

2012 Year-End Operational Overview

1/10/2013

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:

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.**

◇ **A. DISCOVER: Girls understand themselves and their values.**

CEO INTERPRETATION OF ENDS – GIRLS DISCOVER PART A:

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:

Outcome 1) Girls develop a strong sense of self: confidence, able to achieve goals, form positive identities;

Outcome 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:

Total compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to all survey items asked of members in each of the following program delivery pathways: 1) *Troop*, 2) *Camp*, 3) *Series* (Educational Outreach & Community), 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 “**DISCOVER 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 **Events Pathways reflects total compliance with this End**. This End also reflects “**compliance progress**” in **Troop, Camp and Series pathways**. Due to 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.

Table A. Ends	Troops Pathway Drawn from 28,861 girls (2012survey items =30)	Camp Pathway Reflect 2183 respondents (2012survey items =14)	Series Pathway Reflect 9112 respondents (2012survey items =15)	Events Pathway Reflect 5367 respondents (2012survey items =10)
2012	90% of survey items (27/30) met benchmark	93% of survey items (13/14) met benchmark	80% of survey items (12/15) met benchmark	100% of survey items (10/10) met benchmark
2011	88% of survey items (14/16) met benchmark	100% of survey items (12/12) met benchmark	80% of survey items (12/15) met benchmark	100% of survey items (9/9) met benchmark
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.

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, in Ohio Department of Education, Curriculum Standards, 2003. See also “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.

Girls in each pathway have confidence in themselves and their abilities, except among Brownies in troops who are less likely to say “I get to do things myself” and at camp Brownies are less likely to say “I can do most things I try.” Girls (except for Girl Scout Daisies/Brownies at Community-based Series activities) appear to form positive gender, social and cultural identities. Girl Scouts of Western Ohio’s **Outcome 1 “outcome achievement scores”³ include Brownies-61%, Juniors-95%, Cadettes-63%.** These outcome 1 scores **surpass 55% as do** the same grade level GSUSA baseline scores. The council’s 2012 Junior outcome achievement score (95%) is similar to the council’s 2011 Girl Scout Junior “score”⁴ (96%).

Outcome # 2. Girls are developing positive values.

While a majority of younger troop girls form beliefs and values based on the Promise and Law, Community-based Series and Educational Outreach Juniors as well as Troop Pathway Cadettes/Seniors//Ambassadors are less likely to use the Promise and Law to guide decisions. Troop, Series, Camp and Events participants learn to consider ethical aspects of situations. Troop members and events girls appear committed to community service. Girl Scouts of Western Ohio’s **Outcome 2 “achievement scores”⁵ include Brownies-56%, Juniors-87%, Cadettes-85%.** These outcome 2 scores **surpass 55% as do** the same grade level GSUSA baseline scores. The council’s Junior Outcomes achievement score (87%) **compares favorably** with the council’s 2011 Girl Scout Junior “score”⁶ (88%).

◇ **B. DISCOVER: Girls use their knowledge and skills to explore the world.**

CEO INTERPRETATION OF ENDS – GIRLS DISCOVER PART B:

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:

Outcome 3) Girls gain practical life skills: prepared for positive, healthy, independent futures;

Outcome 4) Girls seek challenges in the world: positive attitudes toward learning, seeking knowledge and skills, setting challenging goals, taking appropriate risks;

Outcome 5) 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.⁷

INTERPRETATION OF COMPLIANCE:

Total compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to all survey items asked of members in each of the following program delivery pathways: 1) *Troop Pathway*, 2) *Camp Pathway*, 3) *Series (Educational Outreach & 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 “**DISCOVER 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 **Troop and Camp Pathways reflects “compliance progress” with this End. The Series pathway demonstrates “compliance by age progression”.** 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.**

³ GSUSA used standardized, 6-point scale recode values to combine Grade level Survey items into outcome “scores” per each of 15 outcomes per grade level.

⁴ Girl Scouts of Western Ohio measured Outcomes Achievement Scores for only the Junior age level in 2011.

⁵ Based on GSUSA’s standardized, 6-point scale recoded values.

⁶ Girl Scouts of Western Ohio measured Outcomes Achievement Scores for only the Junior age level in 2011.

⁷ GSUSA., *How to Guide Girl Scout Juniors on Agent of Change: It’s Your World Change It!*, “Learning by Doing,” 2008.

Table B. Ends	Troops Pathway Drawn from 28,861 girls (2012survey items =45)	Camp Pathway Reflect 2183 respondents (2012survey items =18)	Series Pathway Reflect 9112 respondents (2012survey items =25)	Events Pathway Reflect 5367 respondents (2012survey items =6)
2012	82% of items (37/45) met benchmark. 3 item(s) shows age progression ⁸	94% of survey items (17/18) met benchmark	64% of items (16/25) met benchmark & 2 show age progression 18/25=72% ⁹	100% of survey items (6/6) met benchmark
2011	83% of items (20/24) met benchmark. 2 item(s) shows age progression.	100% of survey items (16/16) met benchmark	71% of survey items (12/17) met benchmark	100% of survey items (4/4) met benchmark
2010	93% of items (26/28) met benchmark. One item shows age progression.	95% of survey items (20/21) met benchmark.	90% of survey items (46/51) met benchmark.	100% of items met benchmark.

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

Outcome #3. Girls are gaining practical life skills as girls in camp, series and event pathways learn to take care of themselves. A majority of troop pathway girls help decide how to spend the money they earn. Camp Juniors and series younger girls say they also make decisions in Girl Scouts. Unlike community-based series girls, troop girls say they exercise and eat healthy foods but troop older girls do not “avoid eating fast foods”. In addition less than half of troop younger girls “think about what I see on TV and if it’s healthy for me.” Girl Scouts of Western Ohio’s “life skills” outcome **achievement scores¹⁰ include Brownies-65%, Juniors-63%, Cadettes-28%. Two of 3 outcome 3 scores surpass 55% as do** the same grade level GSUSA baseline scores.. The council’s 2012 Junior “life skills” outcome achievement score (**63%**) **compares favorably** with the council’s 2011 Girl Scout Junior “score”¹¹ (66%).

