



2014 Year-End Report on Ends

1.0 Global End: Girls demonstrate courage, confidence, and character, and make a difference.

-GIRLS DISCOVER-

- A. Girls understand themselves and their values and use their knowledge and skills to explore the world.**

-GIRLS CONNECT-

- B. Girls care about, inspire, and team with others locally and globally.**

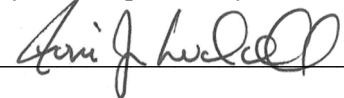
-GIRLS TAKE ACTION-

- C. Girls act to make their world a better place.**

These Ends will be achieved at a cost that balances time, resources and results.

Date of Report to the Board: February 6, 2015

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 , CEO

Date: 1/26/15

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

▲ This overall Ends result is the highest priority.

CEO INTERPRETATION

Interpretation of Global End:

I define overall Global End achievement as the combined achievement of Ends statements A, B and C above. These Ends are the “good” results to be achieved for girls ages 5-17 in Girl Scouts of Western Ohio who register as Girl Scout members in numbers and at costs justified by comparison to “top-ten” Girl Scout councils defined by GSUSA.

Interpretation of Ends Statements (A,B,C):

I interpret each of the Ends statements (A,B,C) by applying GSUSA’s framework (GSUSA, *Transforming Leadership*, 2008) that organizes the benefits or outcomes of the *Girl Scout Leadership Experience* by the three “Leadership Keys” (*Discover, Connect, Take Action*) and distributes 5 of the 15 outcomes to each statement as shown below in **Table 1**.

Table 1

| ENDS | OUTCOMES | | | | | | | | | |
|---|----------|---|---|--|---|-------------------------------------|---|-----------------------------|---|--|
| A) Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world. | = | 1. Girls Develop Strong Sense of Self + | + | 2. Girls Develop Positive Values | + | 3. Girls Gain Practical Life Skills | + | 4. Girls Seek Challenges | + | 5. Girls Develop Critical Thinking |
| B) Connect: Girls care about, inspire, and team with others locally and globally. | = | 1. Girls Develop Healthy Relationships | + | 2. Girls Promote Cooperation & Team Building | + | 3. Girls Resolve Conflicts | + | 4. Girls Advance Diversity | + | 5. Girls Feel Connected to their Communities |
| C) Take Action: Girls act to make their world a better place. | = | 1. Girls identify Community Needs | + | 2. Girls Are Resourceful Problem-Solvers | + | 3. Advocate for Self & Others | + | 4. Educate & Inspire Others | + | 5. Girls Feel Empowered to Act |

Operational Definitions (Measures):

I have adopted OUTCOME ACHIEVEMENT SCORES as the primary measure of the 15 outcomes, which are comprised of specific knowledge, skills, behaviors and values gained by girls in Girl Scouting as described in GSUSA publication *Transforming Leadership* (2008). Overall, ENDS are made up of OUTCOMES which are measured by survey items that are translated into OUTCOME ACHIEVEMENT SCORES. Outcome Achievement Scores are determined using GSUSA National Program Evaluation System (NPES).

This system is utilized to define the Outcome Achievement Scores based on the following rationale: 1) The system’s grade level-differentiated survey items were developed, tested and revised by GSUSA staff in partnership with local councils and positive youth development experts. 2) The NPES offers (without charge to councils) the analytics of *Qualtrics*® software which combines each girl’s replies to two to five survey items (of knowledge, skill, behavior, etc.) per outcome into one *Outcome Achievement Score*. 3) The validity of the process is referenced in the combination of GSUSA’s *Transforming Leadership* (2008) and GSUSA’s National Program Evaluation System which is available to all councils across the US. (Documentation, including that of sampling processes, is available upon direct inspection.)

Table 2 shows the types of survey concepts or items that comprise each of the 15 individual OUTCOME ACHIEVEMENT SCORES.

