

2012 Year-End Report on Ends

1/10/2013

1.0 Global End: Girls demonstrate courage, confidence, and character, and make a difference, at a justifiable cost that balances time, resources and results.

-GIRLS DISCOVER-

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

-GIRLS CONNECT-

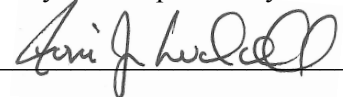
- C. Girls care about, inspire, and team with others locally and globally.

-GIRLS TAKE ACTION-

- D. Girls act to make their world a better place.

Date of Report to the Board: January 11, 2013

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: 1/11/13

◇ **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 and are distributed in three focus areas: DISCOVER, CONNECT and TAKE ACTION. Quantifiably, I report total compliance when the established internal benchmark of at least 55% of respondents answer affirmatively to all 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*. For the purposes of this report, the *Troop Pathway* may be seen as carrying more informative weight because (through systematic sampling) the *Troop Pathway* results statistically represent the greatest number of girl members, compared to Series, Event and Camp pathway results.

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.¹

¹ 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.

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 ages. 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.”²

In addition, external comparison is provided by GSUSA’s Girl Scout Research Institute which developed, tested and refined a national evaluation system that includes grade-level-specific outcomes surveys and differentiated items to measure 15 Girl Scout leadership experience outcomes. In partnership with the national system, Girl Scouts of Western Ohio compares its results to a subset of GSUSA’s baseline data.³ Based on comparison GSUSA data, the **comparison national grade level benchmarks** mean that **at least 13 of 15 Brownie, 13 of 15 Junior and 7 of 15 Cadette Outcomes “Achievement Scores”**⁴ from Girl Scouts of Western Ohio troop pathway data **need to meet 55%.**

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 \$1000.⁵

EVIDENCE OF COMPLIANCE

All pathways except Series and all ENDS except D (Take Action) demonstrate “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 (with this noted exception) exceeds the “norm” established by analyzing behaviors and attitudes of “at large” 7th and 11th grade female students.⁶

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 2012 (compared to 2010 & 2011) is evidenced by percents of troop, camp, series and event pathway survey items⁷ which meet or surpass the 55% benchmark.

Evidence of benchmarks by pathway is shown as follows:

Global End	Troops Pathway Drawn from 28,861 girls (2012 survey items=221)	Camp Pathway Reflect 2183 respondents (2012 survey items=73)	Series Pathway Reflect 9112 respondents (2012 survey items=99) Educational Outreach and Community	Events Pathway Reflect 5367 respondents (2012 survey items=38)
2012	86% of survey items met the benchmark	89% of survey items met the benchmark.	65% of items (61% community & 67% EO) met benchmark.	97% of survey items met the benchmark
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.

Evidence of benchmarks by most populated grade levels (TROOP Brownies, Juniors, Cadettes) are shown below.

² GSUSA, *Paths to Positive Youth Development*, 2003.

³ Comparison GSUSA data sets: Brownie (n=1582), Junior (n=1538) and Cadette (n=1261) were gathered ONLINE [only] in March-May, 2010 by Girl Scouts of USA, using cluster sampling among invited councils. Overall response rate was 18% (n=7788) among 6 grade levels. Qualtrics©-based calculations of Outcomes Achievement Scores were revised and released for comparison by GSUSA in summer, 2012 to be consistent with Qualtrics©- based calculations used by GSWO.

⁴ Outcomes Achievement Scores result from combining a subset of sub-outcome responses from individuals completing a majority of sub-outcome survey items. If a survey participant does not reply to a majority of sub-outcomes survey items, that respondent is “disqualified” from calculations of one or more outcomes scores in Qualtrics©. As a result the number of outcomes achievement scores can be less than the number of total survey respondents.

⁵ 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.”

⁶ 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.

