

GIRL SCOUTS OF WESTERN OHIO

2010 Year End Management Report

Barbara J. Bonifas, CEO



girl scouts
of western ohio

Girl Stories

The following are two stories that illustrate our Ends and the processes used to deliver the Girl Scout Leadership Experience. These serve as an introduction to the 2010 Year End Management report.

How a Moment of Insight Begins to Change the World.

“No More Styrofoam!” This is what Girl Scout Troop 41280 members are trying to accomplish in their school. How did twelve nine-year olds become environmental activists, making posters to put around their school and petitioning their classmates to stand up against styrofoam in the school cafeteria? They are Girl Scouts! Deborah, Girl Scout Leader for Troop 41280, says that this all started at Troop Adventure Camp when the girls learned how long it takes for everyday items to decompose and how each girl can make a difference in her own community, one piece at a time. “The activity at Troop Adventure Camp sparked an interest in the girls,” says Deborah.

Deborah has been the Girl Scout Troop Leader for four years. She and the girls have learned to create a troop in which the girls give input into what they want to do, and then make decisions based on their interests. The key to the success of this troop is the relationships that have formed among the girls and between their troop leader. Deborah has a deliberate plan for each troop meeting, starting with a snack (since they meet after school) and then giving the girls “circle time.” This is a time for the girls to talk about anything they want. It could be something that happened at school, a favorite book or movie or something that concerns them. Deborah says that the “circle time” builds a bond between the girls and allows her to bond and relate to the girls. She says, “it creates a safe place.”

From this safe place at the troop meeting, the girls make decisions. The girls decided to participate in the Dream Rocket project along with several other troops in the Bethel Service Unit. The Dream Rocket project’s purpose is to connect art and education through a global collaborative initiative. Participants are encouraged to express their dreams for a better future by wrapping the Saturn V Rocket with art work that depicts their dreams. The girls in Girl Scout Troop 41280 decided to dream about a better world, where people will reduce, reuse and recycle. They created a 24” x 24” panel that went on the Saturn V Rocket along with other panels created by Girl Scouts and others from around the world. She said the creation of this environmentally themed panel sparked more interest from the girls about environmental issues in their own community. Deborah explored this topic more

with the girls by asking them questions about their own lives. She encouraged the girls to brainstorm ways to make changes in their own family and community. The girls thought about all of the styrofoam their school uses in their cafeteria every day.

“No More Styrofoam!” was born. Once the girls identified a change that they believed needed to occur at their school, they planned how to make the change happen. This led to a meeting with the school principal, where they shared their idea and received permission to educate and petition the school body to stand up against styrofoam. Deborah said that this project is teaching the girls a lot. They are learning to become dependable. Each girl has a role in the project and if they do not fulfill that role, they understand how it affects the other girls and the project. They are also becoming responsible and learning through the process how to work together, creating a plan, advocating for what they feel is right, and implementing that plan. The experience of educating and petitioning their school has taught the girls about government and their rights, as well as how to work for a change both in their own families and in the community.

“No more Styrofoam” is underway at their school. The girls have made posters educating the student body and on January 5 they will begin the collection of signatures to ask the school to start using sustainable, reusable products instead of styrofoam.

The girls in Girl Scout Troop 41280 have learned to work as a team, to speak out for what they feel is right, and through discussion and planning are changing their world, one piece of styrofoam at a time. Deborah says, “I see a difference Girl Scouting makes in each girl. The girls see Girl Scouting as a fun experience; I see how independent and confident they are. I see them understanding themselves, who they are and what they want to do.”

Through a process of establishing trust and a positive, safe environment, Deborah has created a dynamic in which the girls learn to think for themselves, explore their interests and values, work as a team to identify issues that are important to them, and take action to make their world a better place.

The Gold Award: South African Project

Taylor's involvement in Girl Scouts through troop meetings, attending camp, and earning leadership awards with the aid and support of key adult volunteers since she began as a Girl Scout Daisy, developed the life skills and passion necessary to develop and implement a Gold Award project that is extraordinary.

Taylor earned both her Bronze and Silver Award and always knew she would earn the Gold Award as well. But she knew she needed to discover a passion before she could create a project. Through brainstorming with her project advisor, Annette, she identified Dr. Audrey, founder of Project Learning Around the World as a resource for her project. Taylor set a meeting with Dr. Audrey to learn about the needs of South African children and the challenges they are facing, such as, lack of educational supplies, abusive environments, and medical issues like AIDS, tuberculosis, and malnutrition.

"Dr. Audrey inspired me to focus my Gold Award project toward the needs of South African students and orphans," Taylor said.

Once, Taylor submitted her Gold Award proposal, she was assigned Dr. Megan, Girl Scout volunteer, as her Gold Award project mentor. Taylor and Dr. Megan met to develop a plan of action that included specific goals, a timeline, a plan for sustainability and how her project could have both a local and global impact.

Next, Taylor connected with her community and developed a plan that involved educating others about South African needs, encouraging others to give of their time and talents. Taylor contacted elementary schools and presented her project to teachers and administrators in order to gain their support. Before going to each school, Taylor worked with Dr. Megan on her presentation skills. Dr. Megan attended her presentations, gave her feedback before and after each one and saw growth in Taylor from start to finish.

The schools were open and excited to have Taylor work with their third grade students. She partnered with administrators to create activities that fit into both the goals Taylor had for her project, as well as the state curriculum set for the third graders. With the aid of her project advisor, she developed activities that incorporated geography, social studies, art, writing and math into her lessons. Taylor taught the students about South Africa as a place, a culture, and a people. She also worked with them to write letters to the students in South Africa to accompany the supplies they were collecting. Each third grade class she worked with planned a supply drive, and the class that collected the most items won a pizza party lunch.

Taylor then needed to get the items to the children that needed them. But, instead of shipping them, she and her project advisor, Annette, traveled to South Africa with a group of other young people on her spring break to deliver approximately 200 pounds of school supplies, 15 book bags, 16 quilts, 150 pen pal letters, balloons and African styled jewelry to 4 schools and 1 orphanage in South Africa.

"By going to South Africa, I got to see the schools, staff, and children that benefited from the project," Taylor said. "Seeing how thrilled the South Africans were made all the work worthwhile."

