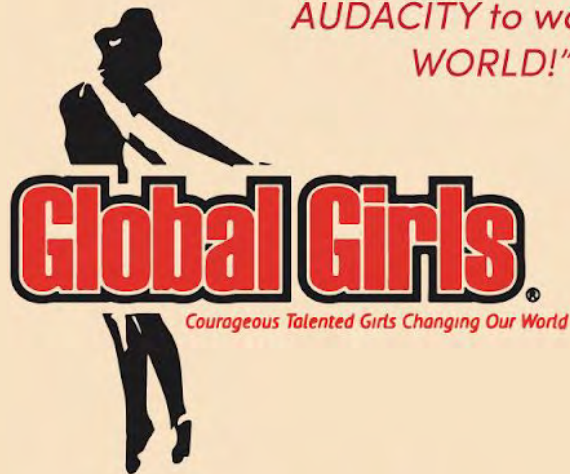




*"Global Girls gave me the  
AUDACITY to want to travel the  
WORLD!" (K. Rice)*



# 2000-2020 IMPACT EVALUATION

A summary of our year long community based participatory research process

Report Written by:  
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# Global Girls, Inc.

20 years and counting.

20,000 girls impacted.

70,000 audience members touched.

Hundreds of stories staged

Global Girls is a youth engagement and performing arts organization empowering African American girls and women primarily on Chicago's south side. Focusing on arts education and presentation, social/emotional and leadership development, we facilitate school-based and after school programs, work with youth in partnership with other organizations, conduct parent and professional development workshops and present participant-driven theatre.

Using the *youth engagement* paradigm, (*people involved in responsible, challenging activities to create positive social change by planning, making decisions and taking actions that affect themselves and others*), Global Girls has directly impacted the lives of more than 20,000 girls and women.

In 2000, Global Girls, Inc. received 501(c)3 status. The work began with only eight girls meeting in a home basement. Today, we've realized a dream: our own office, rehearsal and performance space, The Global Studio, located in the heart of the community we serve.

## Annually, we provide opportunities for more than 500 girls and women to:

- practice analytical and creative thinking,
- participate in female centered spaces,
- engage in self-expression through story-telling, acting and dance,
- grow as performers, independent thinkers, innovators and conscious citizens of the world.



The performance company, **Global Theatre Collaborative** (GTC), is a community theatre company. GTC stages original productions that reflect the lived realities of African American girls and women. Ranging from skits to full length plays, from adolescent to intergenerational casts, the shows shine lights, build bridges and sometimes open hearts so they can heal. 70,000 local and nationwide audience members have seen performances. Many shows are archived on our Global Girls YouTube page.

Global Girls is not only a vital contributor to the artistic lifeblood of Chicago's south side but also has an international reach. Arts exchange projects enabled 27 south side girls to travel and work with other girls in Accra, Ghana; Nairobi and Mombasa, Kenya; Tamil Nadu, India and Grenada, West Indies.

# Community Based Participatory Research

In November 2019, we began the Community Based Participatory Research (CBPR) Project with Jessica Palmert, a Community Based Researcher with 20 years experience. CBPR is defined as:

*A collaborative research approach that is designed to ensure and establish structures for participation by communities affected by the issue being studied, representatives of organizations, and researchers in all aspects of the research process to improve health and well-being through taking action, including social change* (Viswanathan M, Ammerman A, Eng E, et al. Community-based participatory research: assessing the evidence. Evid Rep Technol Assess (Summ). 2004; 99:1-8.)

CBPR is a research methodology that studies the community's way of knowing and is founded on the understanding that the "truth" is arrived at through multiple angles. CBPR is research from the inside out and is deeply rooted in the knowledge of the people who are most impacted.

For this project, we used CBPR to define and pinpoint critical elements of the Global Girls model:

- I. Culture
- II. Practices
- III. Results/Impact: (Short and long term impact of our program model.)

We gathered data from the following:

- Past and present program participants
- Parents/Grandparents of participants
- Global Girls staff
- Global Girls board members
- Global Girls leadership

One of our guiding research questions was "What are the essential and replicable elements of the Global Girls model?" We also wanted to learn what worked. In essence, what practices should be abandoned and which should be upheld as we pursue our legacy.

