



**GIRL RISING**

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every day!

# Citi's Investment in the Girl Rising Educators Program

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June 2017 - April 2018



# **CITI'S INVESTMENT IN THE GIRL RISING EDUCATORS PROGRAM**

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## SUMMARY

Many young people in the United States graduate without an understanding of social justice, global awareness, leadership and civic engagement. Teachers, though eager to tackle these issues with their students, may lack the means to do so. Using Girl Rising's (GR) compelling stories of girls fighting for education in the developing world along with imaginative teaching resources, Girl Rising Educators deepens learning and helps young people develop a sense of resilience, personal power, local responsibility, and global citizenship.

Citi's sponsorship of the GR Educators Program has been integral to expanding the program's reach and depth. Nearly **1,500 students** participated in official Girl Rising programs and outreach efforts during the project period. Hundreds, in not thousands, of others experienced Girl Rising through screenings, events and in-classroom engagement led independently by teachers.

We can confirm as well that over **4,750 educators** engaged with Girl Rising during the project period as well. This included registering for Girl Rising curricular tools, registering for or participating in a Girl Rising digital training, or attending a screening, event, or conference presentation. Despite understanding that there may be some educators that engaged with GR on more than one occasion, we can estimate that the reach of this group is over **110,000 students**. This figure is calculated based on data that the average American class size is approximately 23 students. However, many teachers who engage with Girl Rising often instruct multiple class sections or lead youth-focused activities with various groups of students, pointing to the potential for much greater reach and impact. Throughout the project period, educators already familiar with Girl Rising continued to report a desire to share the materials with other teachers and administrators in their schools, districts and wider networks.

Citi's partnership provided meaningful space to enhance the curriculum with a teaching module that introduces themes of financial literacy and economic independence, critical for young people on the path to empowerment. It also allowed GR to reach new schools, teachers, districts, and programs through online and in person outreach, including targeted social media outreach and the expansion of GR's web-based portal for educators. This portal, visited tens of thousands of times, remains one of the most popular pages on the Girl Rising website and continues to be updated with impact stories from educators and students from around the world. Two independent pilot programs in Tampa, Florida and Houston, Texas, and the space needed to capture learnings along the way, were integral to understanding how the GR materials impact teachers and youth and ways in which the program may be enhanced.

Following learnings from both outreach and pilot programming supported by Citi, GR has developed a comprehensive strategy for program expansion. This strategy focuses on three pillars: outreach, implementation, and stewardship of the GR Educators community. Each emerged from the project period as priorities for sustainability and impact – necessary to more

effectively introduce GR to as many educators as possible and to support interested educators as they use GR tools.

Both quantitative data and qualitative feedback from teachers confirms that many youth leave the Girl Rising unit further appreciating their roles as global citizens, valuing their education, developing a sense of resilience and personal agency, and believing in their capacity to be agents of change. Outcomes include students taking on leadership roles among their peers or choosing to independently research and take action on the themes presented in the module, from child marriage to personal budgeting.

During the project period, we concluded that making Girl Rising's materials more accessible online and through digital trainings allows teachers to become more aware of the range of Girl Rising tools available. We also confirmed that teachers value the opportunities to learn how others teach and adapt GR's materials. Facilitating these conversations remains a priority of our on- and offline efforts. For formal pilots, more lead time is important when it comes to program planning. Investing in both of these spaces will allow implementing educators to feel more confident in their ability to teach topics related to Girl Rising. Digital engagement provided access to new communities of educators, critical to the mission of reaching and catalyzing as many young people as possible. Key to success is continuing to build the capacity of the Girl Rising team to cultivate and nurture these relationships.

## PROGRAM HIGHLIGHTS

### *Digital Reach*

Enhancing Girl Rising's digital presence makes Girl Rising materials more accessible to educators, giving them the flexibility to explore and implement at their own pace while also learning from others.

**Online Trainings** - Our one-hour sessions, hosted twice a month from October 2017 through April 2018, introduced educators throughout the US and around the world to the range of free or low-cost tools Girl Rising offers while also providing relatable examples of classroom use. We also hosted two special sessions: one on edWeb, a premier digital learning platform, and one through Teach for All's Global Girls' Education fellows program.

