



2009 Year-End Operational Overview

To further report on compliance with the board’s Ends statements A, B, C, D are interpreted below. Evidence of total compliance, compliance progress and age-level progression compliance are described by the following:

- A. Girls understand themselves and their values.
- B. Girls use their knowledge and skills to explore the world.
- C. Girls care about, inspire, and team with others locally and globally.
- D. Girls act to make their world a better place.

◇ A. Girls understand themselves and their values.

CEO INTERPRETATION OF ENDS – PART A:

I have interpreted “Girls understand themselves and their values” to mean those (2) outcomes aligned with Girl Scouts of the USA outcomes that describe knowledge, skills, attitudes, behaviors and values related to the following: 1) Girls develop a strong sense of self: have confidence, feel able to achieve goals, form positive identities; 2) Girls develop positive values: form values based on Promise & Law, consider ethics of situations, are committed to social justice and service. This interpretation is consistent with girl-led processes and outcomes of non-formal education defined as learners controlling the objectives of learning and deciding what they will learn or do based on personal interests and goals.¹ It is also consistent with experiential learning processes and outcomes in which learners gain understanding by doing rather than by observing.²

INTERPRETATION OF COMPLIANCE:

Compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to survey items asked of members in each of the following program delivery pathways: 1) *Troop Pathway*, 2) *Camp Pathway*, 3) *Series Pathway*. Compliance “progress” is defined as greater than 70% of survey items meeting the benchmark. In addition, “compliance by age progression” will be demonstrated when, despite eluding accumulative 55%, there is evidence of age-level progression towards 55%.

EVIDENCE OF COMPLIANCE:

Evidence for “**A: Girls understand themselves and their values**” is summarized in *Table A* below by percents of troop, camp and series pathway survey items which meet or surpass the 55% benchmark. The **Troops Pathway reflects total compliance with this End**. Due to the comprehensive sampling done among troop pathway participants, who are the majority of the council’s membership, detailed troop pathway findings are shown in Figure 1 on following pages. This End reflects compliance “progress” in the Camp pathway and “compliance by age progression” with the Series pathways.

Table A. Ends	Troops Pathway (20 survey items)	Camp Pathway (10 survey items)	Series Pathway (8 Educational Outreach survey items)
2009	100% of evaluation items (20/20) met the benchmark.	90% of evaluation items (9/10) met the benchmark.	63% of evaluation items (5/8) met the benchmark and 2 items shows age level progression
2008	100% of evaluation items (20/20) met the benchmark.	90% of evaluation items (9/10) met the benchmark.	Not reported

¹ Donald Mocker & G. Spear, *Lifelong Learning: Formal, Non-formal, Informal...*(1982) and T.J. LaBelle, “An Introduction to the Non-formal Education of Children and Youth,” *Comparative Education Review*, 25, 3 (1981).

² John Dewey, as cited by Ohio Department of Education, Curriculum Standards, 2003. Also John Dewey as cited in “Experiential Learning in Telecommunications Classrooms with Emphasis on Soft Skills,” 2002, as retrieved from <http://www.nctt.org/experientiallearning/>

Pathway analysis of survey items indicates the following highlights: 1) Girls are developing a strong sense of self--- Except for Junior girls at camp, girls have confidence in themselves and their abilities. Troop girls seem to feel able to reach learning goals. Girls appear to form positive gender, social and cultural identities (except among Educational Outreach Juniors). 2) Girls are developing positive values---Troop and camp girls form beliefs and values based on the Promise and Law. Troop and Educational Outreach girls learn to consider ethical aspects of situations. Troop members appear committed to community service.

◇ **B. Girls use their knowledge and skills to explore the world.**

CEO INTERPRETATION OF ENDS – PART B:

I have interpreted “Girls use their knowledge and skills to explore the world” to mean those (3) outcomes aligned with Girl Scouts of the USA outcomes that describe knowledge, skills, attitudes and behaviors related to the following: 1) Girls gain practical life skills: prepared for positive, healthy, independent futures; 2) Girls seek challenges in the world: positive attitudes toward learning, seeking knowledge and skills, setting challenging goals, taking appropriate risks; 3) Girls develop critical thinking: examining ideas from a variety of viewpoints and exploring implications of gender issues. This interpretation has been arrived at by further defining the nature of the Girl Scouts’ experiential learning-by-doing processes as engaging girls in reflecting on hands-on activities, sharing points of view and using experience to guide future plans and actions.³

INTERPRETATION OF COMPLIANCE:

Compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to survey items asked of members in each of the following program delivery pathways: 1) *Troop Pathway*, 2) *Camp Pathway*, 3) *Series Pathway*. Compliance “progress” is defined as greater than 70% of survey items meeting the benchmark. In addition, “compliance by age progression” will be demonstrated when, despite eluding accumulative 55%, there is evidence of age-level progression towards 55%.