Taylor acknowledges that she would not have been able to do any of this alone. "Dr. Megan encouraged me to enhance my project from the beginning," Taylor said.

With Dr. Megan's support Taylor expanded her project beyond collecting donated items to an extraordinary global connection and learning opportunity for all involved.

"Taylor was instrumental in bringing this entire project to life," Dr. Megan said. "She was the one who had sought out a need that was not fully being met, and found ways to accomplish this. As the project continued to grow, she grew with it. It was her leadership and presentations that brought awareness to the children of our area of the needs of others elsewhere."

The Girl Scout Leadership Experience and the Gold Award aims to develop skills in young women that allow them to discover, connect and take action in the world. Through her Girl Scout experience, Taylor was able to identify community needs, advocate for others, educate and inspire her community to act and feel empowered to make a difference in the world. Taylor is a great example of the success of the Girl Scout program. When reflecting on her project, Taylor said she has discovered that she wants to continue to foster international relationships, and is considering possible related career choices. The life skills she gain throughout her project: communication, leadership, teamwork, and compassion; are characteristics that will allow her success to continue for the rest of her life.

"I feel that everyone who has been touched by this project, including myself, has a greater understanding of what it takes to "make the world a better place, and be a sister to every Girl Scout," Taylor said. "I also feel that in my own small way, I have had a positive impact on the world."

2010 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 22, 2011

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. Bonifazi, CEO

Date: January 11, 2011

◇ **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.

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, 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. 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*, 4) *Event Pathway*.

Externally, GSUSA has developed, tested and refined a national evaluation of Girl Scout leadership outcomes; but, the national platform was not fully available in 2010.¹ As a result, Search Institute regional data is being used for external comparison for the second year. Compliance "progress" is reached when greater than 70% of Girl Scout survey item responses meet this benchmark.² 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 and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically and cognitively competent."³

¹ GSUSA, Girl Scout Leadership Experience: Year 1 Baseline, September, 2008-August, 2009 (included 8 councils, n=3571 girls.)

² 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 7th & 11th grade girls in southwest Ohio/N.KY.

³ GSUSA, *Paths to Positive Youth Development*, 2003.

In addition, where relevant, Girl Scouts of USA’s Year 1 baseline data (gathered September, 2008 through August, 2009 in eight local councils) will serve as another comparison.

Interpretation of Justifiable Cost:

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 \$1000.⁴

Evidence of Compliance

All pathways and all ENDS demonstrate total compliance or “compliance progress” which means that at least 70% of outcome items met or surpassed the Girl Scouts of Western Ohio benchmark. This is important because it shows that Girl Scouts of Western Ohio exceeds the “norm” established by analyzing behaviors and attitudes of “at large” 7th and 11th grade female students.⁵

Evidence of Benchmarks:

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 2010 (compared to 2008 & 2009) is evidenced by percents of troop, camp, series and event pathway survey items which meet or surpass the 55% benchmark.

Evidence of benchmarks by pathway is shown as follows:

Global End	Troops Pathway (136 survey items)	Camp Pathway (72 survey items)	Series Pathway (190 survey items) Educational Outreach and Experiential/Corporate / Community	Events Pathway (65 survey items)
2010	93% of survey items met the benchmark.	92% of survey items met the benchmark.	83% of survey items met the benchmark.	97% of survey items met the benchmark.
2009	90% of survey items met the benchmark.	92% of survey items met the benchmark.	82% of survey items met the benchmark.	Not reported
2008	88% of survey items met the benchmark.	90% of survey items met the benchmark.	Not reported	Not reported

Survey Results – Support and Analysis

Evidence of Relationship between Program Processes and Achievement of Ends: (*Troop Pathway*)

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.

To determine whether we could see evidence of the impact of the Girl Scout program processes on how well girls achieved outcomes, we analyzed whether we would find a correlation between the survey measures that reflect girls’ use of the Girl Scout program design and processes (girl-led, learning by doing, and cooperative learning) and girls’ responses on other key survey items.

Because the primary program delivery pathway is the troop, the *troop pathway* participates in more in-depth evaluation and analysis of items included in annual Troop Leader and Girl Scout Junior, Cadette, Senior & Ambassador Surveys.

⁴ 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.”

⁵ 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 7th & 11th grade girls in southwest Ohio/N.KY.

Consistent with 2008 and 2009, analysis of **2010 survey results shows the value of the Girl Scouts' personal and leadership development model in promoting girls' growth**. The survey results show a statistically significant correlation which indicates that girls who participated in **cooperative goal-setting** and **planning activities** (girl-led and learning by doing), were at least moderately likely⁶ to also **develop life skills** and self-development skills needed for future **individual success** and **community involvement**. More specifically, the 2010 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:
 - Get to lead.⁷
 - Think about what they want to achieve.
 - Learn about how to earn money.
 - Talk about how they will do activities.
 - Have an opportunity to solve problems as a group.
 - Work well together as a team.
- When leaders say, “Girls think about what they want to achieve.”, they also tend to see girls do the following:
 - Get to lead.⁸
 - Learn about how to solve problems.⁹
 - Plan & carry out projects on their own.
 - Show concern for the well-being of the community.
 - Have an opportunity to solve problems.
 - Make their own decisions. They don't copy others.
 - Try to think about what is fair for all involved, when making decisions.
- When girls say, “I set goals for myself to achieve”, they also tend to say they do the following:
 - Learn about how to earn money.
 - Learn about how to solve problems.
 - Find out about ways others are different.
 - Make choices about how to help others.
 - Find out how we can help our community or neighborhood.
 - Learn how to take care of myself.
 - Use the Girl Scout Promise & Law to help me make decisions.
 - Learn how to all get along together.
 - Think that learning new things is fun.

⁶ Pearson R \geq .35; This compares to a slightly stronger correlation threshold in 2008 (Spearman correlation \geq .4)

⁷ Correlation analysis between leaders' observations of “Girls as a group plan and carry out projects on their own” with “Girls get to lead” showed one of the strongest relationships (Pearson R= .523, $p \leq$.000).

⁸ Correlation analysis between leaders' observations of “Girls think about what they want to achieve” with “Girls get to lead” showed one of the strongest relationships (Pearson R= .537, $p \leq$.000).

⁹ Correlation analysis between leaders' observations of “Girls think about what they want to achieve” with “Girls learn about how to solve problems” showed one of the strongest relationships (Pearson R= .517, $p \leq$.000).

