

**Evaluating the Five-Year Impacts of an International
STEM Outreach Program for Girl Scouts**

By

Molly Louise McGarity

Candidate for Bachelor of Science

Environmental Education and Interpretation

SUNY College of Environmental Science and Forestry Department of Environmental Studies

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Thesis Advisor

Dr. Shari Dann, SUNY College of Environmental Science and Forestry

Second Reader

Dr. Stefanie Argus, Landmark College

Honors Program Director

Dr. Stew Diemont, SUNY College of Environmental Science and Forestry

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Abstract

Non-formal youth programs are crucial for expanding STEM access and fostering STEM interest in young people. STEMinist, a STEM program delivered by USA Girl Scouts Overseas (USAGSO), has been introducing a global community of girls to STEM careers and concepts through non-formal educational sessions since 2021. This thesis explores the impact of the STEMinist program across the first five years; with a specific focus on the age levels of individuals engaging with the programs, the geographic reach of the sessions across multiple formats, and how it is supporting Girl Scout STEM outcomes (STEM interest, competence, value, enjoyment and confidence). The scholarship produced from this project derives from a multi-year internship with USAGSO, which focused on STEM education and program assessment. The findings will be used to support program content development and improve evaluative techniques as the STEMinist program continues to expand in format and reach.

Note: The positions reflected in this Honors Thesis do not necessarily reflect the positions of USA Girl Scouts Overseas or Girl Scouts USA.

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To my brother Jack, is this enough proof that my major is real?

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Introduction

The journey that brought me to SUNY ESF, where I am completing this Honors thesis can be directly traced back to my participation in STEM (Science, Technology, Engineering and Math) and environmental education programming as a youth member of Girl Scouts. My personal experiences, conversations with Girl Scout peers who are also now pursuing STEM careers, and exploration of scholarship surrounding Girl Scout STEM programming prompted an interest in understanding how these programs impact their participants. During my sophomore year, I had the opportunity to begin working with USA Girl Scouts Overseas, also known as USAGSO, and contribute to a program called STEMinist, USAGSO's STEM education program. As a scholar in the field of Environmental Education, and a lifelong Girl Scout, I was interested in exploring the trends in program participation and perceived outcomes. This thesis focuses on understanding the global reach, age demographics and self-reported learning outcomes of the STEMinist program over the first five years of the program, from the beginning of Membership Year 2021 (October 2020) through the end of Membership Year 2025 (September 2025).

Girl Scouts USA

In 1912 Juliette Gordon Low created something “for the girls of Savannah, and all of America, and all the world,” which would eventually become Girl Scouts of the USA, also referred to as GSUSA (Appendix A¹).

The mission of GSUSA is to “help girls develop confidence, courage and character so they can make the world a better place” (Girl Scouts USA, n.d.-a). This is accomplished through community service, leadership development, community building and experiential learning, all

¹ Find a list of Girl Scout acronyms and terms in Appendix A

of which are implemented through nationally developed programs. Girl Scouts earn badges and awards on topics ranging from robotics to cooking to hiking to sisterhood and more. With a no-one-size fits-all approach, there is an opportunity for all girls to discover their passions through the Girl Scout program. GSUSA is split up into 111 councils, which are based on geographic areas and can span several counties to full states depending on population. Currently GSUSA has about 2.5 million girl and adult members in the United States and around the world (Girl Scouts, n.d.-a).

USA Girl Scouts Overseas

USA Girl Scouts Overseas (USAGSO) is an operating unit of GSUSA that serves girls and families who are United States citizens but do not live in the continental United States. Girl and adult membership includes, but is not limited to, military families, expats, international school students and other US citizens who live in international communities. USAGSO began in 1925 as “Lone Troops on Foreign Soils” with a single troop in Shanghai, China (USA Girl Scouts Overseas, n.d.). Now, in the 101st year of the organization, USAGSO serves around 17,000 girl and adult members across 91 countries. The program was initially established with military families in mind, however current membership is about 44% military and 56% non-military. Girl members of USA Girl Scouts Overseas experience the same program and leadership development model as their stateside counterparts. In addition to the program benefits of being Girl Scouts, USAGSO provides members a sense of belonging and consistency, which is valuable for youth who may be moving their residence every few years, from one international locale to another (USA Girl Scouts Overseas, n.d.).

Girl Scouts USA and USA Girl Scouts Overseas Structure

An understanding of the relationship between GSUSA, USAGSO and broader global Girl Scouting is valuable for understanding the work that is done with USAGSO, (Fig. 1).

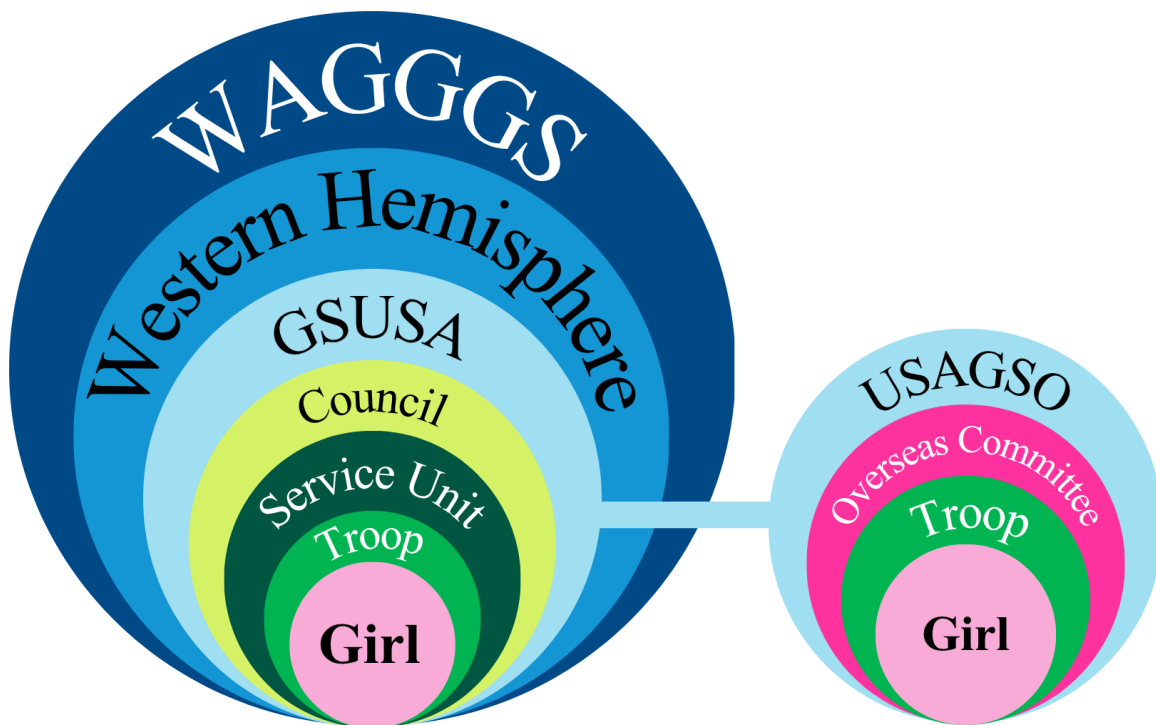


Figure 1. Organizational Structure of USA Girl Scouts Overseas

The World Association of Girl Guides and Girl Scouts, WAGGGS, is the overarching international organization that all Girl Scout/Guide² organizations fall under. Members of WAGGGS are found in 153 countries around the world and divided into five regions geographically (Africa, Arab, Asia Pacific, Europe, Western Hemisphere). GSUSA is part of the Western Hemisphere Region, which is made up of 35 countries in North and South America.

² Girl Scout organizations go by different names in different countries, the two most common english words for youth members are Scouts (such as Girl Scouts USA) and Guides (such as Girl Guides Canada)

Girl Scouts USA is broken up into 111 councils across the country and one operating unit, USAGSO. Each council operates as its own individual 501(c)(3) non-profit organization, while USAGSO functions as a part of the greater GSUSA 501(c)(3) non-profit. Each council is broken down further into Service Units, which typically oversee Girl Scouts in a singular town or a cluster of nearby towns. Service Units are managed by volunteers and led by a Service Unit Manager, while councils are staffed by full time employees who support volunteers and girls. Within each service unit there are a number of individual troops that are led by a minimum of two troop leaders.

Troops are often made up of girls within the same level, but can be multi-level with some supporting girls from kindergarten through senior year in the same troop. Girls will meet with their troop on a regular basis to complete badges, patches, service projects and awards. Some girls, for a variety of reasons, may opt to participate as a Juliette, rather than in a traditional troop. Juliettes are individually registered members who do not have an assigned troop.

Similar to GSUSA, USAGSO is broken up into smaller sections geographically. However, rather than councils or service units, USAGSO has Overseas Committees, which consist of units of USAGSO members living in a common overseas area. This could be a city, a military base, or other overseas community. Overseas Committees are managed by a volunteer Overseas Committee Management Team (OCMT) who serve in a similar role to a stateside Service Unit Managers and team members. “Stateside” is an adjective used colloquially to describe Girl Scout activities happening in other GSUSA councils by USAGSO members. When it comes to the individual level, USAGSO operates the same as all other councils. Overseas Committees have

troops that serve girls from kindergarten through the end of high school. Members of USAGSO may also opt to be registered as Juliettes³.

The Girl Scout program is offered to youth from kindergarten through the end of twelfth grade and is broken down into six levels (Fig. 2). Each level lasts for two years, except for Cadettes which is three years. At the end of a level, Girl Scouts “bridge” to the next level at a ceremony that could be hosted by their troop, service unit, overseas committee or council.

Table 1. Girl Scouts USA Age Levels

Daisies	Brownies	Juniors	Cadettes	Seniors	Ambassadors
Kindergarten to First Grade	Second to Third Grade	Fourth to Fifth Grade	Sixth to Eighth Grade	Ninth to Tenth Grade	Eleventh to Twelfth Grade

Girl Scouts USA has programs designed to grow with members as they move up between levels. As girls get further into Girl Scouts, badges and awards increase in complexity and scope so that members can build on their past experiences and continue developing their skillsets. For example, at the Daisy level, an outdoor skills badge may include planning a one night backyard camping experience while at the Senior level, it may involve planning and executing a multi-day backpacking trip.

Historical and Current STEM Focus in Girl Scouting

According to a 2022 study published by the Girl Scout Research Institute, GSUSA’s research branch, 67% of Girl Scouts participated in at least one STEM activity; a majority of these girls

³ The Juliettes program was created by Dr. Stefanie Argus, who was the second reader on this paper.

participated in multiple STEM activities, averaging about three per girl (Girl Scout Research Institute, 2022). STEM was introduced as a program pillar for GSUSA in 2017, alongside three other pillars (Outdoors, Life Skills, Entrepreneurship). However, STEM has always been incorporated into Girl Scout activities dating back to the earliest years of Girl Scouts USA through an electrician badge introduced in 1916 (Gonzalez, 2019).

