Girls Share Their Voice

Full Report

ALICE PAUL INSTITUTE

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The Alice Paul Institute would also like to extend our gratitude to the countless volunteers and staff who have helped the *Alice Paul Leadership Program* grow from a one-day workshop to a menu and workshops and programs designed to develop future leaders. You are an inspiration to women and girls everywhere.

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The Alice Paul Institute (API) is a non-profit organization dedicated to educating the public about the life and work of New Jersey's most famous suffragist, Alice Stokes Paul (1885-1977), author of the Equal Rights Amendment, founder of the National Woman's Party, and a lifelong activist for women's equality. API's mission is to educate the public about her life, preserve historic *Paulsdale*, develop future leaders, and work towards achieving women's equality. *Paulsdale*, Alice Paul's birthplace and family home in Mount Laurel, is a National Historic Landmark and serves as a center for celebrating women's history and leadership. API was founded in 1985 and today has a membership of over 400 individuals and organizations. For more information, please visit www.alicepaul.org.

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Introduction

Since its inception in 1993, the *Alice Paul Leadership Program* (*APLP*) has been providing a menu of leadership development programs aimed at giving leadership skills to girls through the lens of women's history. *APLP* is a division of the Alice Paul Institute (API), a non-profit, membership-based organization dedicated to educating the public about the life and work of Quaker and women's rights activist, Alice Stokes Paul. API's mission is to celebrate and promote the legacy of Alice Paul, noted suffrage leader and author of the Equal Rights Amendment, and to preserve *Paulsdale*, her family home, as an inspirational and educational site. Since its founding in 1985, API has played a visible role in Delaware Valley public life, collaborating with numerous organizations and state agencies[1] on joint events and programs about women's history and contemporary women's issues.

In support of this mission, the *APLP* was founded by a volunteer committee of educators and non-profit administrators to address API's goal of providing women and girls with leadership training. The committee's focus on adolescent girls stems from the extensive research that has documented patterns of diminished confidence, lowered self-esteem, plummeting academic performance and social withdrawal among girls. Studies show that adolescence is a pivotal point in girls' development and that intervention at this time is crucial to arresting the downward trends in their self-perception and performance. *APLP* provides adolescent girls with skills and confidence-building exercises they need to reverse negative self-perceptions. With these skills and with role models of women leaders in the past and present, girls can begin to develop their own leadership styles. All *APLP* activities are founded on the following basic principles:

- *APLP* programs introduce girls to the continuum of successful women leaders in the past and present and familiarize them with some of the skills they need to join that continuum in the future.
- *APLP* programs approach contemporary concerns through role models of women in history, including Alice Paul, who can serve as role models to young women today.
- *APLP* workshops are proactive and affirmative. Girls learn in a supportive atmosphere about women who have overcome obstacles and are empowered to share their own voices to identify strategies for their own success.
- Participants are selected for participation to represent the ethnic, racial, and economic make-up of their school and community. They are girls who show potential for leadership but who do not currently take leadership positions or perceive themselves as leaders in their school or community.

The *APLP* is unique for its focus on history, using the past as a vehicle for understanding the future. Through the lens of history, girls learn that women have long faced, and overcome, significant obstacles in our society and that the achievements of women form a strong foundation for women of the new century.

Our Programs

To achieve the goals established for *APLP*, several programs have been developed and implemented over the past decade. These programs are:

- *Leadership: Share Your Voice*: a county-wide, one-day workshop for eighth-grade girls, which introduces participants to successful women leaders in the past and present and familiarizes them with issues they need to understand in order to become leaders of their generation. Since 1995, the *Share Your Voice* program has reached over 700 girls in Burlington, Camden, Ocean, Gloucester, and Mercer County middle schools, plus hundreds of school personnel and local college students.
- *Girlblazers Summer Camp*: a two week summer camp held on-site at *Paulsdale* that introduces participants to role models from women's history and to activities that help them create their own unique style of leadership. First piloted in 2006, *Girlblazers: Summer Camp* has served 40 girls from LEAP Academy Charter School in Camden City, N.J.
- *Lead-A-Way*: a ten-week series of workshops focusing on women leaders and leadership skills. Girls create team projects on the life and leadership styles of role model leaders such as Wilma Mankiller, Dolores Huerta, Eleanor Roosevelt, Ellen Ochoa, and Shirley Chisholm. Since 2000, this program has served more than 100 girls in Burlington, Camden, Mercer, and Gloucester County schools.
- *Girls Advisory Council*: a targeted focus group with girls, age 10 to 17, who consult on program and curriculum development, plan activities in schools and communities highlight women's history, and support API events and activities.
- *Looking at Careers: Where do I Go from Here?*: a one-day program that fosters career and leadership development in senior high school students. Students are exposed to a variety of career possibilities by meeting women who take a lead role in their fields.
- *G.O.L.D. (Girls Overnight Leadership Development)*: an overnight program at *Paulsdale* for girls, ages 8-15, that promotes cooperation and teamwork as a vital component of leadership.
- *Next Steps: Girls & the College Adventure*: a one-day program that connects high school girls with college students to learn the best strategies for researching colleges, surviving the entrance exams and the application process, leaving home, and succeeding in higher education.

Through *APLP*, girls learn that there are generations of successful women on whose shoulders they stand, a fact that gives them perspective on their own lives and role models for their futures.

Purpose of the *Girls Share Their Voice* Report

The purpose of the *Girls Share Their Voice* report is to help reevaluate the needs of adolescent girls in the Delaware Valley region and to provide a strong foundation on which *APLP* programs can better fill the needs of the girls we serve. Towards this goal, this report will provide:

- an overview both of research that influenced the original inception of the program, as well as more current research in the field
- summarized data collected from evaluations of past APLP programs to analyze the feedback provided to us by participants
- a summary of recent interviews and surveys of area girls and educators to aid in our understanding of what issues are facing teenage girls in today's society and how leadership programming should evolve to address those issues.

The report will conclude with our recommendations for moving forward and developing strategies to honor the needs of adolescent girls in our area. This report, a call to action for the *Alice Paul Leadership Program* and other area leadership programs, will influence our strategic planning and will help us to identity the program's best future direction. The *Girls Share Their Voice* report is an opportunity to consider what girls tell us that they need and want in leadership programming.

Review of Current Research on Girls

Over the past ten years a variety of organizations have conducted research on the needs of girls in the areas of education, safety, leadership, and sexuality. Gender disparity in education became the most common focus on girls throughout the mid- to late 1990's. These studies examined differences in student-teacher relations, math and science scores, student career choices, and even the curriculum taught in the classroom. It was in this research climate that the *Alice Paul Leadership Program* first came into being. The new millennium, however, has ushered in the additional concerns of safety, sexuality, and the way race and socioeconomic factors affect girls' self-esteem and desire to cultivate leadership skills. This section of the report will contain a chronological survey of some of the studies that have focused on girls in the last decade. This is not meant to be exhaustive, but merely representative.

Early Research

In 1992, the American Association of University Women released a report entitled *How Schools Shortchange Girls* that examined the persistent gap between the performances of girls and boys in school settings. The report called for a movement in education reform to address the issue. In its research, the AAUW found that girls were receiving less attention from teachers, sexual harassment was on the rise, and the contributions of women in history were still being ignored by the textbooks used in schools. The report identified the relationship between gender and power as the major issue that sets girls back, and asserted,

> As girls mature they confront a culture that both idealizes and exploits the sexuality of young women while assigning them roles that are clearly less valued than male roles. If we do not begin to discuss more openly the ways in which ascribed power—whether on the basis of race, sex, class, sexual orientation, or religion—affects individual lives, we cannot truly prepare our students for responsible citizenship.[2]

The report continued to describe a double-edged sword of racism and sexism faced by minority girls in schools.