- **15** Girl Rising digital trainings hosted
- **1,116** teachers from nearly all 50 states and 69 countries attended a training session or expressed interest in attending a future session

In all cases, educators are offered a certificate of participation, an important step for those seeking meaningful ways to meet professional development requirements.

Citi's investment allowed Girl Rising to continually adapt and improve the session with each subsequent training. We learned more about our community, including the fact that nearly half the training participants serve outside of the classroom in roles such as club coordinators, after-school care providers, curriculum developers, and nonprofit leaders.

When surveyed after the training, **89%** of attendees scored themselves as a *Very Likely* or *Definitely Will* on the question "How likely are you to use GR with your students?" **84%** of respondents scored themselves as feeling *Prepared* or *Very Prepared* to lead GR with their students following the call. These results prove that the trainings were an effective catalyst in moving educators from interested in using GR materials to feeling knowledgeable enough to implement.

**Facebook Group** - Our private Facebook group welcomes educators from across the world. It creates an informal yet meaningful space for collaboration and resource sharing between those already teaching Girl Rising and others looking to do so in the future. This group also supported the Girl Rising team in further growing our understanding of who is using the tools, the many ways in which the tools are being used, and the resources educators require to implement the tools in different settings.

- As of April 30, the Girl Rising Educators Facebook group had **244** members.

**Program Expansion and Marketing** - Citi's sponsorship allowed us to build the capacity of our team to connect with contacts at teacher training programs, in educational districts and within individual schools. We expanded our digital marketing efforts as well, promoting our tools on social media and in newsletters sent to a growing community of thousands of subscribers. Partner organizations such as Breakthrough Collaborative, edWeb, Teach for All, A Mighty Girl, Girl Scouts Nation's Capital and The Education Commission promoted Girl Rising's educational offerings on their social media platforms, with a potential reach of over **2 million** impressions.

- **1,152** people registered for the Girl Rising curriculum through GR's educator portal during the partnership period. Assuming each educator reachings a minimum of 30 students, this would have a potential reach of **over 34,000 students**. This number is likely far higher as many GR teachers have up to 100 students in multiple sections.
- **14** e-newsletters sent to GR's educator community since start of partnership, including notifications of GR tools, recommended resources, upcoming trainings and impact stories

From January-April 2018, the period when outreach initiatives were a primary focus, registrations for the GR curriculum nearly doubled, increasing by 96%, as compared to the same period in 2017.

**Web** - Citi's support facilitated the creation of an [Educator Portal](#) on Girl Rising's website, including the design and development of a new portal that makes Girl Rising's materials most accessible for educators. This page features examples of classroom use and simplified access to Girl Rising's suite of educational tools, including the new Financial Literacy Module. The portal was visited over **20,000** times between its launch in late November 2017 and the project's completion in April 2018, with individual Case Studies about educators as some of the most popular pages. The majority of visitors are from the United States, demonstrating the success of targeted marketing and promotional efforts. Other popular pages include Girl Rising's Get Involved page, Take Action guide and Fact Sheet – items that the Girl Rising-Citi social media efforts pointed to as recommended actions. A special webpage – [www.girlrising.com/citi](http://www.girlrising.com/citi) – features the partnership in greater detail. This page will be continually adapted to include information about Girl Rising and Citi's ongoing collaboration.

**Other Digital Opportunities** - Increasing GR's visibility via additional digital media platforms expanded Girl Rising's Educator program to new audiences. Girl Rising was featured on the Hearts on Fire and the Global Campaign for Education-US blog. Girl Rising and Citi's partnership was also featured across both organizations' social media channels, encouraging educators to access the curricular tools and motivating a wider network of supporters to take action in support of girls' education and empowerment.

## **Financial Literacy Module**

Citi's support allowed Girl Rising to add a [new teaching module](#) for the first time since the original curriculum was released in 2014. The module, created by the Global Financial Literacy Excellence Center at the George Washington University, uses the stories of Girl Rising to help students develop critical skills such as understanding opportunity cost, goal setting and budgeting.

The tools, branded with the Citi logo, are accessible through multiple access points on the Girl Rising website. Themes featured in the unit were specifically chosen to tie to the stories in Girl Rising that are available for free with the curriculum so there is no barrier to use. The module is designed for teachers of all experience levels, providing a step-by-step guide for use of the materials.