As a program pillar, GSUSA STEM programs focus on developing four Girl Scout STEM Outcomes - STEM Interest, STEM Confidence, STEM Competence and STEM value (Girl Scout Research Institute, 2022, p. 3). The STEM outcomes, as defined by GSUSA, follow below.

“STEM Interest: positive affect and curiosity towards STEM. A girl who is interested in STEM is fascinated by STEM subjects, enjoys participating in STEM activities, and wants to engage, know, and learn more about STEM. She also strives to understand how things work. In the long term, youth who develop a strong interest in STEM are stronger students, more academically engaged, more confident in their STEM abilities, and more likely to take STEM courses and pursue careers in STEM

STEM Confidence: feelings of self-efficacy in relation to STEM. A girl who is confident in her STEM abilities believes she can do most STEM activities well and successfully. Confidence is important because it heavily influences how people approach goals, tasks, and challenges—like trying out innovative ideas, saying “yes” to opportunities, setting the bar high, and stretching their limits to learn and grow. As with STEM Interest, people who are confident in their STEM abilities have higher academic goals and aspirations and are more likely to pursue STEM courses and careers

STEM Competence: ability to think scientifically when working to solve a problem. A girl who is competent in STEM uses scientific thinking to understand the root causes of problems, identifies different ways to solve problems, thinks critically about information, and comes up with new solutions when encountering obstacles. Girls who think scientifically about the world are better positioned for engagement in STEM activities and careers and tackling individual and societal problems

STEM Value: understanding the role STEM plays in everyday life (e.g., being able to fix something in your home) and in making the world a better place (e.g., improving water quality). A girl who places a high value on STEM believes that STEM knowledge and pursuits are important and relevant to real life and can be used to address societal problems. The more girls understand how critical STEM knowledge is to solving community problems, the more likely they will be to pursue educational opportunities and careers in these fields. Research shows that girls who value STEM see STEM careers as a way to help people and make a difference in the world” (Girl Scout Research Institute, 2022, p. 3).

To achieve the STEM program outcomes, GSUSA has implemented several initiatives including patches, badges, journeys, partnerships and adult volunteer resources. Currently there are over one hundred STEM badges across the six levels (Girl Scouts USA, n.d.-b) ranging from topics such as space science to robotics to cybersecurity. Badges are multi-step program outlines that guide Girl Scouts through learning about new skills, topics, or ideas. After completing a badge, girls get an emblem to display on the front of their uniform to signify what they have accomplished. Badges typically take a few hours to a few days to complete. Journeys allow a

more in depth exploration of a topic that include a “take action” or service oriented component and typically take a few days or weeks to complete. Patches commemorate non-standardized activities and can be given out for trips, programs or celebrations. The STEMinist program sends a patch to program participants and Girl Scouts may obtain patches when visiting STEM oriented institutions such as museums, zoos and aquariums. Girl Scouts has partnered with diverse STEM organizations, including but not limited to SciStarter, VentureLab, AstraFemina, National Park Service, NASA and more to provide girls with access to programs that develop their STEM interests (Girl Scouts USA, n.d.-a)

STEMinist Program Background

The STEMinist program began in USAGSO’s membership year 2021 (MY21, October 2020 to September 2021) to address a need for programming during a time when troops could not meet in person due to covid-19. The initial iteration of the program was a monthly virtual series that highlighted “STEM Superheroes,” women pursuing STEM careers. Each month Erin Twamley, USAGSO’s STEM Program Partner, hosts a different woman who facilitates an interactive, relevant and age appropriate STEM activity for the at home audience. In 2023 the program expanded to include an incorporation of STEM programming at USAGSO’s summer camp experiences. STEMinist continued to grow in 2024 with in-person one-off sessions being offered in a select few locations. 2025 saw STEMinist launch a new pilot program called STEMinist in a Box, which provides troop leaders with supplies and resources to lead STEM programs. The STEMinist program aligns with Girl Scouts USA’s STEM Outcomes, as well as the requirements for some STEM badges. The STEMinist program is offered as an experience with a registration fee, but there may be discounts or promotions for participating in multiple formats.

STEMinist Program Offerings:

STEMinist Virtual Series: This monthly virtual series features “STEM Superheroes,” who share about their careers through an interactive Zoom session. These sessions are designed to be engaging, age appropriate and in alignment with STEM Badges. Due to the international nature of USAGSO, all of the sessions of the virtual program are recorded and available for playback to account for time zone challenges.

STEMinist In-Person Programs: These are one-off programs that are facilitated by USAGSO’s STEM program partner, or other volunteers, and offered in various locations throughout the global footprint. These sessions have a specific focus such as robotics, automotive engineering or space science, and several are offered in interactive in-person locations such as the Euro Space Center and London Science Museum. As of 2026, STEMinist In-Person has been offered in Europe, Asia and the Middle East.

STEMinist at Camp: All girls who participate in USAGSO’s summer camp programs - weeklong summer camp experiences offered in several countries around the world each summer- get the opportunity to participate in STEM programming with USAGSO’s STEM program partner, or another STEM programming volunteer. Each camp unit spends a minimum of two activity periods participating in interactive STEM activities: such as design builds, engineering soda can cars, and creating solar prints.

STEMinist in a Box: This addition to the STEMinist program was piloted in 2024 with several overseas communities. USAGSO volunteers are sent the supplies and facilitation materials to run their own STEM programs with their youth membership. This program addresses the knowledge and resource barriers that may prevent volunteers from leading STEM activities with their Girl Scouts.

My Positionality with this Scholarly Honors Project: Personal Connections to Girl Scouting and Roles within USA Girl Scouts Overseas

Girl Scouts has been a constant part of my life for nearly seventeen years. My mom registered me for the program when I was five years old, without either of us knowing the profound impact that it would have on my personal and professional development. I would consider one of the first pivotal moments in my Girl Scout journey to be when I started attending day camp. Somewhere between the edge of Harriman State Park and exit 15 on the Palisades Interstate Parkway, I found my love of the environment and education at Camp Addisone Boyce. One of the more recent pivotal movements in my Girl Scout career was my introduction to USA Girl Scouts Overseas during my freshman year of college. I stumbled upon a Facebook advertisement to volunteer with USAGSO as a camp counselor at a one-week sleepaway camp in Switzerland. It was here that I was introduced to Erin Twamley and the STEMinist program. I was inspired and excited about the work that Erin did with the STEMinist program and I asked if I could get involved as an intern, which led to a year and a half long member experience internship with USAGSO. This role constituted a unique experience required for my major, and I was enrolled in EST 499 Professional Internship over the course of several semesters. At the end of my

internship, I wanted to continue working with the program and was taken on as a STEM Program Analyst for STEMInist, a role I have held since fall 2025.

The Importance of Non-Formal STEM Education Opportunities for Girls and Young Women.

Throughout the process of, and leading up to, this thesis I have been engaging with scholarship pertaining to non formal environmental education, Girl Scout STEM programming, STEM development in youth and STEM development in girls. My coursework in Environmental Education at SUNY ESF played a key role in providing my scholarly context to this project, specifically classes such as Diverse Histories of the American Environmental Movement, Personal Environmental Interpretation Methods, and Advanced Interpretation and Environmental Education. While carrying out this project I used Google Scholar, the Girl Scout Research Institute and the Moon Library database to find additional sources to supplement my research. I also connected with Dr. Stefanie Argus who shared several examples of Girl Scout research which I used to develop this paper.

It is important for girls and young women to see themselves represented in STEM fields and feel like they have a place on a professional pathway. In 2021, only 35% of the STEM workforce was made up of women, despite the fact that STEM bachelor's degrees were awarded equally to males (50%) and females (50%) (National Science Foundation, 2024. p. 17). As degree level increases, the amount of women decreases: with 46% of master's degrees in Science and Engineering being awarded to women and 41% of doctoral degrees in Science and Engineering being received by women (National Science Foundation, 2023. p. 7). The gap between men and women varies between different STEM occupations. Science and Engineering, and STEM

middle-skill occupations see a higher percentage of men (72%, 89%) than women (28%, 11%). However, there are more women (65%) than men (35%) in Science and Engineering related⁴ occupations (National Science Foundation, 2024. p. 17).

One study found that a lack of female role models and representation in STEM plays a significant role in discouraging girls from pursuing these careers (Choney, 2018). Reflecting on the study, two women who served as corporate vice presidents at Microsoft (at the time of the article) supported the sentiment: “Unless things change much faster, many in this bright, hopeful generation will not enter these fields...It’s critical to mentor girls from classroom to the boardroom, across the full career continuum in STEM... the research has indicated that there are ‘off ramps’ at different educational levels where girls leave STEM programs” at all turning points in their school careers (Choney, 2018). Access to STEM role models, with whom young women can personally relate, is valuable to improving interest and identity within STEM fields. When girls see successful women in career paths where they have been traditionally underrepresented, they are more able to see themselves pursuing these pathways in the future (Reinking and Martin, 2018. p. 151).

Girl Scout programs offer a venue for youth to engage with STEM programs outside of a school setting, where girls are encouraged to explore, learn, fail and succeed in a safe and supportive environment. Non-formal STEM programs offer a space for creativity and curiosity within STEM, rather than a lesson with a correct answer. Girl Scout programs, and other extracurricular

⁴ Per the National Science Foundation, Science and Engineering occupations are jobs that require a bachelor’s such as biologists, engineers, physical scientists, mathematical scientists and computer scientists, among others. Science and Engineering related jobs include positions like science teachers and healthcare teachers. Middle-skill occupations include jobs such as construction trades, maintenance and production (National Science Foundation, 2024. p. 9).

opportunities, allow STEM to become an interest disconnected from grades and academics. When girls have a positive experience with STEM, there is a higher likelihood that they will continue to engage with STEM (Reinking and Martin, 2018. p. 152). A 2014 study investigated how participation in a Girl Scout energy conservation program impacted the attitudes and behaviors of the youth after program completion. There were consistent results that participating in these programs increased the prominence of an environmental mindset for participants (Bernstein and Puttick, 2014).

Outdoor environmental and STEM education programs are particularly important for introducing girls to science and keeping them engaged. Outdoor Science Education (OSE) programs have been shown to keep girls engaged with science during the timeframe in which many girls become disengaged from STEM (Stevenson et al., 2021). OSE can help girls move away from stereotypes that discourage them from participating in and pursuing STEM. More research can and should be done to understand how OSE impacts girls in STEM, but there are some promising results from the studies that have been conducted thus far.

Methods

The main goal of this project was to understand the impact that the STEMinist program has had over the first five years by understanding the geographic reach and age demographics of registrants, and to track trends in participant feedback to understand how attending these programs may contribute to positive self-perception of immediate post-program outcomes among Girl Scout STEMinist Program participants. To reach these goals, I analyzed data from registration forms and post-program evaluations that were recorded between membership year 2021 (MY21) and membership year 2025 (MY25).