Outcome #4. Girls seek challenges in the world with positive attitudes toward learning shown (as in previous years) among all except older Educational Outreach Series pathway girls. While all pathways except Daisy/Brownie community-based series girls and older Educational Outreach Series girls show that girls try to do new things even if they’re hard to do, a sizable minority of older troop girls (as in 2011) admit to “avoiding things that are hard for them.” All pathways show that girls are setting goals for themselves, as in 2011. Girl Scouts of Western Ohio’s “seeking challenge” **outcome achievement scores¹² include Brownies-75%, Juniors-46%, Cadettes-49%. Only one outcome 4 score surpasses 55% in contrast to 2** grade level GSUSA baseline scores. However, while less than 55%, the council’s 2012 “seeking challenge” Junior outcome achievement score (46%) **surpasses** the council’s 2011 Girl Scout Junior “score”¹³ (35%). **Strong[er] performance in this outcome is especially important given the benefits of problem-solving and challenge-seeking to academic performance.¹⁴**

Outcome #5. A majority of girls develop critical thinking by listening to the ideas of others before making a decision, in all pathways except for Junior & Cadette/Senior/Ambassador Series (educational outreach) girls. As in 2011, Troop Pathway Juniors/ Cadettes / Seniors/ Ambassadors explore gender issues by asking questions and girls say they think about where information comes from before deciding if something is true; but a majority of troop leaders disagree. Girl Scouts of Western Ohio’s “critical thinking” **outcome achievement scores¹⁵ include Brownies-39%, Juniors-56%, Cadettes-44%. Two of 3 outcome 5 scores surpass 55% as do** the same grade level GSUSA baseline scores. The council’s 2012 Junior “critical thinking” outcome achievement score (**56%**) **compares less favorably** with the council’s 2011 Girl Scout Junior “score”¹⁶ (73%).

⁸ Statistically significant (p< .033), although weak (Pearson’s R= .099), is observed by troop leaders by grade level- Dsy=44%, Br.= 53%, Jr.=51%, Cd.=58%, Sr=61% & Ambassador=89% who say “Girls ask questions before they make important decisions.” In addition, statistically significant (p< .003), although weak (Pearson’s R= .140), positive and negative change is observed by troop leaders by grade level- Dsy=32%, Br.= 23%, Jr.=22%, Cd.=31%, Sr=42% & Ambassador=56% who say “Before girls decide if something is true, they think about where the information came from.” While not statistically significant, by the time girls are in senior high, 58% of Senior Troop Leaders and 89% of Ambassador Leaders report that “When girls have to make a decision, they listen to other people’s ideas before they make up their mind.” Note, unlike in 2011, more older girls (47%) than Juniors (37%) say “I avoid doing things that are hard for me” [note reverse wording], and there is no progress among Cadette, Seniors, Ambassadors. (6th grade=48%, 7th grade=52%, 8th grade=44%, 9th grade=50% and 10th grade=20%, 11th grade=25%).

⁹ Community-based series progress from 35% of Daisy/Brownies to 53% Juniors who say “I eat healthy foods like fruits & vegetables.” Educational Outreach Series shows progress from 40% Juniors to 46% Ambassadors who say “When I have to make a decision, I listen to others’ ideas before I make up my mind.”

¹⁰ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.

¹¹ Girl Scouts of Western Ohio, March-May, 2011, n=322 Juniors.

¹² GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.

¹³ Girl Scouts of Western Ohio, March-May, 2011, n=322 Juniors.

¹⁴ GSUSA, *Linking Leadership to Academic Success*, 2012.

¹⁵ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.

¹⁶ Girl Scouts of Western Ohio, March-May, 2011, n=322 Juniors.

◇ **C. CONNECT: Girls care about, inspire, and team with others locally and globally.**

CEO INTERPRETATION OF ENDS – GIRLS CONNECT PART C:

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:

Outcome 6) Girls develop healthy relationships: meaningful and caring relationships, communicate effectively, protect their rights in relationships, know when to seek help;

Outcome 7) 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;

Outcome 8) Girls can resolve conflicts: recognize and analyze conflict situations, develop constructive conflict resolution skills;

Outcome 9) Girls advance diversity in a multi-cultural world: promote an inclusive environment and respect diverse backgrounds/viewpoints;

Outcome 10) 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.¹⁷

INTERPRETATION OF COMPLIANCE:

Total compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to all survey items asked of members in each of the following program delivery pathways: 1) *Troop Pathway*, 2) *Camp Pathway*, 3) *Series (Educational Outreach & 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 “**CONNECT: 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. **This End reflects “compliance progress” in all pathways.** 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.

Table C. Ends	Troops Pathway Drawn from 28,861 girls (2012survey items =69)	Camp Pathway Reflect 2183 respondents (2012survey items =19)	Series Pathway Reflect 9112 respondents (2012survey items =28)	Events Pathway Reflect 5367 respondents (2012survey items =14)
2012	91% of survey items (63/69) met benchmark	79% of survey items (15/19) met benchmark	79% of survey items (22/28) met benchmark	93% of survey items (13/14) met benchmark
2011	91% of survey items (29/32) met benchmark	100% of survey items (27/27) met benchmark	87% of survey items (28/32) met benchmark	93% of survey items (13/14) met benchmark
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.

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

Outcome #6. Girls are developing healthy relationships. Troop girls say they “let friends know when they are good at something.” In addition, most Juniors through Ambassador troop participants report that “In Girl Scouts, adults listen to girls more than they do in other places” and girls say they know when to seek help from others.

¹⁷ Robert Slavin, 1991.

Events participants say “I was able to speak well to the group.” In contrast, a majority of girls in troops, at camp, in Educational Outreach series and events **do not always protect their rights** in relationships, as shown by only a minority of all grade levels who “let others know if they hurt their feelings.” Girl Scouts of Western Ohio’s “healthy relationships” **outcome achievement scores¹⁸ include Brownies-77%, Juniors-47%, Cadettes-80%. Two of 3** outcome 6 scores **surpass 55% as do** the same grade level GSUSA baseline scores. The council’s 2012 Junior “healthy relationships” outcome achievement score (47%) **compares less favorably** with the council’s 2011 Girl Scout Junior “score”¹⁹ (63%)

Outcome #7. Girls are promoting cooperation and teambuilding by recognizing in all pathways (as in previous years) the value of working together with reports of working well together as a team. Camp and troop pathway girls learn to make decisions that benefit the entire group. Troop and events participants show evidence of building effective teams by inviting and listening to other participants. In addition, troop and camp girls learn to be accountable for shared goals as they work on group projects. Girl Scouts of Western Ohio’s “teambuilding” **outcome achievement scores²⁰ include Brownies-45%, Juniors-72%, Cadettes-63%. Two of 3** outcome 7 scores **surpass 55% as do** the same grade level GSUSA baseline scores. The council’s 2012 Junior “teambuilding” outcome achievement score (72%) **compares somewhat less favorably** with the council’s 2011 Girl Scout Junior “score”²¹ (80%).

Outcome #8. Girls are learning to resolve conflicts. A majority of troop, series and event girls are learning to recognize different conflict situations and analyze what they do when friends are angry or have a problem. Only troop and camp Cadette/Seniors/Ambassadors have trouble discussing what would make them feel better when angry with a friend. In addition, while most troop Brownies are not ready to talk *with* a person if they are mad at them, other grade levels in all pathways are developing constructive conflict resolution skills such as talking problems out instead of yelling. Girl Scouts of Western Ohio’s “conflict resolution” **outcome achievement scores²² include Brownies-67%, Juniors-92%, Cadettes-47%. Two of 3** outcome 8 scores **surpass 55% as do** the same grade level GSUSA baseline scores. The council’s 2012 Junior “conflict resolution” outcome achievement score (92%) **compares exactly** with the council’s 2011 Girl Scout Junior “score”²³.

