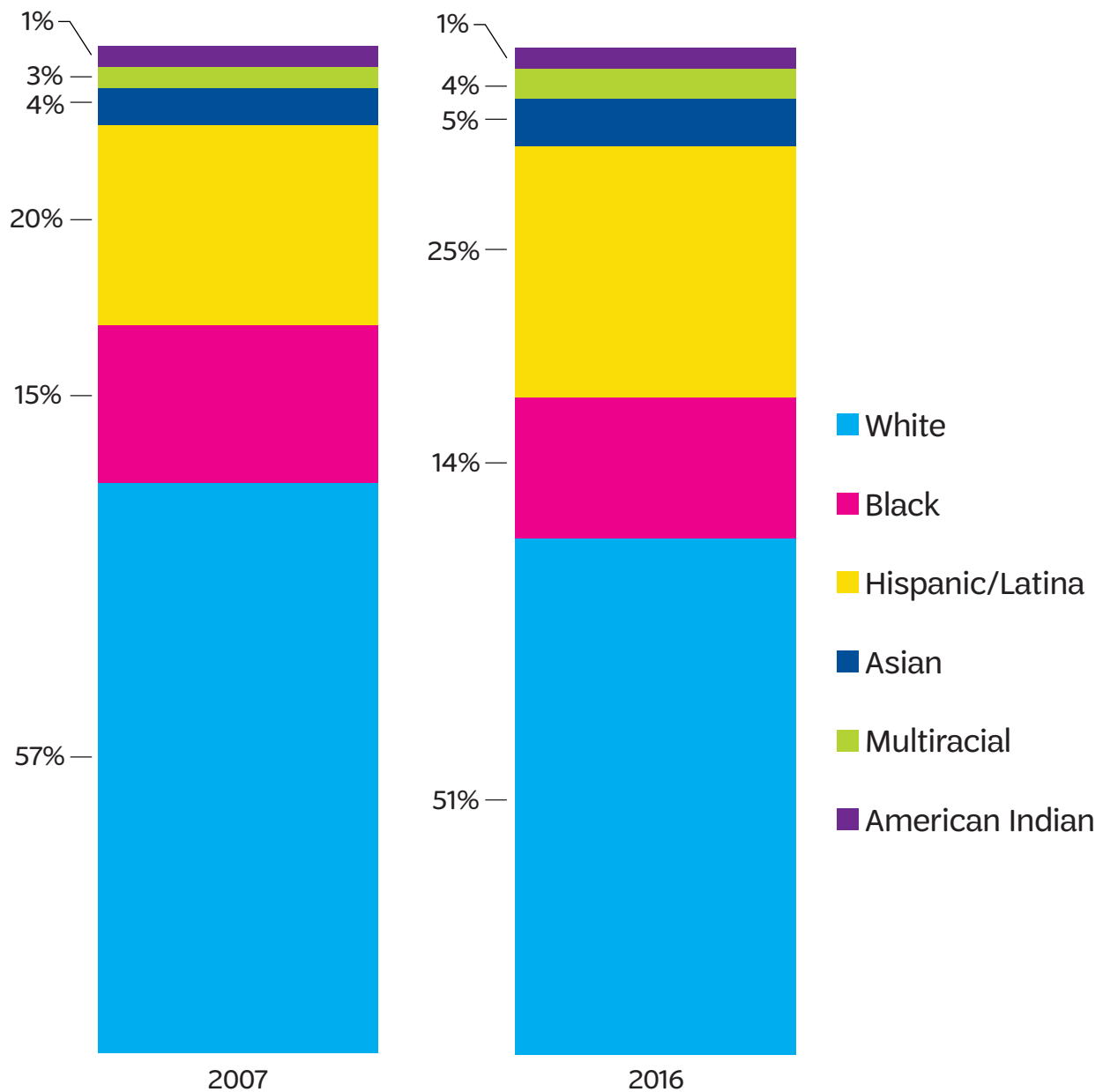
STATE SPOTLIGHT ON SINGLE-PARENT FAMILIES

¹Annie E. Casey Foundation, "Children living in low-income families (below 200% of the poverty threshold) by family nativity (Percent) – 2014," <http://datacenter.kidscount.org>.

**STATE SPOTLIGHT
ON GIRLS IN
IMMIGRANT
FAMILIES**

The share of girls in immigrant families increased in 43 states and the District of Columbia between 2007 and 2014. Four states—**Georgia, Maryland, North Carolina, and Virginia**—had more than a five percentage point increase during this period. In 2014, **California** had the highest percent of girls living in immigrant families (51 percent), followed by **Nevada** (40 percent), **New York** (37 percent), **New Jersey** (36 percent), and **Texas** (36 percent). **West Virginia** had the smallest share of girls living with one or more foreign-born parents (3 percent), followed by **Mississippi** and **Montana** (4 percent each).