EVIDENCE OF COMPLIANCE:

Evidence for “**B: Girls use their knowledge and skills to explore the world**” is summarized in **Table B** below by percents of troop, camp and series pathway survey items which meet or surpass the 55% benchmark. The **Troops Pathway reflects compliance by age progression with this End**. As noted, because the troop pathway involves the majority of the council’s membership, detailed troop pathway findings are shown in *Figure 2* on following pages. This End reflects compliance “progress” in the Camp and Series pathways.

Table B. Ends	Troops Pathway (26 survey items)	Camp Pathway (21 survey items)	Series Pathway (12 Educational Outreach survey items)
2009	96% of evaluation items (25/26) met the benchmark and the remaining item shows age level progression. ⁴	95% of evaluation items (20/21) met the benchmark.	92% of evaluation items (11/12) met the benchmark.
2008	96% of evaluation items (22/23) met the benchmark.	95% of evaluation items (20/21) met the benchmark	Not reported

Pathway analysis of survey items indicates the following highlights: 1) Girls are gaining practical life skills by learning to take care of themselves and Juniors/Cadettes/Seniors/Ambassadors make their own decisions; 2) Girls seek challenges in the world with positive attitudes toward learning shown among all except older Educational Outreach girls. All pathways show that girls try to do new things even if they’re hard to do and all pathways except Junior campers set goals for themselves. 3) Girls develop critical thinking in all pathways by listening to the ideas of others before making a decision and Troop Pathway Juniors/Cadettes/Seniors/Ambassadors explore gender issues and learn it is ok for women to try to get any job they want.

³ GSUSA., *How to Guide Girl Scout Juniors on Agent of Change: It’s Your World Change It!*, “Learning by Doing,” 2008.

⁴ Statistically significant ($p \leq .000$), although weak (Spearman correlation .214), is shown by troop leaders by age level- Dsy=24%, Br.= 40%, Jr.=51%, Cd.=64%, Sr=66% & Ambassador=78%.

◇ **C. Girls care about, inspire, and team with others locally and globally.**

CEO INTERPRETATION OF ENDS – PART C:

I have interpreted “Girls care about, inspire, and team with others locally and globally” to mean those (5) outcomes aligned with Girl Scouts of the USA outcomes that describe knowledge, skills, attitudes and behaviors related to the following: 1) Girls develop healthy relationships: meaningful and caring relationships, communicate effectively, protect their rights in relationships, know when to seek help; 2) Girls promote cooperation and teambuilding: recognize the value of working together, make decisions that benefit the group, build effective teams, are accountable for shared goals, show recognition for others’ contributions; 3) Girls can resolve conflicts: recognize and analyze conflict situations, develop constructive conflict resolution skills; 4) Girls advance diversity in a multi-cultural world: promote an inclusive environment and respect diverse backgrounds/viewpoints; 5) Girls feel connected to their communities: feel part of a larger community, recognize importance of building social networks.

This interpretation is consistent with the Girl Scouts’ use of cooperative learning processes defined as girls working in small groups to discuss, debate, discover, practice, and teach, through developing group goals with individual accountability. In addition, positive effects of cooperative learning have been consistently found on such diverse outcomes as...self-esteem, inter-group relations, acceptance of academically [diverse] students, attitudes toward school, ability to work cooperatively.⁵

INTERPRETATION OF COMPLIANCE:

Compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to survey items asked of members in each of the following program delivery pathways: 1) *Troop Pathway*, 2) *Camp Pathway*, 3) *Series Pathway*. Compliance “progress” is defined as greater than 70% of survey items meeting the benchmark. In addition, “compliance by age progression” will be demonstrated when, despite eluding accumulative 55%, there is evidence of age-level progression towards 55%.

EVIDENCE OF COMPLIANCE:

Evidence for “**C: Girls care about, inspire, and team with others locally and globally**” is summarized in *Table C* below by percents of troop, camp and series pathway survey items which meet or surpass the 55% benchmark. As noted, because the troop pathway involves the majority of the council’s membership, detailed troop pathway findings are shown in *Figure 3* on following pages. **This End reflects compliance “progress” in all three pathways.**

Table C. Ends	Troops Pathway (42 survey items)	Camp Pathway (22 survey items)	Series Pathway (15 Educational Outreach survey items)
2009	93% of evaluation items (39/42) met the benchmark.	91% of evaluation items (20/22) met the benchmark.	87% of evaluation items (13/15) met the benchmark.
2008	90% of evaluation items (38/42) met the benchmark.	88% of evaluation items (21/24) met the benchmark.	Not reported

Pathway analysis of survey items indicates the following highlights: 1) Girls are learning to form and maintain meaningful relationships shown by Troop and Educational Outreach girls who report thinking that others should be kind to them and by camp older girls who report making and keeping friends. Troop and camp girls show effective communication by reporting that they say when they need something. 2) Girls are promoting cooperation and teambuilding by recognizing in all pathways the value of working together with reports of working well together as a team. All except Educational Outreach girls are learning to make decisions that benefit the entire group by reporting that girls talk about how they will do activities. Troop and camp girls build teams by learning how to get along with each other. 3) Girls in the troop pathway (only) show consistent development of constructive conflict resolution skills.