| Table 2 | (A) | (B) | (C) |
|---------|---|---|--|
| | Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world. | Connect: Girls care about, inspire, and team with others locally and globally. | Take Action: Girls act to make their world a better place. |
| | 1.. Develop Strong Sense of Self <i>*confident * feel able to achieve goals * form positive identities*</i> | 1.Develop Healthy Relationships <i>*caring * communicate effectively* protect rights * seek help as needed</i> | 1. Identify Community Needs <i>*identify issues & realistic possibilities for action*</i> |
| | 2. Develop Positive Values <i>* guided by Promise & Law* * committed to justice & service *</i> | 2. Promote Cooperation & Team Building <i>*value working together * decisions benefit group* shared goals</i> | 2. Are Resourceful Problem-Solvers <i>*set up & implement effective plans* get tools, resources & people to help*</i> |
| | 3. Gain Practical Life Skills <i>*prepared for positive, healthy & independent future*</i> | 3. Resolve Conflicts <i>*recognize & analyze situations* *develop skills*</i> | 3. Advocate for Self & Others <i>*able to speak on own behalf * seeks to act for others behalf*</i> |
| | 4. Seek Challenges <i>*positive about learning * *sets challenging goal * * takes appropriate risks*</i> | 4. Advance Diversity <i>*promote inclusion * value diverse backgrounds, viewpoints & life experiences*</i> | 4. Educate & Inspire Others <i>*effectively explains ideas to motivate others to act & serve*</i> |
| | 5. Develop Critical Thinking <i>*examine various viewpoints & implication of gender issues*</i> | 5. Feel Connected to their Communities <i>*feel part of larger community & *value social networks*</i> | 5. Feel Empowered to Act <i>*feels empowered to use leadership skills* feels valued*</i> |

I note that these *outcomes* measures are distinct from other NPES measures used by Girl Scouts of Western Ohio. *Attributional* and *process* measures are other NPES measures used by Girl Scouts of Western Ohio (in part) to assure use of the Girl Scouts’ three processes: girl-led, cooperative and experiential learning which, in partnership with trained adult partners, comprise Girl Scouting’s unique *theory of change*. GSUSA, (*Transforming Leadership*, 2008) states that “these three processes promote the fun and friendship that have always been so integral to Girl Scouting.” Documentation of these additional measures is available upon request or through direct inspection.

EVIDENCE OF ACHIEVEMENT

Achievement of the Global End and Ends Statements A,B,C is shown in Table 3

Table 3- Overall Achievement

| Ends Statements | Combined Outcomes | Combined Outcomes Achievement Scores per End | | | |
|---|--|--|-------------------|---|--------------------------|
| | | 2012 % (n=936) | 2013 % (n=836) | 2014 Target % (average of 2012 + 2013) | 2014 Actual % (n=979) |
| A). Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world. | 1.Sense of Self 2.Values 3.Life Skills 4.Challenge-Seeking 5.Critical Thinking | 61% | 64% | 62% | 60% |
| B). Connect: Girls care about, inspire, and team with others locally and globally. | 1.Healthy Relations 2.Cooperation/Teambuilding 3.Resolve Conflicts 4.Advance Diversity 5.Feel Connected in Community | 67% | 72% | 69% | 65% |
| C). Take Action: Girls act to make their world a better place. | 1.Identify Community Needs 2.Resourceful Problem-solvers 3.Advocate for Self & Others 4.Educate & Inspire others 5.Feel empowered to act | 55% | 57% | 56% | 57% |
| Combined Ends Total Averages | | 61% | 64% | 63% | 61% |

Table 3 shows that for End Statements A,B,C, girls in Girl Scouts of Western Ohio actually reflect a combined average from [5] *Outcomes Achievement Scores*¹ (defining each End), that when averaged together surpass or meet* GSWO’s 2014 target (previous 2-year average) for that End. *Scores are no more than 4% lower than targets.

This evidence is consistent with my interpretation of achievement. (Please see page 9, definitions #1 and 3 for interpretation details and rationale). I therefore report overall achievement (compliance).

Evidence of overall Ends results by age-level subgroups is shown in Table 4.

| Table 4- Grade Level Achievement | | Averages of 5 Outcome Achievement Scores per End by Age | | | | | |
|---|---|---|-----------------------|-------------------------------------|-----------------------|-------------------------------------|------------------------|
| Ends Statements | Combined Outcomes | Brownies | | Juniors | | Cadettes | |
| | | 2014 Target % (average 2012 + 2013) | 2014 Actual % (n=506) | 2014 Target % (average 2012 + 2013) | 2014 Actual % (n=296) | 2014 Target % (average 2012 + 2013) | 2014 Actual % (n= 177) |
| A). Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world. | 1.Sense of Self 2.Values 3.Life Skills 4.Challenge-Seeking 5.Critical Thinking | 60% | 55% | 71% | 76% | 57% | 49% |
| B). Connect: Girls care about, inspire, and team with others locally and globally. | 1.Healthy Relations 2.Cooperation/Team-building 3.Resolve Conflicts 4.Advance Diversity 5.Feel Connected in Community | 63% | 57% | 77% | 76% | 68% | 63% |
| C). Take Action: Girls act to make their world a better place. | 1. Identify Community Needs 2.Resourceful Problem-solvers 3.Advocate for Self & Others 4.Educate & Inspire others 5.Feel empowered to act | 64% | 60% | 65% | 71% | 40% | 40% |
| Total Ends Averages By Grade level | | 62% | 57% | 71% | 74% | 55% | 51% |

Table 4 shows that for ...