Girls' Race / Ethnicity, Ages 5–17



Source: U.S. Census Bureau, Population Estimates Program

Economic Health

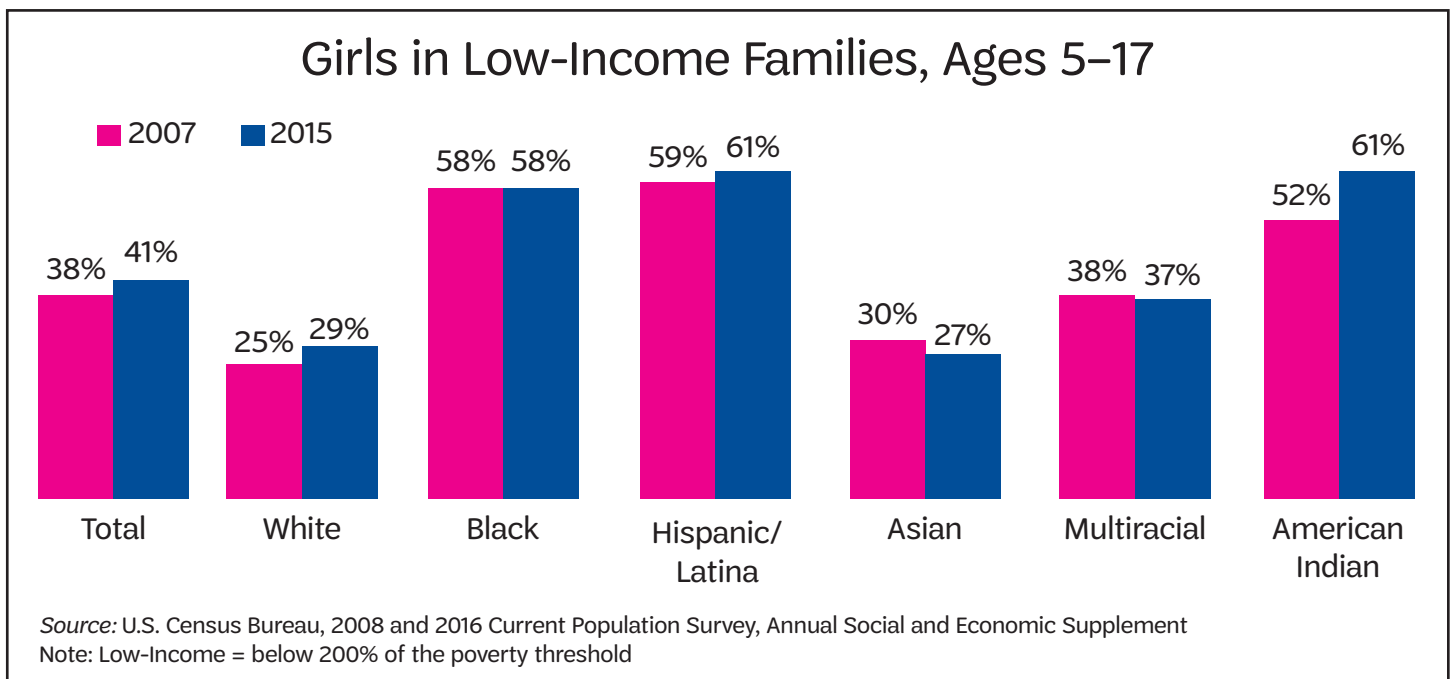
More girls are living in low-income families than in 2007. More than half of black/African American, Hispanic/Latina, and American Indian girls are considered low-income.

Poverty is one of the most widely used indicators of child well-being and has wide-ranging negative effects on children’s health, educational achievement, and safety. In 2016, the poverty level for a family of four with two children was \$24,300.² Girls growing up in poor families are also more likely to experience parental divorce and housing instability compared with girls growing up in more affluent families.³ In 2015, nearly one in five girls (19 percent) ages 5 to 17 lived in poverty, compared with 17 percent in 2007.

“Low-income” is a term for families that earn less than twice the federal poverty line. In 2016, the low-income threshold for a family of four with two children was \$48,600.⁴ In 2015, 41 percent of girls ages 5 to 17 lived in low-income families, compared to 38 percent in 2007. These rates are well above the national average (32 percent) and are highest for Hispanic/Latina girls (61 percent), black/African American girls (58 percent), and American Indian girls (61 percent).

