



2008 Year-End Report of 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.

Impact (Baseline Data for the Ends): Progress in 2008 is described by *baseline data* for the first time in a post-merger analysis of the four legacy regions, through troop and camp pathways.¹ A minimum of 55% of respondents must answer affirmatively in order to be in compliance with the established benchmark used to determine 2008 board policy compliance:

- 88% of troop pathway evaluation items were in compliance.
- 90% of camp pathway evaluation items were in compliance.

It will take 3-5 years to identify trends that can be used to establish a valid benchmark.

Evaluation items *not meeting the benchmark* include the following:

- **Troop:** Girls get to know people of different colors/cultures (Girl Scout leaders); Girls do community service projects (Junior/Cadette/Senior Girl Scouts; Girl Scout leaders).
- **Camp:** Girls set goals for themselves to achieve (Junior Girl Scouts); I help plan the things that I do (Brownie Girl Scouts); I help make the rules that we follow (Junior Girl Scouts).

Ends – Survey Results: The Ends established by the Girl Scouts of Western Ohio Board of Directors, based on the outcomes established by Girl Scouts of the USA, 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. Not surprisingly, 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 – Analysis: 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.** *Survey results show that 100% (20 of 20) of Goal 1 items met or surpassed the 55% standard.* Both girls and leaders report positively about girls developing a strong sense of self. While leaders and girls report signs that girls develop positive values, girls report weak use of the Girl Scout Promise and Law to help make decisions and this does not change progressively as girls get older.
- B. **Girls use their knowledge and skills to explore the world.** *Survey results show that 96% (22 of 23) of Goal 2 items meet/exceed the 55% standard.* Girls gain skills that prepare them for a positive, healthy future; seek opportunities for expanding their knowledge and skill; and develop critical thinking skills. Girls and leaders differ strongly in their perceptions about whether “Girls make their own decisions; they don’t copy others” (girls-77%; leaders-46%).

¹ Survey data collected from March-December 2008, and reflect experiences from Fall 2007 (pre-merger) through Fall 2008 (post-merger).

- C. **Girls care about, inspire, and team with others locally and globally.** *Survey results show that 90% (38 of 42) items meet/exceed the 55% standard.* Girls develop healthy relationships, promote cooperation and teambuilding, resolve conflicts, and feel connected to their communities. Analysis shows that even though girls see age-appropriate progression in getting to know people of different colors/cultures, finding out about ways others are different, and learning about girls who have different religious beliefs, leaders do not see similar age-level progress.
- D. **Girls act to make their world a better place.** *Survey results show that only 75% (30 of 40) items meet/exceed the 55% standard.* Overall, this goal's outcomes are not strongly performed, even though age-appropriate progression is seen by girls and leaders in the following: identifying community needs, and being resourceful problem-solvers. Unlike leaders, girls also reported age-based progression in advocating for themselves or others, educating and inspiring others, and feeling empowered to make a difference.

Ends Operational Definitions: Grounded in the Girl Scout Promise and Law, Girl Scouting is a non-formal, experiential, and cooperative learning program that promotes girls' personal growth and leadership development. Partnering with caring adults, girls design fun and challenging activities that empower them and raise their voices within a local, national, and global sisterhood.

The success of the Girl Scout program starts with the program design and how the program processes work to achieve the Ends. This process is delivered by volunteers and is what gets the girl results. These processes are:

- **Girl-led** (non-formal education): Girls decide what they want to learn/do. (*Activities*)
- **Learning by doing** (experiential learning): Girls reflect on activities and use experience to guide future plans and actions.
- **Cooperative learning:** Girls work in small groups to discuss, debate, discover, practice, and teach, through developmental group goals and individual accountability.

Outcomes and Indicators: To further define the council Ends, short-term and intermediate-term outcomes have been developed for each Ends area. These outcomes describe changes in skills, knowledge, behavior, and attitudes. In order to assess these changes, we have also developed indicators or survey items for each outcome that we are using with girls and leaders to measure how well girls are achieving the outcomes and ultimately the Ends. These Program Effectiveness Survey results are assessed against the 55% benchmark.