Evidence of Progress among Persistent Challenges in All Pathways

Each year, the evaluation results are used to make improvements in the Girl Scouts of Western Ohio program and service delivery activities and resources, to strengthen girls' experiences, growth and future survey results. Over the past 3 years, we have seen progress in some of the pathway evaluation items *missing the benchmark*, but results in other areas have remained low. Below are some of the key survey items representing this progress and challenges of 2008, 2009 and 2010, as follows:

Pathway	Key Survey Item <i>(This does not reflect all items not meeting benchmark.)</i>	Grade Levels	2010	2009	2008
			% Meet Benchmark		
PROGRESS has been made in these "non-compliant" evaluation items. (increase by 10%+)					
Troop	Girls do community service projects.	J/C/S/A girls	60%	59%	51%
	Girls as a group plan and carry out activities.	D/B Leaders	56%	50%	51%
	I get to lead.	J/C/S/A girls	40%	38%	31%
Camp	I help plan the things that I do.	Brownie girls	71%	90%	51%
	We work well together as a team.	Junior girls	57%	52%	40%
Series	When someone gets mad, I try to stay calm.	Junior girls	54%	45%	46%
	I use/say the Girl Scout Promise and Law.	C/S/A girls	49%	47%	
		Brownie girls	45%	37%	NA
PERSISTENT CHALLENGES remain to progress on these evaluation items.					
Troop	I come up with ideas that group members choose to do.	J/C girls	50%	50%	44%
	Girls make their own decisions.	D/B/J/ Leaders	49%	47%	48%
	Girls learn about others' religious beliefs.	D/B/J/C/S/A Ldrs.	36%	37%	34%
	Girls get to know people of different colors /cultures.	D/J/C/A Leaders	52%	53%	52%
Camp	I help make rules for my unit to follow.	Junior girls	31%	32%	39%
	I set goals for myself.	Junior girls	41%	40%	43%
	I learn how to do some things so well I can show others.	Junior girls	49%	45%	51%
	I find out about ways others are different.	Junior girls	49%	51%	48%
Series	I get to lead.	Junior girls	36%	36%/	34%
		C/S/A girls	43%	42%	40%
	I feel liked by others in the group.	Ed. Outreach: Jr.	49%	45%	49%
	Do you help plan the things you do?	Brownie girls	49%	48%	NA
	I think that learning new things is fun.	EdOutreach: C/S/A	52%	53%	NA
	I learn about how to solve problems.	Junior girls	52%	55%	55%
		C/S/A girls	54%	58%	
	I try to do new things even if they are hard to do.	EdOutreach: C/S/A	53%		

Evidence of Justifiable 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)** - \$178/girl
- **Troop contribution (estimated)** - \$694/troop, \$81/girl (Reflects average troop balance at 12/1/10 for troops banking at "recommended" banking institutions.)
- **Parent contribution** – Unknown (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.)

We are working to establish a more accurate accounting of troop/group expenditures and revenue, based on an on-line reporting format for troop financial reports. Starting January 1, 2011, troops will complete their financial reports electronically, on the council website. This information is downloaded to a spreadsheet that tracks each field in the on-line form and which can be sorted or summed to gain a better understanding of troop financial information.

Current and Future Challenges

As indicated, the 2010 Program Effectiveness survey results support the concept that Girl Scouts' program model of personal and leadership development is effective in promoting girls' growth towards the Council Ends. We also know that the delivery of this program experience through the troop, series, camp, and event pathways is primarily dependent on the 14,000 volunteers who serve the girls. In an increasingly demanding economic and social environment, volunteers have reported (through the *Organizational Survey of Services and Culture / Welcome Survey*¹⁰ that the following factors are most important in choosing their volunteer experience.

2007 (n=330) <i>2007 Organizational Survey of Services and Culture</i>	2010 (n=532) <i>Welcome Survey*</i>	2010 (n=564 leaders)	2009 (n=577 leaders)	2008 (n=585 leaders)
Importance Rank - 2007	Importance Rank	Actual Experience (% mostly true or extremely true)		
1. Girls grow up to be self-reliant and strong young women.	1	87%	81%	77%
2. Activities meet the needs, interests, concerns, and wishes of girls.	3	82%	80%	76%
3. Those involved, including myself, have fun.	2	87%	90%	88%
4. I have the skills to work effectively with girls.	6	88%	91%	86%
5. Information is provided in a timely fashion.	7	63%	59%	56%
6. Information presented clearly explains what is expected of me.	4	70%	68%	64%
7. There are enough volunteers to accomplish goals and objectives.	8	38%	32%	35%
8. I have efficient access to needed information	5	67%	64%	63%
9. I am well trained for what I am expected to do.	14	70%	75%	70%
10. Overall, program resources are available when and where they are needed.	10	73%	69%	62%
11. The Girl Scout Council's methods for offering the Girl Scout program to girls in the community are efficient and effective.	15	54%	51%	51%
12. Relationships with girls' families are at their best.	11	67%	66%	64%
I feel like I can make a difference.	9	86%	88%	83%

We have seen improved results in 9 of the 13 items identified as *most important* to volunteers, but we continue to be challenged in some areas that are critical to our future success. The most critical of these are:

- There are enough volunteers to accomplish goals and objectives.
- The Girl Scout Council's methods for offering the Girl Scout program to girls in the community are efficient and effective.

These challenges have begun to be addressed through increased flexibility in the pathways through which Girl Scouting is offered to girls. The availability of the troop, series, camp, and event pathways to girls in every community supports flexible options for participation for both girls and adult volunteers.

Other internal research indicates that mission-focused volunteers want parents to be more educated about the benefits of the Girl Scouts' personal and leadership development program as a way of motivating both parent support and girl retention.¹¹

Our Girl Scout communication system and volunteer management system are challenged to keep up with the demands of technology savvy, time restricted volunteers and parents, who cannot rely on service unit meetings for information or wait for a couple of months to complete training. Over 64% of current Girl Scout volunteers rely on email or the web to receive their Girl Scout information.

Externally, the demand for changes in the educational systems is pressuring school districts to excel academically while supporting the complex social / emotional issues of today's students. More than ever before, funders are looking to leverage their investments by rewarding collaborative efforts among community agencies and providers. The Girl Scouts must be prepared to make the case that we can be a part of the solution, socially and academically.

