

# 2011

## Year-End Management Report



  
**girl scouts**  
of western ohio

Girl Scouting builds girls of courage,  
confidence, and character, who make  
the world a better place.



4930 Cornell Road, Cincinnati, OH 45242  
513-489-1025 or 1-800-537-6241  
[www.girlscoutsofwesternohio.org](http://www.girlscoutsofwesternohio.org)

## Girls demonstrate courage, confidence, and character, and make a difference

Girl Scouting has more relevance for girls today than ever before. For the past several years, dramatic economic, social and environmental shifts have occurred globally such that every girl has felt the repercussions of these changes at some level, both directly and indirectly. As a result, girls today need to be equipped with specific knowledge and skills to be prepared adequately for a rapidly changing future. Experts in education, government and business agree that children and youth must learn how to think critically and creatively, behave ethically, work as a team, build a network of strong relationships, and communicate with others clearly and with sensitivity. Competence in these 21<sup>st</sup> century skill areas will increase the likelihood that children will be prepared in adulthood to address their personal and work life challenges successfully. In addition, research supports that these skills are best mastered through experiential learning opportunities involving supportive peers and adults.<sup>1,2</sup>

Our outcomes data demonstrate that the 49,334 girls who have participated in Girl Scouts of Western Ohio programming this year have gained important foundational knowledge and leadership skills that are preparing them for the future. Most importantly, they are using these skills learned through experiential activities to work with others to make a difference. By participating in one or more program pathways (*Troops, Camps, Series, and Events*), girls and teens have shown overwhelmingly that they are successfully engaging in a developmental process that integrates *discovery, connection* and *taking action*. The outcomes highlighted in this report celebrate our council's success with promoting this developmental progression organized within these three leadership transformation activity areas.

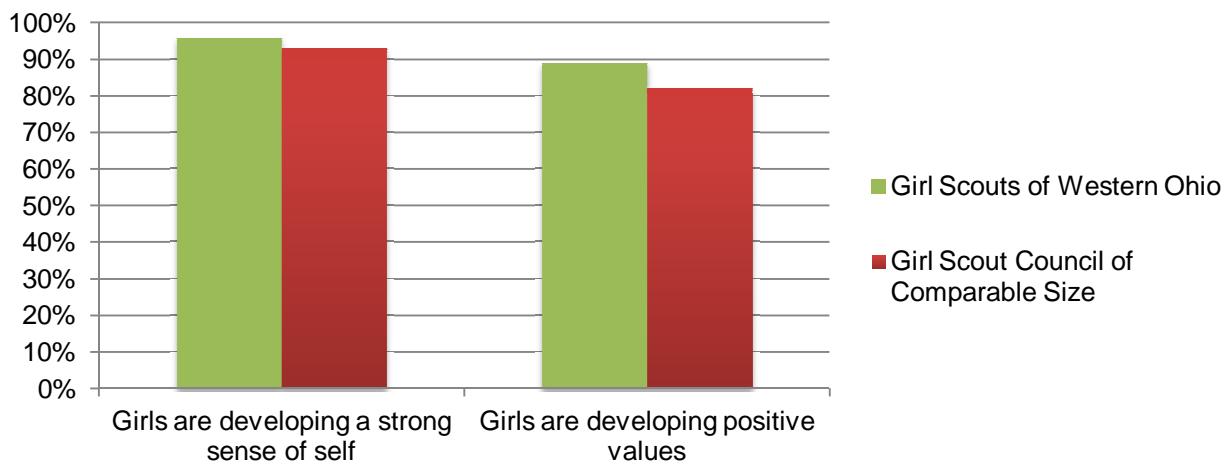
### **Discovery: Girls are understanding themselves and their values. Girls use their knowledge and skills to explore the world.**

*"If I hadn't been raised with Girl Scout values, I wouldn't be as passionate about service, as able to lead, and as open to new and interesting experiences."  
~ Ambassador Girl Scout in Girl Scouts of Western Ohio*

The following section highlights how girls have engaged in a *discovery* to make progress in their leadership skills this year.