Outcome #9. 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 in all pathways except Community-based Series who are less likely to look for ways to meet kids from other cultures. Troop, camp, series and event girls report that they do not make fun of girls if they look different. In addition, troop girls (but not community based series girls) can tell when someone is treated badly because of the way they look. Troop, camp and educational outreach girls say that learning about people from different cultures is important. Girl Scouts of Western Ohio’s “advance diversity” **outcome achievement scores²⁴ include Brownies-65%, Juniors-82%, Cadettes-75%.** These outcome 9 scores **surpass 55% as do** the same grade level GSUSA baseline scores. The council’s 2012 Junior “advance diversity” outcome achievement score (82%) **compares favorably** with the council’s 2011 Girl Scout Junior “score”²⁵ (86%).

Outcome #10. Girls feel connected to their communities as shown by troop pathway girls (including a small majority of Brownies) who feel they are a part of their larger community. Camp, series educational outreach and event pathway girls report taking care of things around them. Similar to 2011, troop girls recognize the importance building diverse and supportive social networks as they report having role models and trying to meet people who can teach them new things. Girl Scouts of Western Ohio’s “community connectedness” **outcome achievement scores²⁶ include Brownies-40%, Juniors-86%, Cadettes-67%.** These outcome 10 scores **surpass 55% as do** the same grade level GSUSA baseline scores. The council’s 2012 Junior “community connectedness” outcome achievement score (86%) **compares favorably** with the council’s 2011 Girl Scout Junior “score”²⁷ (89%).

¹⁸ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” per each of 15 outcomes by grade level.

¹⁹ Girl Scouts of Western Ohio, n=322 Juniors.

²⁰ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” per each of 15 outcomes by grade level.

²¹ Girl Scouts of Western Ohio, n=322 Juniors.

²² GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” per each of 15 outcomes by grade level.

²³ Girl Scouts of Western Ohio, n=322 Juniors.

²⁴ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” per each of 15 outcomes by grade level.

²⁵ Girl Scouts of Western Ohio, n=322 Juniors.

²⁶ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” per each of 15 outcomes by grade level.

²⁷ Girl Scouts of Western Ohio, n=322 Juniors.

◇ **D. TAKE ACTION:** **Girls act to make their world a better place.**

CEO INTERPRETATION OF ENDS – GIRLS TAKE ACTION PART D:

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:

Outcome 11) Girls can identify community needs: identify issues in their communities and come up with realistic possibilities for action;

Outcome 12) Girls are resourceful problem-solvers: set up and implement action plans, locate tools and resources, know how to enlist help;

Outcome 13) Girls advocate for themselves and others: able to speak on their own behalf and seek opportunities to speak for others;

Outcome 14) Girls educate and inspire others to act: explain ideas to others, learn to motivate others to community service;

Outcome 15) 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.²⁸ 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.”²⁹

INTERPRETATION OF COMPLIANCE:

Total compliance will be demonstrated when the established benchmark of at least 55% of respondents answer affirmatively to all 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 “TAKE ACTION: **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 the Troop and Camp Pathways. The Series pathway shows age progress but at a level insufficient for compliance (i.e., not reaching 70%).**

²⁸ GSUSA, *Paths to Positive Youth Development*, 2003.

²⁹ GSUSA, *Transforming Leadership*, 2008.

Table D. Ends	Troops Pathway Drawn from 28,861 girls (2012survey items =77)	Camp Pathway Reflect 2183 respondents (2012survey items =26)	Series Pathway Reflect 9112 respondents (2012survey items =31)	Events Pathway Reflect 5367 respondents (2012survey items =8)
2012	82% of items (63/77) met benchmark & 2 items show age progression ³⁰	91% of survey items (20/22) met benchmark.	45% of items (14/31) met benchmark & 3 show age progression ³¹ (17 of 31=55%)	100% of survey items (8/8) met benchmark
2011	90% of items (38/42) met benchmark & 3 items show age progression.	96% of survey items (25/26) met benchmark.	62% of survey items (15/24) met benchmark & 3 show age progression. (18/24=75%)	100% of survey items (9/9) met benchmark.
2010	88% of items (38/43) met benchmark & 3 items show age progression.	89% of survey items (16/18) met benchmark.	73% of survey items (36/49) met benchmark	100% of survey items (15/15) met benchmark.

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

Outcome #11. Girls are beginning to identify community needs according to Troop Pathway girls who say they identify issues in their communities, even though troop leaders and Educational Outreach Series girls disagree. As in 2011, troop Brownie & Junior girls say (and leaders agree) that they come up with realistic possibilities for action by knowing people they can talk to about community needs; but leaders (except for Senior & Ambassador leaders) disagree with girls who say that they choose projects they can finish on time. Girl Scouts of Western Ohio’s “identifying community needs” **outcome achievement scores³² include Brownies-58%, Juniors-54%, Cadettes-26%.** One of 3 outcome 11 scores **surpasses 55% as do 2 of 3** of the same grade level GSUSA baseline scores. The council’s 2012 Junior “identifying community needs” outcome achievement score (54%) **compares less favorably** with the council’s 2011 Girl Scout Junior “score”³³ (69%).

Outcome #12. Girls are learning to be resourceful problem-solvers in the troop, camp and event pathways as most girls except troop Cadettes and Daisy/Brownie community-based Series girls use their knowledge and skill to set up and implement plans. In addition, most troop, camp and series girls locate resources they need even though Daisy, Brownie & Junior troop leaders disagree. Most pathway girls except troop & community-based series Cadette/Senior/Ambassadors also report asking for help when needed. Girl Scouts of Western Ohio’s “problem-solving” **outcome achievement scores³⁴ include Brownies-66%, Juniors-68%, Cadettes-49%.** Two of 3 outcome 12 scores **surpass 55% as do 2 of 3** of the same grade level GSUSA baseline scores. The council’s 2012 Junior “problem-solving” outcome achievement score (68%) **compares favorably** with the council’s 2011 Girl Scout Junior “score”³⁵ (71%). **Consistently strong performance in this outcome is especially important given the benefits of problem-solving and challenge-seeking to academic performance.³⁶**

Outcome #13. Girls advocate for themselves and others according to most troop girls who learn to speak out on their own behalf; but Daisy/Brownie community-based series and camp Brownies disagree as evidenced by weaker responses to “I tell people when they are being unfair to me.” Only a slim majority of Educational Outreach Juniors thru Ambassadors say they “speak up for what is right, even when not popular.” In contrast, most pathway girls seek opportunities to speak and act on others’ behalf by helping those being picked on. Girl Scouts of Western Ohio’s “advocating” **outcome achievement scores³⁷ include Brownies-57%, Juniors-62%, Cadettes-42%.** Two of 3 outcome 13 scores **surpass 55% as do 2 of 3** of the same grade level GSUSA baseline scores. The council’s 2012 Junior “advocating” outcome achievement score (62%) **compares less favorably** with the council’s 2011 Girl Scout Junior “score”³⁸ (77%).