## The Research Process

We worked with Jessica Palmert to create learning questions and collect data. With Jessica's facilitation, the staff and board analyzed and processed the data.

### We conducted:

- A focus group with staff
- Surveys with 119 current Global Girls
- Interviews with 16 Legacy Global Girls (young women who were in the program for 5 years or longer)
- Interviews with 18 parents/grandparents
- An interview with Ms. Woodley-Penn, Global Girls Founder and current Executive Director

## Defining the Global Girls Model

Data analysis helped clarify critical elements of Global Girls' unique model. Taking the findings into consideration, we identified factors that influence the Global Girls culture and inform deliberate practices which, in combination, result in participant growth, exposure and eventual transformation.



## Global Girls' Culture

Global Girls centers and celebrates the lived experiences of African American girls and women. Everything in the Global Studio environment including the way youth are greeted when they first enter the space, interactions between staff and youth, pictures and images on the walls and the program rituals flow from Global Girls vision:

***Girls and women using their voices to advocate for themselves and their communities as they showcase their stories and become their personal best.***

The culture also includes leadership expectations. Every participant, regardless of age or ability, takes on leadership roles and participates in decision making and art creation.

*"If she (Ms. Penn) is notorious for anything else- it is all about leadership! I found myself being pushed into a lot of leadership positions and Ms. Penn is notorious for putting you on the spot so always be prepared!" (K. Rice)*

The grounded, welcoming, engaging culture combined with intentional, consistent and challenging daily practices for girls and women are

the bedrock of Global Girls method. One of the Legacy Globes recalls the importance of female centered spaces in her interview.

*"I had never been in an environment like that where it was just all girls and women mentors.... I look at Global Girls and how that was set up- it allowed me a space where I was able to just be myself. It taught me it was ok to form these kinds of communities and honestly, I thought that everyone had to be included- but women in general, we need to have our own sacred places and that is exactly what Global Girls is."*  
**(Jordan)**



Legacy Globes

At Global Girls, we expect everyone to function from a growth-oriented mindset. Our research findings indicate that staff, Legacy and current participants have internalized productive habits of mind. Legacy “Globes” report teaching those practices to their children. Daughters of two Legacy moms now attend the after school program.



*Jessica, Legacy Globe, and daughter, Aleeyah*

Unlike many other spaces in their lives, Global Girls provides African American girls safety, consistency, individualized attention, and challenging, yet rewarding opportunities for self-efficacy. We believe young people are whole, competent human beings. Maintaining high expectations we interact with them as such. A common staff saying is, “There is no ‘kids table’ at Global Girls!”

A Legacy Globe confirmed this idea while talking about her experience performing in plays about “real world” topics as a youth.

*We talked a lot about the black experience being, black girls in dark skin and like the whole like female and male dynamic in relationships, toxic relationships, and this was before I was even a teenager. ” (Saunders)*

Rituals support and sustain many aspects of society. Religion, families, schools, sports teams

and sororities all have rituals. Global Girls practices rituals to connect youth to something larger than themselves, to unite individuals into a team and to bridge the inner and the outer world. One of our most cherished rituals recited at the start of each session is “The Law”. This ritual is one of the first lessons participants learn. Legacy Globes still talk about practicing it years after leaving the program.

## My Attitude

### I PROMISE MYSELF

to be so strong that nothing can disturb my peace of mind;  
to talk health, happiness, and prosperity to every person I meet;  
to make all my friends feel that there is something in them;  
to look at the sunny side of everything and make my optimism come true;  
to think only of the best, to work only for the best, and to expect only the best;  
to be just as enthusiastic about the success of others as I am about my own;  
to forget the mistakes of the past and press on to the greater achievements of the future;  
to wear a cheerful countenance at all times and give every living creature I meet a smile;  
to give so much time to the improvements of myself that I have no time to criticize others;  
to be too large for worry, too noble for anger, too strong for fear, and too happy to permit the pressure of trouble.

My Attitude is my LIFE.