¹⁰ 2008, 2009, and 2010 Troop Leader Survey – Service Delivery

¹¹ Girl Scouts of Western Ohio, Volunteer Recognition Focus Groups, 2010.

2010 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.

CEO Interpretation of Ends - A. Girls understand themselves and their values.

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* (Educational Outreach & Experiential/ Corporate/ Community) *Pathway*, 4) *Event 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, series and event pathway survey items which meet or surpass the 55% benchmark. The **Troops and Events Pathways reflect 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 also reflects “compliance progress” in the Camp and Series pathways.**

Table A. Ends	Troops Pathway (20 survey items)	Camp Pathway (10 survey items)	Series Pathway (30 survey items)	Events Pathway (18 survey items)
2010	100% of survey items (20/20) met benchmark.	90% of survey items (9/10) met benchmark.	80% of survey items (24/30) met benchmark.	100% of survey items (18/18) met the benchmark.
2009	100% of survey items (20/20) met benchmark.	90% of survey items (9/10) met benchmark.	63% of survey items (5/8) met benchmark & 2 items show age level progression.	Not reported
2008	100% of survey items (20/20) met benchmark.	90% of survey items (9/10) met benchmark.	Not reported	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 by outcome:

Outcome #1. Girls are developing a strong sense of self. As in previous years, except for Girl Scout Juniors at camp, girls have confidence in themselves and their abilities. Troop girls seem to feel able to reach learning goals. Girls (except for Girl Scout Juniors at Series activities) appear to form positive gender, social and cultural identities. These **findings compare favorably with GSUSA Outcome 1 findings**, which state that Cadettes and Seniors “liked who they were...” and that Cadettes, Seniors & Ambassadors said “they could overcome obstacles to their goals.”

Outcome # 2. Girls are developing positive values. Troop girls form beliefs and values based on the Promise and Law. Troop, Series and Events participants learn to consider ethical aspects of situations. Troop members appear committed to community service.

CEO Interpretation of Ends - B. Girls use their knowledge and skills to explore the world.

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* (Educational Outreach & Experiential/ Corporate/ Community) *Pathway*, 4) *Events 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, series and event pathway survey items which meet or surpass the 55% benchmark. The **Troops Pathway reflects “compliance progress” with this End, as do the Camp and Series pathways.** 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 **total compliance in the Events Pathway.**

Table B. Ends	Troops Pathway (28 survey items)	Camp Pathway (21 survey items)	Series Pathway (51 survey items)	Events Pathway (11 survey items)
2010	93% of items (26/28) met benchmark. One item shows age progression. ⁴	95% of survey items (20/21) met benchmark.	90% of survey items (46/51) met benchmark.	100% of items met benchmark.
2009	96% of items (25/26) met benchmark. One item shows age progression. ⁵	95% of survey items (20/21) met benchmark.	92% of survey items (11/12) met benchmark.	Not reported
2008	96% of items (22/23) met benchmark.	95% of survey items (20/21) met benchmark	Not reported	Not reported

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≤ .001), although weak (Pearson’s R= .149), is shown by troop leaders by grade level- Dsy=39%, Br.= 46%, Jr.=51%, Cd.=58%, Sr.=68% & Ambassador=86% who say “Girls make their own decisions. They do not copy others.”

⁵ Statistically significant (p≤ .000), although weak (Spearman correlation .214), is shown by troop leaders by grade level- Dsy=24%, Br.= 40%, Jr.=51%, Cd.=64%, Sr.=66% & Ambassador=78%.

Pathway analysis of survey items indicates the following highlights by outcome:

Outcome #1. Girls are gaining practical life skills as girls in all pathways learn to take care of themselves. Troop pathway girls learn how to earn money and spend the money they earn. Juniors / Cadettes / Seniors / Ambassadors troop, camp, series and event girls say they make their own decisions even though troop leaders disagree. Similarly, even though troop, series and event girls say they eat healthy foods, troop leaders do not agree;

Outcome #2. Girls seek challenges in the world with positive attitudes toward learning shown among all except older Series pathway girls. All pathways except some Series Pathway (older educational outreach) girls show that girls try to do new things even if they're hard to do. Troop, Brownie & older girl (not Junior) campers and series pathway girls set goals for themselves. These findings are similar to 2009. These **findings compare favorably with GSUSA findings for this outcome** which state that Brownies and Juniors "tried new things even if these things were hard or if they might not be able to do them at first."

Outcome #3. Girls develop critical thinking in all pathways by listening to the ideas of others before making a decision. Troop Pathway Juniors/Cadettes/Seniors/Ambassadors explore gender issues and learn it is ok for women to try to get any job they want. These findings are similar to 2009.

CEO Interpretation of Ends - C. Girls care about, inspire, and team with others locally and globally.

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.⁶

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* (Educational Outreach & Experiential/ Corporate/ Community) *Pathway*, 4) *Events 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%.

⁶ Robert Slavin, 1991.

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, series and events 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 pathways.**

Table C. Ends	Troops Pathway (45 survey items)	Camp Pathway (23 survey items)	Series Pathway (60 survey items)	Events Pathway (21 survey items)
2010	93% of survey items (42/45) met benchmark.	96% of survey items (22/23) met benchmark.	87% of survey items (52/60) met benchmark.	90% of survey items (19/21) met benchmark.
2009	93% of survey items (39/42) met benchmark.	91% of survey items (20/22) met benchmark.	87% of survey items (13/15) met benchmark.	Not reported
2008	90% of survey items (38/42) met benchmark.	88% of survey items (21/24) met benchmark.	Not reported	Not reported

Pathway analysis of survey items indicates the following highlights by outcome:

Outcome #1. Girls are learning to form and maintain meaningful relationships shown by Troop and Series girls who report thinking that others should be kind to them and by camp older girls who report making and keeping friends. Troop, camp and series (except Junior Experiential/Corporate/Community) girls show effective communication by reporting that they say when they need something. These findings are similar to 2009. In addition, troop pathway (not “Uniquely Me” series or events pathway) girls protect their rights by letting people know if they have hurt their feelings.