Girl Rising educators have demonstrated interest in incorporating the module into their coursework during this school year or at the start of next. Feedback includes:

*"I'm excited about the Youth and Money and Women and Money [fact sheets]. We work with quite a few families that are new to the United States, and if the girls are educated they can take that knowledge home and share the education so they can learn together as families. Thank you."* - Ali L., STEM Educator, Seattle Public Schools

*"I will try the financial empowerment unit in my classroom this week alongside the play I am currently teaching, Ibsen's Dollhouse. I am redesigning my Intro to Lit for next Fall around the film."* - Ingrid P., Associate Professor of English, Western Connecticut State University

*"The students gained new skills. If nothing else, they are more cognizant of how important is it to be financially literate. A lot of the girls said '[Planning] starts today.' A lot of them made real steps to start planning for their future."* - Reading Teacher, PACE Center for Girls, Tampa, Florida

*"There was nothing I really disliked. I loved that it actually paralleled so well with the girls' stories to make a connection with what [the students] were learning and how [issues] impacted the girls in the stories. The students took the financial empowerment section very seriously."* - English Teacher, YES Prep, Houston, Texas

Organizations and programs such as Girl Scouts, Peace Corps, Junior Achievement and the New York City Department of Education's Girls Empowerment Movement have discussed the module with the Girl Rising team and are researching how to best incorporate it as a resource within their current structures.

Opportunities include formalizing its use in programming or linking to the materials in resource portals for volunteers and in-school facilitators. Partnering with Citi in the creation of the module adds legitimacy to the tool, as larger organizations that may be less familiar with Girl Rising recognize the value and strength of Citi as a brand.

### ***Pilot Programming***

We conducted two pilots in Houston, Texas and Tampa, Florida, reaching over **900 girls and boys**. In learning from the Girl Rising stories about the barriers girls overcome to simply attend schools in so many parts of the world, students who once lacked motivation are showing greater appreciation for their education. Those who may have never left their neighborhoods are seeing beyond their borders. Others, once unaware of their capacity to make a difference, are gaining the skills identified by educators and employers as essential for a young person's success in today's rapidly changing world.

These skills include thematic knowledge, such as information on gender disparity and basic human rights, as well as deeply personal skills, such as saving and budgeting and decision making.

In **Tampa**, Girl Rising was integrated in a semester long reading class for students at the PACE Center for Girls, an education program for at-risk teenage girls in grades 6-12. Program participants join PACE with multiple risk factors, or underlying issues that lead to academic underachievement. Girl Rising, integrated directly into reading classes, inspires students with lessons of resilience, expands their worldview, and provides additional skill-building support around themes such as financial literacy.

The unit began on November 7, 2017 and materials were delivered multiple times a week for six weeks. **46** students from ages **13** to **18** participated in the pilot. **Three** teachers and **four** administrators were involved in through the programming as well.

In **Houston**, YES Prep Public schools, an open-enrollment charter school system, incorporated Girl Rising into the 11th grade Pre-AP Introduction to Rhetoric and Composition course for both girls and boys. The Girl Rising film and book served as anchor content in the gender equality unit, alongside *We Should All Be Feminists* by Chimamanda Ngozi Adichie. The unit's stated goals were to energize the students, help them to develop their voices, and expand their desires to impact a wider, global community.

The unit began October 12, 2017 and lasted 27 instructional days, culminating with students showcasing a self-designed capstone project. **852** students from ages **16** to **18** participated in the pilot at 11 YES Prep campuses, and **14** teachers and administrators participated in the program.



**Monitoring and Evaluation:** Our robust evaluation process allowed GR to track outcomes such as:

- Increased knowledge about girls' education, geography, human rights, and related themes addressed by the tools
- Change in students' perceptions about the control they have over their lives and future
- Change in the students' abilities to express opinions, have conversations with different individuals, and respect societal and cultural norms different than their own
- Change in the students' understanding of gender-based discrimination, barriers to girls' education, and attitudes towards women and girls
- Improved capacity of students to have a sense of empathy or sympathy for others
- Self-worth and self-efficacy
- Students' understanding of their role as an individual in a community and their ability to bring about change in their immediate community and outside world
- Improved value of their education
- Improvement in students' behavioral intentions to take positive actions (including communicating with others) in their community

YES students completed both a pre- and post-assessment. Due to delays in approval to conduct research, PACE students only completed the post-survey. Both surveys were delivered online. The research component of the pilot project was completed by independent researchers at the George Washington University's School of Public Health.