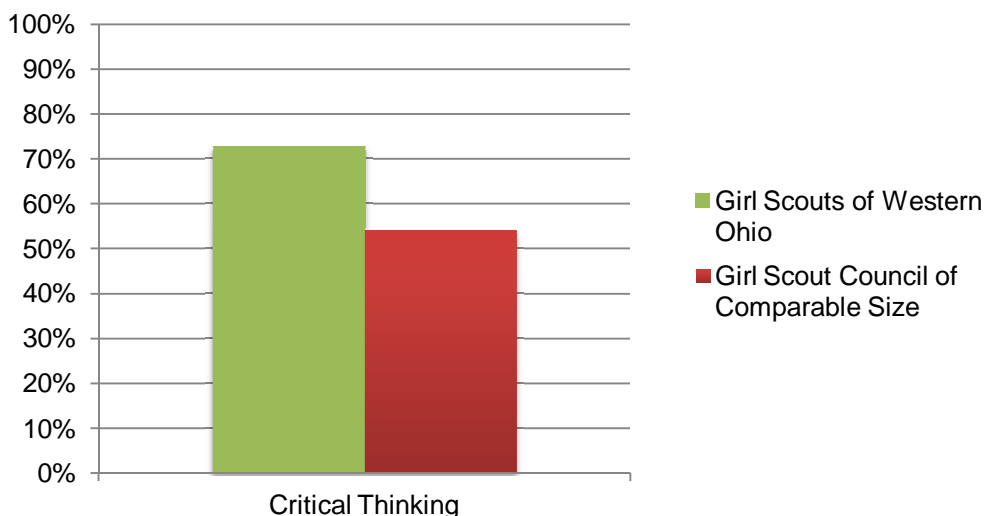
**Girls understand themselves and their values.** Regardless of the specific learning pathways taken, girls and teens are consistently meeting 80%-100% of the benchmarks (previously established at 70%) for this outcome, indicating that girls are developing 1) a *strong sense of self* characterized by confidence, goal achievement, and positive identity formation (i.e., gender, social and cultural) and 2) *positive values* grounded in ethics, social justice and service. Moreover, our specific troop pathway findings in for this outcome at the Junior Girl Scout level compare favorably to outcomes from a similar Girl Scout council in a different region (see Figure 1).

Figure 1. Comparison Junior Troop Data for Girls Understand Themselves and Their Values.



***Girls use their knowledge and skills to explore the world.*** Summary findings from the combined learning pathways for 2011 indicate that girls and teens are also meeting 71%-100% of the previously established 70% benchmark for this outcome, demonstrating that girls and teens are 1) ***gaining practical life skills***, 2) ***seeking challenges in the world***, and 3) ***developing critical thinking*** skills. Girls have acquired many of these skills through a variety of experiential activities that are hands-on and involve sharing points of view and using their experiences to guide future plans and actions. <sup>3</sup> Outcomes data reveal that all girls are reporting that they are trying to do new things even if they are hard to do. Unlike in 2009 and 2010, girls in 2011 among all pathways are showing that they are seeking challenges. In fact, 83% of girls participating in Junior level troops and above are setting goals for themselves to achieve. Girl Scouts of Western Ohio is doing a remarkable job of building critical thinking skills, especially at the Junior troop level. For example, when troop pathway data for Girl Scout Juniors are compared between Girl Scouts of Western Ohio and a different, yet similar, Girl Scout council in another region, the overall scores show that the girls from our council use critical thinking skills that exceed the outcome scores for the same skills from a comparison council (See Figure 2).

Figure 2. Comparison Junior Troop Data for Critical Thinking Skills



**Connect: Girls care about, inspire and team with others locally and globally.**

*“We plan community service projects throughout the year... I know that I would not have had the confidence to do this if I had not had the opportunity to take on leadership roles in Girl Scouts.”*  
 ~ Senior Girl Scout in Girl Scouts of Western Ohio

Girl Scouting offers unique opportunities for girls to share their experiences and personal growth with other girls in a safe and challenging environment. This opportunity to make connections with other girls and supportive adults is perhaps one of the hallmarks of Girl Scouts and, therefore, serves as an important outcome area to assess. The following section highlights the progress that girls have made in **making connections** in 2011.