Brownies –

- a) Among End Statements A and C, Girl Scout Brownies in Girl Scouts of Western Ohio actually reflect a combined average from [5] *Outcomes Achievement Scores*² (defining each End), that when averaged together surpass or meet* GSWO’s 2014 target (previous 2-year average) for Ends A & C. *Scores are no more than 5% lower than targets for Ends A and C.
- b) In contrast, for End Statement B, (despite majority Brownie achievement) Brownies in Girl Scouts of Western Ohio actually reflect a combined average from [5] *Outcomes Achievement Scores*³ (defining End B), that when averaged together misses* GSWO’s 2014 target (previous 2-year average) by 6%.

Juniors-

Among End Statements A,B,C, Girl Scout Juniors in Girl Scouts of Western Ohio actually reflect a combined average from [5] *Outcomes Achievement Scores*⁴ (defining each End), that when averaged together surpass or meet* GSWO’s 2014 target (previous 2-year average) for that End. *Scores are no more than 1% lower than targets.

Cadettes –

- a) Among End Statements B and C, Girl Scout Cadettes in Girl Scouts of Western Ohio actually reflect a combined average from [5] *Outcomes Achievement Scores*⁵ (defining each End), that when averaged together surpass or meet* GSWO’s 2014 target (previous 2-year average) for Ends B and C. *Scores are no more than 5% lower than targets for Ends B and C.
- b) In contrast, for End Statement A, Cadettes in Girl Scouts of Western Ohio actually reflect a combined average from [5] *Outcomes Achievement Scores*⁶ (defining End A), that when averaged together misses* GSWO’s 2014 target (previous 2-year average) by 8%.

This evidence deviates from my interpretation of achievement (page 9, definitions #1 and 3). I therefore report partial achievement (compliance) by age or grade level.

Evidence of results by short-term pathways is shown in Table 5.

| Table 5- Short-term Pathway Achievement Compared to Overall Sample | | Targets | | Specific Outcome Achievement Scores by Short-term Pathway | |
|---|-------------------------------------|--|---|---|--|
| Ends Statements | Outcomes | Representative Sample (Mainly Long-term Troop Pathway) | | Camp | Series |
| | | 2014 Target % (2012 + 2013 overall averages) | 2014 Actual % (2 nd quarter) n=979 | 2014 Actual % (3 rd quarter) n= 1695 | 2014 Actual % (4 th quarter) n=1460 |
| A). Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world. | Develop Strong Sense of Self | 74% | 68% | 73% | 79% |
| | Seek Challenges in the world | 61% | 59% | 56% | 50% |
| B). Connect: Girls care about, inspire, and team with others locally and globally. | Promote Cooperation & Team-building | 63% | 63% | 55% | 58% |
| C). Take Action: Girls act to make their world a better place. | Are Resourceful Problem-solvers | 60% | 56% | 48% | 55% |
| Combined 4 Outcomes Achievement Score Averages | | 64% | 62% | 58% | 61% |

Table 5 shows that among Girl Scouts during...

Camp-

- a) For ENDS statement A, 2014 summer campers in Girl Scouts of Western Ohio actually reflect a combined average for a specific subset of *Outcome Achievement Scores* (Strong Sense of Self and Seek Challenges), that when averaged together (73%, 56%) surpass or meet* GSWO's previous *overall* representative sample's two year average or targets (74%, 61%) for those 2 specific outcome(s). *Scores are no more than 5% lower than targets for Ends A.
- b) In contrast, among ENDS statements B and C, 2014 summer campers in Girl Scouts of Western Ohio reflect a combined average for specific subsets of *Outcome Achievement Scores* (B: Cooperation/Teambuilding and C: Resourceful Problem-solvers), that when averaged together (B: 55%, C: 48%) fall short of GSWO's previous *overall* representative sample's two year average or targets (63%, 60%) for those 2 specific outcome(s). *Actual scores are 8% to 12% lower than targets for Ends B and C.

Series-

- a) For ENDS statements B and C, 2014 series participants in Girl Scouts of Western Ohio actually reflect a combined average for specific subsets of *Outcome Achievement Scores* (B: Cooperation/ Teambuilding and C: Resourceful Problem-solvers), that when averaged together (B: 58%, C: 55%) surpass or meet*[within 5%] GSWO's previous *overall* representative sample's two year average or targets (63%, 60%) for those 2 specific outcome(s). *Actual scores are no more than 5% lower than targets for Ends B and C.
- b) With mixed results, for ENDS statement A, 2014 series participants in Girl Scouts of Western Ohio actually reflect a combined average for a specific subset of *Outcome Achievement Scores* (Strong Sense of Self and Seek Challenges), that when averaged together (79%, 50%) surpasses GSWO's previous *overall* representative sample's two year average or targets (74%) for Strong Sense of Self but falls short of the second outcome (challenge-seeking). *The latter score is more than 5% lower than targeted for Ends A.