Sources of Data

The archival data that I analyzed throughout the course of this project were collected by USAGSO staff outside of the scope of any of my roles within the organization, and some data fall outside the date ranges in which I have been working with them. All relevant USAGSO child protection policies were in use by the people leading the programs and collecting the data. USAGSO staff collected evaluation data between MY21 and MY25, which spans the dates between October 1st 2020 and September 31st 2025.

The data were provided to me by Taryn Rimland, USAGSO's Program and Adult Development Manager, and Erin Twamley, USAGSO's STEM Program Partner and STEMinist Program Facilitator. I initially was given access to the data in my role as a USAGSO Member Experience Intern, a position which I held from January 2024 until May 2025. In this position, I did preliminary analysis that sparked my interest in further investigating the impacts of this program. As an intern, I was privy to full registration spreadsheets including participants' and

parents'/guardians' names and contact information. The preliminary work that I did while an intern was necessary and useful for my employer, and was inspiring for this project, but was not suitable for use in a thesis such as this because of inconsistencies in the methods used to analyze it.

Virtual Registration Data

To understand the age distribution of participants and geographic reach of the virtual program, I analyzed de-identified STEMInist registration spreadsheets from MY22-MY25. USAGSO obtains registration data through the STEMInist Program Pass, which gives registrants access to all virtual STEMInist sessions throughout any given membership year. In MY21, registration was tracked by individual STEMInist program sessions, rather than by series season, so I compiled a master spreadsheet with the registration data from each session. For each membership year, I separated the overseas committee or stateside council information and Girl Scout age level from identifying information by pasting the columns onto a new spreadsheet (Appendix B).

With the de-identified data in a new spreadsheet, I separated the councils and committees into individual spreadsheets for ease of sorting the data. I sorted the committees sheet alphabetically to generate a list of how many overseas committees were engaged, and categorized them by region (Europe, Asia, Africa, North America, South America, Middle East, Pacific). I repeated the process with the councils to understand the reach that the program has had on stateside councils. Registrants who selected “yes” to being members of USAGSO, but did not identify a committee were listed as “USAGSO.” Those who registered as being members of a stateside council, without specifying which one, were listed as “GSUSA.” Returning to the mastersheet with both the committees and councils, I sorted the column featuring age levels alphabetically to

determine the age registration data. Registrants who did not list an age level were listed as “No Level.” All of the data discussed thus far were listed on a document for each membership year, so that the numbers could be easily accessed for data analysis (Appendix C). I repeated this process for each of the five years discussed in this thesis.

In Person Registration Data

To understand the age distribution and geographic reach of the in-person STEMinist program, I looked at the registration spreadsheets for the individual events and referred to an archive of events. Similarly to the virtual data, I created a master spreadsheet with the registration data from each year of the in-person STEMinist offerings. I then sorted the sheets by age level to understand the ages of the participants of the in-person programs. These registration sheets did not include overseas committee or council information, but geographic reach was determined by program location. The same processes were followed for sorting through registration data sheets from USAGSO’s camp programs.

Survey Data

To understand the perceived impacts of these programs on participants, I examined the results of post-program evaluative surveys. Members who participated in the virtual series were sent the feedback form via email (Appendix D, Appendix E), to the address that they were registered with, which typically was the parents’ addresses. In some surveys, but not all, there were questions directed towards parents/caregivers about their understanding of the program. However, unless specifically indicated, the questions were directed towards the youth participants of the program. At the end of camp programs, participants were given paper

feedback forms to fill out about their experiences. These feedback forms were not specifically directed towards the STEMInist program, but gave campers the opportunity to share their favorite activities from the week, which included STEM. These surveys were not used for this thesis. Surveys for in-person programs were either delivered on paper to participants directly after participating or sent via e-mail in the same manner as the virtual program surveys. Participants self-reported how they felt about the program content and impacts on their attitudes toward STEM (Appendix F). These surveys are more difficult to compare year to year as the question content and format has changed over time.

To begin analyzing data, I compiled a master spreadsheet with all of the evaluation questions that have been asked between membership year 2021 and 2025. I color coded the questions that were similar in content and metric being measured (Appendix G). For this thesis, I specifically analyzed questions related to STEM confidence, competence, interest and enjoyment. Next I looked at the individual spreadsheets for each feedback survey, and compiled master spreadsheets per question. Each spreadsheet had the individual metric being explored and the response data across the years in which the questions were asked.

Synthesis

After organizing and coding all of the spreadsheets, I compared data from year to year to investigate any trends in age participation, geographic reach and self-reported outcomes. This synthesis is summarized in the results and discussion section with both text and figures.

Logic Model for USAGSO's STEMinist Program Impact on Youth Members

The below logic model summarizes the inputs, outputs and outcomes of this thesis.

INPUTS	OUTPUTS		OUTCOMES		
What We Offer	What We Do	Who We Reach	Short Term	Medium Term	Long Term
STEMinist programs in multiple formats: Virtual, In-person, Camp and In a Box.	Introduce girls (5-18) to women pursuing a variety of STEM careers through virtual programs.	The programs are open to all registered youth members of Girl Scouts. The virtual series has seen participation from girls in USA Girl Scouts Overseas and stateside councils. The in-person, camp and in a box programs are mainly youth members of USA Girl Scouts Overseas.	Girls are exposed to STEM concepts, careers and activities.	An active interest in STEM ideas and concepts can be developed.	Increase participant's long term STEM interest, confidence, competence and enjoyment.
	Facilitate in-person STEM programs to give youth the opportunity to do hands-on activities and learn STEM skills.		Participants learn specific skills and information about the STEM topic of focus.	Participation in more STEM programs through STEMinist, school or other venues.	More women pursue STEM degrees and careers.
	Offer other formats of programming such as In a Box, Camp and patch programs.		Outcomes are measured through program participation metrics and survey responses. Synthesized outcomes are used to improve the STEMinist program and understand the impact that it has had over the first five years of its existence.		

Assumptions:	Girls are participating in STEM programs through USAGSO by choice.	External Factors:	School STEM curriculums. Familial, cultural and peer attitudes about STEM careers/fields. Initial interest, confidence and competence.
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Results and Discussion

This section summarizes the findings of the analysis that was done with the registration and feedback data.

Note: De-identifying the data may have led to the potential of double (or more) counting of participants, which could skew the registration numbers higher than the actual number of individuals who participated over the past five years. These numbers are an estimate using the most accurate counting of the data, while also protecting the identity of individuals.

When looking at the registration data for the virtual programs, the numbers may not fully reflect the actual number of participants because there was not a question about how many individuals would be joining from the same account. Additionally, there is not a record of how many registrants ended up attending the session versus how many registered. Due to the international footprint of USAGSO, the virtual programs are offered synchronously and asynchronously to account for differences in participant time zones.

The survey questions and formats have changed throughout the duration of the study sample, which makes it difficult to track some trends in program impact from year to year. A note is made on any metrics that were impacted by these changes.

Program Offerings MY21 through MY25

As indicated in the introduction of this thesis, the STEMInist program has existed in several iterations over the first five years of its existence. It started as, and continues to include, a monthly virtual series introducing girls to women in STEM mentors. It has also expanded to in-person offerings both through one-off programs and camp sessions. The virtual program was introduced in 2021, Camp in 2023, In-Person in 2024 and In a Box in 2025 (Table 1).

Table 2. Five Year Program Format Development

	MY21	MY22	MY23	MY24	MY25
Virtual	Yes	Yes	Yes	Yes	Yes
Camp	No	No	Yes	Yes	Yes
In Person	No	No	No	Yes	Yes
In a Box	No	No	No	No	Yes

Between MY21 and MY25, over 1,800 girls participated in the STEMinist program across the four formats. Participation declined significantly between MY21 and MY22, but increased in membership year 2024 when multiple formats were available for participants to take part in (Table 3).

Table 3. Five Year STEMinist program attendance MY21-MY25

	MY21	MY22	MY23	MY24	MY25	Totals
Virtual	496	219	108	127	28	978
Camp	N/A	N/A	75	164	86	325
In Person	N/A	N/A	N/A	191	279	470
In A Box	N/A	N/A	N/A	N/A	95	95
Total	496	219	183	482	488	1,868

As new formats of STEMinist programming have been introduced, virtual program participation has declined. The peak of participation in virtual STEMinist was in the inaugural year, with over 400 members taking part in the virtual program. This makes sense since the program was launched to meet a need during the Covid-19 pandemic, so it can be assumed that the decline in virtual participation in following years is in line with the general trend away from online programs when in-person opportunities exist. This is further supported by the increasing number of participants in the in-person STEMinist programs beginning in MY24. In MY23, 183 girls participated in STEMinist programs across the two formats offered at the time. With the

introduction of In-person programming in 2024 participation in STEMinist offerings increased by nearly 300 girls (482 total participants). In MY25, more girls participated in the in-person program (279) than participated in virtual programs between MY23 through MY25 (263). Across the four STEMinist program formats, there is an overall increase in participation, giving more girls the opportunity to engage with STEM programming (Table 3)

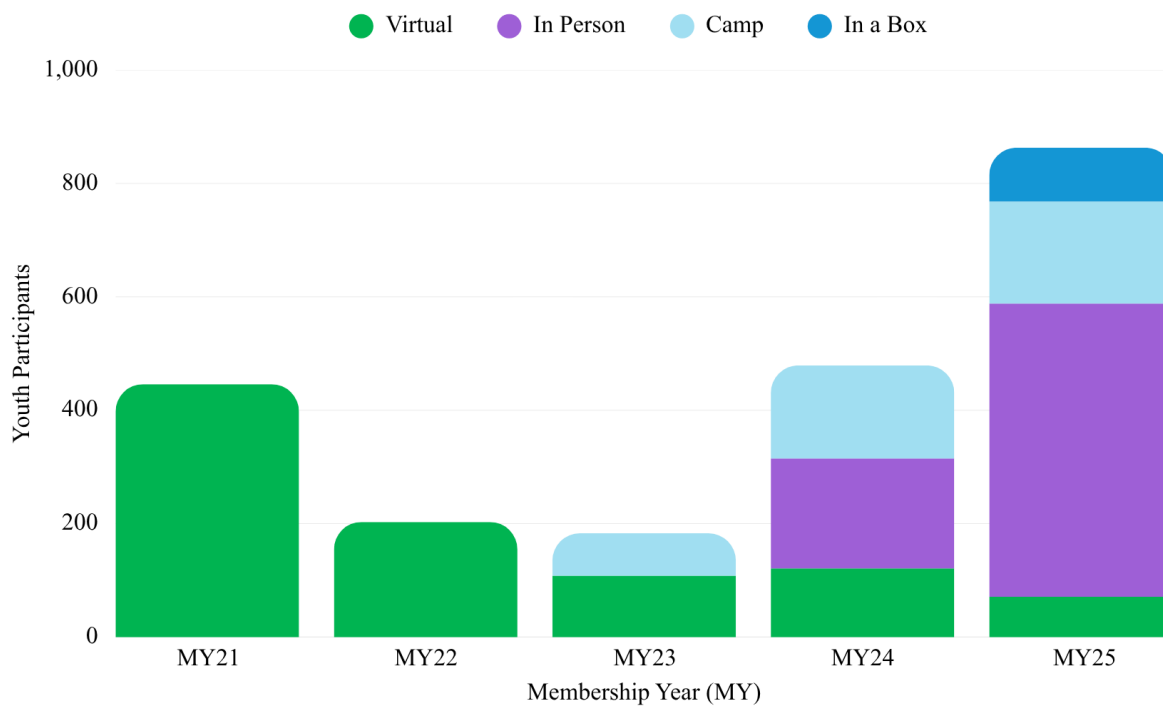


Figure 2. Five Year Trends in Participants and Program Format⁵

⁵ The virtual program began in MY21, Camp began in MY23, In-Person began in MY24 and In a Box began in MY25

Individuals Engaging with the STEMinist Program

This section of the results will summarize characteristics of the individuals who participated in the STEMinist program between MY21 and MY25. To understand who is participating in STEMinist, I looked at where participants were joining the virtual program from, where in-person programs were held, and the age ranges of participants.