Results from 2011 reveal that girls are meeting 87% to 100% of the benchmarks established for this area. Although the data vary with regard to the individual program pathway and troop level outcomes, these results overall show that girls are 1) **developing healthy relationships**, 2) **promoting cooperation and teambuilding**, 3) **learning to resolve conflicts**, 4) **advancing diversity in a multi-cultural world**, and 5) **feeling connected to their communities**. For example, girls in the troop pathway are engaging in behaviors such as letting friends know when they are good at something (92%), working together as a team on group projects (83%), and beginning to recognize conflict situations and figuring out what to do (91%). In addition, data demonstrate that girls are beginning to promote an inclusive environment by talking with people who look different from themselves and meeting people from a different culture (93%). Girls also are getting better connected to their community by finding positive female role models (95%) and trying to meet people who can teach them new things (88%).

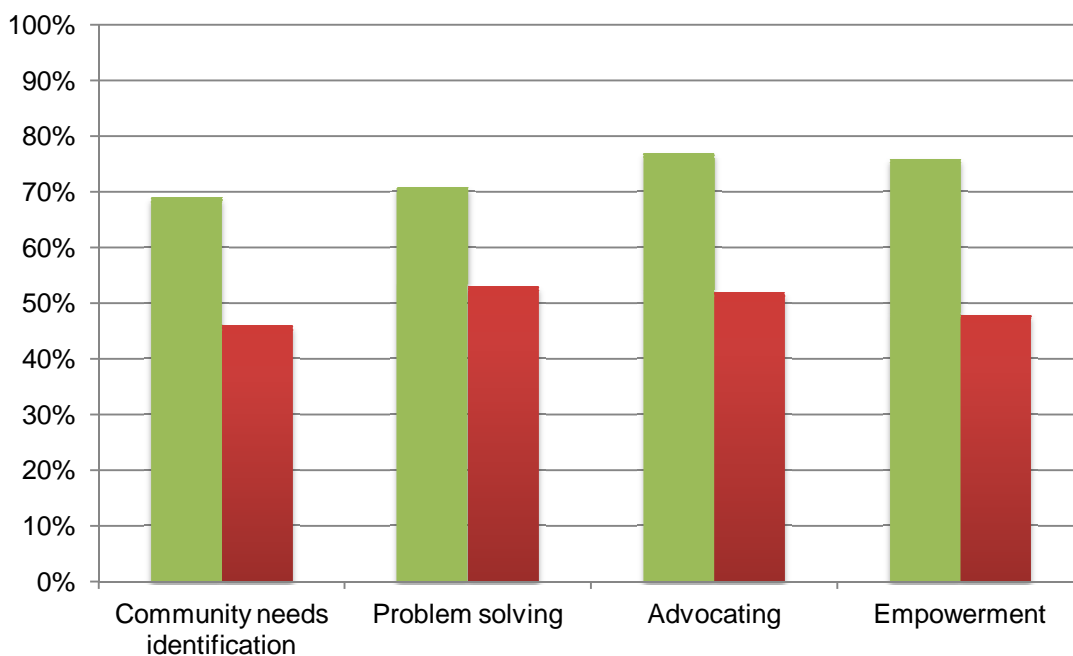
## Take Action: Girls act to make their world a better place.

*“I AM that great leader. I AM that woman who wants to devote my time to girls’ lives.”*  
~ Ambassador Girl Scout in Girl Scouts of Western Ohio

Taking action marks the progression of girls acquiring knowledge and self-awareness skills and applying these skills to design and implement activities in the real world to make a positive difference for others. The following section highlights the progress that girls have made in **taking action** in 2011.