STATE SPOTLIGHT ON GIRLS IN POVERTY

In 2014, girls’ poverty rates were highest in **Mississippi** (30 percent), **New Mexico** (29 percent), and **Alabama** (27 percent) and lowest in **New Hampshire** (12 percent), **Connecticut** (13 percent), **Minnesota** (13 percent), and **Utah** (13 percent).



²U.S. Department of Health & Human Services, “U.S. Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs” (2016), <https://aspe.hhs.gov/poverty-guidelines>.

³Jeanne Brooks-Gunn, Greg J. Duncan, and Nancy Maritato, “Poor Families, Poor Outcomes: The Well-Being of Children and Youth,” in *Consequences of Growing Up Poor*, ed. Greg J. Duncan and Jeanne Brooks-Gunn (New York: Russell Sage Foundation, 1997): 1–17; Kristin Anderson Moore et al., “Children in Poverty: Trends, Consequences, and Policy Options,” *Child Trends Research Brief*, (April 2009), <http://www.childtrends.org/wp-content/uploads/2013/11/2009-11ChildreninPoverty.pdf>.

⁴U.S. Department of Health & Human Services, “U.S. Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs” (2016), <https://aspe.hhs.gov/poverty-guidelines>.

Physical and Emotional Health

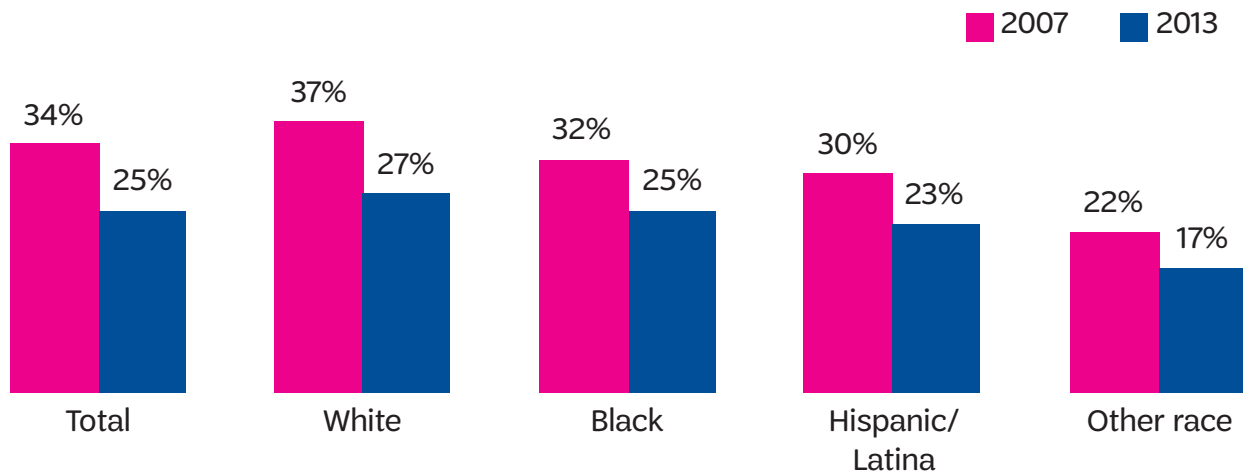
More girls are covered by health insurance today than in 2007. Health insurance coverage in the United States has gone up. In 2015, just 5 percent of girls ages 5 to 17 lacked health insurance coverage, down from 11 percent in 2008. In 2015, Hispanic/Latina girls ages 5 to 17 were more likely not to be covered by health insurance (9 percent) compared with white girls and black/African American girls in that age group (four percent each). In addition, low-SES girls were more likely to lack health insurance (7 percent versus 4 percent for higher-SES girls). These gaps are important because girls' health insurance coverage affects their access to basic services and protection from common illnesses.

Obesity is on the rise for girls. Girls who are overweight are more likely to be overweight as adults, putting them at higher risk of diabetes,

heart disease, asthma, hypertension, and other health issues.⁵ Rates of obesity have risen slightly for girls ages 2 to 19, from 16 percent in 2007–08 to 17 percent in 2013–14. Black/African American and Hispanic/Latina girls have higher obesity rates than their peers, at 21 percent.

The rise in childhood obesity rates has been linked to changes in children's diets, but a decline in physical activity may also play a role.⁶ **Slightly fewer girls participate in physical education classes now than in 2007.** In 2015, about 26 percent of high school girls took physical education (PE) classes five days a week, compared to 27 percent in 2007. Girls are also less likely to participate in PE classes as they grow older. In 2015, about 40 percent of ninth-grade girls took PE classes in school five days a week, compared to just 16 percent of 12th-grade girls.