Outcome #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. Troop and camp pathway girls learn to make decisions that benefit the entire group, shown by reporting that girls talk about how they will do activities. In addition, troop and camp girls build teams by learning how to get along with each other while events pathway girls report being good listeners and team-players.

Outcome #3. Girls show consistent development of constructive conflict resolution skills in the troop pathway where girls try to stay calm when someone gets mad. Results are weaker among series girls and not measured with camp or event girls. Similar to GSUSA baseline findings, this outcome offers opportunities for growth.

Outcome #4. Girls advance diversity in a multi-cultural world by learning to think and act in a way that respects & values diverse backgrounds, viewpoints & life experiences by reporting that they do not make fun of girls because of how they look or how much money they have. In contrast, as in 2009, girls are not consistently learning to think and act in a way that promotes an inclusive environment. While troop girls and older campers find out about ways others are different, only a small majority of troop pathway girls actually get to know people of different colors or cultures and only Brownie troop girls show increases in learning about girls who have a different religion. These **findings compare with GSUSA findings for this outcome** which state that “Daisies, Brownies & Juniors expressed some level of willingness to have friends who were different from them or to learn about people from other cultures and religions.”

Outcome #5. Girls feel connected to their communities as shown by all pathway reports saying that girls take care of things around them. These **findings compare with GSUSA findings for this outcome** which state that “Cadettes and Ambassadors felt to some degree as though they belonged to a group and were encouraged by people in their communities.”

CEO Interpretation of Ends – D. Girls act to make their world a better place.

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.⁷ 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.”⁸

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*, 4) *Event 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, series and event 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 total compliance in the Events Pathway and “compliance progress” in all other pathways.**

Table D. Ends	Troops Pathway (43 survey items)	Camp Pathway (18 survey items)	Series Pathway (49 survey items)	Events Pathway (15 survey items)
2010	88% of items (38/43) met benchmark & 3 items show age progression. ⁹	89% of survey items (16/18) met benchmark.	73% of survey items (36/49) met benchmark	100% of survey items (15/15) met benchmark.
2009	79% of items (34/43) met benchmark & 6 items show age progression	89% of survey items (17/19) met benchmark.	79% of survey items (11/14) met benchmark.	Not reported
2008	75% of survey items (30/40) met benchmark.	88% of survey items (15/17) met benchmark.	Not reported	Not reported

Pathway analysis of survey items indicates the following highlights by outcome:

Outcome #1. Girls are beginning to identify community needs according to Troop Pathway girls who say they identify issues in their communities, even though only a small majority of troop leaders and Event girls agree.

Outcome #2. Girls are learning to be resourceful problem-solvers in the troop and camp pathways as they use their knowledge and skill to set up and implement plans; but, series experiences disagree. In addition, troop and camp girls ask for help when needed. These findings are similar to 2009.

Outcome #3. Girls advocate for themselves and others in troops and in series activities as they develop the ability to speak out on their own behalf; but this is not the experience of camp girls. In contrast, similar to 2009, all pathway girls (troop, camp, series and events) report seeking opportunities to act and speak on behalf of others.

⁷ GSUSA, *Paths to Positive Youth Development*, 2003.

⁸ GSUSA, *Transforming Leadership*, 2008.

⁹ Statistically significant (p ≤ .003), although weak (Pearson R = .129), is shown by troop leaders by grade level- Dsy=37%, Br.=510%, Jr.=52%, Cd.=59%, Sr=71% & Ambassador=64% say that “ Girls learn about problems in society.” Statistically significant (p ≤ .001), although weak (Pearson R = .128), is shown by older girls by grade level- Jr.=50%, Cd.=49%, Sr=70% & Ambassador=90% who say “I come up with ideas that group members choose to do.” In addition, older girls show statistically significant (p ≤ .000) although weak (Pearson R = .221) age progression- Jr.=34%, Cd.=48%, Sr=61% & Ambassador=80% when they say “I get to lead.”

Outcome #4. Girls are beginning to educate and inspire others to act in troops as troop leaders and Brownies report that girls come up with ideas that group members choose to do, even though troop older girls and series girls disagree. Similar to GSUSA baseline findings, this outcome offers opportunities for growth.

Outcome #5. Girls feel empowered to make a difference according to troop girls who report making choices about helping others, according to camp girls who help care for the environment and according to series or event girls who act as role models. While troop pathway Brownies and older girls report increased recycling, few troop girls see themselves actually “getting to lead”. This outcome compares to GSUSA baseline findings that stated girls “at all levels felt that they were important and that young people could make a difference in the world.”