This evidence deviates from my interpretation of achievement (page 9, definitions #2 and 3). I therefore report partial achievement (compliance) of pre-specified outcomes by camp and series pathways.

Evidence of 2014 Girl Scouts of Western Ohio registered Girl Scout membership is shown in Tables 6, 7a and 7b.

Table 6 Girl Scout Membership among “Top-10” Councils⁷

| Council | Girl Membership | | | Adult Membership |
|---|------------------------|----------------------|----------------------|------------------------|
| | MY2014 Overall 9/30/14 | Overall Market Share | Overall Renewal Rate | MY2014 Overall 9/30/14 |
| 2014 Top 10 Councils Ranked By Girl Membership | | | | |
| GSUSA | 1,997,354 | 7.58% | 60.6% | 809,413 |
| Nation's Capital | 63,243 | 12.18% | 67.65% | 25,938 |
| Greater Chicago and Northwest Indiana | 61,416 | 8.74% | 65.36% | 21,202 |
| San Jacinto Council | 61,256 | 9.00% | 56.2% | 18,044 |
| Northern California | 50,541 | 7.91% | 64.97% | 31,359 |
| Greater Atlanta | 43,026 | 7.99% | 57.69% | 16,687 |
| Girl Scouts of Western Ohio | 42,183 | 12.36% | 57.28% | 13,215 |
| Greater Los Angeles | 40,704 | 4.46% | 67.45% | 22,723 |
| Eastern Missouri | 40,263 | 20.21% | 58.51% | 15,763 |
| Eastern Pennsylvania | 40,066 | 9.63% | 57.37% | 14,246 |
| Connecticut | 38,114 | 13.37% | 59.68% | 17,133 |
| Minnesota & Wisconsin River Valleys | 36,044 | 9.82% | 71.85% | 14,610 |

Table 6 shows that the number of girls registered (42,183) by Girl Scouts of Western Ohio in the 2014 membership year (October 1, 2013 to September 30, 2014) positions the council within the “top-10” Girl Scout councils by GSUSA. In addition, one of the highest market shares (12.36%) is efficiently achieved when considering overall adult membership.

This evidence is consistent with my interpretation of achievement (page 9, definition #4 and page 10, rationale #6). I therefore report membership achievement (compliance) as compared among “top-10” Girl Scout Councils.

Table 7a Girl Scouts of Western Ohio membership among internal geographic regions.

| Table 7a ⁸ | Girl Members | Current Girl Market Share ⁹ | Girl Retention Rate | Adult Members (^Includes lifetime members) | Adult: Girl Ratio |
|---------------------------|---------------|--|---------------------|---|-------------------|
| Toledo | 9000 | 14.70% | 54.64% | 2120 | 1:4 |
| Lima | 4065 | 9.97% | 56.68% | 1197 | 1:3 |
| Dayton | 10210 | 11.33% | 59.56% | 3505 | 1:3 |
| Cincinnati | 18229 | 12.55% | 62.07% | 5936 | 1:3 |
| Adjacent county residents | 679 | | | 457 | |
| TOTAL GSWO | 42,183 | 12.36% | 57.28% | 13,215[^] | 1:3 |

Table 7a shows that the market shares in four regions (Toledo, Lima, Dayton, Cincinnati) range from about 10% of Lima’s decentralized small-town and rural girl population to about 15% of the girl population in Toledo’s more densely populated counties.

Each region’s market share is higher than GSUSA’s country-wide market share of 7.6%.

This evidence is consistent with my interpretation of achievement (page 10, rationale #6). I therefore report membership achievement (compliance) among regional populations by geography.

| Table 7b ¹⁰ | Minority Girl Actual | Minority Girl Market Share | Hispanic Girl Actual | Hispanic Girl Market Share |
|------------------------|----------------------|----------------------------|----------------------|----------------------------|
| GSWO Total | 10,203 | 12.79% | 1827 | 10.97% |

Table 7b shows the minority and Hispanic members participating in all of Girl Scouts of Western Ohio.

Evidence of 2014 Girl Scouts of Western Ohio justifiable cost is shown in Table 8a and 8b.