Girls Who Reported Being a Victim of Bullying, Ages 12–17



Source: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, National Crime Victimization Survey: School Crime Supplement: 2007 and 2013

⁵Federal Inter-agency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2015*, https://www.childstats.gov/pdf/ac2015/ac_15.pdf.

⁶Stanford School of Medicine, "Lack of exercise, not diet, linked to rise in obesity, Stanford research shows," <https://med.stanford.edu/news/all-news/2014/07/lack-of-exercise--not-diet--linked-to-rise-in-obesity--stanford.html>.

**STATE SPOTLIGHT
ON GIRLS AND
OBESITY**

In 2011–12, **South Carolina** had the highest proportion of girls ages 10 to 17 who were overweight or obese (38 percent), followed by **Alabama** (37 percent), **Louisiana** (37 percent), **Mississippi** (37 percent), and the **District of Columbia** (37 percent). **Utah** had the smallest share of girls who were overweight or obese (17 percent), followed by **Pennsylvania** (19 percent) and **Vermont** (19 percent).

Access to and participation in organized sports are associated with a number of positive physical and emotional outcomes for girls. Fifty-three percent of high school girls participated on at least one sports team, compared to 50 percent in 2007. Fifty-eight percent of ninth-grade girls played on at least one school sports team in 2015, while 47 percent of 12th-grade girls participated. School athletic participation is significantly lower among low-SES girls; 17 percent participated regularly in school athletics as compared with 31 percent of higher-SES girls.

Most risk behaviors have declined for girls. The percent of high school girls who have ever smoked cigarettes dropped from 49 percent in 2007 to 31 percent in 2015. This is good news from a public health perspective, because cigarette use can have long-term, negative health consequences—including increasing the risk of premature death. The percent of girls who ever tried alcohol also fell, from 76 percent in 2007 to 65 percent in 2015. Girls who abuse alcohol are more likely to participate in risky sexual behavior, have problems in school, and use drugs.⁷ Alcohol is also a leading contributor to injury and deaths—primarily from motor vehicle accidents—among the population under age 21. Although cigarette and alcohol use has declined, a rising share of girls have tried marijuana; about 37

percent of high school girls had ever tried marijuana in 2015, an increase from 34 percent in 2007.

Emotional health is at risk for girls today, as suicidal thoughts have risen. A higher proportion of high school girls seriously considered suicide in 2015 (23 percent), compared with girls in 2007 (19 percent). These rates were highest among younger girls, with 27 percent of ninth-graders having considered suicide during the previous 12 months, compared with 19 percent of 12th-graders. The U.S. Centers for Disease Control and Prevention has reported an increase in suicide deaths among teens and young adults in recent years.⁸ The percent of girls who need treatment for an emotional, behavioral, or developmental issue has also risen slightly since 2007; 9 percent in 2011–12 compared to 7 percent in 2007. Emotional health is a challenge for low-SES girls as well. Eighteen percent had difficulties with emotions, concentration, behavior, or getting along, compared to 14 percent of higher-SES girls. And 13 percent of low-SES girls were depressed, compared to 9 percent of higher-SES girls. These troubling trends underscore the need for better mental health assessments and interventions for youth in schools and communities.

Bullying in schools has gained a great deal of media attention in recent years, and more schools are adopting aggressive policies to prevent bullying between peers.⁹ The percent of girls ages 12 to 17 who reported they were victims of bullying declined from 34 percent in 2007 to 25 percent in 2013. This decline is evident across all racial/ethnic groups.

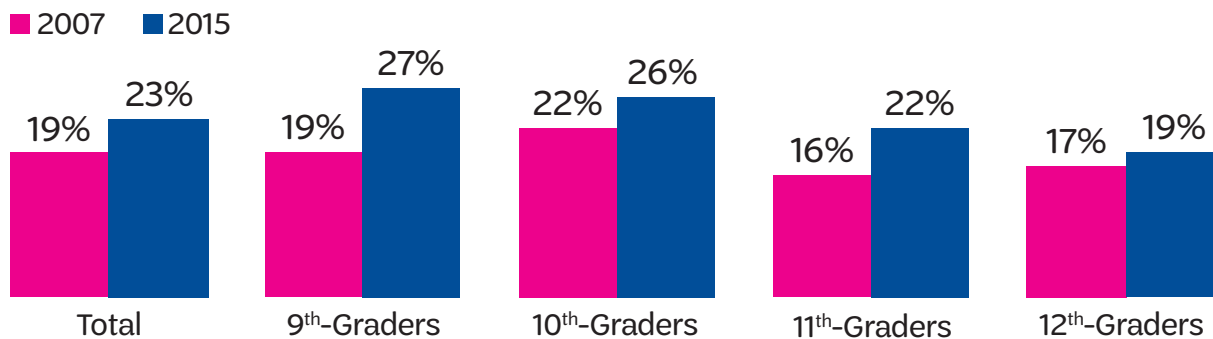
Although fewer girls are reporting being bullied overall, there has been an increase in the percent of girls who report being victims of cyberbullying. In 2013, 4 percent of girls reported that another student posted hurtful information about them on the Internet, up from 2 percent in 2007.