Math and science also continued to be a major area of disparity between boys and girls, both in the classroom and in eventual career. Differences in SAT scores among girls and boys pointed not to an inherent bias in the test, but reflected a discrepancy in the math education of girls. Furthermore, girls tended to cite "family-related problems," not just pregnancy, as a reason for dropping out of school.

The AAUW provided 40 recommendations for change based on their findings. These are divided into eight sub-categories:

1. Strengthened reinforcement of Title IX is essential.
2. Teachers, administrators, and counselors must be prepared and encouraged to bring gender equity and awareness to every aspect of schooling.
3. The formal school curriculum must include the experiences of women and men from all walks of life.
4. Girls must be educated and encouraged to understand that mathematics and the sciences are important and relevant to their lives.
5. Continued attention to gender equity in vocational education programs must be a high priority at every level of educational governance and administration.
6. Testing and assessment must serve as stepping stones not stop signs.
7. Girls and women must play a central role in educational reform.
8. A critical goal of education reform must be to enable students to deal effectively with the realities of their lives, particularly in areas such as sexuality and health.

Sexual harassment emerges as a consistent theme in research conducted on girls in the 1990's. *Hostile Hallways*, published by AAUW in 1993, is one of the major studies conducted on sexual harassment and focuses primarily on the extent of school-based sexual harassment and its impact on students' educational experience. AAUW found that four out of every five

students experienced sexual harassment on school property with 85% of girls reporting incidents of sexual harassment. The most common grade students reported experiencing their first incident of sexual harassment was seventh grade. AAUW concluded, "Sexual harassment is clearly and measurably taking a toll on a significant percentage of students' educational, emotional, and behavioral lives. And although girls are experiencing more harassment—and suffering graver consequences—in the end, sexual harassment is everyone's problem."[3] The key findings indicated by AAUW were:

1. Sexual harassment in school is widespread.
2. There are notable gender and racial/ethnic gaps.
3. In grades seven, eight, and nine, many more girls than boys first experience sexual harassment in school.
4. Sexual comments, jokes, looks, and gestures—as well as touching, grabbing, and/or pinching in a sexual way—are commonplace in school.
5. The third most common form of sexual harassment in school involves intentionally brushing up against someone in a sexual way—something girls experience far more often than boys.
6. Students say they would be very upset if they were called gay or lesbian. Being called gay would be more upsetting to boys than actual physical abuse.
7. Experiences of student-to-student harassment outnumber all others, with notable gender and ethnic/racial gaps.
8. Adult-to-student harassment is nonetheless considerable, with notable gender and ethnic/racial gaps.
9. Harassing others is a routine part of school culture—more so for boys than for girls.
10. Public areas are the most common harassment sites—especially as reported by girls.
11. Students usually do not report incidents to adults. Boys are more likely than girls to tell no one.
12. Notably higher numbers of girls than boys say they have suffered as a result of sexual harassment in school; African American girls have suffered the most.
13. Boys routinely experience harassment. Among African Americans, the incidence of harassment involving direct physical contact is alarming.

The largest and most well-known study concerning gender disparity in education, *Failing at Fairness: How America's Schools Cheat Girls* by Myra and David Sadker, was published in 1994. Most of the data contained in the book was collected through direct classroom observation and the compilation of other studies in the field. The opening chapter examined the root of gender inequity in education: teacher and student interaction. During observations, teachers routinely called on boys more than girls and chastised girls more frequently for calling out. Girls were praised for neatness, while boys were praised for ideas. The classrooms observed showed two worlds, "one of boys in action, the other of girls' inaction."[4] The study also identified a "self-esteem slide" experienced by girls throughout upper-elementary and middle school that bottoms out in high school.

The researchers also found that teachers were spending more time helping boys to work out problems for themselves, while working through the problems for the girls or giving them the answers. High school becomes a place where girls are constantly searching for their identities and begin experiencing more intense forms of sexual harassment. The study also observed a lack of women's accomplishments in the school curriculum. For the most part, their conclusions showed boys as active in classrooms—both as the best and worst behaved in the class—and girls blending into their surroundings. The study concluded that parents and teachers need to work together to right gender inequity in the classroom.

Released in 1996 by the AAUW Educational Foundation, *Girls in the Middle: Working to Succeed in School* identified many of the same issues discussed in the Sadker & Associates study. Also based on classroom observations, this study additionally identified the added pressure placed on girls to be successful in both domestic life and financially in their careers, thus creating a need to "do-it-all." Eight major outcomes were identified by the researchers through data analysis:

- Girls in middle school use a set of recognizable strategies as part of the process of forming identities and negotiating school challenges.
- Nothing is more important to girls' developing sense of self than a mentor.
- To achieve equity and empowerment for all students, school reform must be connected to girls' and boys' adolescent experiences and developmental needs—both distinctive and shared.
- Leadership opportunities bolster girls' competence and sense of efficacy and increase their actual influence in school.
- Suburban schools tend to approach gender issues through explicitly framed policies, urban schools through committed individuals' connections with girls, and rural schools through middle school reforms that seldom make gender issues explicit.
- School and school communities must mesh policy, committed individuals, and program reform to make gender equity essential to a schools' priorities.
- Public dialogue, whether in school forums, assemblies, or debates, is critical to promoting and sustaining deep change in school.
- Conducting research on gender issues is an often-overlooked strategy that can benefit girls in all school settings—suburban, urban, and rural.

The recommendations to address some of these outcomes included dialogues on gender inequity, strong mentorship programs, and encouraging girls to participate more inside and outside the classroom.

In 1998, The National Council for Research on Women published *the girls report & What We Need to Know About Growing Up Female*, which focused on several issues affecting girls, including identity and self-esteem, health (sports, body image, and mental health), sexuality, violence and safety, economic conditions, and education and educational research. Within the chapter covering education, the study concluded that:

1. Further study is needed on the benefits of single-sex learning environments
2. Academic achievement for girls should be more encouraged
3. Comprehensive sexuality education is needed
4. Research inquiries should be made into diversity issues and looking beyond standardized test scores
5. More funding is necessary to design curricula on gender equity

The study also identified specific things girls need from adults to aid in their development into adulthood, such as cultivating strong female role models, encouraging participation, promoting gender equity, funding studies to better understand girls' learning styles, incorporating girls' narratives into educational research studies, and listening to girls.

Research Since 2000

Like *the girls report*, much of the more recent research on girls has taken a more holistic approach to understanding the issues girls are facing. In 2001, the AAUW Educational Foundation took research on gender inequities in education a step further by bringing boys into the conversation. Their report, *Beyond the "Gender Wars:" A Conversation about Girls, Boys, and Education*, was developed following a symposium hosted by AAUW in September of 2000 that brought together scholars who were researching boys' and girls' experiences in school. No interviews or focus groups were conducted for this study, but instead it was a conversation among experts in the field.

AAUW organized the symposium in response to the criticism of some researchers that boys were being left behind. The panel discussed the so-called "gender wars" in educational research, defined as, "a classroom battle of the sexes that girls win only if boys lose and vice versa."[5] The conclusion reached by the symposium attendees is a school that was equitable for both boys and girls would,

> [P]romote equal access as well as equal academic or educational outcomes for boys and girls as groups; stimulate shared passions for all areas of the curriculum; create an environment in which academic and career choices are both technically available and socially acceptable for boys and girls; cultivate a critical awareness of gender roles and the skills with which to interpret, understand, and change them; and develop boys' and girls' competencies to use and lay claim to conventionally masculine and feminine strengths alike.[6]

Over the course of the conference, the panelists came to the conclusion that there is a need to understand the interdependency of boys and girls in the classroom, and educators should not elevate one at the expense of another.

