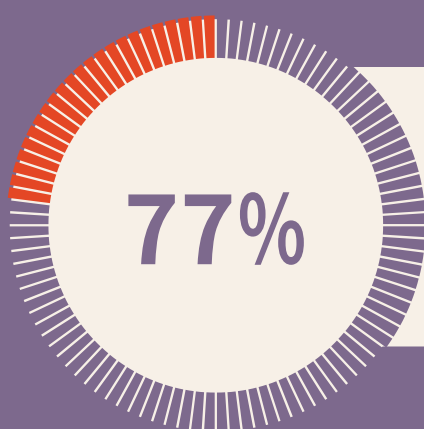


# KEY FINDINGS

FROM

# WHY WE LEAD:

UNDERSTANDING AND SUPPORTING THE LEADERSHIP OF AANHPI GIRLS AND GENDER-EXPANSIVE YOUTH



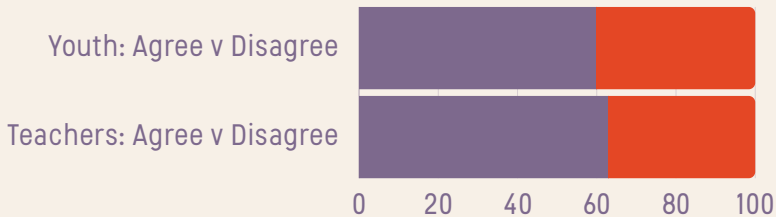
1

of AANHPI girls and gender-expansive youth are leading or want to lead.

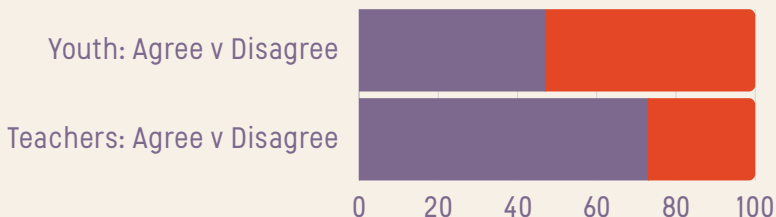
2

Definitions of leadership are shaped by culture and lived experiences.

**A leader is “someone who brings people together to get things done”**

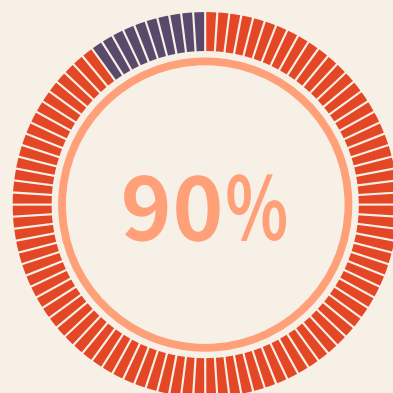


**A leader is as someone who “is in charge of other people and makes decisions that affect them”**



3

Generational immigration status impacts youth’s emotional & physical safety.



Ninety percent of 1st-generation AANHPI girls and gender-expansive youth state they experience negative bias, the highest reported amongst immigrant generations.

4

School is a source of community, as well as a place of discrimination. AANHPI girls and gender-expansive youth said...

42%

consider school as their community.

38%

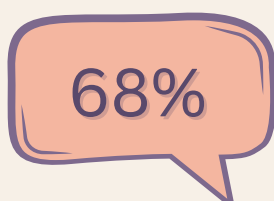
report bias happens in school from a peer.

29%

report bias from a teacher or school administrator.

5

Teachers play a pivotal role in supporting AANHPI leadership, yet discussions around identity factors remain insufficient.



Sixty-eight percent of teachers report being aware of generational differences amongst AANHPI youth



But only twenty percent of teachers have discussed generational differences in their classrooms.

Morgan Stanley



GIRLS LEADERSHIP

A GIRLS LEADERSHIP NATIONAL STUDY

Download the full report at [girlsleadership.org/whywelead](https://girlsleadership.org/whywelead)