**Some statistically significant outcomes include:**

- The unit seems to have a stronger impact on female students, though teachers have suggestions for how to improve results with males. For example, females were most likely to talk to friends in the program or to their mothers about what they were learning, whereas males reported that they were more likely to speak to no one about the unit.
- There was, however, a significant increase in overall "caring" score for males, meaning that, on average, male-identifying participants demonstrated significant improvement in their "sense of sympathy and empathy for others." Through the pre-survey taken in advance of the unit, girls already demonstrated a better-developed caring quotient. Caring is an important marker on the "[5 C's of Positive Youth Development](#)" scale. When a program like Girl Rising is successfully designed along this scale, students who complete the program are more likely to thrive and build resiliency.
- Students demonstrated an increase in knowledge about and improved attitudes towards responsible financial behavior, including saving money and recognizing that financial decisions now have an impact on the future.
- Students demonstrated a positive change in global citizenship, locus of control (understanding that one can influence events and their outcomes), confidence and voice.

Individual in-depth interviews were also conducted with six of the YES Prep teachers and all three of the PACE Center for Girls teachers. The purpose of the interviews was to understand the teachers' perspectives, gather information about changes they observed among the students during the implementation of the Girl Rising unit and collect insight into areas for improvement and program expansion.

**During the interviews, teachers identified challenges or places for improvement that will be useful for future learnings include:**

- Difficulty incorporating financial literacy lessons into English coursework, despite recognizing the value of the themes included
- State requirements limiting a teacher's flexibility and creativity
- Required approval from school districts presented administrative hurdles to implementation in integrating the materials into their core coursework
- Varied teaching styles, where educators offered differing opinions on the unit's length, multi-media content, and how comfortable they felt discussing difficult themes
- Desire for more hands-on activities for students and research opportunities that deliberately connect international experiences to the United States, rather than requiring students and teachers to make connections on their own

Identifying and selecting partners and launching a new program with schools and school networks can take time because each institution has their own processes. More time for planning would have provided curriculum specialists with additional space to write their units and, in turn, allow classroom teachers to get to know Girl Rising materials better before sharing them with their students.

This space will be especially useful for those that are less comfortable integrating topics such as financial literacy and economic empowerment into their coursework if these are areas they are less familiar teaching. Equally, additional time for planning would also create space for effective teacher training and opportunities to allow teachers to provide early-stage feedback regarding how their students may respond to the Girl Rising unit in their specific context.

Additionally, programming in both Tampa and Houston was impacted by the 2017 hurricane season, delaying the start of school year. For Girl Rising, this meant our measurement tools could not be as customized to the individual program as we had hoped, as the school partners delivered their unit plans to our evaluation team shortly before implementation was to begin. Additionally, while teachers did not comment directly on the role the hurricanes played during their interviews, GR's knowledge of the impact of trauma on youth informs our understanding that student performance in the fall semester may have been impacted by these events.

**Despite challenges, teachers also reported a range of positive outcomes and spaces for growth, including:**

- Students gained knowledge about other cultures, began to recognize privilege that comes from living in the United States, and increased both knowledge and interest in other countries and cultures

*“Some of the very first changes that I saw was their interest in global issues. I know one of the new topics that were brought up when we brought up globalizing feminism, [GR] started to make their minds expand more than just the first world view of what feminism could be used for. And so as the unit went on, I really saw how it really gave them a broad understanding of how something like feminism would be a matter of life or death in some countries depending on where the girls are from.”*

*“Each story elicits a certain type of response regarding the girls. The young girl Wadley in Haiti, they were really impressed by her drive to get an education. It made them assess if they were taking advantage of some of the privileges we have in the United States regarding education. It made them want to own up to some of the behaviors that got them off-track academically.”*

- The students related to experiences of resilience in the face of natural disaster, migration, or adversity and how to support one another

*“It was the child marriage issue that really stuck with them a lot. Because a lot of their family members from back home from where they are were also the victims of a child marriage.”*

- The financial module was helpful, especially for students currently working and receiving an income