*By Christian D. Larson*

The staff lives by and models the law. Ms. Woodley-Penn expounded on important aspects of the Global Girls culture:

*"We listen more than we speak. We always do more than we say. We model what it means to be authentic. I tell the children about my past.... As they see me being vulnerable and see us being authentic with them... they're like, 'Wow! I can finally be who I really am. I don't have to meet my mother's or my friend's or my teacher's expectations. I can just be me.'"*

The culture also includes female mentorship fueled by high expectations. The staff demonstrates and then passes responsibility to participants who are given a variety of daily tasks. From day one, girls understand they will participate, lead and be held accountable by the staff and their peers. Therein lies the practice of cascading levels of leadership where older participants model and teach the newer/younger participants.

The Global Girls culture - celebrating African American girls and women, nurturing environment, daily ritual, cascading levels of leadership and self-efficacy - is essential to the program's impact.

*"I think that Global Girls created an environment where it was cool to be different. If there was something that was different or unique or not average about you, it was welcomed and celebrated." (C. Rice)*

***"Global Girls was just an open environment where we could be free and who we wanted to be." (Jones)***



*Global Girls gather outside our former home, Grand Crossing Park*

# Global Girls Practices

With a positive culture as the foundation, intentional and specific engagement practices are the five pillars that mold participants into “courageous, talented girls who will change our world.” (The Global Girls slogan)



## PILLAR 1: GETTING COMFORTABLE WITH BEING UNCOMFORTABLE.

In the focus group and Legacy interviews, participants repeatedly mentioned being challenged to step outside their comfort zones. Getting comfortable with not knowing, improvising and trying new skills is a Global Girls MUST! This practice also helps girls and women build and exercise resiliency. Excerpts from the following Legacy Interviews illustrate this practice.

*“We were put in that situation where we had to be brave and respond in the moment. We couldn’t say, ‘I don’t know.’ We had to attempt it rather than run away from it.” (T. Rice)*

*“When I first joined Global Girls I had a very fixed mindset and I didn’t want to do new things, I just wanted to dance. But In Global Girls **they made you try new things.** I had to try theater. I had to try spoken word. I had to try performing. I had to get out of my comfort zone and stop being a little shy kid. They pushed me out of my element and once I did try new things I fell in love with it.” (Jones)*

*“Literally, if you don’t think on your feet, you are not a Global Girl!” (Siler)*

*“We were taught to have confidence and I think confidence helps you learn who you are. It teaches you to be in uncomfortable positions and you learn who you are by working through that I think.” (Ch. Rice)*

*“In Global Girls there were lots of times when we had to be vulnerable. We had to tell stories about things that happened to us that were really personal, and you know when you are vulnerable you don’t know who is going to judge you, but you do it anyway and you realize how impactful it is and you realize that you are not alone.”(Gloster)*



## PILLAR 2: PERSONAL GROWTH

Adolescence can be a stressful phase for girls. Many are filled with self-doubt, uncomfortable with their changing bodies, misunderstood by parents and other authority figures and held up to unrealistic standards of behavior and beauty. Global Girls provides a space for girls to simply be girls and to celebrate their uniqueness.

*“It was a place where you were celebrated for your differences. You didn’t have to try to be cool which is what you do in school. Everyone tries very hard to be cool. It was really relaxed so you got to be yourself and to feel celebrated for who you were and your own personal strengths. It also taught me to be brave which was not my personality type at all. It was like ‘Be yourself plus.’ Be you and then greater than you currently are. It gave us the attention that girls crave at that age.” (T. Rice)*

*“Global Girls definitely opened up horizons and gave me more of a voice and to be free to use my voice. It was a real safe space. I felt way more comfortable talking in that space than anywhere else.” (Johnson)*

Global Girls participants practice “being impeccable with your words,” assertiveness, the art of compromise after discussion and debate, resourcefulness, agency, advocacy and conflict resolution. These skills promote continuous growth and grit to face life’s challenges and obstacles. Parents and grandparents reported noticing this growth.