Recipients

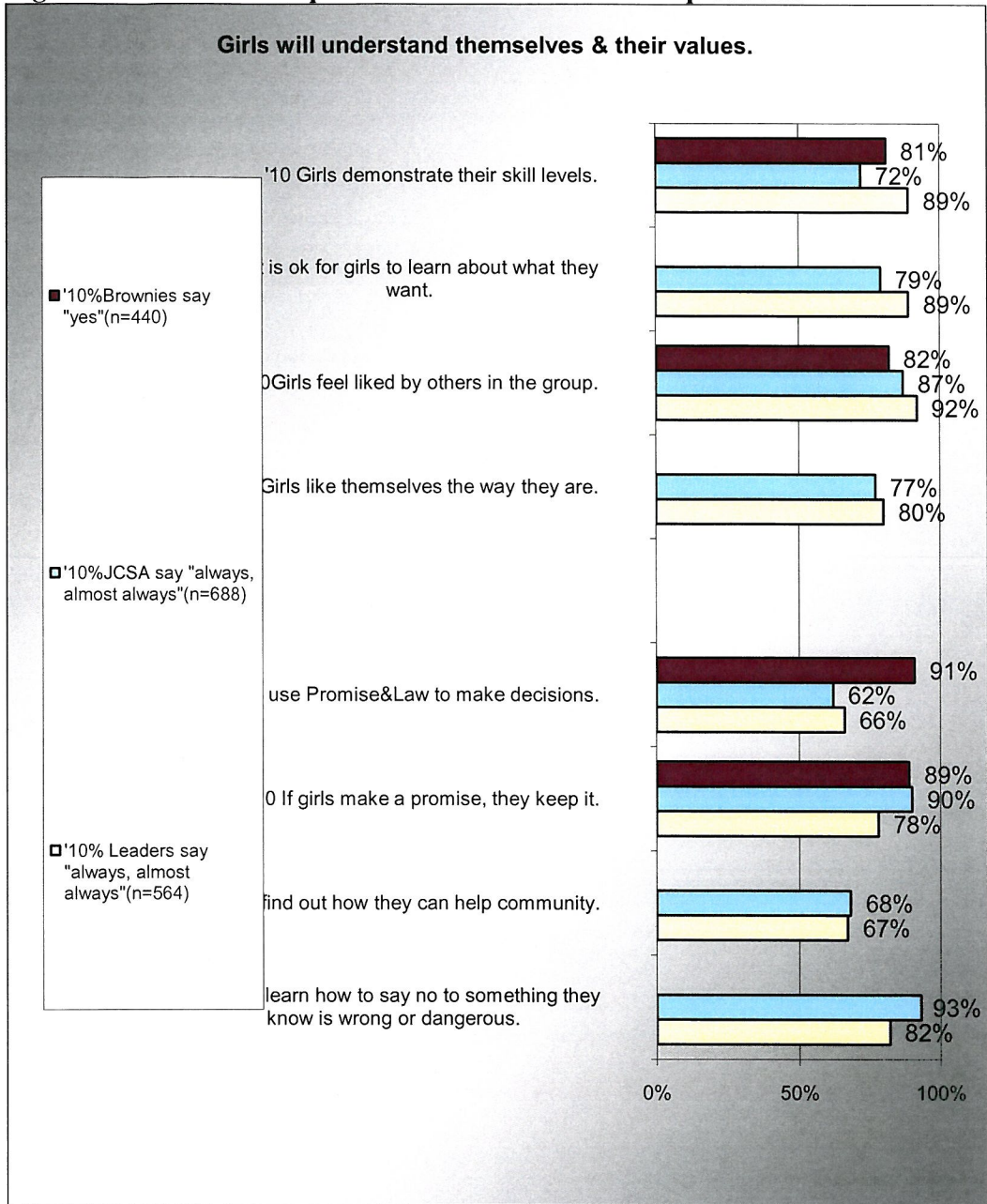
Below you will find the council’s 2010 Membership Summary. You may also be interested in noting that in 2010 Girl Scouts of Western Ohio had the highest increase in membership of all of the Girl Scout Council in the United States.

Region	Girl Data							Adult Data	
	2010 Girl Members	2009 Girl Members	Percent of Change	Current Market Share*	Girl Retention Rate	Minority Actual	Minority Market Share*	2010 Adult Members	Girl/Adult Ratio**
Appleseed Ridge	6,391	5,431	+17.7%	6.64	61.37%	627	6.70	1,322	4.83
Buckeye Trails	17,174	12,770	+34.5%	6.62	53.1%	3,299	5.58	3,451	4.11
Great Rivers	20,758	20,405	+1.7%	6.97	68.44%	3,650	9.61	6,651	3.12
Maumee Valley	11,664	10,411	+12.0%	6.05	56.02%	3,098	4.51	2,230	5.23
Girl Scouts of Western Ohio	52,987	49,017	+8.1%	6.63	61.03%	10,674	6.71	13,654	3.88

* Calculated as *1 in X* number of girls served, i.e. total population divided by number of girls served.

**Calculated as *1 per X* number of girls served, i.e. total girl membership divided by number of adult members.

Figure 1 Girls and Troop Leaders Indicate 2010 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.

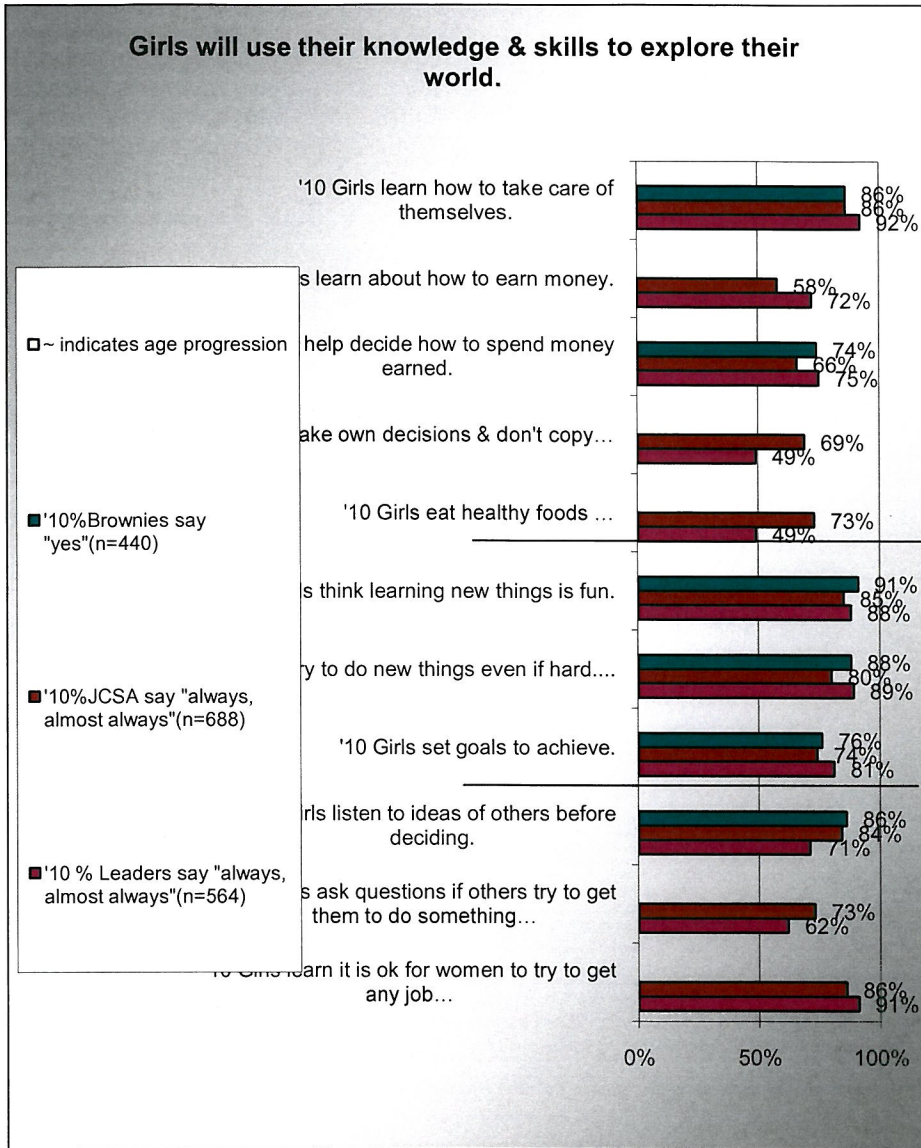
Figure 1 (Girls will understand themselves and their values)-shows that 100% (20 of 20) of Troop-based evaluation items met or surpassed the 55% standard. Both girls and leaders report positively about girls developing a strong sense of self. Leaders and girls continue to report positive values developed by strengthened use of the *Girl Scout Promise and Law* to help make decisions, since 2008. Note: In 2010, “Girls like themselves the way they are” replaced “Girls are OK with how they look.”