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

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 the survey results confirmed the value of this model in promoting girls' growth. The survey results show a correlation indicating that girls who participated in **cooperative goal-setting** and **planning activities** (girl-led and learning by doing), were at least moderately likely 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.
 - Learn about how to solve problems.
 - Show concern for the well-being of the community.
 - Find out how they can help the community or neighborhood.
 - 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.
 - Learn how to earn money.
 - Use the Girl Scout Promise and Law to help make decisions.

Recipients:

Region	Girl Data					Minority Actual*	Adult Data	
	2008 Girl Members	Revised 2008 Goal	Percent of Goal	Current Market Share	Girl Retention Rate		2008 Adult Members	Girl/Adult Ratio
Appleseed Ridge	5,413	5,730	94.47%	7.41	50%	390	1,469	3.68
Buckeye Trails	13,190	14,000	94.21%	7.43	57%	3,254	4,053	3.25
Great Rivers	21,259	21,800	97.52%	6.94	67%	3,000	7,663	2.77
Maumee Valley	13,780	13,470	102.30%	5.15	37%	3,971	2,333	5.91
Girl Scouts of Western Ohio	53,642	55,000	97.53%	6.65	55%	10,615	15,518	3.46

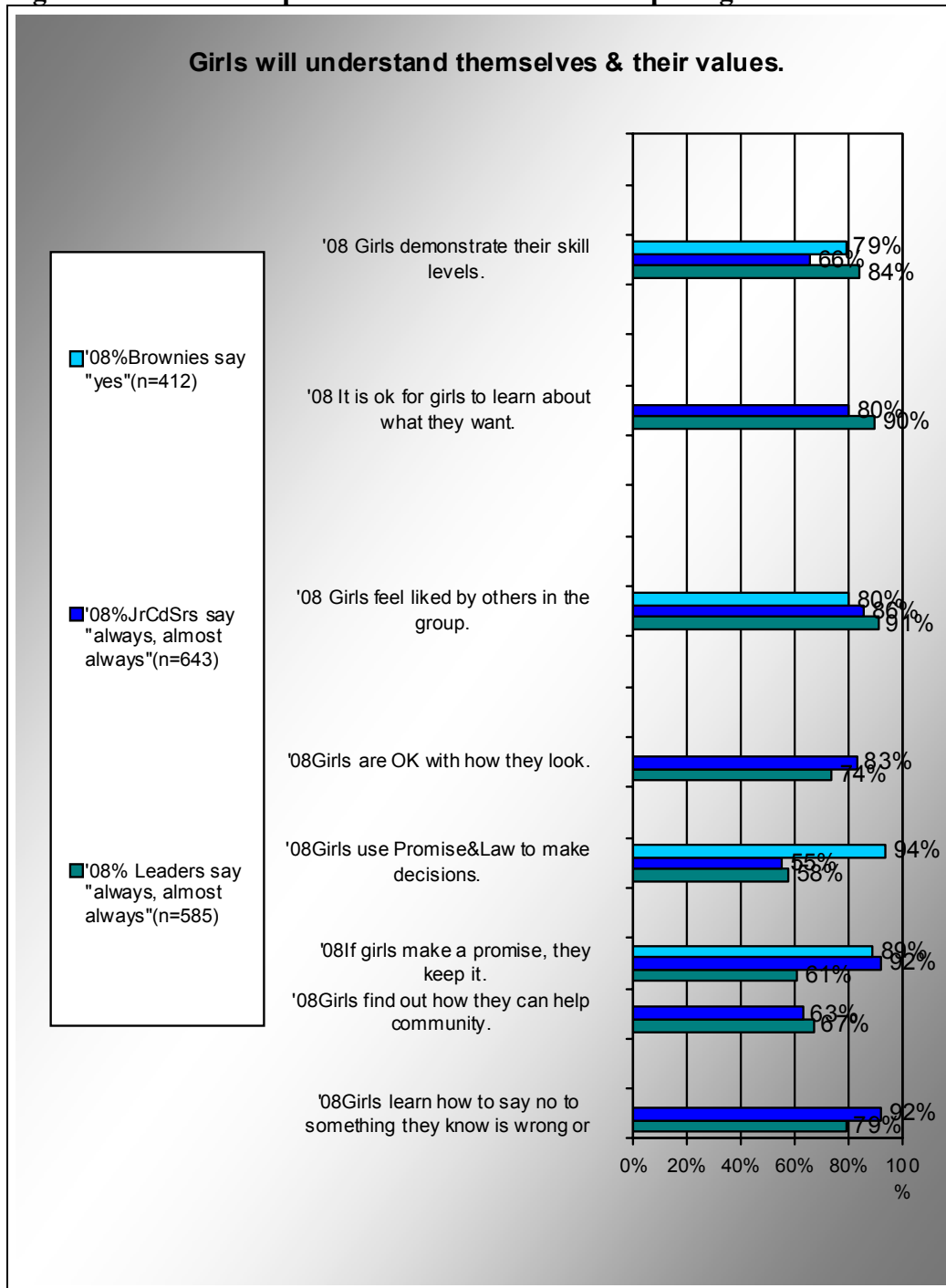
**Overall council minority market share is 1 in 6.24. Insufficient pre-merger data is available to enable calculation by region.*