A recent study conducted by the Girl Scout Research Institute, entitled *Feeling Safe: What Girls Say* and published in 2003, surveyed girls about their feelings of safety in their communities and as girls. This study set out to answer several research questions relating to girls and their sense of safety, including: How do girls define safety, what do they consider safe

and unsafe situations, how does feeling unsafe impact quality of life issues, and what strategies do girls use to cope with physically and emotionally unsafe situations? Their findings expressed that girls' feelings of being physically unsafe often coincided with feelings of being mentally unsafe. The study also concluded that as girls get older, they are "less likely (than preteens) to trust peers and adults—an unfortunate situation as this often is the time when teens most need emotional support." One of the solutions proposed by the Girl Scout Research Institute was creating trusted relationships with adults where girls feel valued and supported. These relationships are what make girls feel emotionally safe.

Current research has also focused on the amount of pressure placed on teenage girls to succeed and be "perfect." In 2006, Girls, Inc. published a study entitled *The Supergirl Dilemma: Girls Grapple with the Mounting Pressure of Expectations* that set out primarily to understand how girls and boys view gender stereotypes. These results had both positive and negative aspects, "Three in ten girls (31%) and one quarter (23%) of boys believe that people do not think girls are good leaders. Most encouraging is that nearly nine in ten (87%) of girls and three-quarters (72%) of boys dislike that this is the case."[8] However, in addition to investigating perceptions of gender stereotypes, Girls, Inc. began to discover that the pressure to do everything and be everything was weighing heavy on girls' minds. As one 12th grade girl expresses, "It's still hard to grow up as a female in our society, except now there are even more added pressure[s] and the intensity seems to have increased. We need support in all the things we want to do, whether or not they fit into the mold of what a stereotypical girl is suppose to do with her life."[9] After analyzing interviews with girls, boys, and adults, Girls, Inc. made the following recommendations:

- Listen to what girls have to say: "First and foremost, these findings underscore the need to pay close attention to what girls think, feel, and experience."
- Empower girls to prioritize and make smart choices: "It is clear from the data that the pressure to meet so many conflicting expectations is the most difficult aspect of girls' lives. Girls find it difficult to set their own priorities and make choices."
- Provide role models: "Overall, empower girls to be active agents in their own lives— to make choices, to feel prepared to handle what life throws at them, whether it is teasing or a natural disaster, etc."
- Redefine what it means to be kind and caring: "Help girls overcome the pressure to please everyone."
- Nuture the individual (girl or boy): "Do not fall prey to preconceived notions of masculine and feminine behavior."
- Provide strategies to assess media and societal messages critically: "Create

opportunities to talk about what is going on in the world—in constructive, positive ways."

- Help alleviate the pressure of high-stakes education: "Elementary school needs to return to a fun learning environment—learning for learning's sake."
- Be aware of signals and messages you send young children: "Girls absorb the subtle messages and expectations that are all around them. When elementary school girls worry about their weight and the costs of college, we must look to their environment, to make sure that they receive positive messages and reinforcement."
- Provide safe environments for girls to be themselves: "Gender profoundly affects how young people react to and internalize daily challenges and more considerable life stresses."
- Provide comfortable gathering places, resources, and support for girls: "Girls need a physically and emotionally safe environment to take risks. Girls-only communities provide forums for girls to discuss the issues that they are facing."
- Foster constructive conversations among girls and boys: "Girls and boys are eager to understand each other and to learn how to be together in the world. Adults can play a critical part in creating safe, constructive forums for such conversations to take place."

The Supergirl Dilemma represents present and future trends in research on girls. In our own experiences, *APLP* has seen the effects of the pressures to succeed have had in terms of scheduling and program participation. It is imperative to understand the pressures and stress girls are beginning to feel at young ages.

What all of the studies done on girls in the past decade show are a need for educators and youth service providers to understand the unique needs of the girls in their classrooms and organizations. While girls a decade ago were dealing with sexual harassment and the right to speak their minds, girls today are additionally trying to balance mounting expectations and pressure to fit into an unrealistic mold. Long ignored, girls fall through the cracks of the education system, and adults and role models need to build ladders to bring them back up to the surface. What is particularly noteworthy in the research on girls is that, until recently, few studies seem to ask girls what they think their needs are and how they should be addressed. Studies conducted in the early and mid-1990s rely heavily on the observation of girls by researchers, but suspiciously leave out the voices of the girls themselves. A trend is developing where survey data is becoming the basis for conclusions and recommendations in addition to observation. The hope is that this trend continues and allows girls the opportunity to be heard the way the studies showed they have been long denied.

### *Alice Paul Leadership Program* Evaluations Summary (1995-2006)

Since the first *Share Your Voice* workshop in 1995, the Alice Paul Institute has been collecting evaluations from the girls who have attended our leadership programs, as well as their teachers and parents when possible. Through this evaluation data, we have been able to refine and shape current programs and explore suggestions for new topics to be covered and curriculum to develop. The data has not only given us valuable information in developing leadership programming, but also has given girls a forum for letting us know what issues are on their minds and what programming they need to addres those issues. The evaluation responses pair quite nicely with the national research on girls coming out at the same time, and it is a bit disheartening to see how little girls' responses have changed over the ten-plus years *APLP* has been collecting their feedback.

Prior to developing the original curriculum, a volunteer committee conducted focus groups with area girls to determine the major issues needing to be addressed. In 1993, a group of girls ages 12 to 15 identified assertiveness and the ability to voice their opinions as important skills they felt they needed to develop. When asked what tools they needed to best combat sexism, the focus group felt developing self-confidence and having strong role models would provide them with the added ability to stand up to sexism in their schools and communities. Girls were interested in mentoring programs to provide them with those strong role models and to serve as a resource for them during their teen years. Also in line with the research at the time, specifically *Hostile Hallw*ays, the group identified sexual harassment—in particular, understanding the fine line between flirting and harassment--as the major issue facing teenage girls at that time. Throughout these early focus groups conducted in 1993 and 1994, girls identified increasing assertiveness, self-esteem and combating sexual harassment most often when asked the type of programming they felt was needed for their age group. In reference to programming to increase self-esteem, one girl explained, "actually do things that will build self-esteem rather than just talk about those things." In the formative stages of *APLP*, these were the issues girls had on their minds.

What We Learned in the 1990s

Over the past eleven years, *APLP* has collected evaluation data at every leadership program conducted. The evaluation data from the workshops in the 1990's provided us with valuable feedback to refine and rework *APLP* programs. Some of the highlights of this data begin with a 1997 *Share Your Voice* workshop that covered topics such as Alice Paul's life and work, and sexual harassment. Following this workshop, 61% of participants indicated that they would do something differently in their lives after having attended the workshop (see Figure 1). When asked to elaborate, 44% said "using their voice" was the major difference. Also cited were empowerment, leadership goals, and getting involved in women's rights activism. Forty-six percent of respondents felt the workshop helped them be more confident and comfortable speaking out in groups and sharing their opinions. Following the workshop, 74% of participants felt role models were important for girls. Although over half the girls felt the sexual harassment component of the workshop was interesting, only 23% indicated they would use this information in a school setting. The overall responses were positive, and, by the end, almost all of the participants described themselves as leaders.