³⁰ Statistically significant (p≤ .000), although weak (Pearson R = .223), inconsistent development is observed by troop leaders by the time girls are Seniors (Dsy=19%, Br.=29%, Jr.=13%, Cd.=27%, Sr=46% & Ambassador=66%) saying that “ When choosing a community project, girls think about whether they can finish it on time.” Statistically significant (p≤ .000), although weak (Pearson R = .278), consistent development is observed by troop leaders (Dsy=25%, Br.=39%, Jr.=48%, Cd.=68%, Sr=69% & Ambassador=89%) saying that “ Girls look to books & the Internet to provide the information they need for Girl Scout projects.”

³¹ Consistent (not statistically significant) grade level progression was shown in 3Educational Outreach Series items that missed the overall benchmark. Cadettes (50%), Seniors (53%), Ambassadors (69%) “speak up for what is right even when it is not popular”. Cadettes (30%), Seniors (34%), Ambassadors (41%) said they “take the lead on activities”. Cadettes (45%), Seniors (51%) and Ambassadors (59%) said “when I read or hear about other people’s problems, I think of ways I can help.”

³² GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.

³³ Girl Scouts of Western Ohio, March-May, 2011, (n=322 Juniors).

³⁴ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.

³⁵ Girl Scouts of Western Ohio, March-May, 2011, (n=322 Juniors).

³⁶ GSUSA, *Linking Leadership to Academic Success*, 2012.

³⁷ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.

³⁸ Girl Scouts of Western Ohio, March-May, 2011, (n=322 Juniors).

Outcome #14. Girls are beginning to educate and inspire others to act according to Brownies and Cadettes/Seniors/Ambassadors in the troop and camp pathways; but troop leaders, troop Juniors and Educational Outreach girls disagree, as evidenced by those who say they “tell people what needs to be done to make the community better.” Girl Scouts of Western Ohio’s “educating & inspiring” **outcome achievement scores³⁹ include Brownies-59%, Juniors-48%, Cadettes-42%.** One of 3 outcome 14 scores **surpass 55% compared to 2 of 3** of the same grade level GSUSA baseline scores. The council’s Junior 2012 “educating & inspiring” outcome achievement score **(48%) compares less favorably** with the council’s 2011 Girl Scout Junior “score”⁴⁰ (63%).

Outcome #15. Girls feel empowered to make a difference according to troop girls who report they believe they can do something to help others and by camp girls who care for their environment. In addition, even though camp and event girls report acting as role models, series girls are less likely to do so and (as in previous years) troop girls (especially 5th & 8th graders) are less likely to see themselves as “getting to lead”. Troop girls get to feel that their contributions are valued as they report talking about what they learn at the close of their projects. Girl Scouts of Western Ohio’s “empowerment” **outcome achievement scores⁴¹ include Brownies-77%, Juniors-65%, Cadettes-53%.** Two of 3 outcome 15 scores **surpass 55% compared to 2 of 3** of the same grade level GSUSA baseline scores. The council’s 2012 Junior “empowerment” outcome achievement score (65%) **compares less favorably** to the council’s 2011 Girl Scout Junior “score”⁴²(75%).

+++++

Evidence of Success and Progress Among Persistent Challenges in All Pathways

As previously stated, in 2012, Girl Scouts of Western Ohio *expanded* its 2011 use of **GSUSA’s Girl Scout Leadership Experience JUNIOR outcomes survey items to include BROWNIE and CADETTE outcomes items.**⁴³ In addition to these National Evaluation System survey items, some previously used and unique local survey items have been retained to complement the GSUSA items.

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.

The table on the next page collapses and summarizes all survey items according to the “sub-outcomes” to which they belong. These multi-year comparisons and trends serve to inform action to be taken to sustain success, celebrate progress, and address persistent challenges.

³⁹ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.
⁴⁰ Girl Scouts of Western Ohio, March-May, 2011, (n=322 Juniors).
⁴¹ GSUSA used standardized, 6-point scale recode values to combine Outcomes Survey items into one outcome “score” for each of 15 outcomes by grade level.
⁴² Girl Scouts of Western Ohio, March-May, 2011, (n=322 Juniors).
⁴³ GSUSA provides grade level differentiated outcomes surveys for each of 6 grade levels. In 2012, Girl Scouts of Western Ohio chose to use the Cadette GSLE outcomes survey items for its Cadette, Senior & Ambassador Survey in order to allow item comparison across those grade levels while managing survey costs.