*“She is more independent, open, confident, mindful and just becoming strong in who she is as a young lady.” (Moore)*



*"Destiny was shy and didn't feel free participating at first. But now, there is no way that she would even be late for Global Girls. She has the ability to communicate well. She sees herself fulfilling her responsibilities. She sees herself trying to help others. She sees herself always trying to work with others."*  
**(Hayes)**

***"It just gave her a level of confidence, security, and clarity on who she was and what she brought to the table. Just a level of confidence I don't think she had or I would have been able to instill in her or nurture in her myself. (M. Campbell)***



### **PILLAR 3: EXCELLING**

Principles, practices, activities, curriculum lessons are all designed to promote self awareness and improvement. And, we believe you can always "better" your best. Teaching artists, most of whom grew up in Global Girls, draw out levels of achievement that surprise the girls themselves and amaze parents and friends. In that team spirit, girls help one another become their personal best, and they hold each other accountable during session activities, rehearsals and performances. Focus, rigor and discipline are embedded in dance and acting lessons. One Legacy Globe remembers,

*"...good enough was never the goal. Even the audience applause was not our bar, not our standard. We knew in our hearts if a show was good or bad or excellent. Oh wow, this is crazy! This is probably why we're such overachievers!"* **(C. Rice)**



*Youth performers at the 2018 summer Youth Performance Camp Finale*

## 4

### PILLAR 4: BELONGING

"It takes a village" is more than a saying at Global Girl. It's a practice, a conscious choice. Parents talk about relying on each other to get girls to and from sessions and performances. Legacy Globes report being a part of a life long "sisterhood" where "...we know our Globes will always have our backs." To be a "Global Girl" is to be a member of a community that practices joyful celebrations, nurtures shared values and creates enriching, life-altering experiences.

*"...when you come to Global Girls, it's like a dream. It's different. You can really feel the love..." (Siler)*

*"Global Girls is a lifetime thing." (Jordan)*

*"... you really can't find what we had. I had a sisterhood where we accepted each other just as we were. It was one of the greatest times of my life being in Global Girls. I felt like I was a part of something greater." (Saunders)*

*"Global Girls made me feel like I belonged here and I was valued by the adults and by my peers. Children need to know that they are admired, loved and believed in by adults, and also that they are accepted and liked by their peers. Global Girls met a great need for stability and belonging." (C. Rice)*

*"Definitely felt like I belonged. Home life was really tough. Both parents were addicted to drugs so that was tough where I had to play the mom roles and care for my siblings, but I felt like on Saturdays I could play the kid role. I could do kid things. Not having to worry about am I cooking or washing, if I'm gonna make it to school, or are we going to eat. So, that was rough, but Global Girls was a place where I could be myself and they would see me." (Sprueill)*

*"... we nurture each other through the ugly times. We are still a support system where [we are] each other's cheerleaders." ( Bean)*

## 5

### PILLAR 5: SHARING/STAGING AUTHENTIC STORIES

Participants find their voices and practice expressing themselves in session check-ins, discussions, writing exercises, dance and acting lessons. On stage, they refine their voices, practice improvisational and presentation skills and take on agency. They learn to advocate for themselves and other African American girls and women. They perform pieces that explore and expose life as an African American female in our time.

*"The subject matter in our performances, like learning about teen pregnancy and HIV and AIDS was really cool. Learning about and performing those topics made me think, 'I can change the world.' I felt like I was getting the tools to better myself and maybe better someone else. The thinking was never you guys are too young to learn this. I mean, even small seven, eight year old girls were, we're watching those plays. We would ask for their reactions, you know, encourage them to talk." (Saunders)*

*"If I came up with an idea, I had other people with a similar mindset that I could work on it with. That made the process fun and kept it exciting. You can create something big when you have more than one mind working on it." (T. Rice)*

A parent commented on the importance of the girls telling and sharing their own stories.