What Will I Do Differently As A Result of the Workshop?
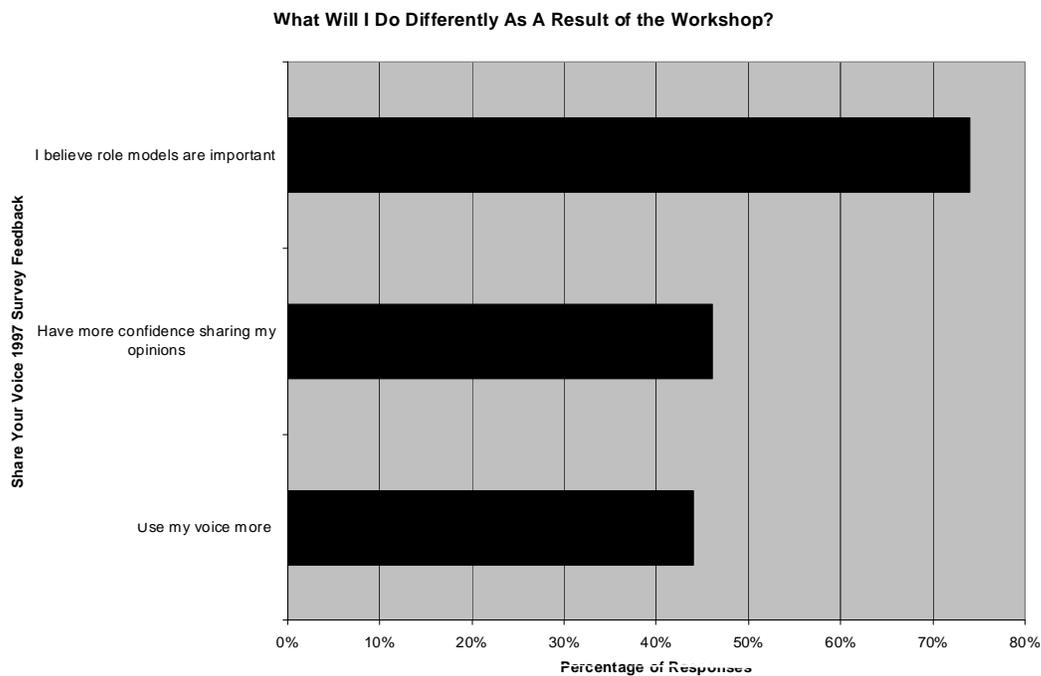
Figure 1

Following a *Share Your Voice* workshop in 1998, more than half of the participants felt they would do something differently in their lives as a result of the workshop, the top three being: speak up more, get involved with the women's movement, and be more of a leader. The highest-rated activity of the workshop was *Monumental Women*, an activity in which the girls create a monument to the future accomplishments of women from their generation. This activity not only promotes leadership skills within the group, but allows girls to see themselves

as part of a continuum of women leaders. The number of girls who identified themselves as leaders rose 20% from the pre-workshop survey to the post-workshop survey.

The following year, the workshop received similar positive feedback from participants. Seventy percent of participants believed they would speak out more and take more leadership roles as a result of attending the workshop. Specifically, they felt they would use the teamwork and communication skills learned. Again, *Monumental Women* and *Meeting Alice Paul* were the highest rated activities. Overwhelmingly, the participants enjoyed the workshop, but one recommendation made for the future was to refine the leadership characteristics activity, which seemed to have the least impact of all the activities.

What We Have Learned Since 2000

The dawn of the new millennium saw increased activity in the leadership program, including the addition of new programs and the expansion of *Share Your Voice* throughout southern New Jersey. In the fall of 2001, a *Share Your Voice* was conducted in Gloucester County, New Jersey. When asked in the pre-workshop survey to describe situations that have made them feel powerless, the girls identified, "when a male gym teacher tells you you can't even play flag football," "male sexual harassment," and "I feel that male teachers don't participate with us girls as much." In the post-workshop survey the girls cited, "I will stand up for women," "I'll always participate," "Not put up with people saying things because I'm a girl," and "I will talk out more and express myself" as things they might do differently as a result of attending the workshop. A *Share Your Voice* workshop held spring 2001 showed similar positive results with 56% of participants saying they would do something differently in their lives because of their experiences in the workshop. When asked what they had learned in the workshop that they would use in school or other settings, participants identified "giving your opinion," "standing up for yourself," "being aware of sexism and speaking out against it," "having confidence," "being a leader," and "the importance of women's rights." The surveys conducted at the 2001 *Share Your Voice* workshops tell us that these short, one-day conferences stimulate the minds of participants.

Lead-A-Way, piloted in 2000, yields the greatest impact on participants. In the fall of 2003, the workshop was held at Camden's Promise Charter School in Camden City, N.J. Prior to the start of the workshop, a majority of the girls identified themselves as leaders, but only one (cheerleading captain) held a leadership position in the school or community. Following the workshop, the answers given on the evaluations showed that girls had learned specific leadership skills, including responses like "assertiveness," "communication skills," "eye contact," and "standing up for your rights." When

> *Lead-A-Way is a ten-week series of workshops focusing on women leaders and leadership skills. Girls create team projects on the life and leadership styles of role model leaders such as Wilma Mankiller, Dolores Huerta, Eleanor Roosevelt, Ellen Ochoa, and Shirley Chisholm.*

asked what aspect of the workshop the girls liked the best, an overwhelming majority mentioned "learning about different women leaders." The girls identified careers, women's history, and leadership as topics they would be interested in learning more about.

That same year, a *Share Your Voice* workshop was held in Camden County, N.J. The participants' responses reflected the same trends seen in the evaluations over the past ten years. While 90% of the participants identified themselves as leaders, only 14% actually held a leadership position in their school or community (see Figure 2). This shows that, although girls understand definitions of leadership and leadership skills, there is a gap between that understanding and their comfort level in seeking out leadership positions. The introduction of contemporary role models during the course of the workshop would aid girls in translating their understanding of leadership into their everyday lives. Evaluation data from a *Lead-A-Way* workshop held in the spring of 2004 at Thomas O. Hopkins Middle School in Burlington Township, NJ reinforced findings from the *Lead-A-Way* in 2003 (See Figure 3). Of the fifteen girls who participated in the ten-week workshop, eleven were able to list five important leadership skills they had learned in the workshop. This shows that the girls effectively retained workshop content over the course of the ten weeks. Thirteen of the participants responded that they would seek leadership positions in high school as a direct result of the workshop. What these responses show is that *Lead-A-Way* is having a sustained impact on participants and has the potential to improve a girl's quality of life.