4) Girls advance diversity in a multi-cultural world by learning to think and act in a way that promotes an inclusive environment as reported by all pathways doing things with people who look or sound different. On the other hand, while all pathways reflect respectful responses about persons of diverse backgrounds, troop girls report only marginal success in getting to know people of different colors or cultures. 5) Girls do feel connected to their communities with all pathways reporting that girls take care of things around them.

⁵ Robert Slavin, 1991.

◇ **D. Girls act to make their world a better place.**

CEO INTERPRETATION OF ENDS – PART D:

I have interpreted “Girls act to make their world a better place” to mean those (5) outcomes aligned with Girl Scouts of the USA outcomes that describe knowledge, skills, attitudes and behaviors related to the following: 1) Girls can identify community needs: identify issues in their communities and come up with realistic possibilities for action; 2) Girls are resourceful problem-solvers: set up and implement action plans, locate tools and resources, know how to enlist help; 3) Girls advocate for themselves and others: able to speak on their own behalf and seek opportunities to speak for others; 4) Girls educate and inspire others to act: explain ideas to others, learn to motivate others to community service; 5) Girls feel empowered to make a difference: use leadership skills to effect change, feel their contributions are valued.

This interpretation is consistent with Girl Scouting as *positive* youth development.⁶ In addition, the Ends reflect a developmental progression for girls from self-awareness and competence, to group interaction and leadership skills, to finally, application of these skills in contributing to their community.

This interpretation is also consistent with research that “suggests that the youth development field is moving away from the model of one individual leader to a model of shared leadership. This more inclusive and empowering approach is also the one girls most value (see *Exploring Girls’ Leadership*, Girl Scout Research Institute, 2007). It encourages girls to take increasing responsibility for designing and implementing activities, and this results in extensive opportunities for them to see how their actions can impact the lives of others.”⁷

INTERPRETATION OF COMPLIANCE:

Compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to survey items asked of members in each of the following program delivery pathways: 1) *Troop Pathway*, 2) *Camp Pathway*, 3) *Series Pathway*. Compliance “progress” is defined as greater than 70% of survey items meeting the benchmark. In addition, “compliance by age progression” will be demonstrated when, despite eluding accumulative 55%, there is evidence of age-level progression towards 55%.

EVIDENCE OF COMPLIANCE:

Evidence for “D: **Girls act to make their world a better place**” is summarized in **Table D** below by percents of troop, camp and series pathway survey items which meet or surpass the 55% benchmark. As noted, because the troop pathway involves the majority of the council’s membership, detailed troop pathway findings are shown in *Figure 4* on following pages. This End reflects compliance “progress” in all three pathways

Table D. Ends	Troops Pathway (43 survey items)	Camp Pathway (19 survey items)	Series Pathway (14 Educational Outreach survey items)
2009	79% of evaluation items (34/43) met the benchmark & 6 more items show age level progression	89% of evaluation items (17/19) met the benchmark.	79% of evaluation items (11/14) met the benchmark.
2008	75% of evaluation items (30/40) met the benchmark.	88% of evaluation items (15/17) met the benchmark.	Not reported

Pathway analysis of survey items indicates the following highlights: 1) Girls are beginning to identify community needs in the Troop Pathway by identifying issues in their communities as a majority learn about problems people face, but this is not widely accomplished in Troops nor in any other pathway; 2) Girls are learning to be resourceful problem-solvers as they use their knowledge and skill to set up and implement plans, according to troop and camp girls, but to a lesser extent by Educational Outreach girls. Similarly troop and camp girls ask for help when needed; 3) Girls advocate for themselves and others as they develop the ability to speak out on their own behalf in troops and at camp, even though girl/troop leader communication as not yet optimum. On the other hand, all pathway girls report

⁶ GSUSA, *Paths to Positive Youth Development*, 2003.

⁷ GSUSA, *Transforming Leadership*, 2008.

seeking opportunities to act and speak on behalf of others. 4) Girls are beginning to educate and inspire others to act as they come up with ideas that group members choose to do in the Troop and Educational Pathways, although all aspects of this outcome can be strengthened. 5) Girls feel empowered to make a difference according to troop leaders who report that “girls get to lead”, according to troop girls who report making choices about helping others and according to camp girls who help care for the environment. This outcome can be made stronger in all pathways with increased community service participation and reflection.

Ends – Overall Results: As in 2008, Girl Scouts showed the most success in achievement of the outcomes related to the more fundamental skills and experiences found in the first two Ends, with increasing challenges in meeting the benchmarks established for the third and fourth Ends outcomes areas. This observation is confirmed by the positive difference in results seen for girls at the older age levels, who are increasingly more likely to indicate development of the more challenging outcomes areas.

Ends – Benefits: What do the results tell us about the effectiveness of the Girl Scout program design and processes (girl-led, learning by doing, and cooperative learning) on achieving the Ends?

The Girl Scout program is based on the concept that when girls work together in small groups (cooperative learning), guided by caring adults and the Girl Scout Promise and Law to plan, implement, and evaluate activities of their own interests (girl-led and learning by doing), they are more likely to develop feelings of self-esteem, better relate to others, identify values to guide decision-making, and begin to care for the world around them.