*"I was impressed when I saw them perform for the first time. It was their presentation "Not before 24", a pregnancy prevention show. That was very important to me that my daughter realize the choice was hers, that she did not have to give into peer pressure or show that she cared about a boy by having sex with him at an early age before she was really ready. And that was a common thread amongst the Global Girls. These were young ladies that were living by the same principles that always work well for me." (M. Campbell)*

# The IMPACT

## Key Survey Findings

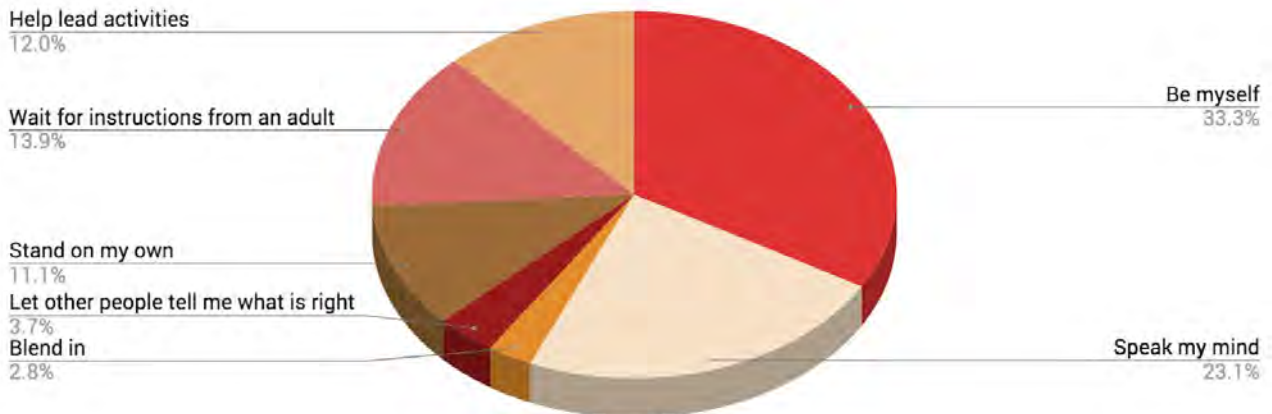
As the data revealed Global Girls culture and practices, we started to see how these elements worked together to transform girls. We examined short term impact through the surveys and a focus group and long term impact through the Legacy interviews and parent/grandparent interviews.

The survey data allowed us to look at the short term impact on young women who currently participate in Global Girls programs. In the school based programs 78% of girls had been coming for less than two years. For the after school session and Summer programs survey 64% had been in the program for 3 or less years. We used Survey Monkey to ask participants questions about how they found the program, what they learned, skills they practiced and if they felt like they belonged in Global Girls.

### 119 Surveys conducted with Global Girls ages 9-19 years old revealed:

- 100% of Global Girls felt like they are expected to: **“be myself”**
- 100% Global Girls talks about ideas that **spark curiosity**
- 100% Global Girls **appreciate other people’s ideas**
- 100% Global Girls reported the program helped them to **stay present in the moment**
- 100% believe the **staff make them feel like they matter**
- 99% Global Girls has helped me get **comfortable working in group**
- 99% had a **sense of belonging/ sisterhood**
- 97% Had **better conflict resolution skills**
- 93% were encouraged to **take on leadership roles**
- 90% would **encourage other girls to join Global Girls**

In the following chart program the vast majority of program participants reported they were expected to “Be themselves”, “Speak their minds” and “Help lead activities” while only 2.8% felt they should “Blend In”:



## Impact of the Performing Arts



Teaching artists and youth perform for a bullying awareness conference.

Performing arts is an essential component of the Global Girls model. The creative process engages girls and women in a process of self discovery by uncovering their talents and skills, allowing them to share their stories in a trusting environment and igniting their curiosity about the arts as participants and connoisseurs.

*"I was really shy and wanted to hide when I was young but performing made me feel I had something that the world ought to see. It was like losing yourself during the performances. You forget the analytical voice in your head. You become the song or the dance. It was such a high. I don't get that high from anything else". (T. Rice)*

One parent commented on the changes she's observed in her daughters who are currently in the program.

*"I have noticed their confidence, not only in themselves, but also in the arts as a whole. Those Global Girls consider themselves to be performing artists." (Young)*

Other Legacy Globes recalled how the performing arts impacted them during their time in Global Girls.