STEM Superheroes Engaged Through the Virtual Series

The virtual STEMinist series has provided participants with a diverse introduction to STEM careers. In the first five years, fifty-five women shared their careers with participants. These women represent all fields and stages of careers in STEM, providing the girls with a wide range of role models to learn from. Among the superheroes,

- 19 hold doctorate degrees, 23 hold masters degrees and 11 hold bachelor degrees.
- Their careers represented the multidisciplinary of the STEM fields, featuring science communicators, biomedical engineers, textile scientists and more.
- Of the STEMinists featured, 23 are alumni of the Girl Scout program.

Summary of Geographic Reach

The virtual STEMinist program is targeted towards members of USA Girl Scouts Overseas, however it is open to all Girl Scouts, regardless of council affiliation. In MY21, the majority of STEMinist participants were from stateside Girl Scout councils, not USAGSO overseas committees. However, in the following years, USAGSO members made up the majority of participants. There is a larger market for virtual programs within the USAGSO footprint because of the international nature of the program. Stateside Girl Scouts have more opportunities for

in-person Girl Scout programming through their councils, while members of USAGSO are limited and have to rely more on virtual programming (Table 4).

Table 4. Summary of USAGSO vs Non USAGSO Participants for Virtual Programs

	MY21	MY22	MY23	MY24	MY25	Totals
Participants	496	219	108	127	28	978
USAGSO Participants	114	138	58	81	21	412
Non- USAGSO Participants	382	81	50	46	7	566

The USAGSO participants represent youth members living in North America, South America, Europe, Asia Pacific and the Middle East. This is across 67 Overseas Committees. The Non-USAGSO Participants represent a total of 97 councils, including councils in Hawaii and Puerto Rico (Table 5).

Table 5. Summary of Geographic Reach by Council and Committee for Virtual Programs

	MY21	MY22	MY23	MY24	MY25
Overseas Committees	33	31	17	23	14
Stateside Councils	82	43	29	26	5

Across the five years, more Non-USAGSO members have participated in the STEMinist program than USAGSO, because of the large quantity that participated in MY21 (Fig. 3).

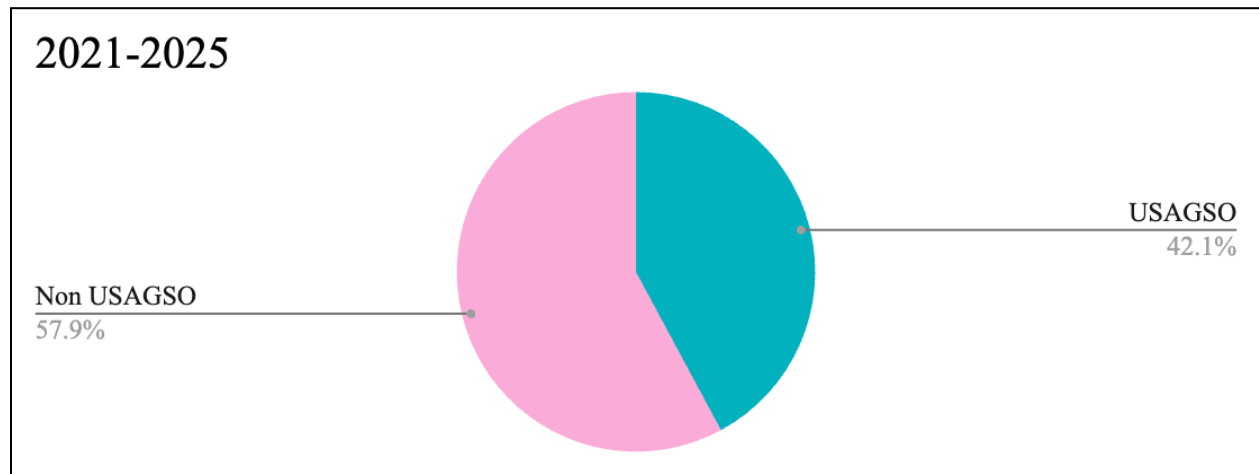


Figure 3. Non USAGSO vs USAGSO participation virtual programs 2021-2025

However, looking only between MY22 and MY25, a greater percentage of participants are members of USAGSO (Fig. 4)

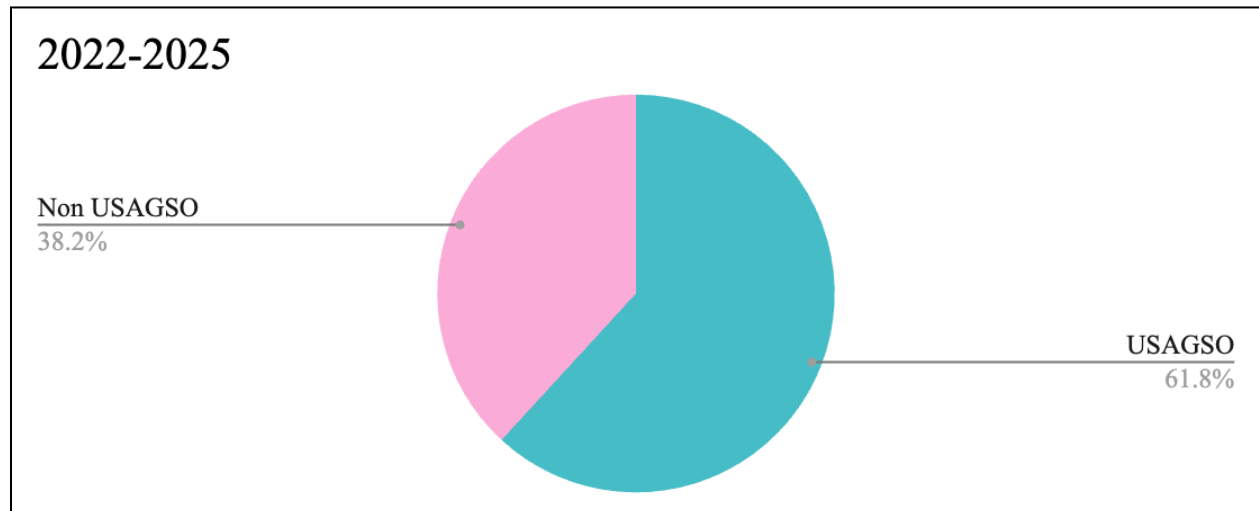


Figure 4. Non USAGSO vs USAGSO participation virtual programs 2022-2025

In-person offerings for STEMinist were piloted in membership year 2024 with programs in Taiwan, Germany and Belgium. The in-person programs expanded in 2025 with programs being offered in Belgium (twice), Japan, South Korea, and Paris. In general, participants of these

in-person experiences came from committees in the neighboring areas. For example, participants in the Belgium program came from committees in France, Germany and Belgium. Participants did not explicitly share their Overseas Committee affiliation when registering for the in-person programs, so geographic reach of the in-person programs is determined by where the programs were offered (Table 6).

Table 6. In-Person Program Offerings MY24 and MY25

Region	City, Country, Year	Programs in Region
Asia	Taipei, Taiwan, MY24 Okinawa, Japan, MY25 Camp Humphreys, South Korea, MY25	3
Europe	Kaiserslautern, Germany, MY24 SHAPE, Belgium, MY24 Euro Space Center, Belgium, MY25 Paris, France, MY25 Euro Space Center, Belgium MY25	5

Summary of Participant Age Ranges

Girl Scouts across all six age levels have participated in the STEMInist program. The number of participants varies greatly between each age level, in alignment with the general trends of Girl Scout program participation observed nationally, where participation tends to decline in older age groups.

In the virtual program, the majority of participants were Brownies or Cadettes (second through eighth grade). This is a key age group for introducing STEM concepts to girls and providing them with strong female role models in STEM fields. As Girl Scouts get to the two high school levels (Seniors and Ambassadors), participation in the STEMInist program drops dramatically. There is a lower participation rate in Girl Scouts overall for high school students, which could explain the decline in STEMInist participation (Table 7).

Table 7. Summary of Participant Age Range for Virtual Programs

	MY21	MY22	MY23	MY24	MY25	Total
Daisies	84	32	22	22	5	165
Brownies	132	53	22	26	7	240
Juniors	156	57	33	42	7	295
Cadettes	76	41	23	32	6	178
Seniors	14	8	3	3	0	28
Ambassadors	12	3	2	1	0	18
Adult Volunteers	16	5	3	1	3	28
No Level Given	6	20	0	0	0	26
Total Participants	496	219	108	127	28	978

Juniors make up the largest percentage of STEMinist participation at just over 30% while Ambassadors make up the smallest at a little under 2%. Cadettes, Juniors and Brownies make up just about 75% of the overall participation in the STEMinist program (Fig. 5).