Evidence of Success, Progress and Trends Among Persistent Challenges By Pathway

Multi-Year Success, Progress & Trends		2012				2011				2010			
Outcomes & Sub-Outcomes	All Items	Troops	Events	Camp	Series	Troops	Events	Camp	Series	Troops	Events	Camp	Series
1. Develop Strong Sense of Self													
1.1 Confidence in themselves & abilities	≥55%	except Brownies	√	except Brownies	√	√	√	√	na	na	√	na	na
1.3 Form positive gender, social, emotional identities	≥55%	√	√	√	except Dsy/Br Commtly	√	√	√	except Jr EO	√	√	√	except Jr Commtly
2. Develop Positive Values													
2.1 Form beliefs & values based on Promise & Law	≥55%	except Trp Ldrs & CSA<*>	√	√	except Jr Commtly & EO	except Trp Ldrs	√	na	except Jr Commtly & EO	√	√	na	except Jr Commtly & EO
2.2 Consider ethical aspects (do "what is right")	≥55%	√	√	√	√	√	√	√	na	na	√	na	na
2.3 Committed to social justice & comm'ty service	≥55%	√	√	√	na	√	na	na	na	√	na	na	na
3. Gain Practical Life Skills (healthy living)													
3.1 Skills to prepare for positive, healthy, independent future (e.g., healthy foods & images)	≥55%	except Trp Ldrs & JCSA	√	√	except DBJ^ Commtly	except Trp Ldrs	√	√	na	except Trp Ldrs	√	√	except CSA EO
4. Seek Challenges in the World													
4.1 Develop positive attitudes toward learning	≥55%	√	na	na	except CSA EO & Commtly	√	na	√	except CSA EO & Commtly	√	na	√	except CSA EO
4.2 Seek to expand knowledge & skills (goals)	≥55%	√	√	√	except CSA EO & D/B Commtly	√	√	√	except CSA EO & Commtly	√	√	√	except CSA EO
5. Develop Critical Thinking													
5.1 Examine ideas from different viewpoints	≥55%	except Trp Ldrs^ & CSA	√	√	except JCSA^ EO	√	√	√	except Jr EO	√	√	na	√
5.2 Explore implications of gender issues (ask questions)	≥55%	except Trp Ldrs *	na	√	except CSA Commtly	except Trp Ldrs *	na	na	na	na	na	na	na
6. Develop Healthy Relationships													
6.1 Learn to form/maintain caring relationships	≥55%	√	√	√	√	√	√	√	√	√	√	na	√
6.3 Protect their rights in relationships	≥55%	except Trp Ldrs & JCSA	except JCSA+	except JCSA	except EO JCSA	except Trp Ldrs<*>	except JCSA+	na	na	√	except JCSA	na	except Jr Commtly & CSA EO
7. Promote Cooperation & Team Building													
7.1 Recognize value of working together	≥55%	√	√	√	√	√	√	√	√	√	√	√	√
8. Can Resolve Conflicts													
8.1 Recognize & analyze conflict situations	≥55%	except CSA	√	not CSA	√	√	√	na	√	na	na	na	√
8.2 Develop skills for constructive conflict resolution & prevention	≥55%	except Brownies	na	√	√	except Brownies	na	na	√	na	na	na	na
9. Advance Diversity in a Multi-cultural World													
9.1 Think & act in way that promotes inclusion	≥55%	√	√	√	except JCSA Commtly	√	√	√	√	√	√	na	√
10. Feel Connected to their Communities, Locally & Globally													
10.1 Feel they are part of larger community.	≥55%	except Brownies	√	√	√	√	√	√	√	√	√	√	√
11. Can Identify Community Needs													
11.1 Learn to identify local or global issues	≥55%	except Trp Ldrs^	√	na	except JCSA EO	√	√	na	na	√	√	na	na
12. Are Resourceful Problem-solvers													
12.1 Set up & implement creative/effective plans.	≥55%	except CSA	√	√	except D/B commtly	√	√	√	na	√	√	√	na
12.2 Locate tools & resources (books, internet)	≥55%	except Trp Ldrs*	na	na	not CSA Commtly	except Trp Ldrs*	na	√	√	na	na	√	not CSA Commtly
12.3 Know when/how to get help from others	≥55%	except CSA	na	√	except CSA Commtly	√	na	na	na	na	na	na	na
13. Advocate for themselves & others - locally & globally													
13.1 Able to speak out on own behalf	≥55%	except Trp Ldrs	na	except Brownies	except DBJ commtly & JCSA EO	√	na	na	na	na	na	na	na
13.2 Seek to act & speak on behalf of others.	≥55%	√	√	√	except CSA EO	√	√	√	√	√	√	na	√
14. Educate & inspire others to act													
14.1 learn to effectively explain ideas to others	≥55%	except Trp Ldrs & Jrs	√	√	not JCSA EO	except Trp Ldrs	√	√	not JCSA EO	except JCS*	√	na	not CSA EO
15. Feel Empowered to make a difference													
15.1 Use leadership skills to change their lives &		except		except	except CSA^ & Jr EO: CSA	except			not JCSA				

Survey results – Support and Analysis (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 (as shown in previous years) of the impact of the Girl Scout program processes on how well girls achieved outcomes, we analyzed whether we could show a correlation between 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.

Analysis of 2012 survey results (similar to previous years) **confirms 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 likely to also **develop life skills, social-emotional skills** and self-development skills needed for future **individual success and community involvement.** Nationally, the academic benefits of Girl Scout goal-setting [challenge-seeking] have been demonstrated in GSUSA's recent research⁴⁴. Locally, the 2012 survey results showed that:

- When leaders say, "Girls set goals for themselves to achieve."⁴⁵, they also tend to see girls do the following:
 - Take the lead in activities.
 - Learn by working with other girls.
 - Try to get girls who can't agree to work together.
 - Try to help someone who is being picked on.
 - Think about what their community needs to become a better place.
 - Girls really listen to what others are saying in Girl Scout meetings.
 - Tell people what they think needs to be done to make their community a better place.
 - Try to figure out the best way to help their team when working on a group project.
 - Think of ways they can help after hearing or reading about other people's problems.
 - Explain their ideas to other girls so they can learn from each other.
 - Use the Girl Scout Promise & Law to make decisions.

- When Girl Scout Juniors say, "I set goals for myself to achieve"⁴⁶, they also tend to say they do the following:
 - If I see a problem in my community, I tell people so that it can be fixed.
 - In Girl Scouts, everyone gets a chance to experience roles on a team.
 - Because of my Girl Scout experiences, I have been a leader in more activities with my friends, class or community.
 - I take what I learn in Girl Scouts and use it in other places like at home, with friends, or at school.
 - In Girl Scouts, I learn by working with other girls.
 - I use the Girl Scout Promise & Law to help me make decisions.

⁴⁴ GSUSA, *Linking Leadership to Academic Success*, 2012. Girl Scouts of Western Ohio Juniors and Cadettes were among participants.

⁴⁵ The correlation threshold for 2012 Troop Leader "goal-setting" observations (n=479) were set at (Pearson R \geq .374, p \leq .000). The strongest correlation among troop leaders' goal-setting observations was to "Girls use the Girl Scout Promise & Law to make decisions." (Pearson R=.563, p \leq .000). The strongest correlation among troop leaders' observations of girls ' taking the lead was to "Girls really listen to what others are saying. . . ." (Pearson R=.454, p \leq .000).

⁴⁶ The 2012 Junior "goal-setting" correlation threshold was set at (Pearson R \geq .379, p \leq .000). The strongest goal-setting correlation among Juniors was to "I use the Girl Scout Promise & Law to help me make decisions." (Pearson R= .444, p \leq .000).

- When Girl Scout Cadettes/Seniors/Ambassadors say, “I set goals for myself to achieve”⁴⁷, they also tend to say they do the following:
 - If kids from different cultures are shy about participating, I make an extra effort to help them feel they are part of the group.
 - I like to try new things, even though I might not do them well at first.
 - Even when I am good at something, I keep trying to do it even better.
 - When people need help, I do what I can to help.

Survey results – Social / emotional Strengths and Academics – Value Added (*Troop Pathway*)

The importance of academic performance, while beyond the scope of internal organizational ENDS compliance, continues to be not only of interest to external funders⁴⁸ but also serves as “value added” in the community at large. Analysis of girls’ perceptions of their **academic performance** shows statistically significant correlation to the Girl Scout leadership experience including **social-emotional strengths** such as 1) **managing emotions**, 2) **positive relationships**, 3) **making responsible decisions**, 4) **handling interpersonal situations** and 5) **positive goals**⁴⁹, as follow:

- When Girl Scout Cadette/Senior/Ambassadors say, “I do my best in school”⁵⁰, they also tend to say the following:
 - **Responsible Decisions:** I think carefully about what people suggest, before I agree.
 - **Interpersonal Situations:** Even when I don’t like someone, I treat them fairly.
 - **Positive Goals:** Even when I am good at something, I keep trying to do it even better.
 - **Positive Relationships:** When people need help, I do what I can to help them.
 - **Interpersonal Situations:** I let my friends know when they are good at something.