Leadership Perceived vs. Leadership Demonstrated

Figure 2

Retention of Workshop Content
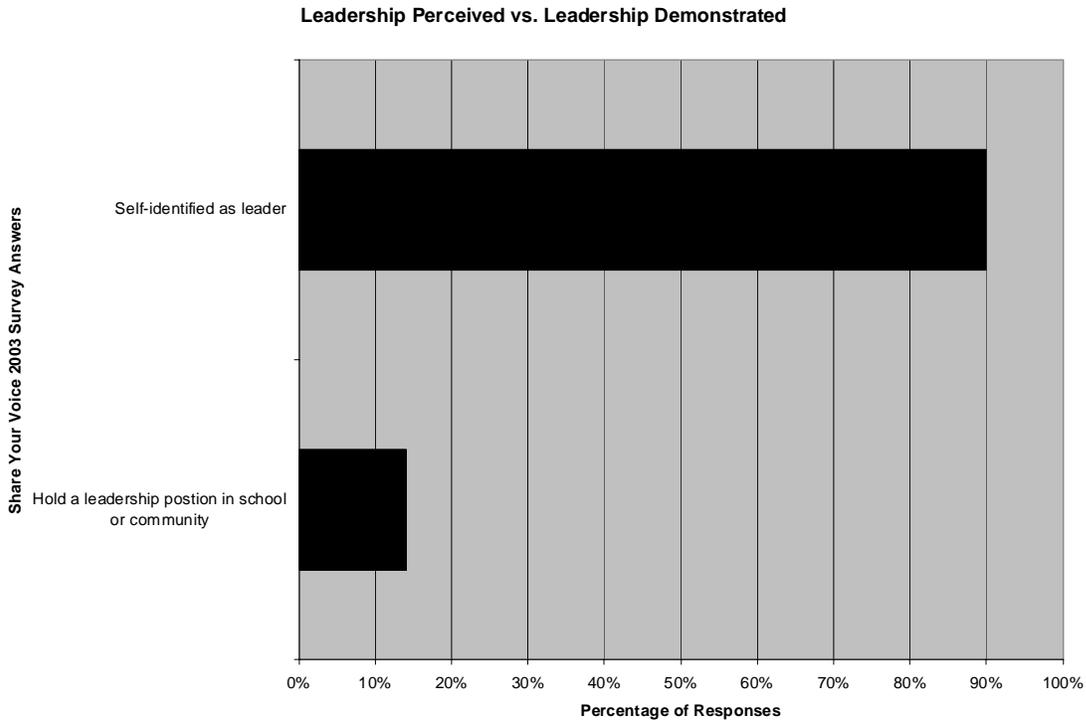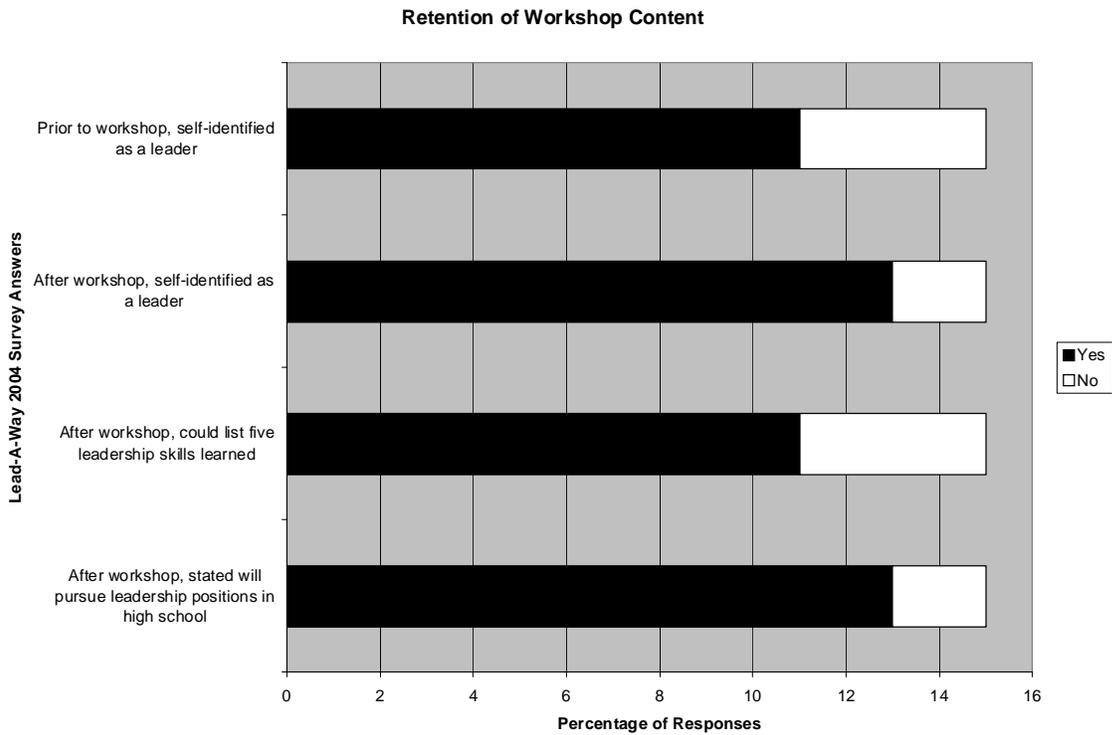
Figure 3

      The evaluation data from the workshops held over the course of the past ten years tells us that there still exists a gap between girls identifying themselves as leaders and actually seeking leadership positions in their schools and communities. There is a discontinuity between their perceptions of leadership and their participation in the process. The girls still are not seeing the connections between the leadership skills they are being presented with and the translation of those skills into their daily lives. In the fall of 2006, two *Lead-A-Way* workshops were held: one at St. Joe's Pro-Cathedral in Camden City and the other at Thomas O. Hopkins Middle School in Burlington Township. By the end of the workshops, an overwhelming majority of both groups identified themselves as leaders; however, less than half held a leadership position. Reinforcing the evaluation data from previous workshops, both groups identified leadership, women's history, careers, and communication as topics they would like to learn more about.

What Do Girls Think?

During the summers of 2003 and 2006, the Alice Paul Institute conducted focus groups and surveys with middle school-aged girls in southern New Jersey from various socio-economic backgrounds and with teachers from school districts from southern New Jersey and the Philadelphia region. In the focus groups, the girls identified a variety of issues that they faced in their lives and that they believe girls around the country are facing as well. The girls were able to voice their opinions about their school, their communities, themselves, and their world through the surveys. In some ways their responses reflect differences in community and cultural backgrounds, but in other ways their concerns about being a middle school girl in the Delaware Valley are quite similar. The responses given by the teachers surveyed reflect many of the same issues identified by the girls, which leans towards a universality of some issues girls are facing in their schools today.

What Did Girls Think in 2003?

In 2003, API conducted two focus groups during the summer months. One focus group was conducted at Camp Sacajawea, a Girl Scout camp located in rural New Jersey, and the other was conducted at the Boys and Girls Club in Camden City. Although both groups identified similar issues, the groups had different concerns in terms of their immediate community and different beliefs regarding their abilities to express those concerns to peers and adults.

The focus group at Camp Sacajawea included seven girls, ranging in age from 11 to 14. Most of the issues they felt were important to girls concerned cliques in schools, but body image also surfaced in the discussion as a main issue. The girls became adamant when one of them brought up the subject of boys criticizing girls for being weaker, which the girls said has become progressively worse as they have gotten older. This issue resurfaced often throughout the rest of the discussions. The girls said they had difficulty expressing themselves because there is too much pressure on them not to make a mistake and they fear accidentally saying something offensive or prejudiced. The girls felt strongly that sexual harassment by boys was a form of gender discrimination they experienced in their daily lives, especially in the form of boys making comments about their bodies. All but one of the girls said they felt discriminated against by their gym teachers, both male and female, and two were discontented with a teacher who always asked the boys to help carry heavy things to her car. Gym class seemed to be the main source of discrimination, as both boys and teachers treated the girls as if they were weaker.

When asked if they felt they learned enough women's history in school, the girls became quite agitated about their lack of knowledge in this area. One of the girls complained that her social studies class received vocabulary lists with all men and believed there should be "four TV channels about women," so they can learn all the things school does not teach. Two of the girls who were from the same school said that the only women's history they learned was the Nineteenth Amendment and the only woman they discussed was Susan B. Anthony. Another girl said all they did in her school was to read a story about the daily life of a pioneer woman. One girl expressed discontent that the only women she ever heard about are the wives of U.S. presidents. Two girls said that they had a book on important women's history their mothers had purchased for them, and the other girls agreed that outside research becomes necessary to learn about women's history.

The girls felt that their lack of knowledge about women's history contributed to a lack of role models for them. Two girls expressed the sentiment that one has to look very hard in order to find a good female role model. Another said there were too many men in public life, and this makes the role model search much more difficult. They felt that more women in Congress would help add to the role model pool and felt that only a woman president would provide them with a true female role model. All of the girls believed that programs addressing women's history are the most important opportunities for them outside of school.

The group from the Boys and Girls Club in urban Camden City consisted of eight girls ranging in age from 10 to 12 and of diverse backgrounds. The main issue the girls identified as being the most challenging for their age group was "dealing with boys." Although an anti-male sentiment surfaced with the Camp Sacajawea girls, the Camden girls were more adamant. Some of the complaints were that boys do not count their votes during decision-making activities, and that boys gang up on girls in order to taunt them. When describing how boys do not treat girls as equals, one girl repeated the concern that boys will not engage in any type of horseplay with girls. Mainly the girls identified sports, especially basketball, as the main space for inequity. It is worth noting that this sentiment was echoed by one of the Camp Sacajawea girls. The Boys and Girls Club particpants also identified peer pressure, having friends, and dealing with difficult choices as important issues.

The girls had mixed feelings on the amount of room they have to express themselves. Some girls identified parents as easy to talk to, while others said it is difficult to talk to parents or it depends on the situation. Most of the girls agreed that friends create a safe space for them. The girls felt that some teachers give them adequate space for expression, while other teachers do not. They also identified bullying as a hindrance to their voice, a factor not mentioned by the Camp Sacajawea girls. The girls believe that some teachers do not listen to their opinions,

especially if the girl's opinion deviates from their own, but that friends usually do. The girls felt that they did learn some women's history, but much more outside of school, such as in the home or through the media, rather than during school. They did feel though that people do not appreciate women's history as much as men's, but overall this group had much less to say about the topic of women's history than did the Camp Sacajawea group.