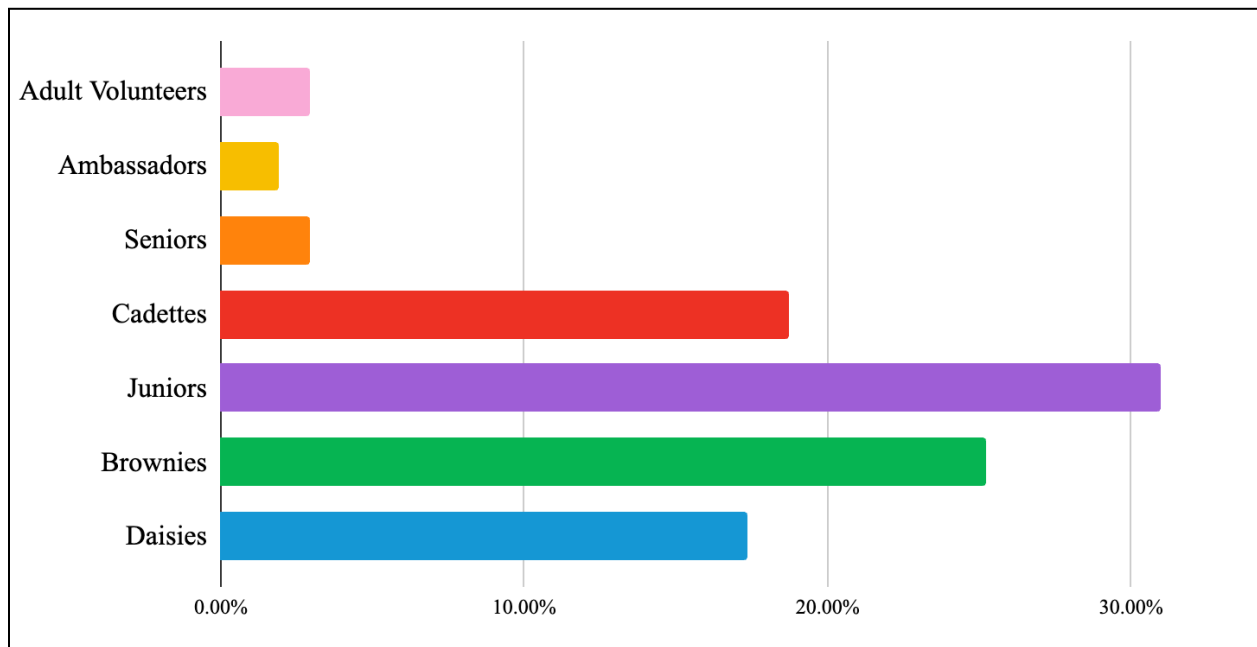


Figure 5. Summary of virtual program age level across MY21-25 (n=952, not including participants who did not include an age level)

The participant age distribution for the in-person programs was very similar to the virtual program, with the largest age groups being Juniors and Brownies. However, unlike the virtual program, the third largest group was Daisies. Some of the STEMinist in-person programs were specifically tailored towards the younger levels, which could explain the increase in Daisy participants (Table 8).

Table 8. Summary of Participant Age Range for In-Person Programs

	MY24	MY25	Total
Daisies	59	43	102
Brownies	54	65	119
Juniors	44	117	161
Cadettes	32	44	76
Seniors	1	7	8
Ambassadors	1	3	4
Total Participants	191	279	470

Ambassadors made up the smallest percentage of in-person STEMInist program participants, at less than 1% of the in-person programs. Juniors made up the largest percentage of in-person programs at just over 34%. Mirroring the virtual program, Brownies, Juniors and Cadettes made up about 75% of the in-person participants (Fig. 6).

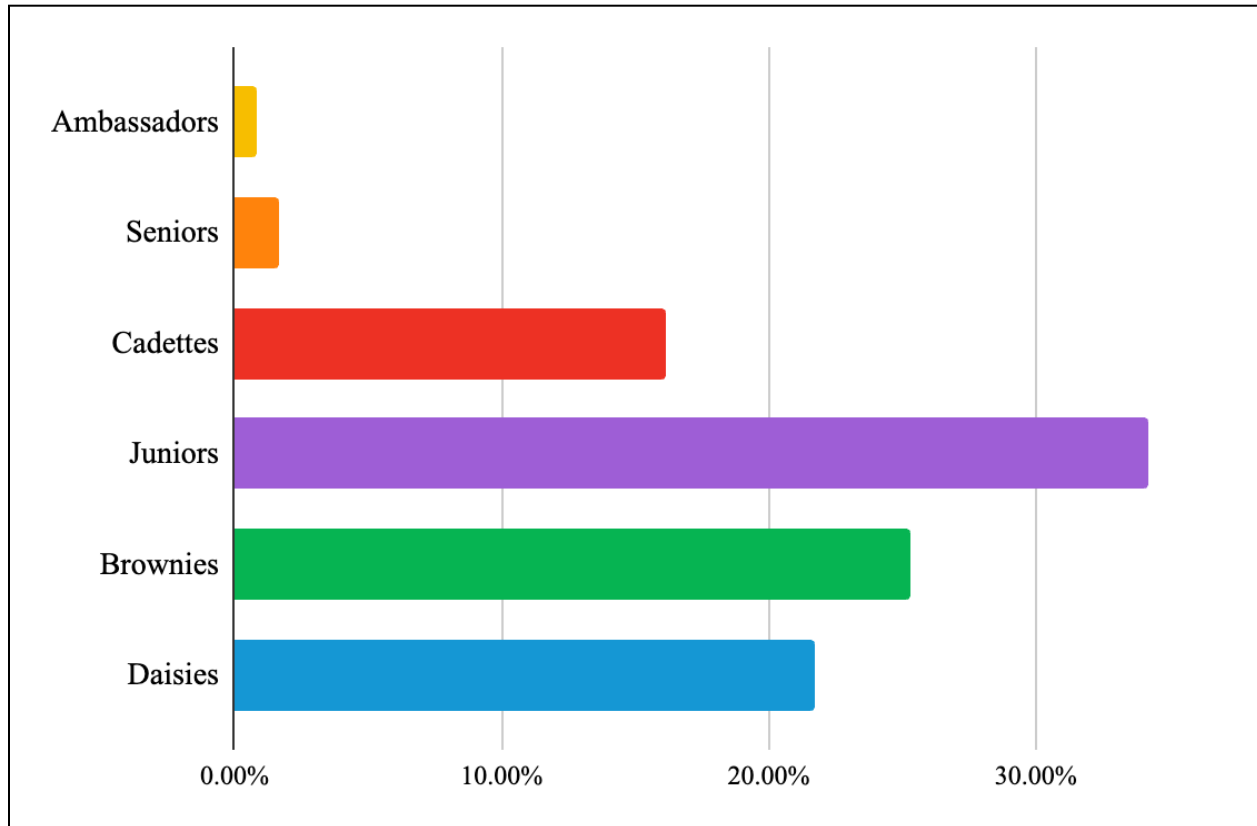


Figure 6. Summary of Participant Age Range for In-Person Programs (n=470)

Program Outcomes

The program outcomes are based on self-reported survey data that were collected from both youth participants and their caregivers following participation in the program. Surveys were distributed to participants following their participation in either the virtual or in-person program. For this thesis, I report on the responses from the participants, and not their caregivers.

The data I analyzed for program outcomes were from eight surveys distributed after both in-person and virtual programs across the five years (Table 9)

Table 9: Number of Respondents to Feedback Surveys MY21-MY25

Membership Year	Survey	Respondents
2021	Mid Year Feedback - 2021	16
2022	Mid Year Feedback - 2022	9
2023	End of Year Feedback 2023	6
2024	In Person Feedback - Nov 2023	2
2024	In Person Feedback 2023/2024	6
2024	End of Year Feedback 2024	5
2025	Eurospace Center Fall 2024	9
2025	In Person Feedback - Dec 2024	57
Total Respondents		110

A total of 110 participants responded across all eight surveys, which comes out to a little under 6% of total STEMInist program participants. This could be explained by a variety of reasons - MY21, MY22 and MY23 each had one survey, MY24 had three surveys and MY25 had two surveys - so some participants were receiving surveys significant amounts of time after they had completed the program which could deter responses. The surveys were sent to parents, who

could have missed them or forgotten to share them with their children. There were no direct incentives to encourage participants to complete the surveys. Surveys handed out during in-person sessions, such as the December 2024 survey, saw higher response rates because participants filled them out during the program. The in-person survey collected in December 2024 accounts for just over half of the feedback responses received. However, this survey asked a new set of questions that did not align with the previous surveys; thus, for my analysis, the numbers of responses will vary between each metric.

Just over half of the respondents (%) were Juniors. Considering that Juniors were the largest age group participating in both the in-person and virtual sessions, it makes sense that they constituted the majority of survey responses. Cadettes made up about 30% of the respondents, more than triple the amount of responses received from Brownies (8%). In terms of program participation, Cadettes and Brownies have similar participation rates, but the survey response rate between the two groups does not reflect this. These results could be explained by the influence of the December 2024 in-person feedback, as 98% of responses were from either Juniors or Cadettes. This could account for the overall One explanation for the majority of that could be This could be explained because the majority of respondents for the in-person feedback in December 2024, which saw the greatest responses, were Cadettes and Juniors (98% of responses were either Cadettes or Juniors) (Fig 7).

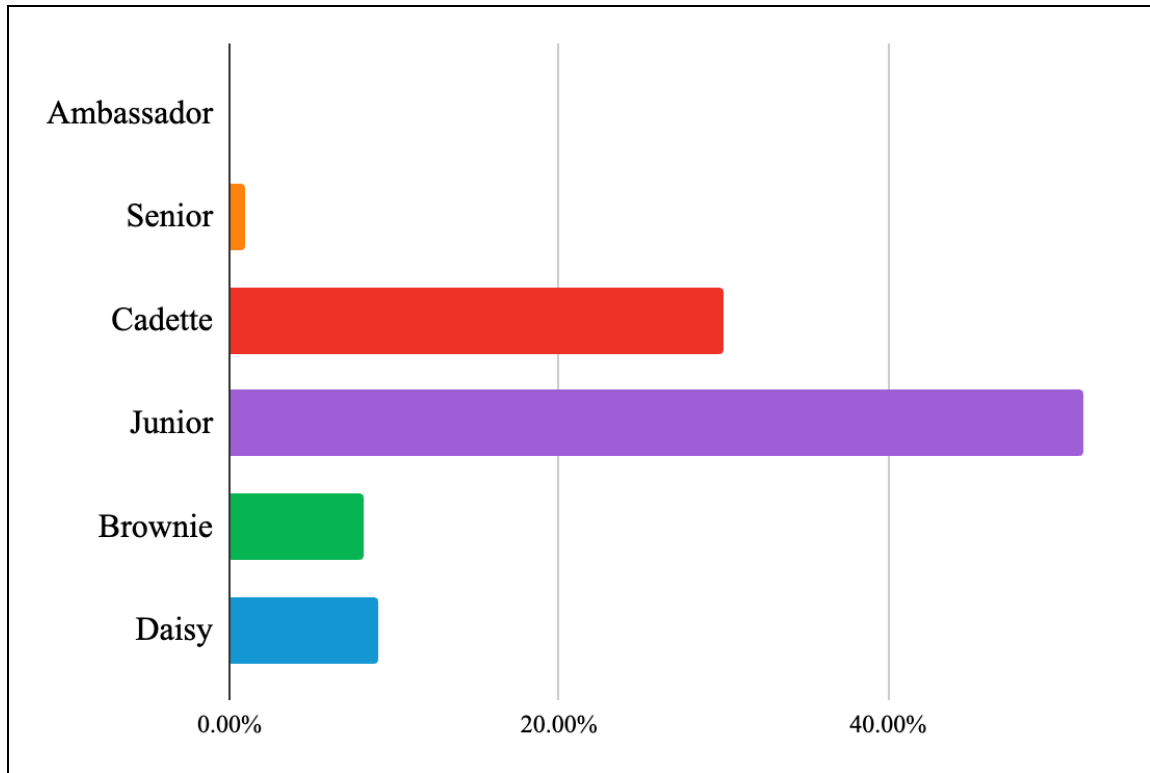


Figure 7. Summary of Survey Respondent Age Levels⁶

⁶ n=110 responses

Each feedback form asked some question that gauged participant enjoyment of the STEMInist program. All surveys, with the exception of the December 2024 survey, used a four point scale with “Not a lot, a little, a lot and not sure” as the three answer options. The December 2024 survey had a five point scale with “ Strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree and strongly agree.” Between MY21 to MY25 no respondents selected “strongly disagree.” For the sake of comparing responses across all five years, I recoded “somewhat disagree” to “not a lot,” “neither agree nor disagree” and I recoded as “not sure;” I recoded “somewhat agree” to “a little,” and “strongly agree” to “a lot.” Although the five point scale may allow for a better understanding of participants’ feedback, the four point scale was used consistently throughout the other seven surveys.