With the exception of girls who participated in the Series program pathway, girls met benchmarks previously established at 70% for taking action to make a world a better place. These results demonstrate that girls are 1) **beginning to identify community needs**, 2) **learning to be resourceful problem solvers**, 3) **advocating for themselves and others**, 4) **beginning to educate and inspire others to act**, and 5) **feel empowered to make a difference**. Girl Scouts of Western Ohio is demonstrating excellent progress in four measured outcomes areas at the Junior troop level. For example, when troop pathway data for Girl Scout Juniors are compared between Girl Scouts of Western Ohio and a different, yet similar, Girl Scout council in another region, the overall scores show that the girls from our council are identifying community needs, engaging in problem solving, advocating, and feeling empowered to lead at a level that exceeds the outcome scores in these same skill areas from a comparison council (See Figure 3).

Figure 3. Comparison Junior Troop Data for Community Needs Identification, Problem-Solving, Advocating, and Empowerment



## Putting It All Together

It is challenging to find two or three outcomes within a single year snapshot that adequately demonstrate how Girl Scouting transforms girls into leaders of tomorrow. Clearly, Girl Scouting is a cumulative experience and one in which past reflection may best highlight the long-term impact of the knowledge and skills that have been gained over time. Consider the following excerpt taken from one college woman’s application to a competitive service organization opportunity in her college community. Brittany participated in Girl Scouts from kindergarten through high school. Through Girl Scouts, she progressed through a **discovery** process, **connected** with others, and **taken action** as she transformed into a leader in her community.

*“I earned my Bronze, Silver and Gold Award through Girl Scouts. For my Bronze award, my girl scout troop ran a day camp for younger girls during the summer....My Silver Award was done through an animal rescue shelter. I raised money to buy toys, food, and other needs for the animals at this shelter as well as attended their events where they tried to find loving homes for their dogs. My Gold Award project involved cooking meals and putting on a fundraiser skating party for Ronald McDonald House. I earned the Presidential Service Award [an honor bestowed to individuals who commit 50 to 100 hours of service to the community within a one year time frame.]*

*I have always considered service to be a big part of who I am and a fulfilling gesture....My trip to India [with Girl Scouts]... impacted my life and changed my view on many world problems, poverty being one of them.*

*I have been in leadership roles ever since I was very young due to my involvement in Girls Scouts. I enjoy leading people as well as being a member of a group. I have a true passion for helping others and serving my country...**I am interested in making a difference in the world, no matter how small it may be.**”*

Girl Scouting provided this young woman with the knowledge, skills, and challenging experiences that prepared her well to navigate the real world placed before her. On her own, however, she has continued to challenge herself further and seek new opportunities, propelled by a strong sense of curiosity, justice, critical thinking, cultural diversity, and community service. Meeting the Girl Scouts Global End, this young woman obviously demonstrates **courage, confidence, and character** and will likely continue to **make a difference in the world...**the ultimate long-term outcome achieved!

#### References:

1. The Harvard Family Research Project Evaluation Exchange, “Supplementary Education: The Hidden Curriculum of High Academic Achievement”, Spring, 2005.
2. Ohio Department of Education, September, 2008, Volume 2, Number 7, A (Updating U.S. Department of Commerce, *Commission on Achieving Necessary Skills*, “What Work Requires of Schools, “ 1991.)
3. GSUSA., How to Guide Girl Scout Juniors on Agent of Change: It’s Your World Change It!, “Learning by Doing,” 2008.


## 2011 Year-End Report on Ends

**1.0 Global End: Girls demonstrate courage, confidence, and character, and make a difference, at 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 19, 2012**

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: 1/19/12

◇ **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, for consistency, Search Institute regional data continues to be used as part of external comparison. Compliance "progress" is reached when greater than 70% of Girl Scout survey item responses meet this benchmark.<sup>1</sup> As in previous years, "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."<sup>2</sup>

In addition, external comparison is provided through GSUSA's Girl Scout Research Institute which has developed, tested and refined a national evaluation system that includes grade-level-specific outcomes surveys and items to measure the 15 Girl Scout leadership experience outcomes. In partnership with the national system, Girl Scouts of Western Ohio is comparing a subset of its results to another Girl Scout council for the first time.<sup>3</sup> Based on the comparison Girl Scout council's data, the **comparison council benchmark** would mean that **at least 8 of 15 Junior Outcomes "Achievement Scores"** from Girl Scouts of Western Ohio troop pathway data need to meet 55%.