*"Performing opened a whole new door for me, really dancing was my go to if I really wanted to open up. If I was going through something I would come to a Saturday session to express my feelings. I would take the dance moves and show what I was feeling." (Siler)*

Legacy Globes also noted the ancillary benefits of performing arts training.

*"I feel like the performance arts training I received at Global Girls opened many other doors for me." (Jackson)*

*"The discipline that I gained from the performing arts really helped me not just with classwork but with home responsibilities, with personal responsibilities for sure. Just do it. Do what is right when no one is watching." (Gloster)*

The performing arts not only prepare participants for the stage, but also for active, fulfilling lives. Mastering the arts requires dedication, discipline and years of study. Global Girls is the springboard for that long term process as many of our girls and women had never undertaken dance or theatre before coming to Global Girls. However, many girls were able to matriculate to performing arts high school and college programs and jump start their careers as a result of Global Girls basic training. The following quote is from one of the young ladies who attended ChiArts on the strength of her Global Girls training.

*"I think having a voice and cultivating your beliefs, expressing yourself was pretty fundamental in Global Girls. That voice was honed during the core activities like check in, the story go around, writing and contributing to this newspaper and being published,*

*having the radio show, developing a play and traveling around to perform that play. Then we would debrief with one another and sometimes with the audience in a talkback. We developed our own language. Global Girls helped me to cultivate a voice that I can use. So being able to use my voice was important, being able to speak up, and be the first to do something has stuck with me. That confidence came from performing arts.” (Ch. Rice)*

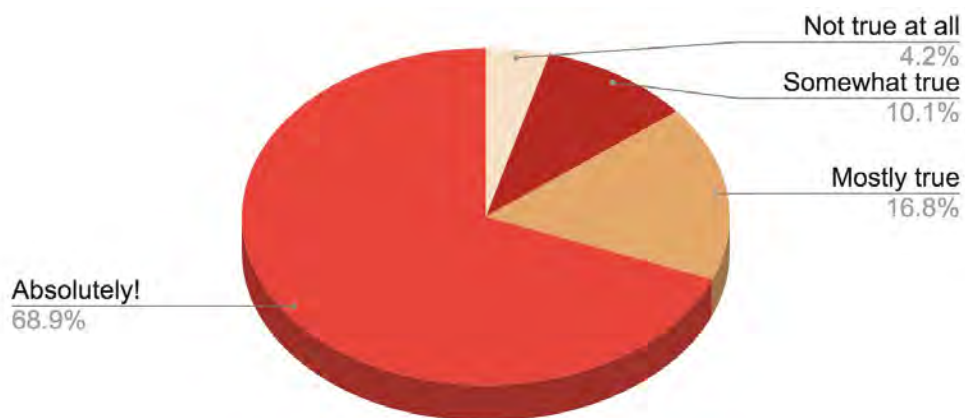
And finally, a powerful quote from a Legacy Globe speaks entirely for itself:

*“Performing taught me not to get trapped in failure and not to get trapped in success.” (Saunders)*



*Dance class at the Global Studio*

In the following chart the majority of program participants reported they were expected to “dance and act as if we are professionals”:



## Impact of Travel

*"... the international travel was amazing. I'm in a select group of people who have traveled internationally. Most times, I would be the only person in my classes who had gone somewhere." (C. Rice)*

Travel has been an integral component of the Global Girls model. Legacy Globes time and time again remarked on how traveling locally and internationally radically expanded their worldviews and altered the course of their lives. Through travel, they became **Global Citizens** appreciating other people and being concerned about issues beyond themselves, their neighborhoods and their country. The following quotes from Legacy interviews highlight the importance of travel to enlarge worldviews and influence lifestyle choices.