STEM Enjoyment (MY21-MY25)

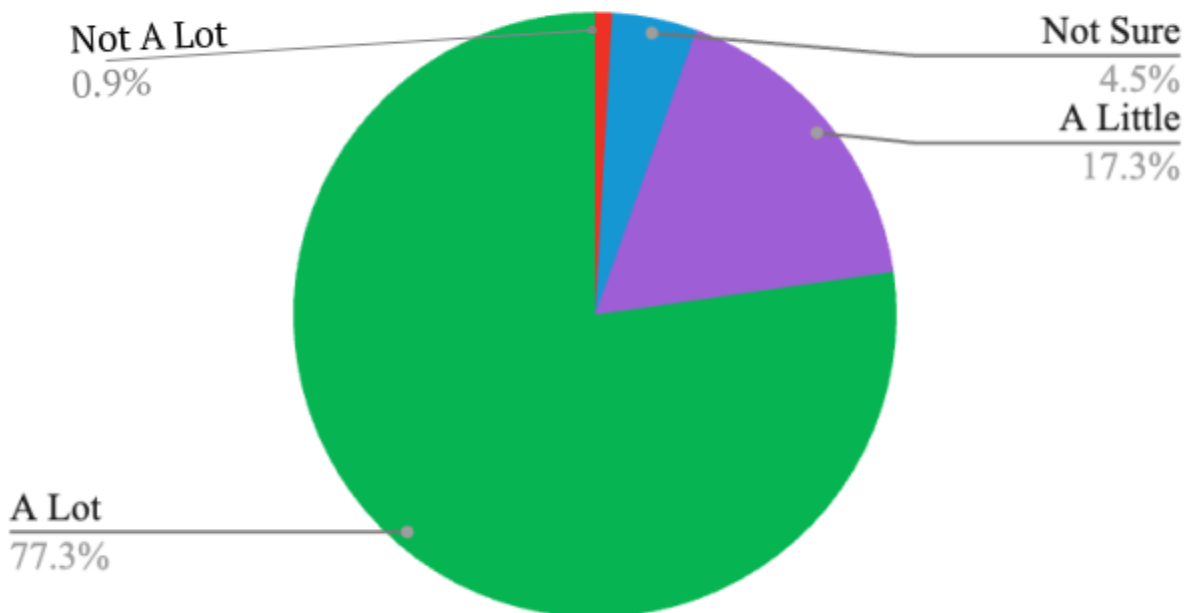


Figure 8. STEM Enjoyment (n=110)

All surveys, except for the December 2024 survey, asked participants if they would recommend the program to a friend. Only 3.8% of participants indicated that they were unsure if they would recommend STEMinist to a friend, the rest replied “a little” or “a lot.”

Program Recommendation (MY21-MY25)

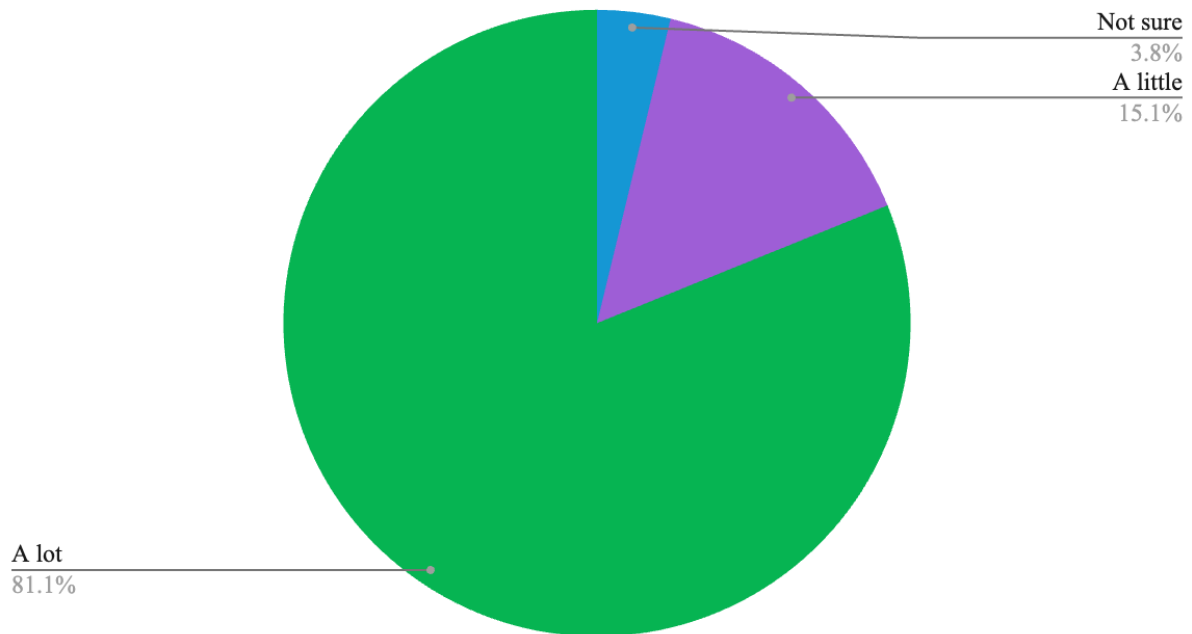


Figure 9. Program Recommendation (n=53)

Participants of the virtual program were asked if they enjoyed meeting and interacting with real STEM Superheroes, women who work in science, technology, engineering or math. Almost 95% of participants shared that they enjoyed meeting these superheroes a lot. (Note: only three of the eight surveys asked participants this question.)

Interacting With STEM Superheros (MY21-MY24)

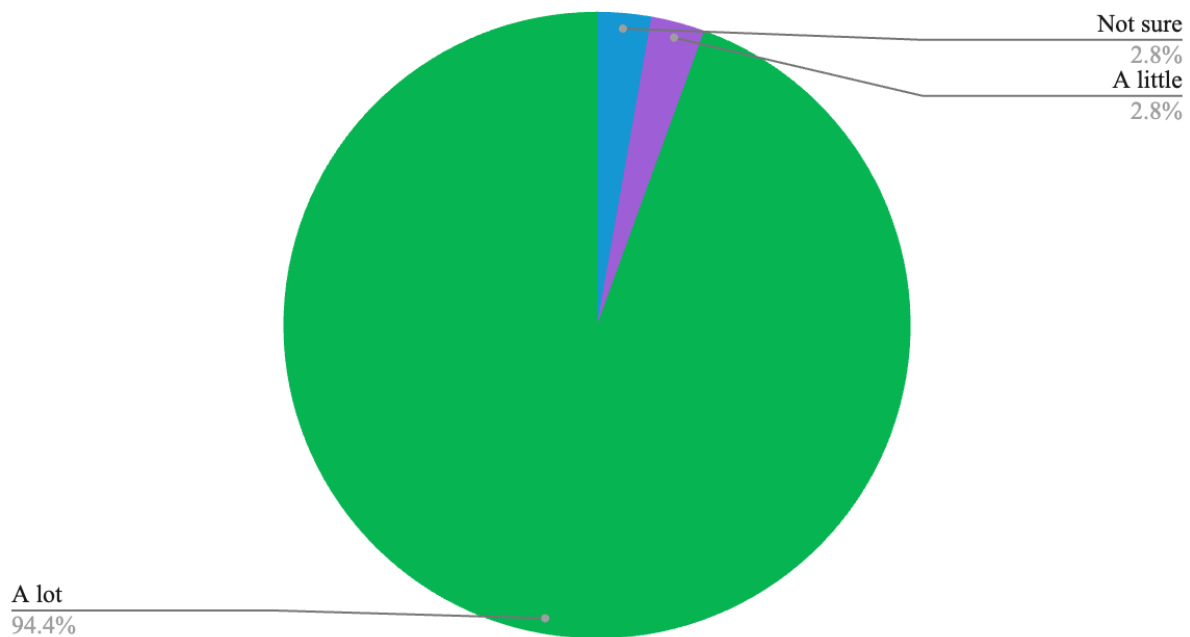


Figure 10. Enjoyed Interacting With STEM Superheros (n=36)

STEM Interest is one of the GSUSA STEM program outcomes that the STEMinist program aims to support. Participants were asked if the program sparked or furthered their interest in learning more about STEM. Of the participants who filled out the survey, 75% of them indicated that participating in the program increased their STEM interest by a lot. (Note: six of the eight surveys asked participants this question.)

STEM Interest (MY22-MY25)

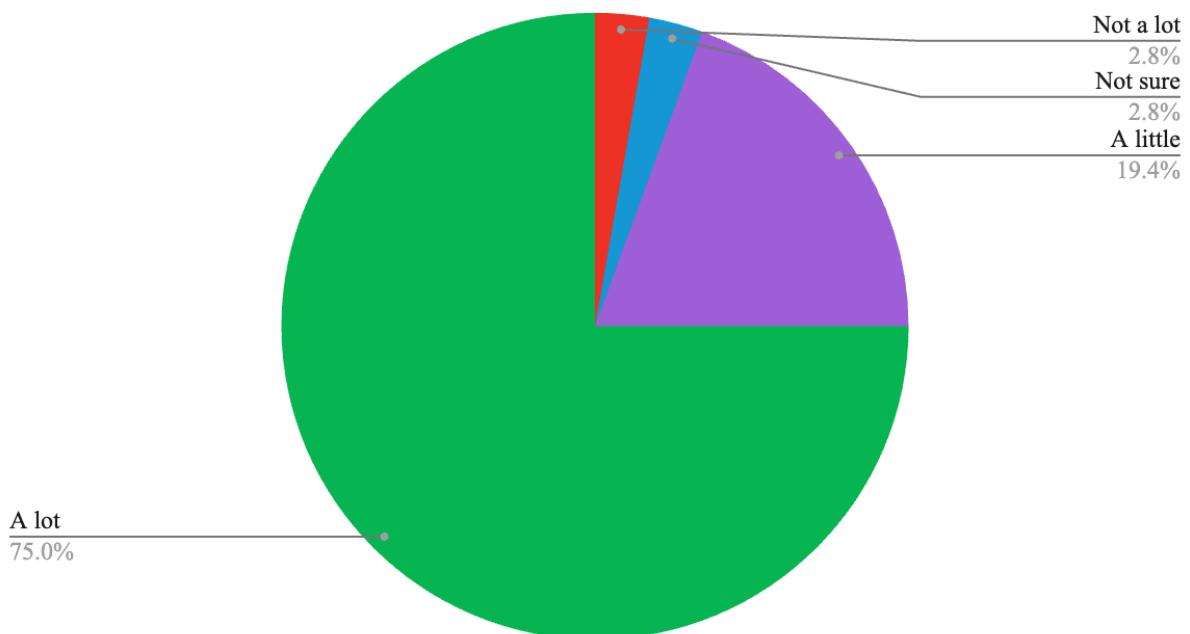


Figure 11. STEM interest (n=37)

A second GSUSA STEM learning outcome that STEMInist aims to develop is STEM confidence. Participants were asked if the program series developed their confidence in their ability to do STEM. A majority of participants selected “A lot,” but compared to STEM interest, STEM confidence levels were about 13% lower. (Only six of the eight surveys asked participants this question.)