⁷ Survey data was collected in the 2012 membership year from Fall, 2011-Fall, 2012. Troop data reflects random samples of Girl Scout troop leaders (n=479), Juniors (n=322), Cadettes, Seniors, Ambassadors (n=250) participating by US mail, email and phone as well as cluster samples of Brownies (n=402). Camp data reflects actual campers in the following groups: Brownies (n=474), Juniors (n=674), Cadette/Senior/Ambassador leadership (n=82). Series includes actual participants in the following groups: Educational Outreach Brownies (n=3871), Educational Outreach Juniors (n=1764) & Educational Outreach Cadettes/Seniors/Ambassadors (n=2016) as well as Community Volunteer Series Daisy/Brownies (n=1089), Juniors (n=307 and Cadettes/Seniors/Ambassadors (n=65). Event activity evaluations include Daisy/Brownie (n=1570) and Junior/Cadette/Senior/Ambassadors (n=3797).

When comparing identical National Evaluation System survey items, Girl Scouts of Western Ohio's results are similar to but fall short of GSUSA's 2010 baseline findings. **Brownie and Junior grade level outcomes achievement scores surpass the 55% benchmark in at least 13 of 15 (87%) of GSUSA findings compared to 11 or 12 of 15 (73% to 80%) of GSWO's findings.** Both local and national Cadette grade level outcomes achievement scores are weaker and surpass only 7 of 15 (47%) GSUSA findings compared to 6 of 15 (40%) GSWO findings.

Note that GSUSA findings are based solely on online respondents from a cluster sample of invited councils⁸, unlike GSWO's respondents which reflect US mail, email and phone respondents from stratified random samples of Juniors through Ambassadors and cluster samples of Brownies. Details are included in the 2012 *Operational Overview*.

	15 Girl Scout Outcomes	% of Girls Achieving each Outcome by GS grade level ⁹						
		Brownie		Junior		Cadette		Junior Baseline
		GSUSA 2010 (n=1582)	GSWO 2012 (n=402)	GSUSA 2010 (n=1538)	GSWO 2012 (n=322)	GSUSA 2010 (n=1261)	GSWO 2012 (n=207)	GSWO 2011 (n=322)
DISCOVER	1. Develop Strong Sense of Self	75.5%	61%	96%	95%	69%	63%	96%
	2. Develop Positive Values	57%	56%	88%	87.5%	83%	85.5%	88%
	3. Gain Practical Life Skills	75.5%	65%	64%	63%	26.5%	28.5%	66.5%
	4. Seek Challenges	74%	75%	47%	46%	58%	49%	35%
	5. Develop Critical Thinking	49%	39%	59%	56%	49%	44%	73%

CONNECT	1. Develop Healthy Relationships	87%	77%	53%	47%	77%	80%	63%
	2. Promote Cooperation & Team Building	51%	45%	74%	72%	62%	63%	80%
	3. Resolve Conflicts	71.5%	67%	86%	92%	49%	47%	92%
	4. Advance Diversity	80%	65%	85%	82%	72%	75%	86%
	5. Feel Connected to their Communities	71%	40%	87%	86%	64%	67%	89%

ACT	1. Identify Community Needs	70%	58%	57%	54%	32%	26%	69%
	2. Are Resourceful Problem-Solvers	72.5%	66%	59%	68%	48%	49%	71%
	3. Advocate for Self & Others	58%	57%	60.5%	62%	50%	42%	77%
	4. Educate & Inspire Others	65%	59%	55%	48%	34%	42.5%	63%
	5. Feel Empowered to Act	88%	77%	70.7%	65%	40%	53%	75.5%
#Outcomes Achievement Scores ≥ 55%		13	12	13	11	7	6	14

Key to Highlights: Green= Comparative Strength, Yellow=Comparative Caution/Potential Challenge, Pink=Weakness

Additional qualitative evidence

Girls tell us stories about discovering their strengths, connecting with others and taking action to solve problems. Based on the quantitative survey STRENGTHS (green highlights) cited above, for the first time, in 2012, qualitative

⁸ GSUSA's response rate was 18% overall compared to GSWO's response rates of 57% (Junior girls) and 51% (Cadette girls and Brownie troop girls).