What Did Girls Think in 2006?

During the summer of 2006, API distributed surveys to three separate groups of girls in the southern New Jersey area. One group of surveys was distributed to the girls in an eighth grade character education class (self-identified as African-American, Hispanic, and Asian Indian) at LEAP Academy Charter School in urban Camden City. The second group was a seventh grade Girl Scout troop (all self-identified as Caucasian) in Washington Township, a large, upper middle-class suburban town. The last group was distributed to a group of girls ranging in age from 14 to 16 (self-identified as Caucasian) from Mount Laurel and Cinnaminson Township, both upper middle-class, suburban towns.[10] Like the focus groups in 2003, the surveys show some similarities, but in general express different concerns about being a teenage girl.

The girls from the Washington Township Girl Scout troop identified a few issues as the most important facing teenage girls today. The number one issue was peer pressure, in terms of both appearance, or "fitting in," and to engage in risky behaviors. A secondary concern identified by three of the girls was the pressure to take illegal drugs. The troop members all felt they were comfortable seeking leadership positions and participating inside and outside of the classroom. Their motives for participation, however, were to improve their grades and their chances of being accepted into college. The girls identified honesty and an outgoing personality as the traits characteristic of a leader.

The girls also provided several different definitions of a leader, including:

- "One who knows how to take control and work with a group of people"
- "Someone with courage and who gives good advice"
- "A respectful, good listener"

The eighth grade class from LEAP Academy was the largest group surveyed, approximately fifteen girls. The girls identified a larger range of issues concerning teenage girls today, including: sexuality, teen pregnancy and violence, including rape and abuse. Other issues noted by the girls were pressure to use illegal substances, truancy and drop-out rates, inequality between boys and girls in the classroom, and gossip. The focus group was divided evenly between the girls who felt comfortable assuming leadership roles within the classroom and school community and those who did not. One girl responded, "In my community I don't know a lot of people, and it's dangerous in my community. I wouldn't want to attract attention there."

A majority of the survey respondents did not feel they had adequate outlets to voice their opinions and had a strong sense that no one is listening to them. One girl wrote in response to whether she felt there was a safe space to voice her opinions, "At home I make my opinions loud where it is heard, but at school it's sometimes heard and sometimes not." Another girl responded to the same question, "Nowhere because I'm just a child and most adults overlook our opinions." The feeling that adults are not listening to the girls' opinions was echoed by the 2003 focus group at the Camden Boys and Girls Club.

The girls had a strong sense of the definition of a leader, including:

- "One that does not accept failure and moves forward into what they believe in and helps others in many ways"
- "Someone who shows other people how to do the right thing"

When asked what skills are required of a good leader and of those skills what they felt they needed to learn, the girls identified good self-esteem as the major skill and assertiveness, communication skills, and conflict resolution as additional skills.

When asked what advice they would give to other girls their age, this group responded:

- "Some girls need to know to be themselves, to shine in their own power, and not anyone else's, because our presence liberates those around us."
- "How to defend ourselves from boys and other people"
- "Do not get pregnant"
- "How to stay safe"

A majority of the girls responded that they do feel comfortable participating in the classroom but are less likely to express their opinions in the community. Only a few of the girls responded that they actively seek leadership positions in their school or community.

The last group of girls surveyed were members of API's Girls Advisory Council and included girls from the Mount Laurel and Cinnaminson, NJ areas who ranged from 12-16 years old. Overwhelmingly, this group identified body image and media pressure to maintain a certain appearance as the major issue facing teenage girls today. The two main things the girls who responded to the survey identified as advice they would give to girls their age related to self-esteem and the Equal Rights Amendment. More than half of the girls did not feel as though they had a safe space to voice their opinions, but they all identified journaling as a way to work through feelings and emotions and one respondent specifically mentioned blogs as a method of expression. The girls were all able to develop comprehensive definitions of a leader, including one girl who stated that a leader is "someone who handles crisis and prevails under hard times, gaining respect and respecting others, trusting the people they're leading and the people trusting them, and of course loving life." This group was the smallest surveyed with four girls responding.

What Do Teachers Think?

The Alice Paul Institute also surveyed male and female teachers from both Burlington County, N.J. and Montgomery County, P.A. who teach girls in upper elementary, middle school, and high schools, asking them what issues they saw their female students facing, how these issues have changed over their careers, how willing girls in the class are to assume leadership roles, and what types of programs are needed in their school districts to address these issues. The teachers identified issues similar to those enumerated by the focus groups and the surveys to girls and saw a variety of programming that could be offered to help girls and the school community deal with those issues.

When asked what is the most important issue facing teenage girls today, the teachers had a variety of responses, with the following five first in order of frequency: poor self-esteem, peer pressure, body image, bullying, and sexual harassment (See Figure 4). Poor self-esteem in girls surfaced as the most common response (representing 32% of all responses). More than two-thirds of the teachers surveyed said that these issues have changed over their teaching careers, and this two-thirds were evenly divided as to whether those changes were positive or negative. The majority found that the pressure by peers, parents, and the media have been increasing, but found that schools have been taking a more proactive approach in recent years to

Survey of Area Teachers 2006
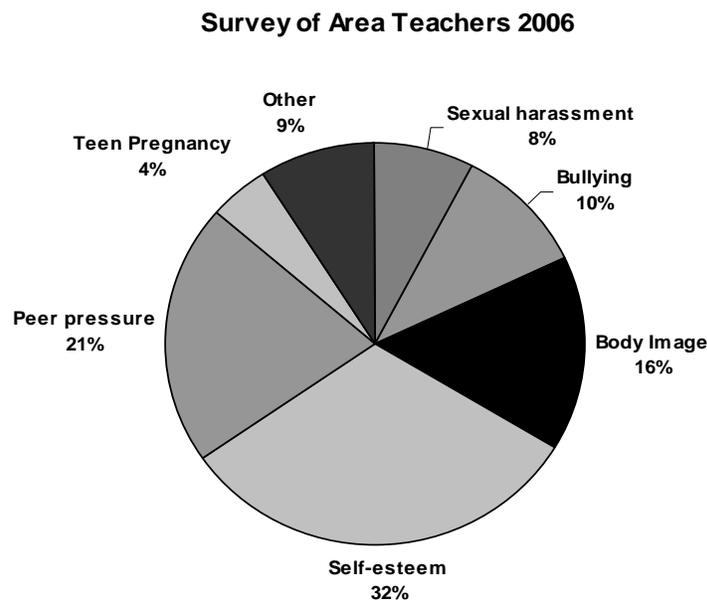
Figure 4

address these issues. A majority have found a change in girls' willingness to assume leadership roles in the classroom and school community, but again were divided as to whether the trend was towards *more* willing or *less* willing. A few teachers observed that the girls were more likely to be leaders in small group work as opposed to the whole classroom or school community at large.

When asked what girls need to be learning that they are not currently taught in school, the respondents were evenly divided between positive self-esteem and women's history, specifically in terms of providing girls effective role models. A few teachers also identified assertiveness and leadership skills as additional skill areas to be taught to girls. When asked what additional programming for girls they would like to see in their school districts, 55% of teachers responding wrote "girls only" clubs that would deal specifically with boosting self-esteem, teaching about gender inequity in society, and leadership skills. Nine teachers identified more programming in women's history, and a few would like to see mentoring programs.