*"When we went to Granada I was used to taking long 10-15 minute showers but when we got there we couldn't do that because their water supply is not as big as our water supply. They don't get access to as much water as we get access to. And it really made me appreciate their everyday life and think about the amount of water that I use here. We do have a lot of resources here and when I traveled I noticed they don't have access to technology, or reading, or water and they couldn't travel! It made me try my best to get them that experience." (Jones)*

*"Global Girls made me really want to live! And to realize there is way more outside of Chicago. A lot of people in Chicago think that it is just Chicago and I am really glad I was outside of that thinking cause there is so much to this world and so many places to*

*go. Travel is one of the best things you can do. It opened me up to go out of state for college. I was open to different states, things, people, neighborhoods and environments." (Johnson)*

*"I am a citizen of the world. I was born in Chicago, I am nationally an American, but I will go anywhere and learn how to live the life they live." (Bean)*

*"That trip (to India) definitely made me more well-rounded and more aware of issues that are happening around the world like the immigration debate and what is happening in Venezuela. I try to pay attention to it." (Pryor)*

Parents also recognize the impact of travel on their young people. The following quotes emphasize what they have witnessed.



MacArthur Foundation sponsored arts exchange in India final performance. Skit theme: "forced marriage"

*"She was comfortable from the start with communicating with diverse populations, but because of her experience with the arts she was very comfortable communicating with different types of people. And she was open to other cultures. And since the group she was in had so many cultures she was able to travel. To India with GG, since then traveled with the University of Minnesota where she graduated from. And because of GG giving her that experience of travel, and because of other cultures, she's been to other places on her own like Morocco and Europe, Spain and Ireland. And she learned that she loved to travel early on so that's why she traveled a lot on her own."* **(D. Saunders)**

*"I have achieved so much because of the program. If it were not for Global Girls, I would not have gotten the chance to travel and perform. I would not have been able to network with the people that I have had the chance to meet. Global Girls has played a significant role in my life and that is why I have enrolled my daughter in the program."* **(Griffin)**



*Ryonn with "Global Girls" in Mombasa, Kenya*



*Global Girls in India*

## Long term IMPACT

Interviews with Legacy Globes, now career women, revealed ways in which they are using skill sets developed during their time in Global Girls.

*"Learning how to facilitate, be organized, keep organized documents, figure out the best and most efficient way to do a task, to think objectively like that came from being challenged in Global Girls." (Ch. Rice)*

Legacy Globes are pursuing their dreams, making strides in their careers and becoming role models for other girls. They are moving beyond boundaries and charting their own paths as nurses, directors of youth dance companies, film producers/directors, teachers, professional makeup artists, dancers, actors, non profit administrators, carpenters, filmmakers, veterinarians and speech pathologists.

*"My degree is in Sociology, but I'm a carpenter now, and I'm an amazing carpenter. I was featured in the Chicago Sun Times for some class that I had taken. I was so excited about that thinking it's pretty cool. It's on page three in the newspaper. " (C. Rice)*



Global Girls 2010 Induction Ceremony into the "Globe" family for life.

Global Girls gives girls and women the tools and the confidence to become leaders of change. They might not be recognized in their time, but one day other girls and women will read about them and know that they too can do whatever they believe they can do.

*"Some people feel that women can't do what men do, women are not as empowered. It's supposed to be a man's world but being in Global Girls taught me my value as a woman and what I should accept and do as a woman instead of accepting what society says I should do as a woman. It also made me speak up for myself as a woman." (Harris)*

Expanding our reach, Global Girls now engages seniors in performance training programs, produces plays with adult and intergenerational casts and works more intentionally with parents using the Global Girls model to improve outcomes for parents and their children. Global Girls is literally inspiring women of all ages to expand their horizons and act boldly as one parent reported in her interview.

*"I consider myself a Global Girl now. I am a participant. I have gotten a lot out of GG. I consider GG to be an extension of my village and I can't imagine having been a single parent without GG, it has helped me to identify skills and talents and gifts within my children that I may not have necessarily been able to identify had they not been given the opportunity that GG presented to them. And another thing is that GG inspired me to tap into my creative skills and talents as well. I am returning to school this*

*upcoming semester so I can continue in the arts which has always been a dream of mine. I've been encouraged by Ms. Penn persistently to tap into my creative abilities. And I could go on and on about the inspiration of GG and it has been truly a gift and an honor and a pleasure to be a part of such a phenomenal program and community." (Young)*



## Global Girls Vision for the Future



As the founder of Global Girls, I am humbled by the stories, the memories, the experiences of so many girls. I've been on an emotional roller coaster for over a year as Jessica guided me, not so gently, through this gloriously enlightening journey. As we go through life, we rarely take time to appreciate life. I have been given a splendid opportunity to see 20 years of my life through the eyes of the precious young people whom I had the high honor and privilege to engage along this Global Girls way.