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 - \$225.20 per girl**
- **Troop contribution***
- **Parent contribution***

**We are working to establish a baseline for troop and parent contributions over the coming year.*

Figure 1 Girls & Troop Leaders Indicate 2008 Troop Progress in Goal 1



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 shows that 100% (20 of 20) of Troop-based Goal 1 evaluation items met or surpassed the 55% standard.

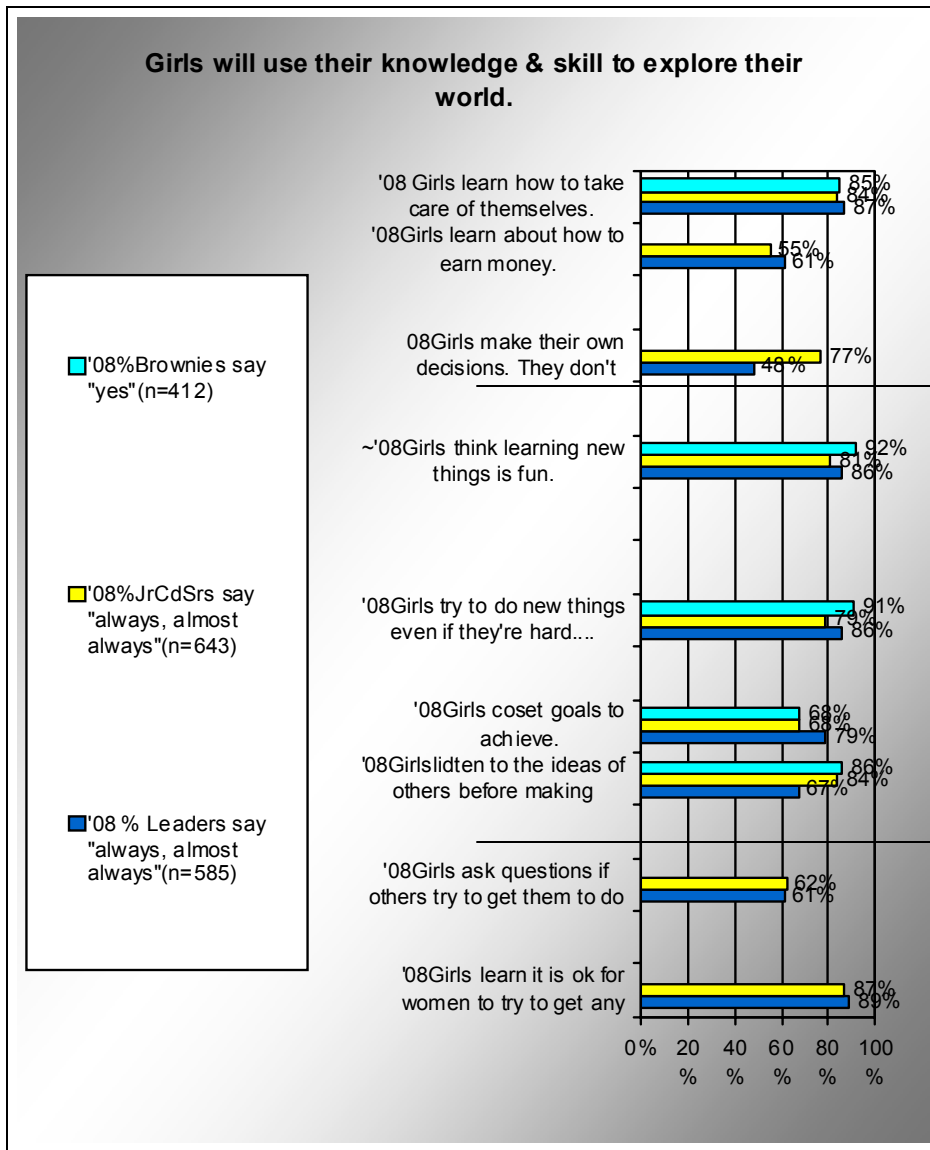
Both girls and leaders report positively about girls developing a strong sense of self. While leaders & girls report signs that girls develop positive values, girls report weak use of the *Girl Scout Promise & Law* to help make decisions and this does not change progressively as girls get older.