Table 8a Girl Scouts of Western Ohio 2014 Costs Per Girl

| Council | 2014 GSWO Per Girl Cost | |
|------------------------------------|---|--------------|
| | 2014 Operating Expense ÷ 2014 Girl Members | |
| Girl Scouts of Western Ohio | \$11,731,327¹¹ ÷ 42,183 = | \$278 |

Table 8a shows that the 2014 Girl Scouts of Western Ohio’s “cost per girl” is \$278.

Table 8b Girl Scout Council 2013 Costs Per Girl Among “Top-10” Membership Councils

| Council | 2013 Per Girl Costs By Council | |
|---|--|--|
| | Yearly Operating Expenses ¹² ÷ Girl Members | |
| 2014 Top 10 Member Councils Ranked By 2013 Cost per Girl | 2013 Expenses (per Annual Report) ÷ MY 2013 Girls | 2013 Cost per Girl Ranked Low to High |
| Nation's Capital | 15,345,324 ÷ 63,965 | \$240 |
| San Jacinto Council | 15,400,00 ÷ 62,852 | \$245 |
| Greater Chicago and Northwest Indiana | 17,466,422 ÷ 69,531 | \$251 |
| Girl Scouts of Western Ohio | 11,006,012 ÷ 43,663 | \$252 |
| Connecticut | 11,393,329 ÷ 43,729 | \$260 |
| Eastern Missouri | 12,189,477 ÷ 46,228 | \$264 |
| Greater Atlanta | 15,559,664 ÷ 46,172 | \$337 |
| Northern California | 17,001,080 ÷ 50,349 | \$338 |
| Greater Los Angeles | 16,106,980 ÷ 42,604 | \$378 |
| Minnesota & Wisconsin River Valleys | 15,550,737 ÷ 41,066 | \$379 |
| Eastern Pennsylvania | 15,501,519 ÷ 40,088 | \$387 |
| All Councils (> 100) Average Cost per Girl 2012 | | 313.08¹³ |

Table 8b shows how Girl Scouts of Western Ohio’s per-girl cost ranks within the 2013 “top-10” councils’ cost-per-girl. GSWO’s 2014 per-girl-cost (\$278) is within 20% (+/- \$56) of at least half of the “top-10” councils’ 2013 per-girl costs.

In addition, the 2014 cost compares favorably (at 11% difference), with the 2012 average cost per girl (\$313) among all (over 100) Girl Scout councils in the United States.

This evidence is consistent with my interpretation of achievement (page 9, definition #4 and page 10, rationale #6). I therefore report achievement (compliance) at justifiable cost.

CONCLUSIONS and COMPREHENSIVE VIEW OF ENDS ACHIEVEMENT
Influencers of Future Action