Analysis of 2009 survey results confirms previous years’ findings that show the value of this model in promoting girls’ growth. The survey results show a (statistically significant $p \leq .05$) correlation indicating that girls who participated in **cooperative goal-setting** and **planning activities** (girl-led and learning by doing), were at least moderately likely (Spearman Correlation $\geq .35$)⁸ to also **develop life skills** and self-development skills needed for future **individual success** and **community involvement**. More specifically, the survey results showed that:

- When leaders say, “Girls as a group plan and carry out projects on their own.”, they also tend to see girls do the following:
 - Make their own decisions and not copy others.
 - Show concern for the well-being of the community.
 - Find out how they can help the community or neighborhood.
 - Learn about problems in society.
 - Do community service projects.
 - Think about what they want to achieve.
 - Help other girls if they need help.

- When leaders say, “Girls think about what they want to achieve.”, they also tend to see girls do the following:
 - Talk about how they will do activities.
 - Learn how to all get along together.
 - Listen to the ideas of others before making a decision.
 - Learn about problems in society.
 - Use the Girl Scout Promise and Law to help make decisions.
 - Learn about how to solve problems.

- When girls say, “I set goals for myself to achieve”, they also tend to say they do the following:
 - Learn about how to solve problems.
 - Get to help solve problems.
 - Find out how we can help our community.
 - Use the Girl Scout Promise and Law to help make decisions.

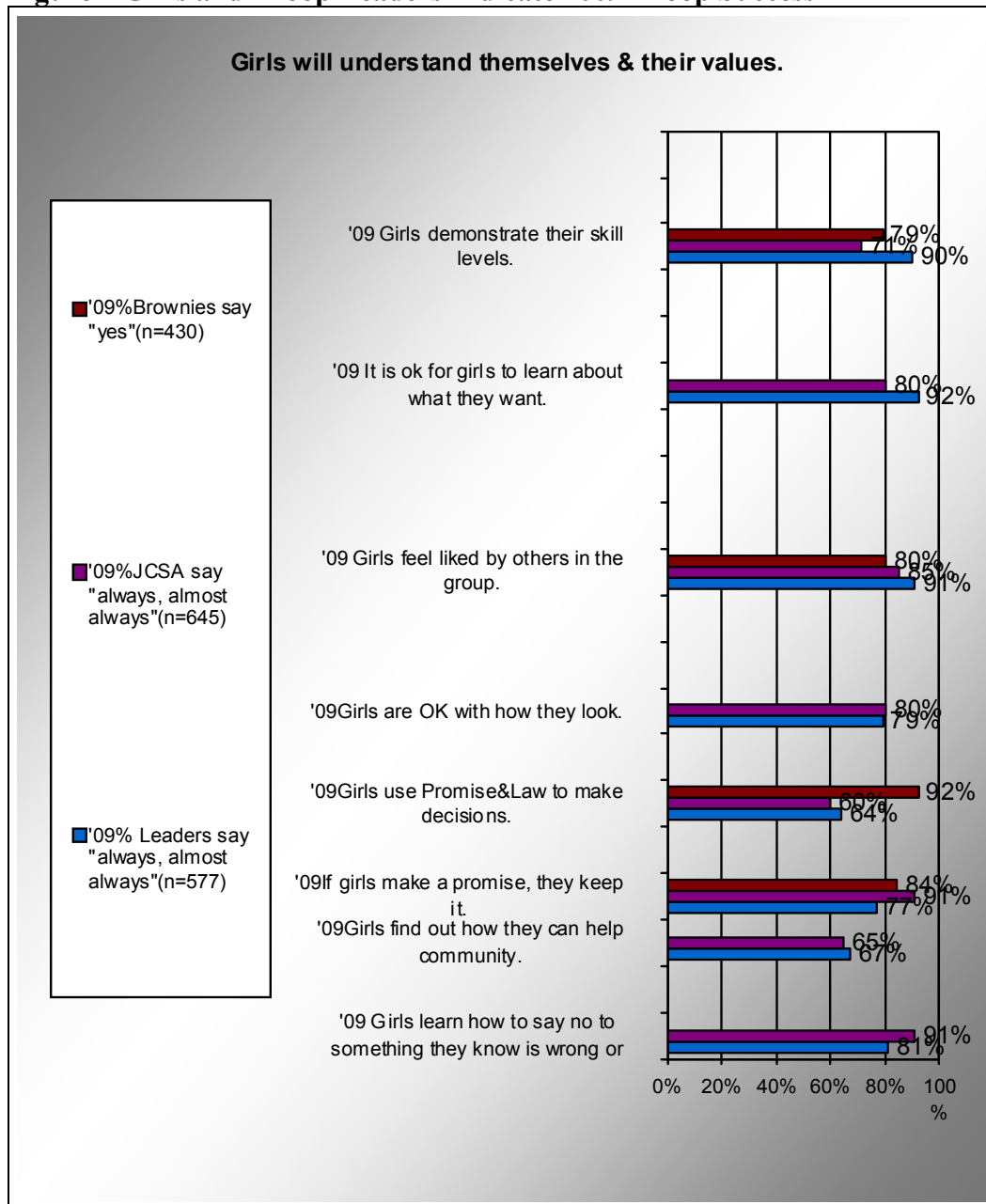
⁸ This compares to a slightly stronger correlation threshold in 2008 (Spearman correlation $\geq .4$)