*“The curriculum was based on financial literacy and empowerment, and the it made the girls stop in their tracks to assess how finances will affect them now and in the future and how important [financial literacy] is for women especially.”*

*“My goal of introducing Girl Rising into my classroom is to bring to my students awareness of the various obstacles and hindrances that prevent girls and young women globally from having limited or no access to education. Additionally, the financial literacy component also brought to my students consciousness the importance of trajectory planning and managing their financial affairs, realizing that their preparedness today will impact their future.”*

- Incorporation of the final project or community-action component as a valuable element for students, and especially the positive impact on students who were able to attend the final exhibition or participate in campus-wide exhibitions at their own schools. This includes extremely positive feedback from youth invited to share their experiences as part of Citi’s Story of Progress video production.

*“We did a few different other on-campus presentations where we wrote statistics outside [of our school in chalk] of just the rate of women that were married off, or...other information that we*

*learned from Girl Rising. And that was extremely impactful. Because our school is from sixth grade to twelfth grade...it was great for the middle school teachers and students to be able to see what they were doing in the high school and to really see some scary statistics that many people were very unaware of."*

*"The two young girls who represented PACE and Girl Rising interviewed them, their whole outlook on education has done a 180 degree shift. They have taken more leadership roles among their peers. They have requested to participate in more activities. One of them began taking her education more seriously. Her ability to take exams improved."*

*"Each group selected a story from Girl Rising and an issue that is addressed in their Personal, Career, and Social Development course to highlight how global issues all stem from an issue that we can all connect with. The girls were then charged with designing an event, campaign, or outreach in order to educate a particular community. The girls also decorated the classroom doors to represent the country of one of the girls in Girl Rising."*

- Valuable learnings from using the Girl Rising book and full film, resources that Citi's support allowed us to provide to each student and teacher

*"I think the book was most useful just because it had the meat of the information. Even without the video, the book still made the impact. But with the video to be able to accompany the text was I think just as impactful of having them separate. I think they kind of work together. In my class, I pushed back and forth between them...And then...I looked up other supplemental articles that supported what was in the Girls Rising text. And so they had like information coming from a few different places, mainly though the book and the video."*

- Personal growth among students, especially in the arena of global citizenship, activism and confidence

*"Specifically, I have one student who has a history of being close-minded and misogynistic. After our unit on feminism, and gender equality including Girl Rising, he has been very focused on equality. I've spoken to his art teacher and his art work now has a lot of feminine characteristics in a positive way, which is something I had never seen before."*

*"I teach 11th grade English. There is a student that sits towards the front of the room. We were discussing child marriage. She normally has difficulty concentrating, school is not her strong point. She stood up in her seat, and said 'someone has to do something about this!' And I said 'what about you?' And she said 'I will. That is something I will be aware of and will be looking for ways to affect change.' It's not frequent that something really makes an impression on her like that."*

- Personal growth among teachers, including integrating more global content into their classrooms and reminding them of their value as educators

*“As an educator working with at-risk girls, the documentary has inspired me to continue and be a resource for many of the girls that might have temporarily discontinued going to school and serve as a positive role-model in inspiring them to revisit their decision.”*

*“Yes, this was a broadening experience for me. Most of the books read in class are solely based on western society and rarely have positive female main characters.”*

**Employee Engagement and Story of Progress** - Citi employees in both Tampa and Houston celebrated the impact of the Girl Rising pilot programs. An important aspect of the program is that student growth extends beyond the project period, as they take what they have learned and become active citizens in their communities and the world beyond. At events in each location, Citi community members had the opportunity to witness the impact of this exploration on the students. Opportunities remain available for Citi employees to collaborate with our Tampa and Houston educational partners, should that be of interest. Both school networks demonstrated an interest in understanding how their students, teachers and the student’s families might be involved in efforts such as career preparation and guidance, financial literacy training, and mentorship led by Citi team members. Girl Rising is also grateful to be featured in the Story of Progress series and looks forward to continual promotion of the related short videos.

### ***In-Person Engagement, Outreach and Capacity Building***

Educators are interested in instilling students with critical skills needed to thrive in a changing world. However, despite progress, many report a lack of access to adequate teaching resources dedicated to this goal. The Girl Rising materials help to fill this gap.