⁷National Institute on Alcohol Abuse and Alcoholism, Alcohol and development in youth—A multidisciplinary overview, *Alcohol Research and Health* 28, no. 3 (2004/2005): 107–176.

⁸U.S. Centers for Disease Control and Prevention, “Suicide Trends Among Persons Aged 10–24 Years—United States, 1994–2012,” *Morbidity and Mortality Weekly Report* (March 2015), <http://www.cdc.gov/mmwr/preview/mmwrhtml/mmm6408a1.htm>.

⁹U.S. Department of Health & Human Services, “StopBullying.Gov: Policies and Laws,” <http://www.stopbullying.gov/laws/>.

High School Girls Who Have Seriously Considered Suicide in the Last 12 Months



Source: Youth Risk Behavior Surveillance System, 2007 and 2015

In 2011-12, the percent of girls ages 6 to 17 who felt unsafe at school was highest in **Florida** (12 percent), **Louisiana** (12 percent), **Mississippi** (12 percent), and **North Carolina** (12 percent). Girls were least likely to feel unsafe in school in **North Dakota** (1 percent), **South Dakota** (2 percent), and **Vermont** (2 percent).

STATE SPOTLIGHT ON GIRLS AND SCHOOL SAFETY

Extracurricular and Out-Of-School Activities

A growing number of states and school districts are incorporating community-service activities into their graduation requirements.¹⁰ As such, **more school-age girls are conducting volunteer work on a regular basis**. In 2014, 39 percent of tenth-grade girls participated in community affairs or volunteer work at least one to two times per month, up from 31 percent in 2007. Between 2007 and 2014, the share of 12th-grade girls reporting regular volunteer work increased from 38 percent to 43 percent.¹¹

However, low-SES girls have lower levels of extracurricular participation compared with their higher-SES peers. These differences are found in activity areas that have shown to contribute to girls' positive development. Among 12th-graders, low-SES girls are less likely to participate in community affairs or volunteer work at least a few times a year

(73 percent versus 86 percent of higher-SES girls), and less likely to participate regularly in student council/government (6 percent versus 10 percent of higher-SES girls), and sports (17 percent versus 31 percent of higher-SES girls).

In 2011-12, the percent of girls ages 6 to 17 who participated in any organized activity after school was lowest in **North Carolina** (72 percent), **Mississippi** (74 percent), **Tennessee** (75 percent), **Texas** (76 percent), and **Georgia** (77 percent), compared with the national average for girls, at 82 percent.

STATE SPOTLIGHT ON ORGANIZED ACTIVITY PARTICIPATION FOR GIRLS

¹⁰Education Commission of the States, "State Policies on Service-Learning," <http://www.ecs.org/clearinghouse/01/10/66/11066.pdf>.

¹¹Population Reference Bureau calculations from Monitoring the Future, Institute for Social Research, The University of Michigan.

Education

Good education starts early in life, and data show that low-SES girls are less likely to attend preschool (40 percent) than higher-SES girls (53 percent).

For most teens and young adults, graduating from high school is a basic requirement for finding an entry-level job or enrolling in college. **The high school dropout rate has decreased for girls in recent years, most significantly for Hispanic/Latina girls.** In 2007, 8 percent of girls and young women ages 16 to 24 were high school dropouts, but by 2014 that figure had decreased to 6 percent. The Hispanic/Latina youth dropout rate was cut in half during this period—from 18 percent to 9 percent. The high school dropout rate for teens ages 16 to 19 is significantly higher among low-SES girls, at 6 percent, compared with higher-SES girls, at 2 percent.