<sup>1</sup> This is consistent with 70% of "positive" Search Institute survey item responses that meet or surpass 55% among age-eligible females in the school population. In the 24 developmental assets aligned with GSWO outcomes, indicators & survey items, 42 of 60 (70%) survey item response percentages met or surpassed 55% in a 2007 Search Institute *Attitudes & Behaviors Survey* of 3266 7<sup>th</sup> & 11<sup>th</sup> grade girls in southwest Ohio/N.KY.

<sup>2</sup> GSUSA, *Paths to Positive Youth Development*, 2003.

<sup>3</sup> The comparison Junior Outcomes data set (n=233 Juniors) was gathered in May-June, 2011 by Girl Scouts of Northern California from their online panel and includes 126 fourth graders and 107 fifth graders.

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.<sup>4</sup>

## EVIDENCE OF COMPLIANCE

All pathways and all ENDS demonstrate total compliance, “compliance progress” (at least 70% of outcome items at or above benchmark) or “compliance by age-progression”. This is important because it shows that Girl Scouts of Western Ohio exceeds the “norm” established by analyzing behaviors and attitudes of “at large” 7<sup>th</sup> and 11<sup>th</sup> grade female students.<sup>5</sup>

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 2011 (compared to 2008, 2009 & 2010) is evidenced by percents of troop, camp, series and event pathway survey items<sup>6</sup> which meet or surpass the 55% benchmark.

Evidence of benchmarks by pathway is shown as follows:

Global End	Troops Pathway (2011 survey items=114)	Camp Pathway (2011 survey items=81)	Series Pathway (2011 survey items=88) Educational Outreach and Experiential	Events Pathway (2011 survey items=36)
2011	88% of survey items met the benchmark.	99% of survey items met the benchmark.	76% of survey items met the benchmark.	97% of survey items met the benchmark.
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

In addition, Girl Scouts of Western Ohio **surpasses the comparison council benchmark** as evidenced by Junior outcomes achievement scores of at least 63% in 14 of 15 outcomes in the troop pathway. Details are included in the 2011 *Operational Overview*.

### Evidence of Justifiable Cost:

The basic annual cost of providing the Girl Scout program is \$245 per girl and is made up of support from the council and troop money-earning.

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

<sup>5</sup> This is consistent with 70% of “positive” Search Institute survey item responses that meet or surpass 55% among age-eligible females in the school population. In the 24 developmental assets aligned with GSWO outcomes, indicators & survey items, 42 of 60 (70%) survey item response percentages met or surpassed 55% in a 2007 Search Institute *Attitudes & Behaviors Survey* of 3266 7<sup>th</sup> & 11<sup>th</sup> grade girls in southwest Ohio/N.KY.

<sup>6</sup> Survey data was collected in the 2011 membership year from Fall, 2010-Fall, 2011. Troop data reflects random samples of Girl Scout troop leaders (n=516) & Juniors, Cadettes, Seniors, Ambassadors (n=635) as well as cluster samples of Brownies (n=440). Camp data reflects actual campers in the following groups: Brownies (n=1400), Juniors (n=1576), older girls (n=455), Cadette/Senior/Ambassador leadership (n=530) & Troop Camp (n=831) girls. Series includes actual participants in the following groups: Educational Outreach Brownies (n=2746), Educational Outreach Juniors (n=1213) & Educational Outreach Cadettes/Seniors/Ambassadors (n=2120) as well as Experiential Brownies (n=931), Juniors (n=583 and Cadettes/Seniors/Ambassadors (n=108). Event activity evaluations include Daisy/Brownie (n=2181) and Junior/Cadette/Senior/Ambassadors (n=4288).