



## 2009 Year-End Report on Ends

**1.0 Global End:** Girls demonstrate courage, confidence, and character, and make a difference, at a justifiable cost to Girl Scouts of Western Ohio.

- 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.**

**Date of Report to the Board: January 23, 2010**

I hereby present my monitoring report on the Ends Policy according to the schedule set out. I certify that the information contained in this report is true, and represents compliance with a reasonable interpretation of all aspects of the policy unless specifically stated otherwise.

Signed Barbara J. Bonifan, CEO

Date: 1/14/10

◇ **Girls demonstrate courage, confidence, and character, and make a difference.**

▲ **This overall Ends result is the highest priority.**

### CEO INTERPRETATION

#### Interpretation of Compliance:

In order to report compliance with the overall Ends, I am defining overall Ends compliance as the combined compliance of Ends statements A, B, C, and D above, as described in the operational overview.

#### Interpretation of Ends:

The Ends are defined as the outcomes of the Girl Scout leadership development program. Using the Girl Scout program's defined theory of change, which is based on non-formal, experiential, and cooperative learning, the program promotes girls' personal development and leadership. Partnering with caring adult volunteers<sup>1</sup>, girls design fun and challenging activities that empower them and raise their voices within a local, national, and global sisterhood.

#### Interpretation of Benchmarks:

Compliance quality and quantity will be demonstrated against internal and external benchmarks. Internal quality indicators include Girl Scouts of Western Ohio outcomes, which align with GSUSA's 15 outcomes and are defined in the operational overview. Quantifiably, I report compliance when the established internal benchmark of at least 55% of respondents answer affirmatively to survey items asked of members in each of the following Girl Scout pathways: 1) *Troop Pathway*, 2) *Camp Pathway*, 3) *Series Pathway*. The 55% benchmark will be used until any other post-2008-merger benchmark can be established using 3-5 years of data.

Search Institute regional data is being used for external comparison. Compliance "progress" is reached when greater than 70% of Girl Scout survey item responses meet this benchmark.<sup>2</sup> In addition, "compliance by age progression" will be demonstrated when the overall results for an indicator do not meet 55%, but there is evidence of age-level progression towards achievement of the benchmark at older age levels. This is consistent with the progressive nature of *positive* youth development defined as a "process that prepares young people to meet the challenges of adolescence

<sup>1</sup> Volunteers are prepared and supported as part of the council's service delivery systems. A service delivery system (per GSUSA) is the way in which a Girl Scout council organizes and manages its resources to provide the Girl Scout program to girls.

<sup>2</sup> This is consistent with 70% of "positive" Search Institute survey item responses that meet or surpass 55% among age-eligible females in the school population. In the 24 developmental assets aligned with GSWO outcomes, indicators & survey items, 42 of 60 (70%) survey item response percentages met or surpassed 55% in a 2007 Search Institute *Attitudes & Behaviors Survey* of 3266 7<sup>th</sup> & 11<sup>th</sup> grade girls in southwest Ohio/N.KY.

and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically and cognitively competent.”<sup>3</sup>

To interpret justifiable cost, per girl annual costs can be compared to annual per-youth costs of preventive and youth development programs ranging from \$135 to \$1000.<sup>4</sup>

## EVIDENCE OF COMPLIANCE

Compliance with the Ends policy is based on confirmation of compliance with each Ends statement (A, B, C, D). A detailed analysis of this compliance is found in the operational overview. Overall progress in 2009 (compared to 2008) is evidenced by percents of troop, camp and series pathway survey items which meet or surpass the 55% benchmark.

Evidence by pathway is shown as follows: <sup>5</sup>

<b>Global End</b>	<b>Troops Pathway</b> (131 survey items)	<b>Camp Pathway</b> (72 survey items)	<b>Series Pathway</b> (49 Educational Outreach survey items)
2009	90% of evaluation items met the benchmark.	92% of evaluation items met the benchmark.	82% of evaluation items met the benchmark.
2008	88% of evaluation items met the benchmark.	90% of evaluation items met the benchmark	Not reported

Evaluation items *not meeting the benchmark* include the following highlights of 2008 and 2009:

	<b>2009</b>	<b>2008</b>
<b>Troops Pathway</b>	<p>Girls get to know people of different colors/cultures (Brownie, Senior Leaders). Girls learn about others’ religious beliefs.</p> <p>Girls learn about problems in society (D/B/J Leaders). Girls do recycling (D/B/J/C/S/A Leaders &amp; J/C/S girls). Girls take time to think, talk or write about their service (D/B/J/C leaders/younger girls).</p> <p>Girls make their own decisions.(D/B/J/ Leaders). Girls as a group plan and carry out activities (D/B Leaders). I come up with ideas that group members choose to do (younger girls). I get to lead (younger girls).</p>	<p>Girls get to know people of different colors/cultures (Girl Scout leaders).</p> <p>Girls do community service projects (Juniors, Cadettes, Seniors and Girl Scout leaders).</p>
<b>Camp Pathway</b>	<p>I set goals for myself. I help make rules for my unit to follow (Juniors). I learn how to do some things so well I can show others. (Juniors). We work well together as a team. (Juniors). I find out about ways others are different (Juniors). If something is bothering me, I tell my leader(Juniors).</p>	<p>I set goals for myself. ( Juniors) I help make the rules that we follow. (Juniors) I help plan the things that I do. (Brownies)</p>
<b>Series Pathway</b> (Educational Outreach)	<p>I feel liked by others in the group.(Juniors); I use/say the Girl Scout Promise and Law; When someone gets mad, I try to stay calm; Do you help plan the things you do? (Brownies);</p>	

<sup>3</sup> GSUSA, *Paths to Positive Youth Development*, 2003.