Table 9

| Table 9: % of Girl Scouts who achieve each outcome | | Outcome Achievement Scores | | | | | | | | | | | | | | | | | | | | Averages | | | | |
|--|---|--|--|---|--|---------------------------|--------------------------------|--|--|--|--|---------------------------|--------------------------------|---|---|---|---|---------------------------|--------------------------------|---|---|--|-------------------------------|------------------------------------|--|--------|
| | | Brownies | | | | | Juniors | | | | | Cadettes | | | | | | | | | | | | | | |
| | | 2012 GSWO Brownie Cluster Personify (n= 402) | 2013 GSWO Brownie Cluster Personify (n= 314) | 2012 & 2013 GSWO Brownie average outcome achieve score (n= 506) | 2014 GSWO Brownie Cluster Personify (n= 506) | 2014 GSWO Camp BR (n=569) | 2014 Q4 GSWO Series BR (n=543) | 2012 GSWO Junior Random Personify (n= 327) | 2013 GSWO Junior Random Personify (n= 350) | 2012 & 2013 GSWO Junior average outcome achieve score (n= 296) | 2014 GSWO Junior Random Personify (n= 296) | 2014 GSWO Camp JR (n=840) | 2014 Q4 GSWO Series JR (n=321) | 2012 GSWO Cadette Random Personify (n= 207) | 2013 GSWO Cadette Random Personify (n= 172) | 2012 & 2013 GSWO Cadette average outcome achieve score (n= 177) | 2014 GSWO Cadette Random Personify (n= 177) | 2014 GSWO Camp CD (n=268) | 2014 Q4 GSWO Series CD (n=596) | 2012 B-J-C GSWO Random Personify (n= 936) | 2013 B-J-C GSWO Random Personify (n= 836) | 2014 B-J-C GSWO Random Personify (n=979) | 2014 B-J-C GSWO Camp (n=1695) | 2014 Q4 B-J-C GSWO Series (n=1460) | 2012 + 2013 GSWO BJC Overall Average Outcome Achieve Score | |
| Ends Statements & 15 Outcomes Achieved | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DISCOVER | A. Girls understand themselves & their values and use their knowledge and skills to explore the world. | | | 60% | 55% | | | | 70.8% | 76% | | | | | 56.7% | 49% | | | | | 60.90 | 63.73 | 59.93% | | | 62.32 |
| | [averages] | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Develop Strong Sense of Self | 61% | 57% | 59% | 57% | 65% | 86% | 95% | 96% | 95.5% | 96% | 92% | 95% | 63% | 71% | 67.0% | 51% | 61% | 57% | | 73.00 | 74.67 | 68.00% | 73% | 79% | 73.83% |
| | 2. Develop Positive Values | 56% | 59% | 57.5% | 46% | | | 87.50% | 87% | 87.3% | 89% | | | 85.50% | 87% | 86.3% | 80% | | | | 76.33 | 77.67 | 71.67% | | | |
| | 3. Gain Practical Life Skills (healthy living) | 65% | 67% | 66% | 64% | | | 63% | 61% | 62.0% | 69% | | | 28.50% | 21% | 24.8% | 20% | | | | 52.17 | 49.67 | 51.00% | | | |
| CONNECT | B. Girls care about, inspire & team with others locally & globally. | | | 63% | 57% | | | | 77% | 76% | | | | | 68% | 63% | | | | | 67.00 | 71.60 | 65.20% | | | 69.30 |
| | [averages] | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6. Develop Healthy Relationships | 77% | 78% | 77.5% | 72% | | | 47% | 53% | 50% | 39% | | | 80% | 84% | 82.0% | 66% | | | | 68.00 | 71.67 | 58.67% | | | |
| | 7. Promote Cooperation & Team Building | 45% | 55% | 50.0% | 44% | 51% | 71% | 72% | 76% | 74% | 81% | 59% | 58% | 63% | 66% | 64.5% | 65% | 56% | | | 60.00 | 65.67 | 63.33% | 55% | 58% | 62.8% |
| | 8. Can Resolve Conflicts | 67% | 71% | 69.0% | 67% | | | 92% | 92% | 92% | 93% | | | 47% | 49% | 48.0% | 50% | | | | 68.67 | 70.67 | 70.00% | | | |
| TAKE ACTION | C. Girls act to make the world a better place. | | | 64% | 60% | | | | 65% | 71% | | | | | 39.6% | 40% | | | | | 55.10 | 57.27 | 57.07% | | | 56.18 |
| | [averages] | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 11. Can Identify Community Needs | 58% | 53% | 55.5% | 51% | | | 54% | 65% | 59.5% | 68% | | | 26% | 20% | 23.0% | 23% | | | | 46.00 | 46.00 | 47.33% | | | |
| | 12. Are Resourceful Problem-solvers | 66% | 64% | 65% | 57% | 61% | 69% | 68% | 69% | 68.5% | 61% | 44% | 58% | 49% | 47% | 48.0% | 50% | 38% | | | 61.00 | 60.00 | 56.00% | 48% | 55% | 60.50% |
| | 13. Advocate for themselves & others, Locally & Globally | 57% | 66% | 61.5% | 58% | | | 62% | 74% | 68.0% | 76% | | | 42% | 48% | 45.0% | 41% | | | | 53.67 | 62.67 | 58.33% | | | |
| 14. Educate & inspire others to act | 59% | 64% | 61.5% | 59% | | | 48% | 62% | 55.0% | 69% | | | 42.50% | 31% | 36.8% | 38% | | | | 49.83 | 52.33 | 55.33% | | | | |
| 15. Feel Empowered to make a difference | 77% | 80% | 78.5% | 75% | | | 65% | 79% | 72.0% | 80% | | | 53% | 37% | 45.0% | 50% | | | | 65.00 | 65.33 | 68.33% | | | | |
| Yearly Average-15 Outcomes | | | | 57% | | | | | | 74% | | | | | | | 51% | | | 61% | 64.20% | 60.73% | | | | |
| Two-year Average (2012 + 2013)-15 Outcomes | | | | 62% | | | | | 71% | | | | | | 55% | | | | | | | | | | 62.60% | |
| Yearly Averages Outcomes 1,4,7,12 | | | | | | | | | | | | | | | | | | | | | | | 61.67% | 58% | 61% | 64.50% |
| GSWO Outcome Achievement Scores ≥ 58% (overall average 63% - 5%) | | | | 7.0 | | | | | 14.0 | | | | | | | 5.0 | | | | | | | | | | |
| GSWO Outcome Scores ≥ last 2 years | | | | 0 | | | | | 11.0 | | | | | | | 6.0 | | | | | | | | | | |
| GSWO Outcome Scores ≤ last 2 years within 5% | | | | 9.0 | | | | | 2.0 | | | | | | | 3.0 | | | | | | | | | | |
| GSWO Outcome Scores < last 2 years > 5% | | | | 6.0 | | | | | 2.0 | | | | | | | 6.0 | | | | | | | | | | |

Table 9 shows a comprehensive view of the overall achievement of Ends as summarized in Table 3. In addition, it shows the partial achievement of Ends by age/grade level subsets and by series or camp pathway sub-groups as summarized in Tables 4 and 5. While the partial achievement of Ends within some sub-groups does not detract from the overall achievement or compliance with the overall Ends, they do point to areas of need for improved performance.