Reading and math proficiency has also improved for girls, but differences between racial/ethnic groups and SES persist. Girls' test scores in math and reading are good indicators of their overall success in school.¹² In 2015, 39 percent of fourth-grade girls were proficient in reading, up from 36 percent in 2007. During the same period, the share of eighth-grade girls who were proficient in math also increased, from 30 percent to 33 percent. Among girls in different racial/ethnic groups, American Indians, black/African Americans, and Hispanics/Latinas were the least likely to be proficient in reading and math in 2015.

Fourth-grade reading proficiency was higher among higher-SES girls (56 percent), compared with low-SES girls (25 percent). The same pattern exists for eighth-grade math proficiency; higher-SES girls scored better than low-SES girls (47 percent versus 18 percent).

STATE SPOTLIGHT ON DROPOUT RATES FOR GIRLS

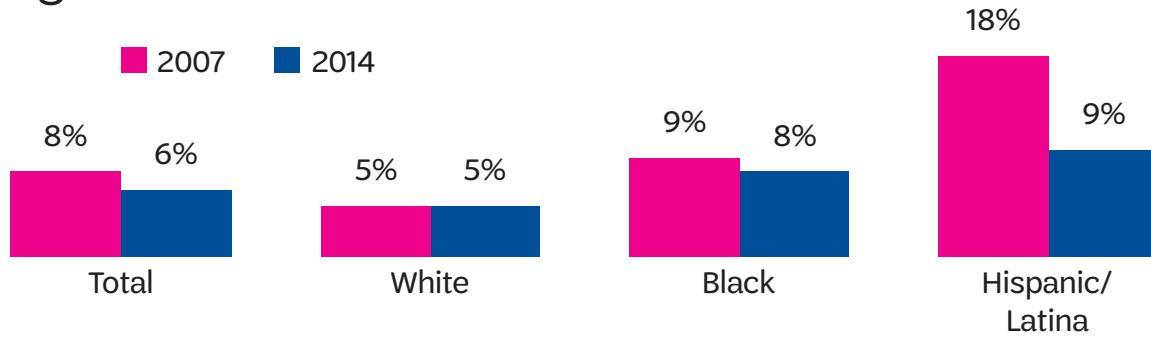
In 2014, the percent of teen girls who dropped out of high school was highest in **New Mexico** (6 percent), **Oregon** (6 percent), **Idaho** (6 percent), **Kansas** (5 percent), and **Louisiana** (5 percent).

STATE SPOTLIGHT ON READING AND MATH SKILLS FOR GIRLS

In 2015, **New Mexico** had the lowest share of fourth-grade girls who were proficient in reading (26 percent), followed by **Mississippi** (28 percent) and **California** (30 percent). **New Hampshire** and **Massachusetts** had the highest share of fourth-grade girls who were reading proficient (53 percent each). In 2015, **Alabama** and **Louisiana** had the lowest share of eighth-grade girls who scored proficient in math (17 percent each). **Massachusetts** had the highest percentage of eighth-grade girls scoring proficient in math (53 percent), followed by **Minnesota** (48 percent) and **New Jersey** (46 percent).

¹²Federal Inter-agency Forum on Child and Family Statistics, "Mathematics and Reading Achievement," *America's Children: Key National Indicators of Well-Being* (2015), <http://www.childstats.gov/americaschildren/edu2.asp>.