Camp Pathway Progress: Nine of 10 (90%) of Goal 1 camp-based evaluation items met or surpassed the 55% standard. Overall, girls report signs of positive social identities by feeling liked by others. Most are confident in their abilities and enjoy the out-of-doors. However, only about half of Junior age girls report “learning to do some things so well that they can show others.”

Program progress related to the council’s services and culture: Troop leaders who report seeing troop girls “use the Girl Scout Promise and Law to make decisions” tend to also say ($\rho \geq .4, p \leq .05$) that *through Girl Scouting...*

- they (as leaders) have up-to-date knowledge about the needs and interests of girls;
- they (as leaders) can gain experience that helps them in other areas of their (adult) lives;
- girls as a group plan and carry out projects in partnership with adults.

Figure 2: Girls & Troop Leaders Indicate 2008 Troop Activity Progress in Goal 2.



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

Figure 2 shows that 96% (22 of 23) troop-based Goal 2 items meet/ exceed 55% standard.

Both girls and leaders report positively about girls seeking challenges in the world and developing critical thinking. While leaders & girls report some signs that girls develop practical life skills by “taking care of themselves”, girls report a declining participation in learning about how to earn money. In addition, while girls see themselves as decision-makers, leaders report seeing increased decision-making ability only as girls get older.

When troop leaders see girls “learn to take care of themselves”, leaders also tend to see that “girls learn about how to solve problems”. Similarly, when girls are seen to “think about what they want to achieve”, leaders also tend to see (rho ≥ .4, p≤.05) “girls learn about how to earn money.”

Camp Pathway Progress: Similar to troop-based evaluation findings, 20 of 21 (95%) of Goal 2 camp-based evaluation items met or surpassed the 55% standard. Overall, camp girls report signs of gaining practical life skills by “taking care of themselves” and “making their own decisions”; although (unlike troop evaluations) “money earning” was not addressed in the camp evaluation. Most develop critical thinking as reported by “listening to others’ ideas before making a decision” and asking questions if they don’t understand something. While most seek challenges in the world by “trying to do new things, even if they’re hard to do”, fewer than half of Junior resident campers “set goals for themselves to achieve.”