⁴⁷ The 2012 Cadette/Senior/Ambassador “goal-setting” correlation threshold was set at (Pearson R \geq .374, p \leq .000.). The strongest goal-setting correlation among Cadettes/Seniors/Ambassadors was to “When people need help, I do what I can to help..” (Pearson R= .420, p \leq .000).

⁴⁸ Girl Scouts of Western Ohio joined with other United Way of Greater Cincinnati agencies in 2012 to use the *Devereux Student Strengths Assessment* (DESSA) to measure social-emotional skills of girls in grades k-8. Fall, 2012 (pre) results indicate that about 21% of UWGC Girls Scouts fall into the “strengths” assessment category, 69% in the “typical” category and 8% in the “needs support” category.

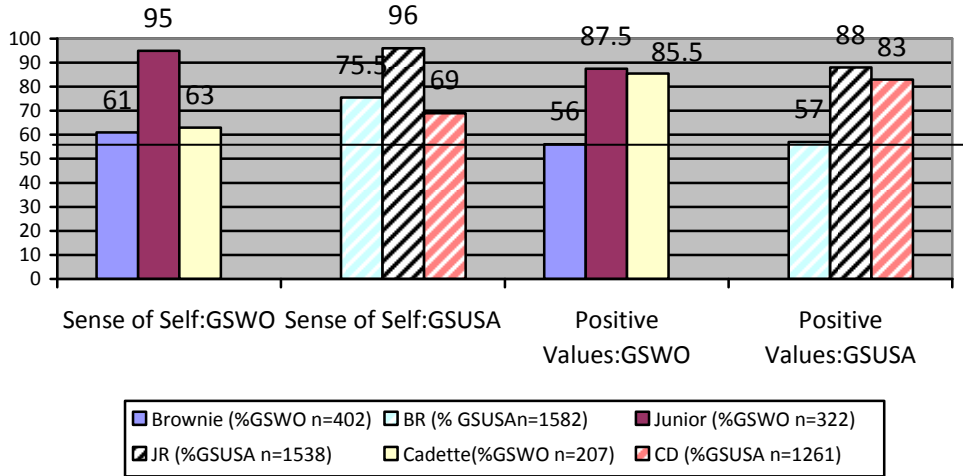
⁴⁹ Durlak, (2007). Social-emotional strengths are shown to increase academic performance approximately 11 percentile points.

⁵⁰ The 2012 Cadette, Senior, Ambassador “doing my best in school” correlation threshold was set at (Pearson R \geq .357, p \leq .000.). The strongest “doing my best in school” correlation among Cadettes through Ambassadors was “I let my friends know when they are good at something.” (Pearson R= .452, p \leq .000).

Figure 1 Goal 1 Outcomes Achievement

DISCOVER: Girls will understand themselves & their values

OUTCOMES



Girls develop a strong sense of self:

- ♦ have confidence in themselves & their abilities;
- ♦ feel they are able to achieve their goals;
- ♦ form positive gender, social and cultural identities.

Girls develop positive values:

- ♦ form their beliefs and values based on the Girl Scout Promise & Law;
- ♦ learn to consider ethical aspects of situations;
- ♦ are committed to social justice, community service and action.

Figure 1 shows strong performance. **At least 60% to as many as 95% of Troop-based** Girl Scouts of Western Ohio* outcomes achievement scores met or surpassed the 55% standard for Developing a Strong Sense of Self which was slightly lower than the GSUSA Brownie and Cadette results. In contrast, **at least 56% to as many as 87%** of Troop-based Girl Scouts of Western Ohio* outcomes achievement scores met or surpassed the 55% standard for Developing Positive Values, very similar to the GSUSA results.

Girl Scouts of Western Ohio’s 2012 Troop Leaders (n=479) indicate that 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:⁵¹

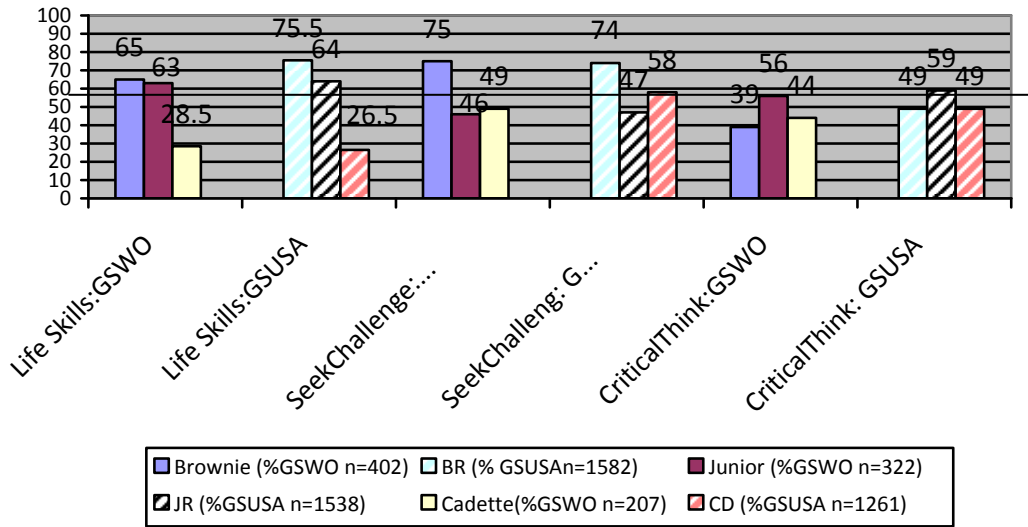
When leaders report seeing...	Leaders tend to also say that <i>through Girl Scouting</i> ...
Girls can do most things they try, even if difficult.	I feel like I can make a difference.
	Adults with whom I work have interests and concerns similar to my own.
	I have up-to-date knowledge about the needs and interests of girls.
	I have the skills to work effectively with girls.
Girls use the Girl Scout Promise & Law to make decisions.	I am familiar with the following: [Discover...GSWO goals]
	I know how to carry out the Girl Scout processes
	Information presented clearly explains what is expected.
	Overall, I know what I am expected to do.

⁵¹ The 2012 correlation threshold = Pearson R ≥ .160(p≤ .000).

Figure 2: 2012 Goal 2 Outcomes Achievement Scores

OUTCOMES

DISCOVER: Girls will use their knowledge & skills to explore their world



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 shows that **at least 63% of Troop-based** Girl Scouts of Western Ohio* Brownie & Junior outcomes achievement scores met or surpassed the 55% standard for *Gaining Practical Life Skills*, with GSUSA Brownie results being some 10% higher. In contrast, only Brownie GSWO scores as well as Brownie and Cadette GSUSA scores met the standard in *Seeking Challenges*. *Critical thinking is weak* among both local and national Brownie and Cadette outcomes achievement scores.