Program progress is related to the council’s services and culture. The strongest relationships between Girl Scout services or culture and how leaders see girls develop are as follows:¹⁰

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls use the Girl Scout Promise and Law to make decisions	girls plan & carry out projects in partnership with adults.
girls find out how they can help our community or neighborhood	that they (leaders) have the skills to work with other adults.
	that they (leaders) are well-trained for what they are expected to do.
	that they (leaders) know how to carry out all the program processes....
Other 2010 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.	that those involved, including themselves, have fun..

¹⁰ The 2010 correlation threshold = Pearson R ≥ .25 (p ≤ .000).

Figure 2: Girls and Troop Leaders Indicate 2010 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 93% (26 of 28) troop-based items meet/ exceed 55% standard.

Consistent with 2008 and 2009, 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 like 2009 girls appear to continue strengthening reports of learning about how to earn money. As in 2008 and 2009, while girls see themselves as decision-makers, leaders report seeing increased decision-making ability only as girls progress by age.

Program progress is related to the council’s services and culture. The strongest relationships between Girl Scout services or culture and how leaders see girls develop are as follows:¹¹

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls think about what they want to achieve (i.e., goal-setting),	they (as leaders) know how to carry out all of the program processes....
girls help decide how to spend any money the troop earns,	they (as leaders) are familiar with [the four council goal statements]
girls think that learning new things is fun,	girls plan & carry out projects in partnership with adults.
	information presented clearly explains what is expected of me.
	those involved, including myself, have fun.
	activities meet the needs, interests,, concerns and wishes of girls.

¹¹ The 2010 correlation threshold = Pearson R ≥ .25 (p ≤ .000).

Figure 3: Girls and Troop Leaders Indicate 2010 Troop Activity Progress.

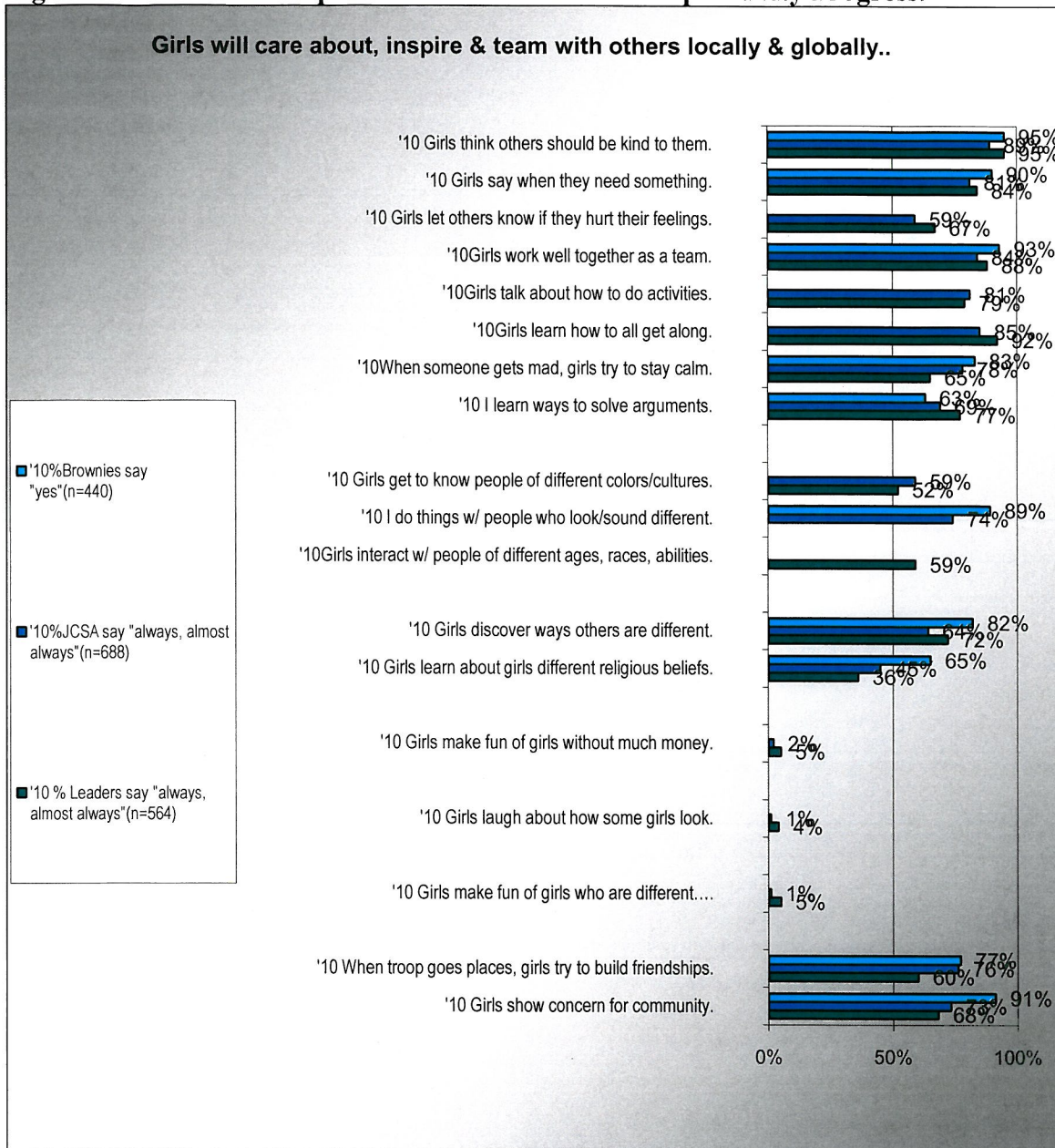


Figure 3 (Girls will care about, inspire and team with others locally and globally) - shows that 93% (42 of 45) troop-based outcome items meet/exceed 55% standard.