Program progress related to the council’s services and culture: Troop leaders who report seeing troop girls “think that learning new things is fun” tend to also say (rho ≥ .4, p≤.05) that *through Girl Scouting...*

- they (as leaders) have fun.

Figure 3: Girls & Troop Leaders Indicate 2008 Troop Activity Progress in Goal 3.

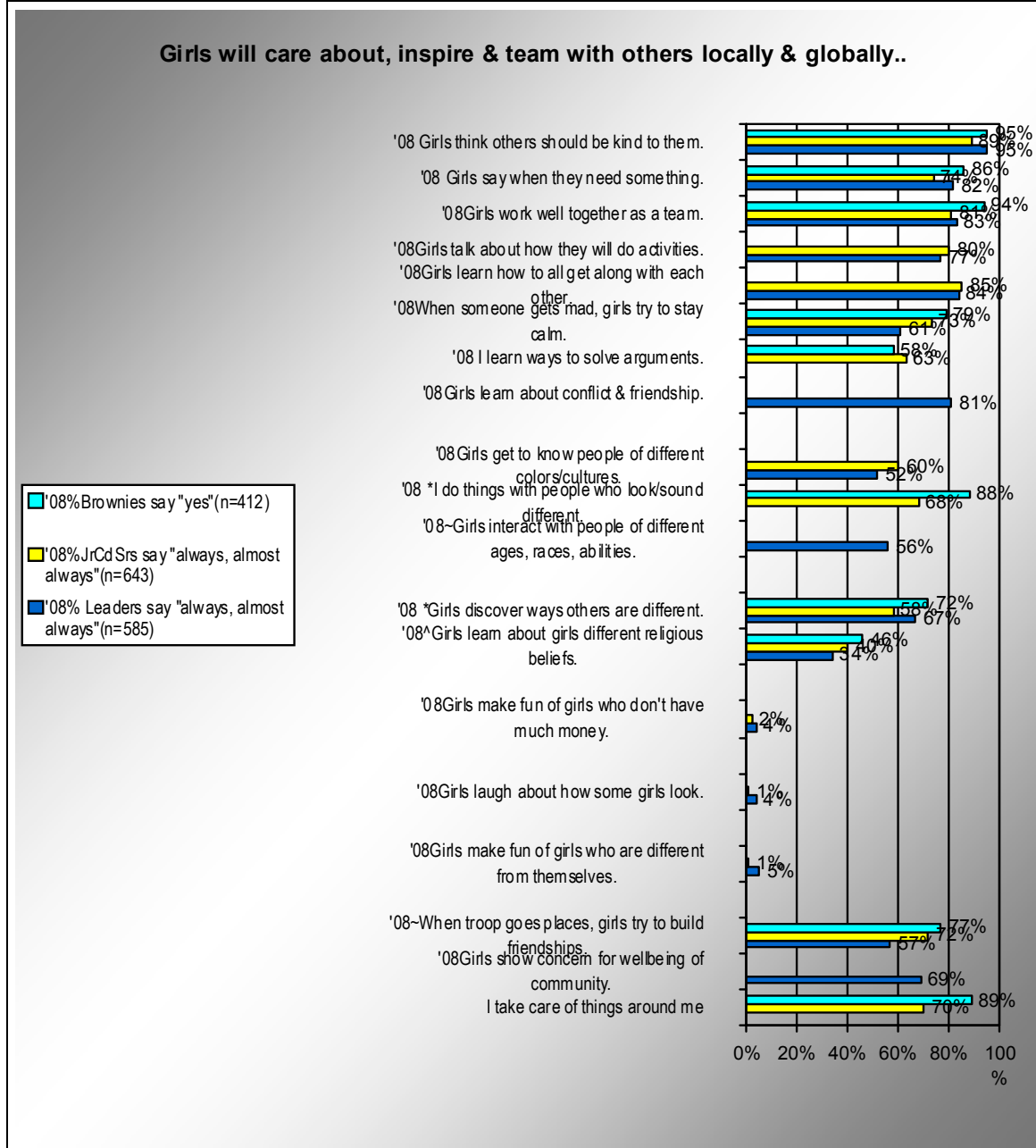


Figure 3 shows that 90% (38 of 42) troop-based Goal 3 items meet/exceed 55% standard. Girls develop healthy relationships, promote cooperation & teambuilding, resolve conflicts and feel connected to their communities.