Recipients:

Region	Girl Data							Adult Data	
	2009 Girl Members	2009 Goal	Percent of Goal	Current Market Share*	Girl Retention Rate	Minority Actual	Minority Market Share*	2009 Adult Members	Girl/Adult Ratio
Appleseed Ridge	5,431	6,485	84%	7.93	52%	366	23.92	1,390	3.91
Buckeye Trails	12,770	14,307	89%	7.90	48%	3,063	10.40	3,281	3.86
Great Rivers	20,405	22,000	93%	7.46	66%	3,738	9.47	6,904	2.95
Maumee Valley	10,411	12,209	85%	7.41	39%	2,298	10.45	2,326	4.47
Girl Scouts of Western Ohio	49,017	55,001	89%	7.62	53%	9,098	10.58	13,901	3.53

* Calculated as $1 \text{ in } X$ number of girls served, i.e. total population divided by number of girls served.

Figure 1 Girls and Troop Leaders Indicate 2009 Troop Success



OUTCOMES

Girls develop a strong sense of self:

- ♦ have confidence in themselves & their abilities;
- ♦ feel they are able to achieve their goals;
- ♦ form positive gender, social and cultural identities.

Girls develop positive values:

- ♦ form their beliefs and values based on the Girl Scout Promise & Law;
- ♦ learn to consider ethical aspects of situations;
- ♦ are committed to social justice, community service and action.

Figure 1 (Girls will understand themselves and their values)-shows that 100% (20 of 20) of Troop-based evaluation items met or surpassed the 55% standard. Both girls and leaders report positively about girls developing a strong sense of self. Leaders and girls report positive values developed by strengthened use of the *Girl Scout Promise and Law* to help make decisions, since 2008.

Program progress related to the council's services and culture: Similar to but more weakly correlated than in 2008⁹, troop leaders report the following:

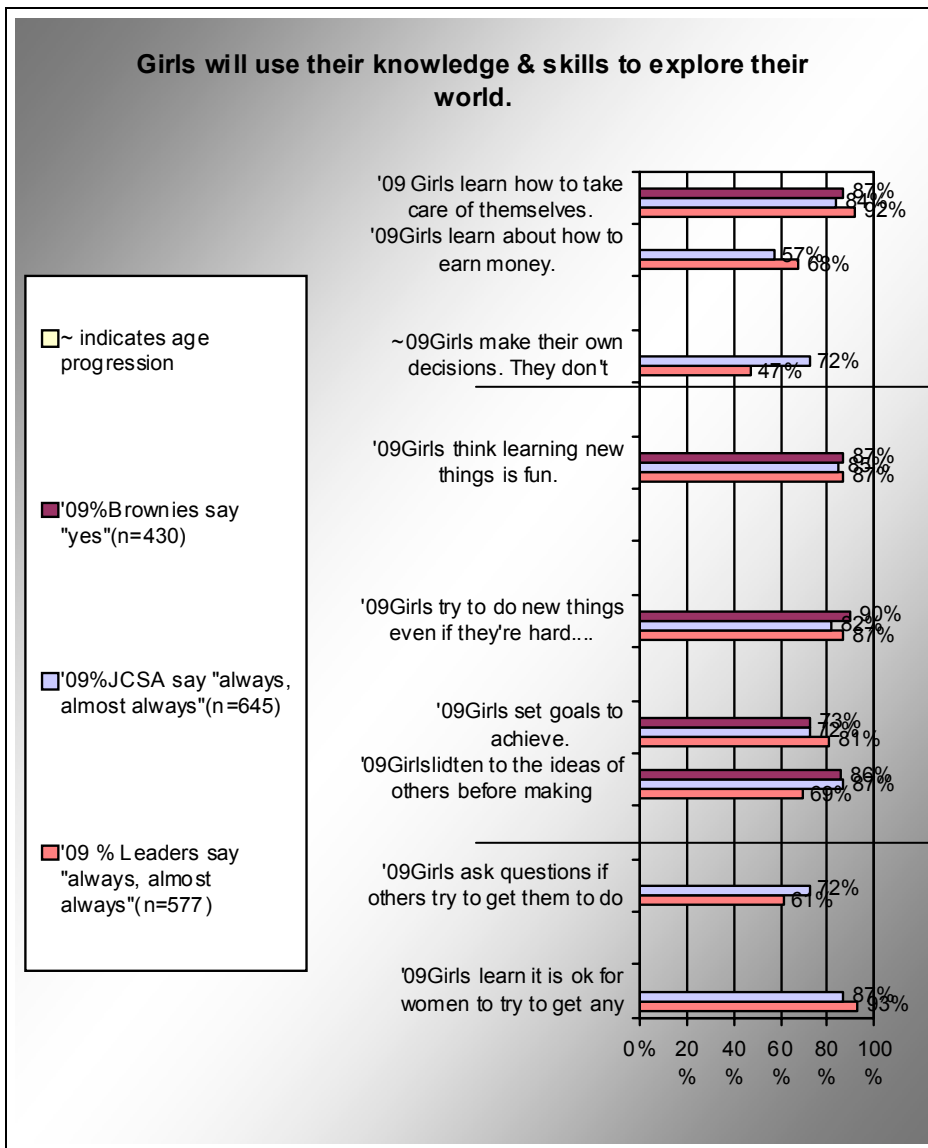
When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls use the Girl Scout Promise and Law to make decisions	they (leaders) have up-to-date knowledge about the needs & interests of girls;
girls find out how they can help our community or neighborhood	girls as a group plan and carry out projects in partnership with adults.
	girls as a group plan and carry out projects in partnership with adults.
	girls grow up to be self-reliant and strong young women.