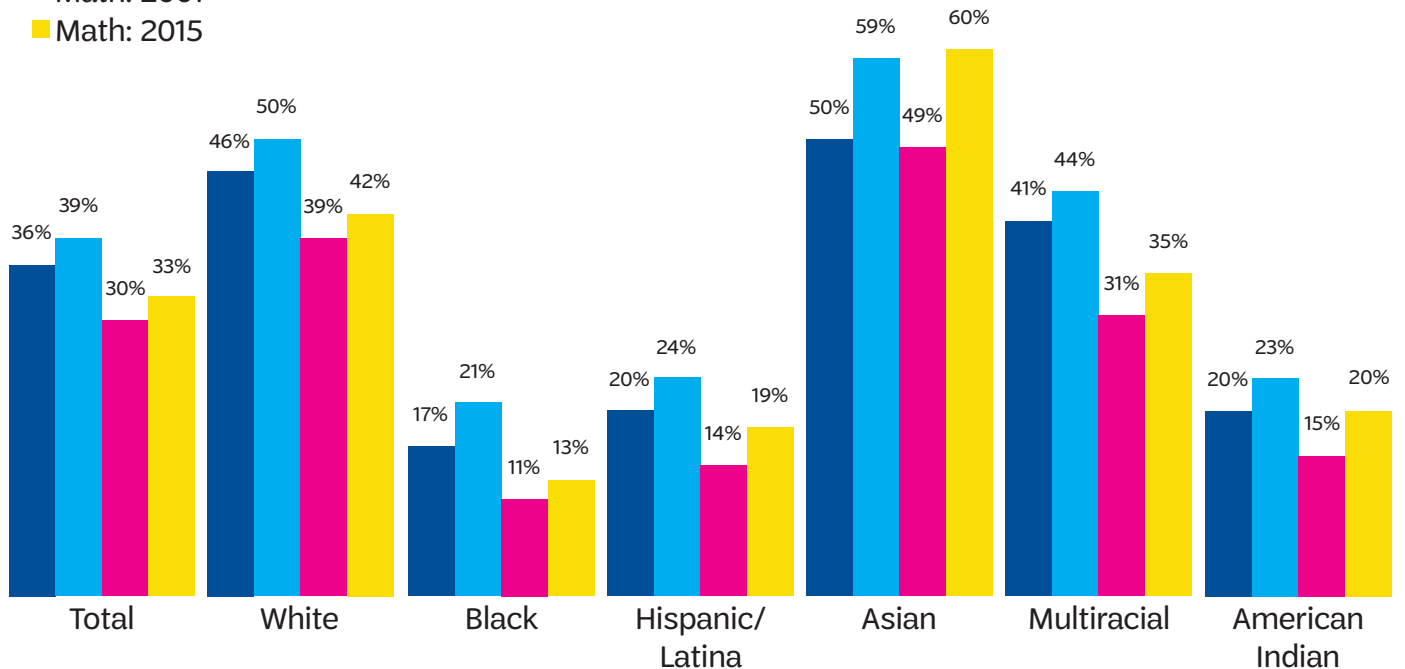
Female Youth Who Are High School Dropouts, Ages 16–24



Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (October Supplement)

Reading Proficiency Among Fourth-Grade Girls and Math Proficiency Among Eighth-Grade Girls

- Reading: 2007
- Reading: 2015
- Math: 2007
- Math: 2015



Source: U.S. Department of Education, National Assessment of Educational Progress

Summary and Implications

Although girls have made progress in education and extracurricular activities, more girls today are living in low-income households than before the Great Recession. This is concerning, because low-SES girls experience more challenges in nearly all indicators of health and well-being measured in *The State of Girls*. 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. This means providing them with leadership experiences for discovering the world around them, connecting to supportive peers and adults, and taking action in the world now and in the future. Statistics are not destiny! Partner with Girl Scouts to share this information widely and advocate for girls locally and nationally.

Summary of Changes in Girls' Well-Being in the United States, 2007 to Present

Indicator	2007	Present Day	Better or Worse?	
Economic Health	Girls living in poverty	17%	19%	Worse
	Girls living in low-income households	38%	41%	Worse
	Girls living in single-parent families	32%	34%	Worse
Physical Health	Girls without health insurance	11%	5%	Better
	Girls who are obese	16%	17%	Worse
	Girls who participate in daily physical education classes	27%	26%	Worse
	Girls who participate in at least one sports team	50%	53%	Better
	Girls who have ever smoked cigarettes	49%	31%	Better
	Girls who have ever tried alcohol	76%	65%	Better
	Girls who have ever tried marijuana	34%	37%	Worse
Emotional Health	Girls who have seriously considered suicide	19%	23%	Worse
	Girls who need treatment for an emotional, behavioral, or developmental issue	7%	9%	Worse
	Girls who were victims of bullying	34%	25%	Better
	Girls who report being victims of cyberbullying	2%	4%	Worse
Extracurricular and Out-of-School Activities	Girls who regularly participate in community affairs or volunteer work	31%	39%	Better
Education	Young women who are high school dropouts	8%	6%	Better
	Girls' Fourth-grade reading proficiency	36%	39%	Better
	Girls' Eighth-grade math proficiency	30%	33%	Better

Note: Trends over time may not be statistically significant, especially for indicators with small changes from 2007 to the present.