Correlation analysis shows that even though girls see age-appropriate progression in getting to know people of different colors/cultures, finding out about ways others are different and learning about girls who have different religious beliefs, leaders do not see similar age-level progress. When troop leaders see that “girls discover ways others are different,” leaders also tend to see (rho ≥ .4, p ≤ .05) that girls “learn how to all get along,” “interact with people of different ages, races, abilities,” “learn about conflict & friendship” and “learn about how to solve problems”.

Camp Pathway Progress: Similar to troop-based evaluation findings, 21 of 24 (88%) of Goal 3 camp-based evaluation items met or surpassed the 55% standard. Camp girls report developing healthy relationships and feeling connected to their communities as shown by girls’ reports of “saying when they need something” and “taking care of things around them.” While most campers show signs of advancing diversity in a multicultural world and promoting cooperation and teambuilding, Junior resident campers are less likely to “find out about ways others are different” or “work well together as a team.”

Program progress related to the council’s services and culture: Troop leader evaluation respondents described themselves at 91% Caucasian, while Junior/Cadette/Senior Girl Scouts described themselves at 85% Caucasian.

- 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.

OUTCOMES

Figure 4: Girls & Troop Leaders Indicate 2008 Troop Activity Progress in Goal 4.

Girls will act to make the world a better place.

Item	'08% Brownies say "yes" (n=412)	'08% JrCdSrs say "always, almost always" (n=643)	'08% Leaders say "always, almost always" (n=585)
'08*Girls learn about problems in society.	59%	52%	69%
'08*Girls as group plan & carry out projects.	68%	51%	68%
'08Girls learn about how to solve problems.	68%	79%	79%
'08*Girls as group get to solve problems.	78%	55%	78%
'08Girls ask for help when needed from family...	68%	77%	68%
'08*If something bothers girls, they tell leader.	72%	55%	70%
'08Girls help other girls if they need help.	95%	85%	85%
'08 When girls make decision, they try to think about what is needed.	86%	69%	65%
'08Girls learn how to speak up for what is needed.	71%	65%	65%
'08*Girls come up with ideas that group mbrs choose to do.	56%	44%	80%
'08*Girls get to lead.	31%	75%	75%
'08Girls make choices about how to help others.	77%	70%	77%
'08*Girls do community service projects.	64%	51%	64%
'08~Girls had time to think, talk, write about what they did in	60%	56%	47%
'08~Girls do recycling projects.	50%	45%	40%

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 shows that only 75% (30 of 40) troop-based Goal 4 items meet/exceed 55% standard. Overall, this goal’s 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. Unlike leaders, girls also reported age-based progression in advocating for themselves or others, educating and inspiring others and feeling empowered to make a difference.

Camp Pathway Progress: Unlike troop-based evaluation, 88% (15 of 17) camp-based Goal 4 evaluation items meet/exceed 55% Standard; however, only 3 of 5 outcomes were measured. Campers show signs of feeling empowered to make a difference by reporting that they “help care for the environment” and “get to lead or act as a role model.” Most are resourceful problem-solvers and advocate for themselves and others; but, only half of Brownie girls help plan the things they do and fewer Juniors help make the rules they follow. Signs of girls’ ability to identify community needs or inspire others to act were not measured.

Program progress related to the council’s services and culture: Troop leaders who report seeing troop girls “find out how they can help our community or neighborhood” tend to also say (rho ≥ .4, p≤.05) that *through Girl Scouting...*

- they (as leaders) “feel like they can make a difference”;
- girls “as a group plan and carry out projects in partnership with adults”;
- girls “grow up to be self-reliant and strong young women.”