So, now what? As several of the girls said, we dream big!

*"We would make big plans in Global Girls and somehow carry them out. We wanted to travel abroad, or meet the mayor or have a huge audience, and then we did it. That made me want to try things and be brave." (T. Rice)*

Taking what we've learned in this research project, Global Girls will invest in three ventures.

1. Replicating our model with groups of girls and women across the country and around the world. The model itself is mobile and only

requires open-minded, willing partners and investors to positively impact girls and women while advancing racial equity, improving health outcomes and staging African American stories that transform lives and communities.

2. Taking performances that inform, instigate and heal to communities across the country and around the world. The Global Theatre Collaborative is a vehicle for community conversations, edutainment and arts exchanges where seasoned GTC performers teach regular community members to talk through their issues in a safe space, create shows reflecting their lived experiences and then share those performances with their families, friends and neighbors.
3. Training adults who work with children (parents, teachers, social workers) to use our model for adult empowerment so that they can interact with young people from a holistic paradigm seeing them as whole and perfect human beings first.

So now, let's dream great dreams and make them come true. Yes, we'll build "it", this Global Girls "Field of Dreams" knowing that as eight girls grew into over 20,000, others upon others will come. I ended my interview with Jessica this way...

*"I see thousands, millions of girls and women engaged in Global Girls programs and proudly owning the title 'Global Girls'. If we can replicate our model all over the world, if we can see that drive, grit and joy in women and girls' eyes everywhere, that would be a huge legacy. And then the graduates will teach the next group and so on and so on. The Global Girls way and the stories that are staged continue into perpetuity."*

Imagine the girls who spoke these quotes. Now, see that girl on your block, in your school or on another side of your city and imagine her life inspired by Global Girls.

*"I always felt useful in Global Girls. People feel safe when they feel useful." (C. Rice)*

*"Just working with the young people... is so rewarding. Passing that torch. Watching them bond. Watching them get the experiences that I did when I was younger. Seeing them love and care about each other and doing things for each other. Some of the older girls threw a party for a girl who couldn't have a graduation party because of Covid. The girls just*

*naturally take care of and celebrate each other. Seeing how they speak and carry themselves. They can literally go anywhere in the world and be ok because of the tools that they got in Global Girls. I am so proud to see them blossom. It is so rewarding and is the best feeling." (Gloster)*



*Youth company members working out girls' issues on stage and growing into "Fearless" young women*

# Many Thanks:

## Global Girls Board of Directors

Lafayette Ford, Board Chair  
Dorothy Thompson, Vice Chair  
Crystal Stevenson, Secretary  
Donna Beasley, Treasurer  
Raymond Stanton, Member  
Tonay Tucker, Member

## Legacy “Globes” who generously gave of their time to be interviewed:

Tiffany Bean  
Ryonn Gloster  
Damane Harris  
Nailah Harris  
Nicole Jackson  
Kiara Jones  
Prosper Johnson  
Andriana Jordan  
A’jua Pryor  
Casina Rice  
Christina Rice  
Katrina Rice  
Tasha Rice  
Sonnea Sprueill  
Ava Saunders  
Jada Siler

## Thank you, parents and grandparents, for participating in this research project.

Ms. Bell  
Ms. Bey  
Ms. Bower  
Ms. Bloomfield  
Ms. Campbell  
Ms. Griffin  
Mr. Hackworth  
Mr. Hayes  
Ms. L. Kindred  
Ms. S. Kindred  
Ms. Moore  
Ms. Rainy  
Ms. Robinson  
Mr. and Mrs. Saunders  
Ms. Smith  
Ms. Stewart  
Ms. Young

## Lastly, thanks to our staff and team who helped collect and analyze the data.



*9-year old Destiny using her voice, advocating for the humanity in all of us*

## ***Generous Thanks to Our Funders & Hundreds of Supporters***

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