Girl Scouts of Western Ohio’s 2012 Troop Leaders (n=479) indicate that program progress is re and culture. The strongest relationships between Girl Scout services or culture and how leaders see

When leaders report seeing...	Leaders tend to also say that <i>through Girl Scouting</i>...
Girls set goals for themselves to achieve.	I am familiar with the following: [Discover...GSWO goals]
	I know how to carry out the Girl Scout processes
	I am well trained for what I am expected to do.
	I have the skills to work effectively with girls....[adults]
	I have up-to-date knowledge about the needs and interests of girls.
	Overall, I know what I am expected to do.
	Girls as a group plan & carry out projects in partnership with adults.
Girls exercise, play sports, run or dance each day.	I have up-to-date knowledge about the needs and interests of girls.
	Girls as a group plan & carry out projects in partnership with adults.
Girls ask questions before they make important decisions.	I am familiar with the following: [Discover...GSWO goals]

⁵² The 2012 goal-setting and questioning correlation thresholds = Pearson R ≥ .20 (p≤ .000). The 2012 healthy living correlation threshold = Pearson R ≥ .160 (p≤ .000)

Figure 3: 2012 Goal 3 Outcomes Achievement Scores

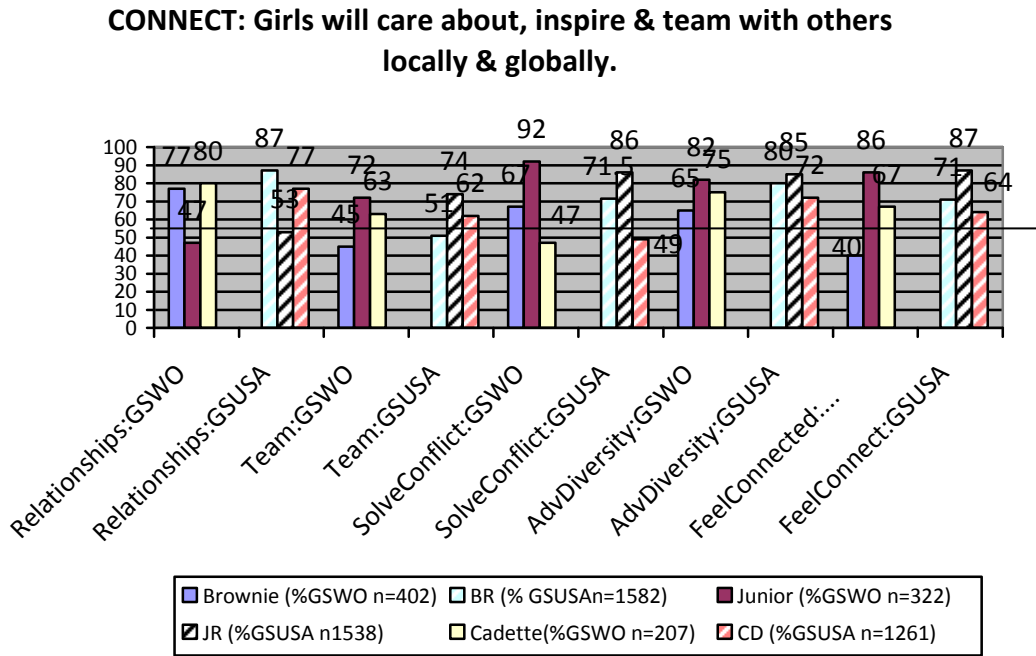


Figure 3 shows consistency between local and national results in all Goal 3 outcomes except Brownies [not] *Feeling Connected* in which only 40% of local Brownies achieved the outcome. In contrast, local (and national) Brownies and Cadettes are *Developing Healthy Relationships* and *Advancing Diversity*. Less than half of all Cadettes are able to *Resolve Conflicts* (positively).

Girl Scouts of Western Ohio’s 2012 Troop Leaders (n=479) indicate that 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:⁵³

When leaders report seeing...	Leaders tend to also say that <i>through Girl Scouting</i> ...
Girls let people know if they have hurt their feelings.	I am familiar with the GSWO goals
	I am well trained for what I am expected to do.
	I have up-to-date knowledge about needs & interests of girls.
	I am recognized for my contributions.
	The organization is efficient & effective in using my time.
When working on a group project, girls try to figure out the best way to help their team.	I am familiar with the GSWO goals
	I know how to carry out all the GSLE processes...
	I have the skills to work effectively with girls....[adults]
	Overall, I know what I am expected to do.
	Those involved, including myself, have fun.
Girls talk problems out instead of yelling.	I am familiar with the GSWO goals
	Information presented clearly explains what is expected.
	I have the skills to work effectively with girls.
	Overall, I know what I am expected to do... [adults]
	Girls as a group plan & carry out projects in partnership with adults.
Girls think that learning about people from different cultures is important.	I know how to carry out all the GSLE processes...
	I can gain experience that will help me in other areas of my life.
	I feel I can make a difference.
In addition to families, girls feel they are member of a group in community.	I am familiar with GSWO goals & know how to carry out processes
	I have up-to-date knowledge on needs and interests of girls.
	I have access to an experienced mentor.

⁵³ The 2012 healthy relationships, conflict resolution, diversity, community correlation thresholds = Pearson R ≥ .160 (p≤ .000). The 2012 Teambuilding correlation threshold = Pearson R ≥ .20 (p≤ .000)

- Girls develop healthy relationships:**
 - ♦ learn to form & maintain meaningful & caring relationships;
 - ♦ communicate effectively;
 - ♦ protect their rights in relationships;
 - ♦ know when to seek help from others.
- Girls promote cooperation & teambuilding:**
 - ♦ recognize the value of working together;
 - ♦ learn to make decisions that benefit entire group;
 - ♦ build effective teams;
 - ♦ learn to be accountable for shared goals;
 - ♦ show recognition for others’ accomplishments & contributions.
- Girls can resolve conflicts:**
 - ♦ learn to recognize & analyze different conflict situations;
 - ♦ develop skills for constructive conflict resolution & prevention.
- Girls advance diversity in multi-cultural world:**
 - ♦ learn to think & act in a way that promotes an inclusive environment;
 - ♦ learn to think & act in a way that respects & values diverse backgrounds, viewpoints & experience
- Girls feel connected to their communities, locally & globally:**
 - ♦ feel that they are part of a larger community;
 - ♦ recognize importance of building diverse, supportive social networks for personal & leadership development.

OUTCOMES

Figure 4: 2012 Goal 4 Outcomes Achievement Scores

TAKE ACTION: Girls will act to make the world a better place.