<sup>4</sup> Newman, Smith, and Murphy, 2000, as cited in *Making Out-of-School-Time Matter*, RAND Corporation, 2005. The annual costs collected in 1999 included the following organizations and annual costs/youth: The After School Corporation-\$1,000; Teen Outreach Program-\$572; Boys & Girls Club-\$139; Girl Scouts of USA-\$135. In addition, the Better Business Bureau, *Wise Giving Alliance*, “Standards For Charitable Accountability” 2003, as retrieved 1/5/2010 from <http://www.bbb.org/us/Charity-Standards/>. “This section of the standards seeks to ensure that the charity spends its funds honestly, prudently and in accordance with statements made in fund raising appeals. To meet these standards, the charitable organization shall... Spend at least 65% of its total expenses on program activities.”

<sup>5</sup> Survey data collected in the 2009 membership year from Fall, 2008-August 2009. Troop data reflects random samples of Girl Scout troop leaders (n=577) & Juniors, Cadettes, Seniors, Ambassadors (n=645). Camp data reflects actual campers in the following groups: Brownies (n=235), Juniors (n=853), older girls (n=338) and Cadette/Senior/Ambassador leadership (n=43). Educational Outreach data includes actual participants in the following groups: Brownies (n=2284), Juniors (n=747) & Cadettes/Seniors/Ambassadors (n=396).

**Relative Worth (Cost):** The basic cost of providing the Girl Scout program is made up of support from the council, troop money-earning, and the family.

- **Council contribution (average)** - \$194/girl
- **Troop contribution (average)** - \$538/troop or \$49/girl
- **Parent contribution** - We are still working to establish a baseline for **parent contributions**, which are harder to define since parents may contribute to troop dues, pay directly for their daughter’s participation in troop and individual activities and pay for resources and accessories used in Girl Scouts.

**POSSIBLE IMPLICATIONS**

Challenges:

In its two year history, Girl Scouts of Western Ohio has begun to identify some areas that are not meeting the 55% benchmark. Areas below benchmark appear to be at odds with some Girl Scout Research Institute research that has identified girls’ aspirations and values:

- Girls aspire to be around people of different ethnic or racial backgrounds.
- Girls want to volunteer in the community.
- Girls plan to give to charity in the future.<sup>6</sup>

Opportunities:

Resources are deployed and opportunities are provided to bridge the gap between girls’ aspirations or intentions and their actual actions. Girls must be given increased opportunities for being around people of different ethnic or racial backgrounds, for volunteering and for learning about community philanthropy. In addition, girls will continue to have broad formal, non-formal and informal educational opportunities to become fully prepared for 21<sup>st</sup> century demands, whether the demands are defined as needing skills that support creative thinking, innovation, solving problems, building relationships, behaving ethically or other abilities.<sup>7</sup> Girl Scouting will need to be more fully integrated into those educational options which forecasters predict will be offered not only through on-site but online experiences.<sup>8</sup>

Focus Areas	Outcomes	What Girls Have Said is Important in These Areas <sup>9</sup>
<b>Inclusion &amp; Healthy Living</b>	Girls get to know people of different colors/cultures  Girls learn about others’ religious beliefs.	Treat personal struggles with respect: Youth have to deal with all sorts of daily challenges, from how they treat friends and strangers in school, to whether they help a friend cheat to how they deal with defeat or victory on the sports field.
<b>Leadership</b>	Girls make their own decisions. Girls as a group plan & carry out activities. I get to lead.	Promote adult partnership in decision-making: Support girls by discussing with them their decision-making processes rather than by placing judgment on the choices they make.
<b>Innovation &amp; Creativity</b>	I set goals for myself. I come up with ideas that group members choose to do.  Becoming fully prepared for 21 <sup>st</sup> century demands.	Help bridge intent and action- help girls actualize their intentions and keep them focused on their goals.  Value youth voices: Talk to girls about what’s going on in their lives as they’re developing their own ethical judgment and voice.
<b>Community Engagement &amp; Service</b>	Girls learn about problems in society. Girls do recycling. Girls take time to think, talk or write about their service.	Foster adult/youth community engagement: Provide girls and youth with meaningful leadership opportunities so they can effect change they are most interested in -- change regarding issues they care about.

<sup>6</sup> GSUSA, Girl Scout Research Institute, *Good Intentions: The Beliefs and Values of Teens and Tweens Today*, 2009.

<sup>7</sup> Partnership for 21<sup>st</sup> Century Skills.

<sup>8</sup> Spokespersons from the Gates Foundation and John D. and Catherine T. MacArthur Foundation, as cited in *USA Today*, “In America’s Next Decade, Change and Challenges,” (January, 2010).

<sup>9</sup> GSUSA, Girl Scout Research Institute, *Good Intentions: The Beliefs and Values of Teens and Tweens Today*, 2009.