⁹ Due to the use of GSUSA's grade-level-differentiated survey items, progression *between grade levels* (e.g., Junior to Cadette) cannot be shown, even though age progression within each grade level (e.g., progress from 4th to 5th grade among Junior grade level girls) is calculated at the survey item level.

evidence was gathered in one-on-one interviews (n=18) with girls¹⁰ who had participated in 2012 quantitative surveys. Interviews gave insights into actual experiences, as follows:

Discover: Develop Sense of Self – This is a strength among Juniors. Overall, girls develop a positive sense of self that is rooted in feelings of social competence and confidence. This is especially true for girls who describe themselves as shy. As girls mature, they use increased social competence confidence to impact others.

Junior Girl Scout says: **“I was shy and stayed close to my mom and let others make decisions. [Since being in girl Scouts] I am not afraid to make new friends. I am more comfortable around people. I am not afraid to try new things because friends are there to encourage me.”**

Cadette Girl Scout says: **“ Now I set goals with others in mind and help out others.”**

Connect: Develop Healthy Relationships – This is a strength for 2012 Cadettes.

Girls highly value the importance of nurturing their friendships with other girls. Opportunities for positive girl connections provided by Girl Scouting underscores the relevance of the Girl Scout experience.

Cadette Girl Scout says: **“The other clubs I am in, you have to earn your right to be there. You do make friends, but it is not as quick as it is in Girl Scouts.”**

Take Action: Develop Resourceful Problem Solving - This is somewhat a strength for 2012 Juniors.

Due to the cooperative learning aspect of the Girl Scout Leadership Experience, interview problem-solving discussion was within the context of carrying out troop/group level projects. Despite weaker quantitative Cadette survey results, girls at this level were best able to qualitatively describe their experiences in problem-solving.

Cadette Girl Scout says: **“ We divided up the work. We had budgets. We had schedules. If a group had an idea, they ran it by the rest. It was a big group effort.”**

The role of the volunteer leader in setting a supportive environment is critical. Girls described projects that failed because of the leader’s lack of follow-through. In contrast, other girls describe exceptional leaders who gave girls the opportunity to take the lead in projects while balancing adult input and guidance.

Cadette Girl Scout says: **“ I had to climb a rock wall and was afraid of heights. The support that the other girls gave me ...gave me the motivation to keep going up the wall.”**

Evidence of Justifiable Cost:

The basic annual cost of providing the Girl Scout program is \$265 per girl and is made up of support from the council and troop money-earning.

Evidence of 2012 Girl Scout Recipients

	Girl Members	Current Market Share ^[1]	Girl Retention Rate	Minority Girl Actual	Minority Market Share	Hispanic Actual	Hispanic Market Share	Adult Members	Adult : Girl Ratio
Toledo	10970	1 in 6.1	58.6%	3094	1 in 4.3	600	1 in 6.0	2396	1:4.6
Lima	5124	1 in 7.9	63.7%	622	1 in 4.8	121	1 in 3.4	1323	1:3.9
Dayton	12755	1 in 7.2	63.3%	3549	1 in 5.1	356	1 in 3.3	3859	1:3.3
Cincinnati	20021	1 in 7.0	66.3%	4217	1 in 8.1	532	1 in 5.6	7152	1: 2.8
TOTAL	48,870	1 in 6.9	63.6%	11482	1 in 6.0	1609	1 in 5.1	14730	1:3.3

¹⁰ Juniors were from Dayton (3), Lima (5) & Cincinnati (1). Cadettes were from Toledo (5) & Cincinnati (4). Eighty-nine percent were Caucasian.

^[1] Market share is calculated by dividing actual girl members by the total potential population for this demographic and age level. It is expressed as “1 in X.” The lower the market share the higher the percentage of the population served.