As in 2008 and 2009, girls develop healthy relationships, promote cooperation and teambuilding, resolve conflicts and feel connected to their communities. While girls and leaders continue to see some improvement as girls advance diversity in a multi-cultural world and girls find out about ways others are different, any growth is still incremental among a minority of girls who learn about girls of different religious beliefs, and among a small majority of girls who get to know people of different colors/cultures.

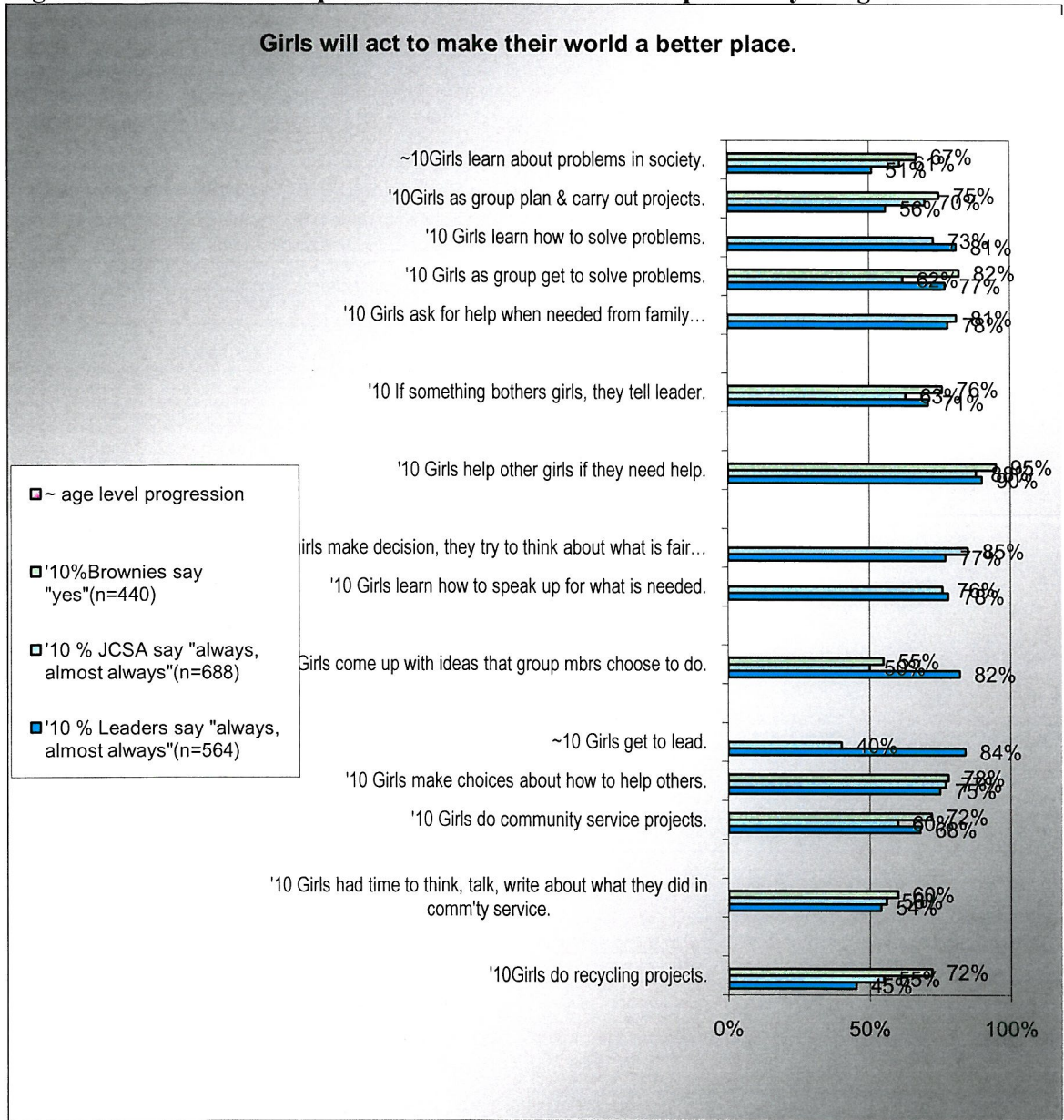
Program progress occurs amidst the council's culture. Similarly to previous years, troop leader evaluation respondents described themselves at 90% Caucasian, while Junior/Cadette/Senior Girl Scouts described themselves at 85% Caucasian. The strongest relationships between Girl Scout services or culture and how leaders see girls develop are as follows:¹²

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls learn how to all get along together,	those involved including [themselves] have fun.
girls talk about how they will do activities (planning),	those involved including [themselves] have fun.
	girls plan & carry out projects in partnership with adults.

¹² The 2010 correlation threshold = Pearson R ≥ .334 (p ≤ .000).

- 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 4: Girls and Troop Leaders Indicate 2010 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 88% (38 of 43) troop-based items meet/exceed 55% standard.

While still among the weakest performing outcomes, these outcomes are improving, not only by age-progression but also as a whole (from 79% of items meeting the benchmark in 2009 to 88% in 2010).

Age-appropriate progression is seen by troop leaders who say “girls learn about problems in society” and by Junior, Cadette, Senior, Ambassador girls who say “I come up with ideas that group members choose to do” and “I get to lead.” In addition, for the first time surpassing the 55% benchmark, leaders observe “girls as a group planning and carrying out projects on their own” and girls now not only are saying that they “do recycling projects” but they also “had time to think, talk or write about their service.”

Program progress is related to the council’s services and culture. The strongest relationships between Girl Scout services or culture and how leaders see girls develop are as follows:¹³

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
girls help other girls if they need help,	those involved, including [themselves], have fun.
girls as group have opportunity to solve problems,	I have up-to-date knowledge about needs & interests of girls.

¹³ The 2010 correlation threshold = Pearson R ≥ .309 (p ≤ .000).