Having demonstrated overall achievement of Ends (Table 3) at a cost that balances time, resources and results (Tables 6 and 8a-b), I plan a multi-year strategy to address specific grade level and pathway outcome needs.

Multi-year Outcomes Growth Strategy:

Based on the historical underperformance of End Statement C (Girls act to make the world a better place) among the troop and more recently the camp pathway, Girl Scouts of Western Ohio will undertake a multi-year plan that will focus on TAKE ACTION.

Multi-year staff performance that will include the following over 3 to 5 years:

1. An educational component that focuses on understanding the Girl Scout Leadership Experience that leads to TAKE ACTION.
2. Measuring improved understanding of the Girl Scout Leadership Experience (overall) through gradual gains in survey items (sub-outcomes) in years 2 & 3 and that result in improved outcomes achievement scores after year 3.
3. We would also track camp & series gains in problem-solving as a measure of TAKING ACTION.

**-Supplemental Notes -
CEO's Interpretation of Achievement**

Interpretation of Achievement Details: (Metrics, Benchmark and Comparison)

I have defined achievement as the following:

- 1) Among an *Overall* Girl Scouts of Western Ohio (GSWO) Representative Sample and age-based sub-samples by age grade-level: For each End Statement, girls in Girl Scouts of Western Ohio will reflect a combined average from [5] *Outcomes Achievement Scores*¹⁴ (defining each End), that when averaged together surpass or meet* GSWO's previous 2-year average for that End. [Evidence for 2014 is shown in Tables 3 and 4.]
- 2) Among Camp and Series Pathway Participants: For each ENDS statement, girls in Girl Scouts of Western Ohio will reflect a combined average for a specific subset of *Outcome Achievement Scores* that are appropriate for that Pathway, that when averaged together surpass or meet* GSWO's previous *overall* representative sample's two year average for the specific outcome(s). [Evidence for 2014 is in Table 5.]
- 3) *For "Meeting" Previous Two-year Average Targets: "Meeting" means "numerically equal or not more than 5% lower", if a data inspection of 3 to 5 years shows no consistent downward progression.
- 4) For Justifiable Cost that Balances Time, Resources, and Results: Girl Scouts of Western Ohio will demonstrate performance that is within a (+/-20%) range of the average of "top-10" Girl Scout councils for a) cost per girl and b) number of girls registered as Girl Scouts (total girl members). I define "annual cost per girl" as the council's annual expenses divided by the number of girl members registered in that membership year (October-September). [Evidence for 2014 is shown in Tables 6 and 8a-b.]

Rationale for Interpretation:

The rationale and background for my interpretation of achievement is as follows:

- 1) Internal Versus External Outcomes Standards: Girl Scouts of Western Ohio has a recorded history (since 2008) of measuring Outcomes annually; but, the external standard of achievement established by GSUSA in 2010 (and used by GSWO in 2012 and 2013) has not been updated since 2010. As a substitute for the dated GSUSA external comparison, our Council data provides more relevant comparison given the rate of change of both girls themselves and the program's national and local resources. (If GSUSA updates their outcome data-base, we will compare relevant GSWO Outcomes to this external benchmark the year it is available.)
- 2) Overall Outcomes Population: Using an overall representative sample of currently registered GSWO girl members provides the most statistically sound data base reflecting the overall performance of the council. (Note: This sample reflects on Girl Scouts who participate in a troop or group experience, not as an individual member. The majority [70%] of Girl Scouts are registered with troops.)
- 3) Overall Outcomes by Age / Grade Level Groups: Highlighting subsets of Brownies, Juniors and Cadette grade levels from among the overall stratified sampling of currently registered GSWO girl members (who participate mostly in troop environments) ensures that we meet the needs of important cohorts (Brownies: 31%, Juniors:23%, Cadettes:16% of members) who have different developmental needs. Even though Girl Scout Daisies represent 25% of membership, their reading level limits participation in this type of evaluation but we do collect troop leader reports (available upon direct inspection). Girl Scout Seniors and Ambassadors (only 5% of members) could be evaluated as needed.
- 4) Specific Outcomes By Interest Group and Pathways: Outcomes specific to *Camp* and *Series* Pathways were selected based on GSUSA's studies related to outcomes linked to the Out-of-doors and to academic benefits. Achievement is targeted to surpass or meet* *overall* achievement targets for that outcome, as a reasonable expectation given the focus of staff time and expertise deployed to members with specific interests in and/or limited availability for participation.