Other 2009 troop activities tend to be more strongly correlated with service or culture traits:

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls demonstrate their skills levels.	they (leaders) have up-to-date knowledge about the needs & interests of girls.

⁹ The 2008 threshold (Spearman correlation) was $\geq .4$ in order to be at least moderately correlated.

Figure 2: Girls and Troop Leaders Indicate 2009 Troop Activity Success



OUTCOMES

Girls gain practical life skills:

- ♦ gain skills that prepare them for a positive, healthy & independent future.

Girls seek challenges in the world

- ♦ develop positive attitudes toward learning;
- ♦ seek opportunities for expanding their knowledge & skills;
- ♦ set challenging goals for themselves;
- ♦ take appropriate risks.

Girls develop critical thinking

- ♦ learn to examine ideas from a variety of viewpoints;
- ♦ learn to use critical thinking to explore implications of gender issues for their lives & their leadership development.

Figure 2 (Girls will use their knowledge and skills to explore their world) - shows that 96% (25 of 26) troop-based items meet/ exceed 55% standard.

As in 2008, both girls and leaders report positively about girls seeking challenges in the world and developing critical thinking. Leaders and girls report that girls develop practical life skills by “taking care of themselves” and unlike 2008 girls appear to strengthen reports of participation in learning about how to earn money. As in 2008, while girls see themselves as decision-makers, leaders report seeing increased decision-making ability only as girls get older.

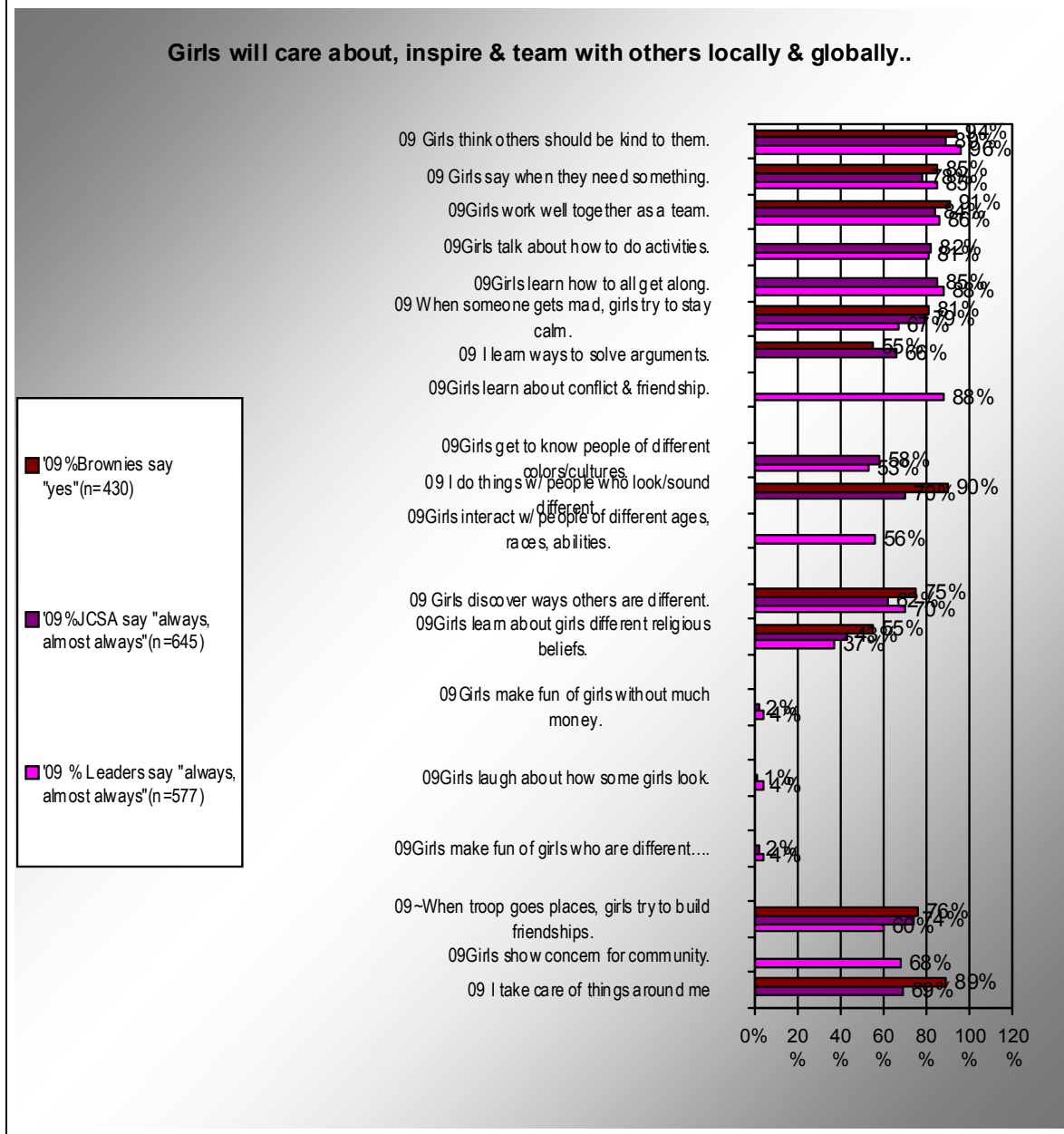
Program progress related to the council’s services and culture: Similar to but less strongly correlated than in 2008¹⁰, troop leaders who report seeing troop girls “think that learning new things is fun” tend to also say that *through Girl Scouting...*