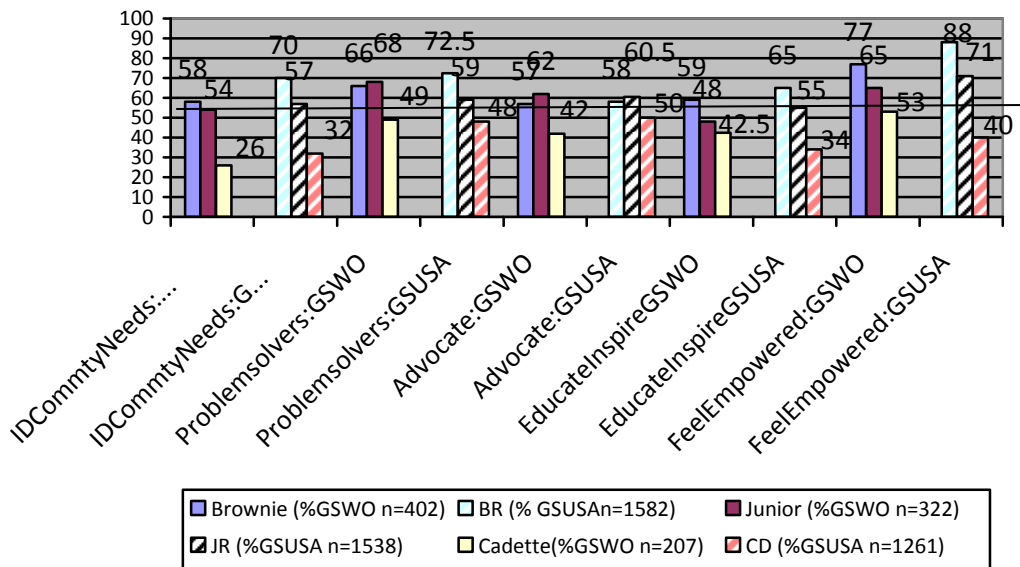


Figure 4 shows consistently weaker local and national results in all Goal 4, with only the Brownie grade level meeting or surpassing the 55% benchmark in all outcomes achievement scores. In addition, the Cadette local and national scores are consistently lowest; although local Cadettes outperform national girls in in *Educating/Inspiring Others to Act* as well as in *Feel Empowered to Make a Difference*.

Girl Scouts of Western Ohio’s 2012 Troop Leaders (n=479) indicate that 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:⁵⁴

When leaders report seeing...	Leaders tend to also say that through Girl Scouting...
Girls know people they can talk to about what their community needs.	I am familiar with the GSWO goals. I have up-to-date knowledge about the needs & interests of girls. Overall, I know what I am expected to do. Girls as a group plan & carry out activities in partnership with adults.
Girls look to books or the Internet to provide information they need for GS projects.	The GS grade level of the troop/group is older. I know how to carry out all the GSLE processes...
Girls speak up for what is right even when it is not popular.	I am familiar with GSWO goals & know how to carry out processes. I have opportunities to meet volunteers face-to-face in community. I am well-trained for what I am expected to do. I have the skills to work effectively with girls...[adults] I have up-to-date knowledge on needs & interests of girls. Overall, I know what I am expected to do.
Girls tell people what they think needs to be done in order to make their community a better place.	I am familiar with GSWO goals & know how to carry out processes. I have opportunities to meet volunteers face-to-face in community. I have the skills to work effectively with girls Overall, I know what I am expected to do.
When girls read or hear about other’s problems, they think of ways they can help.	I am familiar with the GSWO goals.

- 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.

⁵⁴ The 2012 “look in books or Internet” correlation thresholds = Pearson R ≥ .139 (p≤ .000). The 2012 community needs, speaking up, educate, & feel empowered correlation threshold = Pearson R ≥ .20 (p≤ .000)

Service Delivery Trends

As indicated, the 2012 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. To better understand which organizational services, features and resources are *most important* to volunteers and how those important organizational qualities are *actually experienced*, we annually gather information from newly appointed volunteers and randomly sampled troop leaders.⁵⁵

The table below compares the organizational services and resources that are *most important* and *most experienced*.

2012 Most Important Services and Resources (n=465) <i>Welcome Survey</i>		Actual Troop Leader Experience <i>Troop Leader Survey</i> (% mostly true or extremely true)		
Services and Resources (Listed in order of highest of 32 item's top percentages)	Important % volunteers say mostly or extremely important	2012	2011	2010
		(n=479 leaders)	(n=516 leaders)	(n=564 leaders)
1. Girls grow up to be self-reliant and strong young women.	95%	83%	84%	87%
2. I have the skills to work effectively with girls.	95%	91%	91%	88%
3. Activities meet the needs, interests, concerns, and wishes of girls.	94%	80%	84%	82%
4. Those involved, including myself, have fun.	94%	91%	92%	87%
5. Information presented clearly explains what is expected of me.	94%	72%	72%	70%
6. Information is provided in a timely fashion.	93%	59%	62%	63%
7. I have efficient access to needed information.	90%	68%	66%	67%
8. Overall, program resources are available when and where they are needed.	90%	69%	71%	73%
9. There are enough volunteers to accomplish goals and objectives.	88%	34%	37%	38%
10. Teamwork is the norm. Adults communicate, cooperate and collaborate.	88%	68%	70%	67%
11. Relationships with girls' families are at their best.	87%	64%	68%	67%
12. I am well trained for what I am expected to do.	86%	71%	74%	70%
13. The Girl Scout Council's methods for offering the Girl Scout program to girls in the community are efficient and effective.	83%	52%	64%	54%

Troop Leaders report 2012 results that are consistent with previous years' overall service delivery efforts as follows:

- At least two-thirds of troop leaders actually experienced 8 of 10 most important Girl Scout services and resources.
- Only 2 of the top 10 most important services and resources were equally experienced:
 - Those involved, including myself, have fun.
 - I have skills to work effectively with girls.
- Two of the top 10 most important services and resources are not at all equally experienced:
 - Information is provided in a timely fashion.
 - There are enough volunteers to accomplish goals and objectives.
- Eight of the top 10 most important services and resources are valued by at least 90% of volunteers.

Top 10 highly experienced services and resources, but not highly important (not in table), are as follows:

- I have skills to work effectively with adults.
- I feel I can make a difference.
- Overall, I know what I am expected to do.
- I have up-to-date knowledge about the needs and interests of girls.
- Volunteer opportunities are available for ... college students or those employed.
- Technology is used to provide support.

⁵⁵ Service delivery survey items (31) were introduced in a pre-merger, 2007 survey. As part of the *Troop Leader Survey*, troop leaders have been annually asked (2008, 2009, 2010, 2011 and 2012) to rate these and other items (32) that describe to what extent they experience services and resources. Troop leader 2012 respondents were 92% Caucasian, representing regions of Cincinnati (43%), Dayton (22%), Toledo (19%) and Lima (9%) as well as grade levels Daisy (20%), Brownie (26%), Junior (18%), Cadette (15%), Senior (5%), Ambassador (2%) and multi-levels (11%). In contrast, all newly appointed volunteers are asked to complete a "Welcome Survey" (31 items) to identify how "important" services and resources are to them. *Welcome Survey respondents (n=465) completed surveys from August, 2011 through October, 2012 and were troop leaders (29%), assistant leaders (39%) and cookie managers/troop "helpers" (12%).