STEM Confidence (MY22-MY25)

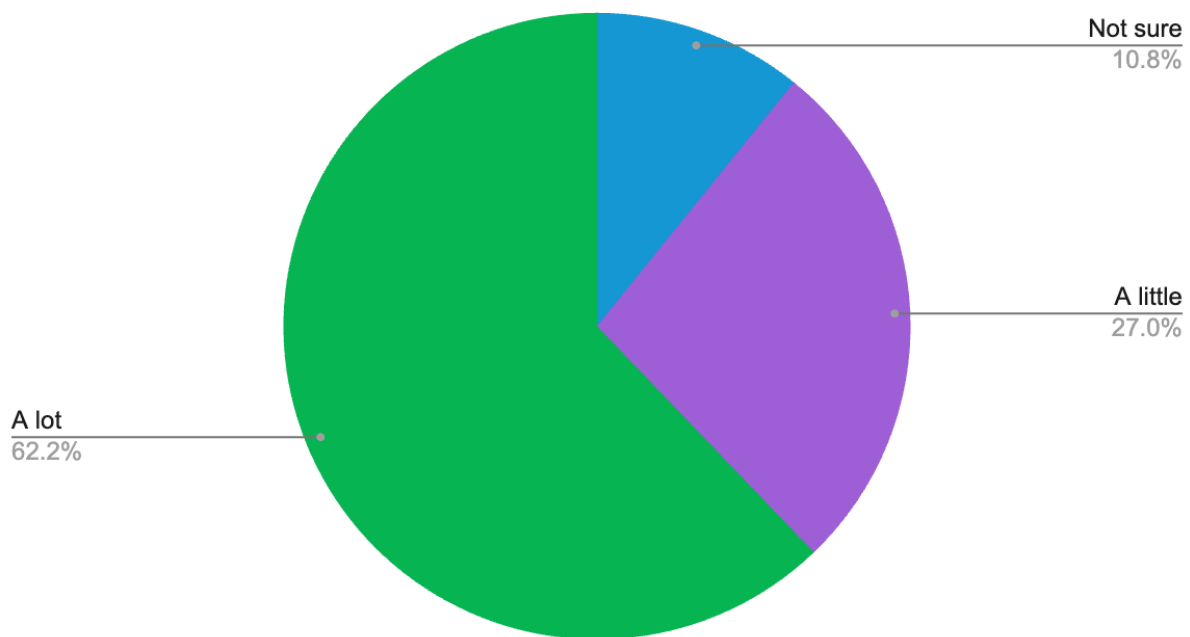


Figure 12. STEM confidence (n=37)

Although 110 participants make up less than 10% of the total participants that have interacted with STEMinist, this snapshot indicates that the program is meeting its goals. Girls who participate in STEMinist programs are interested in STEM, feel confident, find role models and are enjoying themselves. The program is having a positive impact on the girls who take part in it and it is contributing to encouraging a new generation of STEM superheroes.

Looking Forward

As the STEMinist program continues in the current membership year and beyond, I will be summarizing some of the current activities and my recommendations for the future. As of March 2026, STEMinist has engaged 2,700+ youth across all program formats

Membership Year 2026 Programs and Initiatives

At the time of this thesis being written, Spring 2026, the STEMinist program has been moving along solidly in the new membership year. The prior program offerings (virtual, in-person, in a box, camp) are already in motion or are scheduled for later in the year.

The in-person program has expanded to include offerings in the Middle East, with a program offered in Abu Dhabi in early 2026. Programs this membership year have also been offered in Asia, Europe and North America. There are several more in-person STEMinist programs scheduled for later this year, including an overnight at the Serengeti Zoo in Hodenhagen Germany.

The virtual program is continuing with the program pass format and is continuing to introduce girls to women in STEM careers including construction, citizen science, engineering and more.

Two camp sessions are scheduled for this summer that will include a STEMinist component. One in Schmitten, Germany, and the other in Hakuba, Japan. These programs will give campers an opportunity to participate in hands-on STEM programming as a part of their one-week camp experience.

The newest STEMinist initiative is a pilot program for a series of STEM patches. Each patch in the series will focus on a specific STEM discipline, with the first iteration being energy - which is launching in fall 2026. The patches will make the STEM curriculum more approachable and accessible for volunteers to facilitate STEM programs with their troops. Several USAGSO volunteers have piloted patch activities in their local communities to ensure that they are effective and fun for the youth participants.

Value of Honors Thesis Data

The data and graphics from this project will become an archive of materials to support the STEMinist program further. Summarized information can be extremely useful for supplementing grant applications, forming new partnerships and gaining donor support. I have worked closely with USAGSO's STEM program partner to determine what data points are the most beneficial for these types of projects and made sure they would be included in my project.

Program Recommendations

In my role as STEM Program Analyst, I am developing new surveys and processes to evaluate program participation and impact, with a focus on alignment with GSUSA STEM Learning Outcomes.

Based on my work throughout this Honors Thesis, I have several recommendations for improving the STEMinist program, specifically regarding program feedback.

1. Make consistent the wording in post-program feedback surveys, so that data can be aggregated. Standardization of survey questions would make tracking year to year

feedback trends more consistent and streamlined. Asking a standardized set of questions for each STEMinist program (whether it is virtual, in-person, or other) will make it easier to understand how the program has, and continues to, support Girl Scout STEM outcomes.

2. Provide incentives for participants to respond, so that feedback data are more complete and response rates are higher. Incentivising survey completion would increase the number of participants filling out the feedback forms. Over 1,700 girls have participated in some variation of the STEMinist program, but only about one hundred have completed a feedback form for the program. Creating new ways to encourage feedback, such as through giveaways, will help USAGSO get a better understanding of how the program is impacting youth because it will lead to a larger sample size.
3. Implement pre- and post-program surveys to better understand how the STEMinist program is supporting STEM learning outcomes. This would give USAGSO staff and volunteers a better understanding of how the STEMinist program is truly impacting participants because it would allow them to see how feelings on STEM changed, or didn't change, before and after participating in the STEMinist program. Acknowledging that there are already challenges with feedback survey completion, this may be challenging to implement, but I think it would be beneficial to program development.
4. Connect with volunteers/parents/troops who have not engaged with STEMinist to understand what barriers may exist to participation in these programs or why they may not be participating. In the early stages of STEMinist, a feedback survey was shared with USAGSO members in the West Pacific region to understand interest in, and barriers to, taking part in the STEMinist program. I think USAGSO could continue to create

opportunities for feedback from non-participants to find ways to engage new audiences in STEM programs.

5. Find ways to engage older girls in STEM programs. High school aged girls are not engaging with STEMinist in the same way that younger Girl Scouts are. USAGSO could work with older girls and the volunteers who support them to understand why there is a lack of enrollment in STEMinist programs by seniors and ambassadors. It could be worthwhile to hold higher level in-person programs to explore STEM topics with the older Girl Scouts, especially at a time of their lives when so many girls lose interest in STEM.

These recommendations were shared with USAGSO's STEM program partner and will be taken into consideration to improve the STEMinist program in MY26 and beyond.

Conclusion

Over the past five years the STEMinist program has reached hundreds of individuals from Daisies in a stateside council through the virtual program to Juniors in Germany through an in person experience to seniors participating in a camp program as a CIT. The STEMinist program offers an opportunity for girls to get excited about STEM through hands-on activities and interactions with women in STEM careers as role models. Girl Scouts who are participating in these programs have indicated that they feel more confident and interested in STEM after attending a virtual or in-person session, and often walk away with something that they created using a STEM skill. In five years the mode of delivery has shifted from a solely online series to sessions delivered in-person across continents, reflecting the needs and desires of membership. Registration for in-person programs has steadily declined since the initial years, and in response the STEMinist program offered new and innovative ways to engage girls with STEM through camp, additional in-person programs and pilots such as “in a box” and patches. The variety of program offerings has allowed STEMinist to engage with new populations, expand its impact and integrate hands-on learning into the Girl Scout experience for participants. Over fifty women have shared their careers with girls who will one day be the next generation of STEM professionals and showed them that there is a space for women in these fields. As the STEMinist program continues to thrive and grow, there are opportunities for improvement that the program coordinators are open to making. I cannot say for certain what the future holds for STEMinist, but I have a feeling that it will continue to bring engaging, enriching and inspiring STEM programming to all ages and places within the global community of USA Girl Scouts Overseas.

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Appendices

Appendix A.

Relevant Girl Scout Terms and Acronyms

GSUSA - Girl Scouts of the United States of America. National organization for Girl Scouting in the USA.

Daisy - First level of Girl Scouts (kindergarten and first graders)

Brownie - Second level of Girl Scouts (second and third graders)

Junior - Third level of Girl Scouts (fourth and fifth graders)

Cadettes - Fourth level of Girl Scouts (sixth through eighth graders)

Seniors - Fifth level of Girl Scouts (ninth and tenth graders)

Ambassadors - Final level of Girl Scouts (eleventh and twelfth graders)

CSA - Cadettes, Seniors, Ambassadors. An abbreviation used in reference to the older girl levels

USAGSO - USA Girl Scouts Overseas. Operating unit of GSUSA made up of American Girl Scouts who are currently living outside of the United States.

OCMT - Overseas Committee Management Team

OCC - Overseas Committee Chair

OVP - Overseas Volunteer Partner

WAGGGS - World Association of Girl Guides and Girl Scouts. International organization supporting Girl Scouts/Guides in 150 countries.

World Thinking Day - WAGGGS celebration of international scouting observed on February 22nd.

MY## - GSUSA Membership Year. Each MY runs October 1st through September 30th. Ex. MY24 is the membership year running from October 1st 2023 through September 30th 2024.