- they (as leaders) have fun.

¹⁰ The 2008 threshold (Spearman correlation) was ≥ .4 in order to be at least moderately correlated.

Figure 3: Girls and Troop Leaders Indicate 2009 Troop Activity Progress.

OUTCOMES



- Girls develop healthy relationships:**
- ♦ learn to form & maintain meaningful & caring relationships;
 - ♦ communicate effectively;
 - ♦ protect their rights in relationships;
 - ♦ know when to seek help from others.
- Girls promote cooperation & teambuilding:**
- ♦ recognize the value of working together;
 - ♦ learn to make decisions that benefit entire group;
 - ♦ build effective teams;
 - ♦ learn to be accountable for shared goals;
 - ♦ show recognition for others' accomplishments & contributions.
- Girls can resolve conflicts:**
- ♦ learn to recognize & analyze different conflict situations;
 - ♦ develop skills for constructive conflict resolution & prevention.
- Girls advance diversity in multi-cultural world:**
- ♦ learn to think & act in a way that promotes an inclusive environment;
 - ♦ learn to think & act in a way that respects & values diverse backgrounds, viewpoints & experience
- Girls feel connected to their communities, locally & globally:**
- ♦ feel that they are part of a larger community;
 - ♦ recognize importance of building diverse, supportive social networks for personal & leadership development.

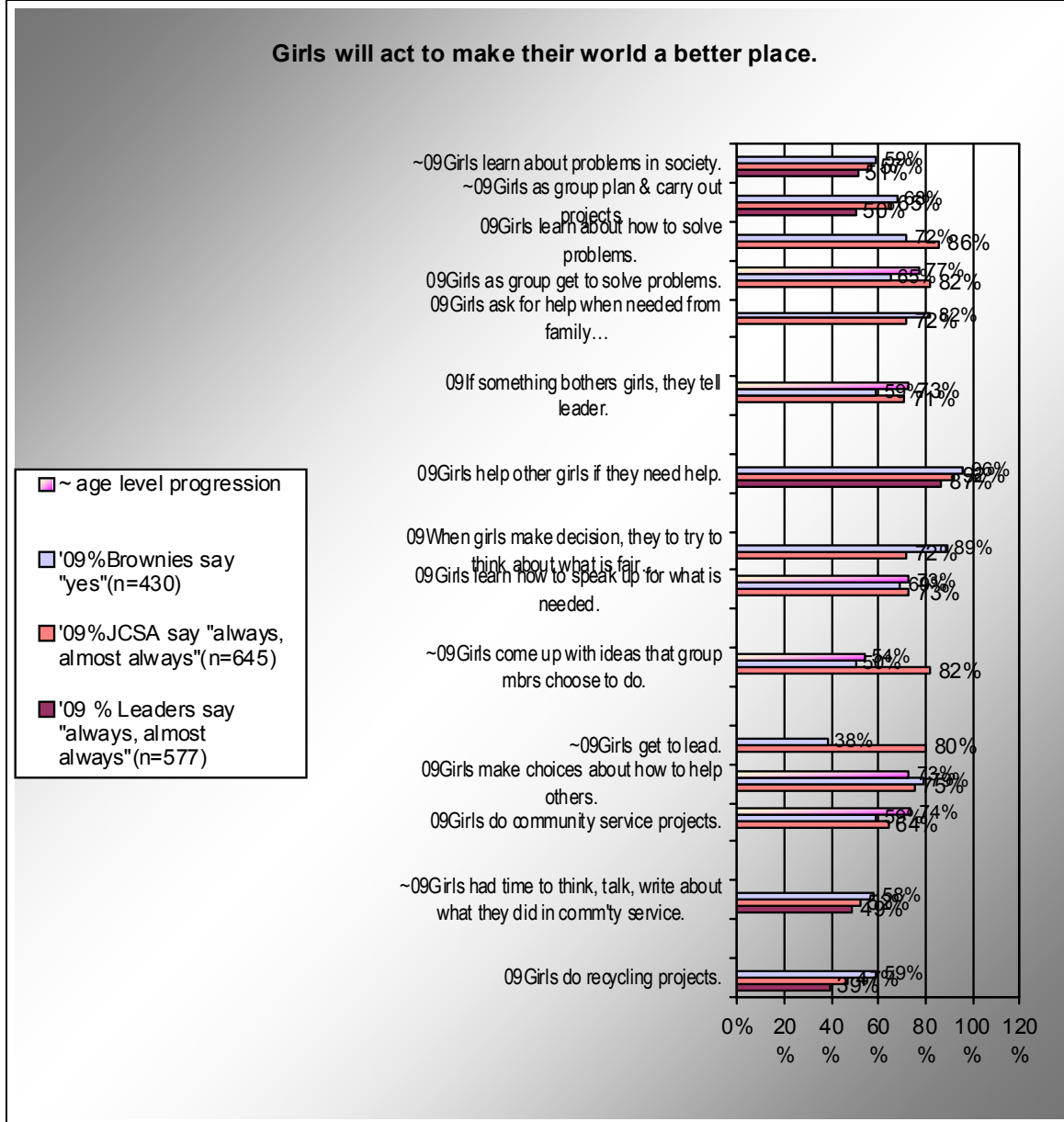
Figure 3 (Girls will care about, inspire and team with others locally and globally) - shows that 93% (39 of 42) troop-based outcome items meet/exceed 55% standard.