**-Supplemental Notes -
CEO's Interpretation of Achievement**

- 5) Outcomes Target Trends: Given sampling error /statistical variation in girl-generated data, it is reasonable that a target is *met* "if the current combined average is not more than 5% lower than the combined previous two-year average". To check for gradual decline (downward trending), a 3 to 5-year data comparison can further classify outcomes achievement, as needed.
- 6) External Comparison of Membership and Costs: Utilizing the "top-10" Girl Scout councils for comparison of "justifiable cost" is reasonable as they represent the most comparable data base given similarity of the Girl Scout business model vs. other non-profit organizations¹⁵ and reflections of overall girl/volunteer trends affecting Girl Scouts as a whole. The 20% (+/-) reflects variability in year to year fluctuations within Council(s) data, such as inclusion or exclusion of depreciation and capital improvement costs. In addition, internal comparison of market share by GSWO region, is offered as a reasonable expectation from member and community stake-holders that membership be representative of the regional populations.
- 7) Comprehensive View: A detailed table of Outcome Achievement Scores by age level for the current and past two years is also provided to the Board as a comprehensive reference document. The additional detail provides perspective to the Board for action plans and targets for the council's future multi-year efforts to grow performance.

- End Notes -

¹ Outcomes Achievement Scores result from combining the results of 2-5 survey items per outcome for each grade-level-differentiated survey. Qualtrics©-based calculations of Outcomes Achievement Scores for each outcome are then “averaged” for each year.

² Outcomes Achievement Scores result from combining the results of 2-5 survey items per outcome for each grade-level-differentiated survey. Qualtrics©-based calculations of Outcomes Achievement Scores for each outcome are then “averaged” for each year.

³ Outcomes Achievement Scores result from combining the results of 2-5 survey items per outcome for each grade-level-differentiated survey. Qualtrics©-based calculations of Outcomes Achievement Scores for each outcome are then “averaged” for each year.

⁴ Outcomes Achievement Scores result from combining the results of 2-5 survey items per outcome for each grade-level-differentiated survey. Qualtrics©-based calculations of Outcomes Achievement Scores for each outcome are then “averaged” for each year.

⁵ Outcomes Achievement Scores result from combining the results of 2-5 survey items per outcome for each grade-level-differentiated survey. Qualtrics©-based calculations of Outcomes Achievement Scores for each outcome are then “averaged” for each year.

⁶ Outcomes Achievement Scores result from combining the results of 2-5 survey items per outcome for each grade-level-differentiated survey. Qualtrics©-based calculations of Outcomes Achievement Scores for each outcome are then “averaged” for each year.

⁷ GSUSA, *InfoScout: PR112*, December, 2014.

⁸ Source of membership comparison by region is GSUSA’s InfoScout: MBR006, sorted by counties within each region.

⁹ GSUSA expresses “Market Share” as a percent where the numerator is the actual number of girls registered and the denominator is the potential girl population. This is a different way of expressing the same information if calculated by dividing actual girl members by the total potential population for this demographic and age level. The later expression was previously used by GSWO and is expressed as “1 in X.” The lower the “1 in X”, the higher the percentage of the population served. For comparability with other councils, this report expresses Market Share by percent. The source is GSUSA InfoScout: MBR006, sorted by counties.

¹⁰ Source: GSUSA, *InfoScout MM110* and *InfoScout Zip210*.

¹¹ The 2014 GSWO expense figure is a 12-month projection in a 9-month year during transition to a different fiscal year.

¹² Yearly expenses are found in each council’s annual report or on line #18 of each council’s Form 990.

¹³ GSUSA, *Council Statistical Information* (rev 7-2014), retrieved from [https://pearl.girlscouts.org/Resources/Council Statistical Information - Rev 7-2014.docx](https://pearl.girlscouts.org/Resources/Council%20Statistical%20Information%20-%20Rev%207-2014.docx).

¹⁴ Outcomes Achievement Scores result from combining the results of 2-5 survey items per outcome for each grade-level-differentiated survey. Qualtrics©-based calculations of Outcomes Achievement Scores for each outcome are then “averaged” for each year.

¹⁵ Annual per-youth costs of preventive and youth development programs ranging from **\$135 to \$1000**. (*Making Out-of-School-Time Matter*, RAND Corporation, 2005)