**Capacity building:** Citi’s support allowed Girl Rising to build capacity, supporting current staff to dedicate additional time to the program’s expansion while also supporting the hiring of a part-time Educator Engagement Consultant and part-time Educator Program Associate. The dedication of individuals solely committed to the Girl Rising Educator Program, rather than a range of functions within the organization, is particularly meaningful.

**Conferences:** Members of the Girl Rising team and educators using Girl Rising in their classrooms presented, or will present, Girl Rising at a range of conferences across the United States through July 2018. Citi’s sponsorship also created space for research, allowing Girl Rising to identify opportunities within the education community where Girl Rising could be presented in the future. We are actively seeking opportunities in 2019, including the Women Deliver 2019 Global Conference.

- **National Council for the Social Studies Annual Conference** - Leslie Schaffer, a high school history teacher from Atlanta, Georgia, presented Girl Rising to 35 teachers at a conference breakout session titled “Integrating Geography and Art to Create Social



Activism.” “I want my students to walk away with an understanding of how the world works, how they can change the world, and how they can use a position of privilege to help those who are less fortunate,” Leslie said.

- **Massachusetts Reading Association Conference** - Elise Regan, Eighth Grade English Language Arts (ELA) teacher and Madeline Roy, Senior Director of Middle School Education at Quincy Public Schools led an engaging presentation to 40 educators on April 10, 2018. The session featured their use of Girl Rising as a means of motivating others to use GR materials to engage middle schoolers as avid researchers, readers, and writers in order to be better local and global citizens. “I truly cannot say enough about this unit, except that it probably has the greatest impact of anything I have ever taught because it teaches students about global citizenship, education rights, gender inequality, and how students are agents of change in their own lives, community and world,” Elise said.
- **Beyond School Hours Conference and National Afterschool Association Conference** - Gretchen Holthaus, a PhD researcher and creator of the Girl Rising-Citi Financial Literacy Module, presented plenary sessions and breakout workshops at two conferences. In each, she shared the financial empowerment module with 400 attendees at the plenary and approximately 50 attending at a breakout session, distributing lesson plans and data making the case for providing financial education in after-school programs.
- **International Education and Resource Network (iEARN) International Conference & Youth Summit** - 500 educators are expected to attend. Kayce Freed Jennings, Director of the Girl Rising Educators Program, will be the keynote speaker. Two educators who are using the Girl Rising materials in their classrooms will present two breakout sessions, one at the main conference and another at the Youth Summit. The sessions will be held in July 2018.
- **Council on International Educational Exchange (CIEE) Youth Leadership Summit** - CIEE, a world leader in international education and exchange, welcomes approximately 100 youth from around the world to their Youth Leaders Summit in Washington, D.C. each July. Lauren Manning, Girl Rising’s Senior Project Manager, will present at the summit for the third consecutive year. This year, she will lead a session based around intercultural exchange, focused on bringing Girl Rising content and educational materials back to one’s own community as a tangible way to share information and make a difference.

**Formal Partnerships:** Engaging directly with educators enables us to see Girl Rising’s effectiveness and impact among different student age groups and demographics – and to adapt and revise our materials accordingly to ensure they help teachers reach the goals they’ve set for their students. As part of the program’s expansion, we connected directly with educators and communities including:

- **iEARN, Global** - iEARN is a platform that empowers classrooms from around the world to engage in collaborative learning. *Girl Rising - Education for All* is a pillar campaign of this platform providing an interactive space for students to connect, share their ideas, and showcase class projects, like GR inspired poems, artwork, and so much more. During his most recent iEARN GR collaboration, Allen Witten's students connected with classrooms in Israel, Morocco, and India. After watching selected chapters, students connected on the iEARN student forum to share their thoughts with one another. Program expansion opportunities have allowed Girl Rising to engage more directly with Allen, a teacher from California, and his students. A current collaboration is underway with schools in the United States, Japan, Morocco, India, Senegal, Pakistan, Uganda and Georgia.
- **Quincy Public Schools, Quincy, Massachusetts** - A unit that started two years ago in a single eighth grade public school ELA classroom and expanded to three middle schools last year and – having been embraced by the head of middle school curriculum and the superintendent of schools – will reach all five district middle schools this spring. The initiative is intended to improve students’ writing skills, critical thinking and creativity while introducing them to issues of social justice, gender inequity and global perspective. This year’s district-wide program will also include a community engagement component.
- **Thurgood Marshall Academy, Washington, D.C.** - The Girl Rising book for young adults was the centerpiece of a unit on gender inequality for 18 tenth and eleventh grade Global Studies students. The students involved each chose one girl’s story from *Girl Rising* and researched how the history, culture, and government of her home country were root causes of gender inequality. The final step was for students to create local and international action plans to move towards ending gender inequality.
- **Girls’ Empowerment Movement, New York, New York** - Girl Rising serves as the centerpiece of New York City’s GEM (Girls Empowerment Movement) after-school initiative in 25 schools across the city. Part of this year’s partnership included an in-person training for **25+** program facilitators and point people from across the city and a presentation at the district-wide workshop in March for **250** participants.
- **Teach for America (TFA), Mississippi** - Approximately **85** educators, community leaders and influencers and approximately **60** students from across the Mississippi Delta were introduced to Girl Rising through the Mississippi Summit and Delta Regional Tour. Among the educators reached were TFA corps members and alumni, public school district teachers and administrators (a deputy superintendent among them), and the leaders of several after school programs, including The Freedom Project, Spring Initiative, and the Lady Warriors Track Club. Within a day after learning about Girl Rising, one teacher had introduced Wadley’s story to her kindergarten class. We are now exploring the possibility of Girl Rising becoming an ongoing part of Teach for America Mississippi’s professional development activities.

The Girl Rising team also led in-person sessions introducing the Girl Rising tools at Lycée Français de New York, Columbia University Teachers College, Gregory Middle School in Naperville, Illinois, and Columbia Grammar School and Preparatory School. Attendees at these events totaled **728** people. Events included teacher development workshops, community-wide screenings, partial screenings, and Question and Answer sessions.

**Grassroots Teacher and Student Engagement:** Girl Rising is reaching classrooms and communities around the world thanks to the passion and creativity of educators who independently share Girl Rising. We have been able to better highlight some of their impact and experiences on our web-based Case Studies and Snapshots portal. In the process of building out the portal, we built a robust survey and held in-depth conversations with a range of educators, allowing us to better understand their current use of Girl Rising as well as intentions to use the tools in future school years.

- **Ali Nagle, KIPP Infinity, Fifth Grade Teacher, Harlem, New York:** Ali introduced Girl Rising to her fifth graders as a vehicle to help them explore slavery, both historical and present-day, and to encourage them to be agents of change in their own lives.
- **Lily Pickett, Emma Willard School, High School Student, Guilderland, New York:** Our Snapshots have allowed us to also highlight the work students are doing with GR. One example is Lily Pickett, who screened Wadley’s story to third graders at a local elementary school. Lily also developed and taught a lesson plan for the elementary students around the chapter to raise awareness of the barriers that prevent girls from around the world from receiving an education and to increase students’ appreciation of their own education.
- **Ann McNeil, Houghton Academy, Middle and High School ELA, Houghton, New York:** “My Human Dignity unit in my English 7/8 class that is peopled with American, Nigerian, Vietnamese, Korean and Cameroonian students. I used the [Girl Rising] videos and the fact sheets. After viewing an individual story, students volunteered to become "experts" on that country. They read the fact sheets, then in a panel set up reported what they found remarkable in those facts. They formed a question for the class to answer based on that fact. They also wrote letters of encouragement to the girls in the videos. I'm excited to use Senna's Poetry this week as we head into our Language Arts Fest and open mic night.”
- **Kristen French, Lewis & Clark Middle School, English Language and Cultural Immersion, Meridian, Idaho:** “I am starting a brave girls group with eight refugee students in our school. My plan is to use this curriculum to help them recognize the opportunity they have to change their lives and to empower them to move beyond the many years of oppression they've experienced so far. I also want to collaborate with our English Language and Culture teachers to use the curriculum with all of the newcomer

students in hopes of helping our young men who have grown up in some of these cultures. It would be great to see them move beyond their limiting beliefs.”