The final question asked of the teachers was how girls can best learn about their leadership potential in their schools and communities. A majority responded with role models, whether from history, parents, teachers, older students, or successful women in the community. Some also believe providing hands-on leadership opportunities and experiences to girls will help them find their leadership potential. Some specific responses include:

- Girls can best learn about their potential through the enhanced review of women who have achieved in multiple areas throughout the country and the world.
- Through firsthand experiences with successful women in the area.
- Another area in which I see difficulties is that we tend to think that girls need to be more like boys, and I don't agree with this notion…Girls are leaders in many forms, and we need to honor their own personal style of leadership.
- Teachers are key. We need to be strong role models and to be fair in our teaching.
- From listening to other girls/women and their stories.
- Through interactive programs/assemblies and through involvement in local organizations. Their *parents* need to be informed, too, as well as active participants in such organizations.
- They need to see a variety of leadership opportunities—leaders in writing, speaking, government, science, math. They need to know that "small" things can make a huge difference.

The teachers' responses to the survey questions were fairly consistent with what most of the research studies on girls and education have identified, specifically in the areas of self-esteem and peer pressure.

Their recommendations for change were also consistent with previous research, including the need to provide more role models for girls and to dialogue about issues created by gender inequality in the school community. What is noteworthy about this agreement between the research and the teachers surveyed is that, in most cases, there has been a decade between the two surveys. In other words, there has been no significant change over the course of ten years in terms of what girls are facing in the school community. However, the studies previously profiled show that the external pressures on girls have been changing in terms of pressure to succeed in school and "be perfect," pressure from media images of women and girls, and a drop in feelings of personal safety in their schools and communities. Teachers also become an important vehicle for change in schools because of their direct influence on students. They are a student's most visible and consistent role model besides parents. Giving the teachers the tools to help girls navigate through their adolescent years will ultimately benefit girls and the generation of women they will become.

Conclusions and Recommendations

Girls have been trying to speak to us for decades. Giving them an opportunity to voice their opinions and have them feel as though someone is truly listening is the greatest gift you can give to a girl's self-esteem and future leadership potential. The data from API's program evaluations, surveys and focus groups support the national findings that girls need spaces to voice their opinions and feel listened to in an authentic way. To keep narrowing the gap between men and women holding leadership positions we need to focus on the next generation and make them comfortable with seeking out leadership positions in their schools and communities. Research studies, evaluations from previous *APLP* workshops, and focus groups of girls and teachers have shown us a compendium of what girls need and what girls have to say about themselves, their communities, and the world. In order to expand *APLP* programs and influence a new generation of women leaders, we need to apply the thoughts and feedback of girls and teachers to our current curriculum and develop new curriculum that reflects the continuing needs of girls.

It is unfortunate to find that, although progress has been made, not as much has changed as we would hope since those original studies in the 1990s. We need to take to heart that girls are identifying themselves as leaders but still need help translating that identification into feeling comfortable enough to seek out leadership roles.

Towards this end, the research and focus groups point to the following recommendations to improve the effectiveness of the *Alice Paul Leadership Program*:

1. **Tailor Programs to the Community:** Vary curriculum according to needs of girls participating in a program. In other words, offer program options that reflect the diverse needs of girls in the Delaware Valley represented by the differences in focus group data between girls in urban vs. girls in suburban areas, specifically, the focus on national issues affecting girls such as body image in contrast to the more individualized concerns of personal safety, as evidenced by the focus groups conducted in 2006.

2. **Collaborate:** *APLP's* focus on women's history in relation to leadership development is a unique approach API can bring to collaborations in programming for girls. There are many wonderful organizations serving girls in the Delaware Valley. Collaborating with these organizations will allow all of us to more effectively reach more girls in the region. Joining with other program providers would also give API the opportunity to work on issues related yet not strictly defined as leadership development, such as sexual harassment, or developing a program in conjunction with another organization. Preliminary collaboration with local Girl Scout troops through the GOLD program is a great step in this direction; however, API can and should strengthen our contacts with other youth service providers, such as the Boys and Girls Club, local chapters of Girls, Inc., and the YWCA in Princeton and Philadelphia. This also will help us branch out from working primarily with area schools, as schools have become more limited in their abilities to offer extracurricular programming due to budget constraints, testing, and strict curriculum goals.

3. **Second Look at Self-esteem:** Reconsider the activities and lessons in our curriculum to determine if they reflect the major need identified by both girls and teachers: self-esteem. Even after a decade of research and programming, poor self-esteem continues to be a major concern of teachers and girls, and we need to keep this in mind as we develop new programming and revise old. Although many other issues identified are important to consider, it would be a mistake to ignore a concern still on the forefront for girls.

4. **Deeper Impact:** Shift the focus from one-day workshops that target large groups of girls, such as *Share Your Voice*, to longer workshops that focus on a smaller number of girls. The evaluation data from past *APLP* programs has shown that a larger impact is made on individual girls that have come through the *Lead-A-Way* program. Although the number of girls reached will decrease, the intensity of the impact for those girls will increase from a longer exposure to our programs. Girls who have participated in past *Lead-A-Way* workshop series have started basketball teams, run for class council positions, and started websites to benefit women in the Delaware Valley. Making a holistic and concentrated impact on individual girls would be more in line with *APLP*'s mission of fostering true leadership potential.

5. **Sustained Impact:** Besides creating a deeper impact on individual girls in ten weeks, a progression of programs offered to a group of girls over the course of their adolescence would allow us to have a more sustained impact on the girls served. We would be able to offer different programs for different stages of their development: for example, a *GOLD* or *Girlblazers: Summer Camp* in late elementary school, a *Lead-A-Way* in middle school, and a *Looking at Careers* or *Next Steps: Girls and the College Adventure* in high school. With this progression, as well as new program components, we have the potential to stay with participants into adulthood and change their lives in a positive way.

6. **Provide Mentors:** Expand the *Looking at Careers* program to reach more schools. The results from the recent surveys of area teachers have shown that role models are an important component of improving the leadership potential of adolescent girls. This includes today's leaders as well as historical figures. Evaluation data has shown that, while girls are understanding leadership concepts, some are having difficulty translating those concepts into their everyday lives, and a gap continues between girls' self-perception of their leadership abilities and the seeking out of leadership positions in their schools and communities. To address this, the introduction of local women leaders could become a component of a longer workshop series, such as *Lead-A-Way*. Some form of mentoring program was also identified by both girls and teachers as an effective vehicle to teach leadership concepts. Strengthening *Looking at Careers* by allowing participants to continue contact with the career panel could address this need.

7. **Train the Trainers:** The important influence teachers have on the development of girls, as shown by both the current research and survey data, points to a need to offer training to teachers interested in gender equity in the classroom and girls' leadership potential. This will give area teachers an opportunity to learn more about what they can do in the classroom to incorporate leadership development and women's history into their curriculum. It will also provide *APLP* with an additional contact base to expand our programs into new school districts. Teachers are observing the unique needs of girls in the classroom, as evidenced by the survey data, and we can provide them with the tools to address some of those needs.

8. **Keep Women's History:** Finally, based on the surveys from area teachers and the data collected from program evaluations, the focus of *APLP* programs of reinforcing leadership skills through the lens of women's history has been an effective method of developing future leaders. Identifying role models from history is giving girls concrete examples of leadership styles on which they can model their own style. Women's history, and the examples set by leaders like Alice Paul, should remain the basis upon which we draw our curriculum.

Appendix of Evaluation Methods
Table of Contents
Surveys

Girls Share Their Voice Report
Alice Paul Leadership Program
Alice Paul Institute

Girls Survey

Your answers to these questions will be kept anonymous. Please fill out your answers as completely as possible. Please do not forget the questions on the back.

1. What do you think are the most important issues facing teenage girls today?

2. What is something you know that you think other girls your age need to know?

3. Do you feel comfortable seeking out leadership positions in your school/ community? Why or why not?

4. Do you feel comfortable participating in the classroom? Why or why not?

5. Do you feel there are differences between male leaders and female leaders? Explain.

6. What skills do you feel you need to learn before becoming a good leader? What do you feel you are missing?

7. Please provide a definition of a leader:

Finally, we would like to know the following to understand how different types of people feel about themselves and their communities.