Sources of Data

Indicators

Demographics

Distribution of Girls Ages 5 to 17, by Race/Ethnicity, 2007 and 2016 (National level)	U.S. Census Bureau, Population Estimates Program, 2000-2010 Intercensal Estimates and Vintage 2015 Estimates
Girls Ages 5-17 in Immigrant Families by Race and Ethnicity, 2007 and 2015 (National Level)	Population Reference Bureau calculations from the U.S. Census Bureau's 2007 and 2015 American Community Survey's Public Use Microdata Samples
Change in the Percentage of Girls Ages 5 to 17 in Immigrant Families, 2007 to 2014 (State Level)	Population Reference Bureau calculations from the U.S. Census Bureau's 2007 and 2014 American Community Survey's Public Use Microdata Samples
Distribution of Girls Ages 5 to 17, by Household Type, 2007 and 2015 (National Level)	Population Reference Bureau calculations from the U.S. Census Bureau's 2007 and 2015 American Community Survey's Public Use Microdata Samples
Change in the Percentage of Girls Ages 5 to 17 Living in Poverty, 2007 and 2014 (State Level)	Population Reference Bureau calculations from the U.S. Census Bureau's 2007 and 2014 American Community Survey's Public Use Microdata Samples

Physical and Emotional Health and Safety

Prevalence of Obesity Among Girls Ages 2 to 19 by Race/Ethnicity 2007-08 and 2013-14 (National Level)	Cheryl D. Fryar, Margaret D. Carroll, and Cynthia L. Ogden, "Prevalence of Overweight and Obesity Among Children and Adolescents Aged 2-19 Years: United States, 1963-1965 Through 2013-2014," NCHS Health E-Stat (July 2016), based on results from the National Health and Nutrition Examination Survey
Change in the Percentage of Girls Ages 10-17 Who Are Overweight or Obese (Parental Report), 2007 and 2011-12	Population Reference Bureau calculations from the U.S. Centers for Disease Control and Prevention, National Survey of Children's Health, 2007 and 2011-2012
High School Girls Who Took PE Classes Five Days a Week and Participated in School Sports, 2007 and 2015 (National Level)	U.S. Centers for Disease Control and Prevention, 1991-2013 High School Youth Risk Behavior Surveillance System, http://nccd.cdc.gov/youthonline/
High School Girls Who Have Tried Cigarettes, Alcohol, or Marijuana in Their Lifetimes, 2007 and 2015 (National Level)	U.S. Centers for Disease Control and Prevention, 1991-2013 High School Youth Risk Behavior Surveillance System, http://nccd.cdc.gov/youthonline/
High School Girls Who Report That They Have Seriously Considered Suicide in the Past 12 Months, by Grade Level, 2007 and 2013 (National Level)	U.S. Centers for Disease Control and Prevention, 1991-2013 High School Youth Risk Behavior Surveillance System, http://nccd.cdc.gov/youthonline/
Girls Ages 5 to 17 Without Health Insurance Coverage by Age Group and Race/Ethnicity, 2008 and 2015 (National Level)	Population Reference Bureau calculations from the U.S. Census Bureau's 2008 and 2015 American Community Survey's Public Use Microdata Samples
Girls Ages 12 to 17 Who Reported Being a Victim of Bullying, by Race/Ethnicity, 2007 and 2013 (National Level)	Population Reference Bureau calculations from the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, National Crime Victimization Survey: School Climate Supplement, 2007 and 2013
Change in the Percentage of Girls Ages 6 to 17 Who Don't Feel Safe at School (Parental Report), 2007 and 2011-12 (State Level)	Population Reference Bureau calculations from the U.S. Centers for Disease Control and Prevention, National Survey of Children's Health, 2007 and 2011-2012

Extracurricular and Out-of-School Activities

High School Girls Who Conduct Volunteer Work on a Regular Basis, 2007 and 2014 (National Level)	Population Reference Bureau calculations from the U.S. Centers for Disease Control and Prevention, Monitoring the Future Survey, 2007 and 2014
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Education

Female Youth Ages 16 to 24 Who Are High School Dropouts, 2007 and 2014 (National Level)	U.S. Census Bureau, Current Population Survey (October Supplement), https://nces.ed.gov/programs/digest/2015menu_tables.asp
Change in the Percentage of Girls Ages 16 to 19 Who Are High School Dropouts, 2007 and 2014 (State Level)	Population Reference Bureau calculations from the U.S. Census Bureau's 2007 and 2014 American Community Survey's Public Use Microdata Samples
Reading Proficiency Among Fourth-Grade Girls, 2007 and 2015 (National Level)	U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 2007 and 2015 Reading Assessment
Math Proficiency Among Eighth-Grade Girls, 2007 and 2015 (National Level)	U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 2007 and 2015 Mathematics Assessment
Change in the Percentage of Fourth-Grade Girls Who Are Not Proficient in Reading, 2007 and 2015 (State Level)	U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 2007 and 2015 Reading Assessment
Change in the Percentage of Fourth-Grade Girls Who Are Not Proficient in Math, 2007 and 2015 (State Level)	U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 2007 and 2015 Mathematics Assessment

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