- **Renee Palmonari, Center for Teacher Effectiveness, Voorhees, New Jersey:** “In the future I could use Girl Rising as biographies in English, studies of oppression and worldwide poverty for girls in Social Studies, and as an opportunity for girls to write about their own lives and other girls they know who have empowered their lives. The Project Based Lessons could be incorporated along with the films for world history and geographical differences in the lifestyles of young women, too. A lot could be explored with students’ ideas incorporated as well. Currently I am a Consultant with CTE: Time to Teach! and have interest in using this in the future in other capacities.”
- **Marcela Santamaria, Blevins Middle School, ELA Family Liaison, Fort Collins, Colorado:** “I am planning to use the curriculum with a group of bilingual students from middle school, I want to present the film and that can be open to a discussion about these issues, girls and education and the power that we can have if we are educated.”
- **Dave Bugayong, Peace Corps, Conakry, Guinea:** “In the past, I used the free chapters of Girl Rising to empower girls buy dreaming big. It started on the International Day of The Girl Child and they were so empowered that they coded a mobile app, that addresses a community problem, in a global technology competition (Technovation Challenge); landing as semifinalists representing the Republic of Moldova.”

## OPPORTUNITIES & LEARNINGS

Building in effective lead time is critical for the implementation of the Girl Rising curriculum, especially as context can impact how Girl Rising is used in each setting and whether or not an educator has flexibility to use the tools. By providing online trainings on a regular basis, we were able to introduce Girl Rising to educators across the world, allowing them to plan ahead for when the unit may fit most effectively into their work. Multiple educators reporting planning ahead for the 2018-2019 school year.

Within formal programming, we have concluded that it is critical to build in lead time as well in order to formalize relationships in advance of program implementation. This allows ample time for teachers to familiarize themselves with Girl Rising’s tools and for training on Monitoring and Evaluation implementation. This lead time is especially significant as we learned that district-wide review is often required before an individual school may introduce new materials into their curriculum or multiple external bodies are approved to conduct research.

Equally, continuing to review, adapt and add to Girl Rising’s suite of educational tools will make the materials that much more effective for use inside and outside of classrooms.

Girl Rising looks forward to capitalizing on this learning for future program planning and the following opportunities:

- **Amplify the Educator Edition of Girl Rising: The Fifth Anniversary Edition and the Girl Rising Book:** Promotion of the Educational Edition of *Girl Rising: The Fifth Anniversary Edition* will begin for the 2018-2019 school year. This will provide a chance to reach new audiences with inspiring Girl Rising content and remind educators of the types of tools we have available. Similarly, the paperback of *Girl Rising: Changing the World One Girl at a Time* will be available in January 2019. This version will include updates on the girls featured in the Girl Rising film and curriculum and a forward from actor and Girl Rising Ambassador David Oyelowo. Teachers have continually returned to the book as a valuable teaching tool.
- **Expand Partnership Opportunities:** Expanding our outreach activities to reach more teachers effectively allows us to reach more students. Cultivating these relationships takes time and school districts and larger organizations may require multiple years to formalize a new partnership. Girl Rising is in conversation with local and global organizations such as the Girl Scouts, Junior Achievement, Teach for America, the KIPP charter school network, the New York City Department of Education, AMP Global's Youth Scholars Program, and with Legacy International's Global Youth Village and Emerging Young Leaders Programs. Each provides meaningful space for future partnerships where Girl Rising can provide high quality media and curricular tools that may be easily integrated into an existing structure. Our partners from the GR-Citi pilot programs are also expanding their use of the materials. Thanks to an external grant, Girl Rising is able to provide copies of the Girl Rising film, book, and curricular materials to additional locations of the PACE Center for Girls, Inc. in Florida, with hopes of implementation in Fall 2018. YES Prep will use Girl Rising in the spring of 2019 – allowing more time for the unit and resulting in a year-end capstone and substantial research project for students.
- **Create Additional Resources:** By engaging with more educators throughout the project period, Girl Rising now better understands what additional materials will be useful for educators. This includes resources for K-4 teachers, materials designed specifically to engage boys, and the creation of a user-friendly survey that will allow teachers to measure the impact of the materials on their students. These materials would complement existing Girl Rising educational content.
- **Continue Building Capacity:** Through project performance period, Girl Rising identified that providing support to teachers and introducing them to Girl Rising through a range of outreach mechanism is particularly meaningful when led by an individual with classroom experience. We see great value in hiring for a full time staff member to champion both online and offline engagement with educators.