Gold Award - The highest award a Girl Scout can earn. It is earned by seniors and ambassadors and involves a 80+ hour service project that tackles community issues in a sustainable way.

Stateside - A colloquial term used in USAGSO to describe Girl Scout activities happening in the contiguous 48, Hawaii and Alaska GSUSA councils.

Appendix B.

Example Membership Year Metrics Spreadsheet - 2024

A	B	C	D	E	F	G	H
Overseas Committee/Council	Level		Overseas Committee	Level		Council	Level
Yokota	Adult Volunteer		Camp Foster	Cadette		Central coast	Junior
Kaiserslautern Germany	Ambassador		France	Senior		Central Maryland	Cadette
GSUSA Council	Brownie		France	Senior		Commonwealth	Junior
GSUSA Council	Brownie		Garmisch	Brownie		Commonwealth	Daisy
Kentucky Wilderness Road	Brownie		Geveva	Junior		Dakota Horizons	Daisy
Nations Capitol	Brownie		Geveva	Junior		Eastern Massach	Cadette
Nations Capitol	Brownie		Grafenwoehr-Vilseck	Junior		Eastern Massach	Junior
Nations Capitol	Brownie		Grafenwoehr-Vilseck	Brownie		Eastern Massach	Junior
Northern New Jersey	Brownie		Guangzhou	Daisy		Eastern Massach	Junior
Utah	Brownie		Guangzhou	Daisy		Eastern Pennsylv	Daisy
Western Pennsylvania	Brownie		Guangzhou	Daisy		Eastern Pennsylv	Junior
Garmisch	Brownie		Guangzhou	Brownie		Eastern Pennsylv	Cadette
Grafenwöhr	Brownie		Guangzhou	Brownie		Eastern Washing	Junior
Guangzhou	Brownie		Guangzhou	Brownie		Greater Chicago	Senior
Guangzhou	Brownie		Guangzhou	Brownie		Greater Iowa	Junior
Guangzhou	Brownie		Guangzhou	Brownie		Greater Iowa	Junior
Guangzhou	Brownie		Guangzhou	Brownie		Greater Iowa	Daisy
Guangzhou	Brownie		Guangzhou	Brownie		Greater South Te	Cadette
Guangzhou	Brownie		Guangzhou	Brownie		Green and White	Daisy
Guangzhou	Brownie		Guangzhou	Brownie		GSUSA Council	Brownie

Appendix C.

Registration Stats Sheets Template

Members Served - #

Girls Served - #

Daisies - #

Brownies - #

Juniors - #

Cadettes - #

Seniors - #

Ambassadors - #

No Level - #

Adult Volunteers - #

USAGSO - #

Non USAGSO - #

Number of overseas committees - 31

Number of stateside councils - #

Committee Regions: #

Appendix D.

USAGSO Staff Email to STEMinist Participant Families - End of 2021

Girl Scout greetings!

Did you know that USAGSO offers an annual, virtual program series called, STEMinists: Adventures in STEM with Everyday Superheroes (LINK TO: <https://www.usagso.org/en/programs/usagso-programs/stem.html>)? We just wrapped up our first year of monthly programming in 2021 and are excited to launch year-two in January 2022. During each STEMinist session, Girl Scouts participate in virtual, hands-on, enriching, and age-appropriate STEM activities led by an Everyday Superhero — a woman working in science, technology, engineering or math (STEM). Plus, all sessions are strategically aligned to STEM badges, Journeys and more. You can find out more about the program here: <https://www.usagso.org/en/programs/usagso-programs/stem.html>.

As we look to constantly improve our STEMinist series and reach more Girl Scouts Overseas, we would like your feedback! This simple survey (LINK TO: <https://usagso.wufoo.com/forms/usagso-steminist-interest-survey-for-west-pacific>) is designed specifically for USAGSO members in the Asia-Pacific region to get an idea of what you would like to see from the STEMinist program series in 2022 as we hope that many of you participate!

Again, we hope you'll take a moment to complete the survey, and we look forward to seeing many of you at our 2022 STEMinist series!

Yours in STEM,

Taryn Rimland
Program and Adult Development Manager
Italy Office, USAGSO
Toll free Phone #: 1-800-467-0070
trimland@girlscouts.org

Appendix E.

USAGSO Staff Email to STEMInist Participant Families - Mid Year Feedback 2021

Hello, STEMInists!

I hope this note finds you all well and enjoying summertime in your corner of the world. It's only been a few weeks since our last STEMInist session with Melissa where we watched water "walk" and learned about water sheds through Animal Crossing, but we miss you all already! We're counting down the days until our next session on August 12th with DaNel Hogan, Director of [The STEMAZing Project](#).

While we're on a short summer break in July, we're hoping you'll take some time to [share your feedback](#) about the STEMInist program series to date. We want to be sure that Girl Scouts are enjoying the sessions and will use your feedback to make improvements to the program. As an incentive to complete the survey, we will be giving away autographed copies of Erin Twamley's (our STEMInist host) book *Everyday Superheroes: Women in STEM Careers*.

[Submit your feedback here!](#) The first page should be completed by the Girl Scout (adults can help younger girls answer the questions) and the second page should be completed by a parent/guardian. Thanks in advance for your candid feedback!

Looking forward to seeing all our STEMInists again in August.

P.S. If you have any friends that would like to join us for the 2nd half of the year, please be sure to share this [1/2-Year Program Pass](#) with them. 😊

Warmly,

Taryn Rimland

Italy Office, USAGSO

Toll free Phone #: 1-800-467-0070

trimland@girlscouts.org

Appendix F.

Example Feedback Survey - STEMInist in Person Program at Euro Space Center Fall 2024



Euro Space Center November 9-10 STEMInist Feedback Form

The first sections are for Girl Scouts. Scroll down for adult section feedback.

What is your program grade level?

☐ Junior

☐ Cadette

☐ Senior

☐ Ambassador

What is your Overseas Committee?

Your answer _____

Have you ever participated in a STEMInist program before?

☐ Yes - Online

☐ Yes - In Person

☐ Yes - Online and In Person

☐ No

I enjoyed the Euro Space Center Program.

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Not sure

The Euro Space Center Program sparked my interest in STEM

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Not sure

The Euro Space Center Program developed my confidence in my ability to do STEM

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Not sure

I would recommend the Euro Space Center program to my friends

- ☐ Not at all
- ☐ A little
- ☐ A lot

How likely are you to participate in another in-person or virtual STEMinist program?

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Not sure

What was your favorite part of this STEMinist program

Your answer

Was there an activity you liked best? What was it?

Your answer

What would you like to see at a future STEMinist program?

Your answer

Is there anything else you would like to share with us?

Your answer

Appendix G.

Survey feedback question summary spreadsheet

2024 Questions	2023 Questions	2022 Questions	NC Questions J/C (CCC)	NC Questions - D/B (CCC)	Euro Space	NC Questions J/C (GC)	NC Questions - D/B (GC)	In Person Survey 12/11/24	Taiwan (B/J)
would recommend this program series to my Girl Scout friends:	I would recommend this program series to my Girl Scout friends:	I would recommend this program series to my Girl Scout friends:	How much did you like the activities?	How much did you like the activities?	I enjoyed the Euro Space Center Program.	How much did you like the activities?	How much did you like the activities?	I like to figure out how things work.	Draw a picture or write a story about your week at camp
enjoyed the STEMminst program series:	I enjoyed the STEMminst program series:	I am enjoying the STEMminst program series:	What was your favorite part of the activities?	What was your favorite part of the activities?	The Euro Space Center Program sparked my interest in STEM	What was your favorite part of the activities?	What was your favorite part of the activities?	I love building things.	I enjoyed camp USAGSO
enjoyed meeting and interacting with real STEM Superheroes, women who work in science, technology, engineering or math:	I enjoyed meeting and interacting with real STEM Superheroes, women who work in science, technology, engineering or math:	I am enjoying meeting and interacting with real STEM Superheroes, women who work in science, technology, engineering or math:	Is there anything you would change about the activities that you did?	Is there anything you would change about the activities that you did?	The Euro Space Center Program developed my confidence in my ability to do STEM	Is there anything you would change about the activities that you did?	Is there anything you would change about the activities that you did?	I am excited to learn more about science.	I would recommend Camp USAGSO to my friends
My favorite STEM Superhero or topic was:	My favorite STEM Superhero or topic was:	My favorite STEM Superhero or topic so far was:	Did you learn something new after completing the activities? If yes, what did you learn?	Did you learn something new after completing the activities? If yes, what did you learn?	I would recommend the Euro Space Center program to my friends	Did you learn something new after completing the activities? If yes, what did you learn?	Did you learn something new after completing the activities? If yes, what did you learn?	I can do most science projects I try	I enjoyed meeting and spending time with my camp counselors
What did you like the most? Was there a certain activity or session that you really enjoyed?	What did you like the most? Was there a certain activity or session that you really enjoyed?	What did you like the most? Was there a certain activity or session that you really enjoyed?	Want to know more about the world around me	Want to know more about the world around me	How likely are you to participate in another in-person or virtual STEMminst program?	Want to know more about the world around me	Want to know more about the world around me	I am good at solving problems.	I enjoyed where we had camp and liked my bedroom, the bathroom and the dining hall
What did you like the least? Was there a certain activity or session that you did not enjoy?	What did you like the least? Was there a certain activity or session that you did not enjoy?	What did you like the least? Was there a certain activity or session that you did not enjoy?	Want to know more about people who live in other places	Want to know more about people who live in other places	What was your favorite part of this STEMminst program	Want to learn more about people in different parts of the world	Want to learn more about people in different parts of the world	I am very good at coming up with new ideas when working on projects.	I enjoyed the food served at camp
this program series developed my confidence in my ability to do STEM:	This program series developed my confidence in my ability to do STEM:	This program series developed my confidence in my ability to do STEM:	Am able to hear different ideas and perspectives	Am able to listen to what other people think and feel	Was there an activity you liked best? What was it?	Understand what happens in other countries affects me and my community	Know that things that happen far away can still matter to me and my friends	When trying to solve a problem, I first try to understand what caused it.	I enjoyed meeting and spending time with other adults at camp
this program series sparked or furthered my interest in learning more about STEM:	This program series sparked or furthered my interest in learning more about STEM:	This program series sparked or furthered my interest in learning more about STEM:	Have a positive attitude toward different ways of thinking and communicating	Am friendly and open to people who do things in different ways	What would you like to see at a future STEMminst program?	Am able to hear different ideas and perspectives	Am able to listen to what other people think and feel	When trying to solve a problem, I think about different ways to solve it.	What did you enjoy the most about camp? Was there a certain activity or program that you really enjoyed?
		This program series helped	Want to be friends with	Want to be friends with	Is there anything else		Know that we all need to	When trying to solve a problem, I gather or	What did you enjoy the least about camp? Was there a certain activity or