8. *Race/Ethnicity* (check all that are appropriate)

☐ African American/Black   ☐ Hispanic/Latina/Chicana

☐ Asian American (Chinese, Japanese, Korean)   ☐ Native American/American Indian

☐ Asian Indian (Indian, Pakistani)   ☐ South East Asian (Vietnamese, Lao,
Filipino, Thai)

☐ European American/Caucasian/White   ☐ Other *(specify)*_____

The Alice Paul Leadership Program's
Girls Share Their Voice **Report**
Teacher's Survey

School Name_____

Subjects and Grade Level_____

1. What would you identify as the most important issues teenage girls are currently facing?

2. How have these issues changed over your career as a teacher?

3. Do you see a change in girls' willingness or unwillingness to take on leadership roles in the classroom?

    In the school community?

4. What do you feel girls need to learn that they are not being taught in school?

5. What types of programs would you like to see offered to girls in your school district?

6. In your opinion, how can girls best learn about their potential to be leaders in their schools and communities?

ALICE PAUL LEADERSHIP PROGRAM
Leadership: Share Your Voice
Post-Conference Survey for Girls

Please take the next few minutes to fill out this questionnaire. Your answers will help us learn how to make future *Share Your Voice* workshops interesting and enjoyable. If you run out of room answering any question, please use the back of the paper. We welcome your opinions. Your answers will remain confidential. They will not be shared with your parents, friends, or teachers.

* * * * * * * * * * * * *

Name: _____   School: _____

1. Who is Alice Paul? _____

_____

_____

2. Rate your interest in the "Meet Alice Paul" performance (check one):

___ very boring   ___ boring   ___ interesting   ___ very interesting

What did you learn from this performance? _____

_____

_____

3. Rate your interest in the "Girls Can't Do That" game (check one):

___ very boring   ___ boring   ___ interesting   ___ very interesting

What did you learn from this game? _____

_____

_____

4. Rate your interest in the "Monumental Women" activity (check one):

___ very boring   ___ boring   ___ interesting   ___ very interesting

What are the three most important things you learned in this activity? _____

_____

_____

5. How interested are you in learning about women's history? (check one)

___ not interested at all ___ uninterested   ___ interested   ___ very interested

For questions 6-8, check "Yes" or "No."

6. Have you experienced discrimination because you are a female? …………. ___Yes   ___No

7. Do you think you have equal opportunities as a girl? …………………..………. ___Yes ___No

8. Do you feel women and men have equal opportunities currently? ……………. ___Yes ___No

9. How much did you participate today as compared to a normal day in school?

    ___ a lot less   ___less   ___same   ___ more   ___ a lot more

    Please explain your answer:

10. Is today the first time that you have heard about the Equal Rights Amendment (ERA)?   ___

Yes ___ No

    Do you think it is important to ratify the ERA as part of the U.S. Constitution?

    ___ Yes ___ No

    If yes, why? If no, why not?

11. Is there anything you might do differently after this **Share Your Voice workshop**? (check one)

    ___Yes   ___No

    If yes, explain:

12. What did you learn today that you will use at school or in other settings?

13. What was your favorite part of the conference?

Check one response in questions 13-19.

13. How much did you learn from this conference?

    ___ nothing   ___ a little   ___ more than a little   ___ a lot

14. Did you enjoy this conference?

    ___ not at all   ___ a little   ___ more than a little   ___ a lot

15. Did you table leader listen to your comments?

    ___ never   ___ sometimes   ___ most of the time   ___always

16. Did the other girls listen to your comments?

    ___ never   ___ sometimes   ___ most of the time   ___always

17. Did the girls in your group participate in the discussions?

    ___ not at all   ___ a little   ___ more than half the time   ___a lot

18. How comfortable did your table leader make you feel about participating in the discussion groups?

___ very uncomfortable   ___ slightly uncomfortable   ___ comfortable   ___very comfortable

19. Which of the following would you like to learn more about (choose three):

     ___ Assertiveness   ___ Leadership

     ___ Careers   ___ Service learning

     ___ Communication   ___ Sexual harassment

     ___ Conflict resolution   ___ Women's history

     ___ Women's legal rights and the Equal Rights Amendment

     ___ Other (please specify) _____

Please use the other side to share with us anything you feel we should know about your experience today.

Lead-A-Way

Workshops presented by

ALICE PAUL LEADERSHIP PROGRAM

POST-Workshop Survey - School

_____

Dear *Lead-A-Way* Participant,

Please complete the following survey. As one of the girls who participated in this *Lead-A-Way* program, you are the only person who can let us know what you got out of it. You will also help us understand how we can improve the program for girls in the future. No one but you can help us in this way. You may notice that some of the questions we are asking today were on the survey you filled out on the first day of *Lead-A-Way*. We are asking these questions again to see if the leadership program made a difference in your knowledge or opinions. Thank you very much for completing this.

Name _____Date_____

1. What is the difference between assertive and aggressive and passive behavior? (Use the back of the page if you need more room.)

2. If you and your friend were talking, what three body language cues might you look for to see if your friend is listening?

      1.

      2.

      3.

3. Please list three important skills for being a good leader. (If you cannot think of three, list as many as you can). Give an example of how one of the "role model leaders" you learned about in the workshops used important leadership skills.

4. Please share with us how you see yourself using these three skills in your daily life. (Use the back of this page if you need more room.)

Circle your answers to the following questions:

5. How much did you learn from the *Lead-A-Way program*?

      nothing   a little   more than a little   a lot

6. How much did you enjoy the *Lead-A-Way program*?

      not at all   a little bit   more than a little   a lot

7. Did you participate in the discussions?

      never   sometimes   most of the time   always

8. How comfortable did you feel talking to the workshop leaders?

   very uncomfortable   slightly uncomfortable   comfortable   very comfortable

9. How comfortable did you feel talking to the other girls?

   very uncomfortable   slightly uncomfortable   comfortable   very comfortable

10. What did you like the most about the *Lead-A-Way program*?

11. What did you like least about the *Lead-A-Way program*?

12. Which of the following would you want to learn more about: (Mark all that apply.)

    ____Assertiveness   ____Leadership   ____Careers

    ____Service learning   ____Communication   ____Sexual harassment

    ____Conflict Resolution   ____Women's history

    ____Other (please specify)_____

Would you like to know more about other programs at the Alice Paul Institute? If yes, write your name and address here.

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Endnotes

1. Including: National Women's History Project, American Association of University Women, Business and Professional Women, National Organization for Women-Alice Paul Chapter, Girls Matter, League of Women Voters, Women in Learning and Leadership at The College of New Jersey, NJEA, Girl Scouts of the USA, Women's Project of New Jersey, Douglass College, Institute for Women's Leadership, Boys and Girls Club, and National Women's Party.

2. See *The AAUW Report: How Schools Shortchange Girls*: 3.

3. See *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*: 21.

4. See Sadker, Myra and David, *Failing at Fairness: How America's Schools Cheat Girls*: 42.

5. See *Beyond the "Gender Wars:" A Conversation about Girls, Boys, and Education*: vi.

6. See *Beyond the "Gender Wars:" A Conversation about Girls, Boys, and Education*: 16.

7. See *Feeling Safe: What Girls Say*: Executive Summary: 13.

8. See *The Supergirl Dilemma: Girls Grapple with the Mounting Pressure of Expectations*: 69.

9. See *The Supergirl Dilemma: Girls Grapple with the Mounting Pressure of Expectations*: 74.

10. According to the United States Census Bureau, as of 2000, the median family income for Washington Township, NJ is $74,661 and the income per capita is $25,705. The median family income for Mount Laurel, NJ is $76,288 and the income per capita is $32,245. The median family income for Cinnaminson Township, NJ is $75,920 and the income per capita is $29,863. The median family income for Camden City, NJ is $24,612 and the income per capita is $9,815.