Girls develop healthy relationships, promote cooperation and teambuilding, resolve conflicts and feel connected to their communities. This is consistent with 2008. While girls and leaders see some improvement as **girls advance diversity in a multi-cultural world** and girls find out about ways others are different, only a growing minority learn about girls of different religious beliefs, only a (weak) majority of girls get to know people of different colors/cultures, and leaders see uneven progress.

Program progress related to the council's services and culture: Similarly as in 2008, troop leader evaluation respondents described themselves at 91% Caucasian, while Junior/Cadette/Senior Girl Scouts described themselves at 86% Caucasian. In addition, certain troop activities tend to be seen with specific service and culture traits:

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls learn how to all get along together.	they (leaders) have the skills to work effectively with girls.
	they (leaders) have up-to-date knowledge about needs & interests of girls.
	girls grow up to be self-reliant and strong young women.
	activities meet the needs, interests, concerns and wishes of girls.
girls learn about conflict and friendship.	they (leaders) have the skills to work effectively with girls.
	they (leaders) have up-to-date knowledge about needs & interests of girls.
	girls as a group plan and carry out projects in "partnership" with adults.
	girls grow up to be self-reliant and strong young women.

Figure 4: Girls and Troop Leaders Indicate 2009 Troop Activity Progress.



- Girls can identify community needs:**
 - ♦ learn to identify issues in their local & global communities;
 - ♦ come up with realistic possibilities for action.
- Girls are resourceful problem-solvers:**
 - ♦ use their knowledge & skills to set up & implement creative & effective 'action plans';
 - ♦ locate tools & resources they need;
 - ♦ know when, where & how to enlist help from others.
- Girls advocate for themselves & others:**
 - ♦ develop the ability to speak out on their behalf;
 - ♦ seek opportunities to act & speak on behalf of others
- Girls educate & inspire others to act:**
 - ♦ learn to effectively explain their ideas to others;
 - ♦ learn to motivate others to get involved in community service & action.
- Girls feel empowered to make a difference:**
 - ♦ feel empowered to use their leadership skills to effect change in their lives and their world;
 - ♦ feel that their contributions are valued in the larger community.

Figure 4 (Girls will act to make their world a better place) - shows that only 79% (34 of 43) troop-based items meet/exceed 55% standard.

As in 2008, these outcomes are not strongly performed, even though age-appropriate progression is seen by girls and leaders in the following: identifying community needs, being resourceful problem-solvers, educating/inspiring others and feeling empowered to make a difference. Leaders and girls also report modest improvements in girls advocating for themselves or others.

Program progress related to the council's services and culture: Leaders' 2009 reports at least moderately correlate certain troop activity outcomes with the council's services and culture as follows:

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls learn about how to solve problems.	they (leaders) have up-to-date knowledge about needs and interests of girls.
	girls as a group plan and carry out projects in "partnership" with adults
	girls grow up to be self-reliant and strong young women.
girls had time to think, talk or write about what they did during their service activity.	girls as a group plan and carry out projects in "partnership" with adults