2017 YEAR-END REPORT ON ENDS

G.I.R.L.

go-getter   innovator   risk-taker   leader

girl scouts
of western ohio

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EXECUTIVE SUMMARY

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: January 23, 2018

In 2017, Girl Scouts of Western Ohio (GSWO) has achieved the Global End and Ends A, B, and C.

> **Global End: Girls demonstrate courage, confidence, and character, and make a difference.**
>
> **End A: Girls Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.**
>
> **End B: Girls Connect: Girls care about, inspire, and team with others locally and globally.**
>
> **End C: Girls Take Action: Girls act to make their world a better place.**
>
> **These Ends will be achieved at a cost that balances time, resources and results.**

GSWO provides many opportunities for Girl Scouts, including exploring new activities and developing skills through progressive experiences.

Our outcome data demonstrates that Girl Scouting positively impacts girls through leadership skill development.

- GSWO Girl Scouts in troops have met or exceeded all leadership outcomes compared to national outcomes results. (1)

- GSWO Girl Scouts in series have met or exceeded national Girl Scout outcomes in the Challenge Seeking and Community Problem Solving outcomes, which are the skill areas that series curricula target, and have exceeded non-Girl Scouts in all measured outcomes.

- GSWO Girl Scouts demonstrate that they use the Girl Scout Processes – Girl Led, Cooperative Learning, and Learning by Doing – which are correlated with higher outcome scores. (1)

Furthermore, GSWO Girl Scouts had high levels of satisfaction with their 2017 Girl Scout experience. High levels of satisfaction are correlated with retention and recommending Girl Scouting to others.

Finally, GSWO operates at a reasonable cost, at less than the average cost for the ten largest Girl Scout councils.

CEO INTERPRETATION OF ENDS

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

End A: Girls Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.

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

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

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

I define overall Global End achievement as the combined achievement of Ends statements A, B and C. These Ends are the results to be achieved for girl members ages 5-17 in Girl Scouts of Western Ohio.

I interpret each of the Ends statements (A, B, C) by applying GSUSA's Girl Scout Leadership Experience outcomes, which organizes the benefits of the *Girl Scout Leadership Experience* (2) by the Focus of Girl Scout Activities (3) (*Discover, Connect, Take Action*).

> "In 2008, GSUSA released the Girl Scout Leadership Experience model – the foundation of all Girl Scout program activities – which featured 15 measurable leadership benefits or "outcomes." The model describes *what* girls do in Girl Scouts, *how* they do it, and how they will *benefit* from their participation. Guided by supportive adults and peers, girls develop their leadership potential through age-appropriate activities that enable them to *discover* their values, skills and world around them; *connect* with others in a multicultural environment; and *take action* to make a difference in their world. These activities are designed to be girl led, cooperative and hands-on – Girl Scout Processes that create high-quality experiences conducive to learning.
>
> **In 2016, [GSUSA] simplified our national program model (see Figure 1), reducing the 15 leadership outcomes to 5, in the interest of telling a more succinct and consistent Movement-wide story about the impact of Girl Scouting on girls."** (3) (4)
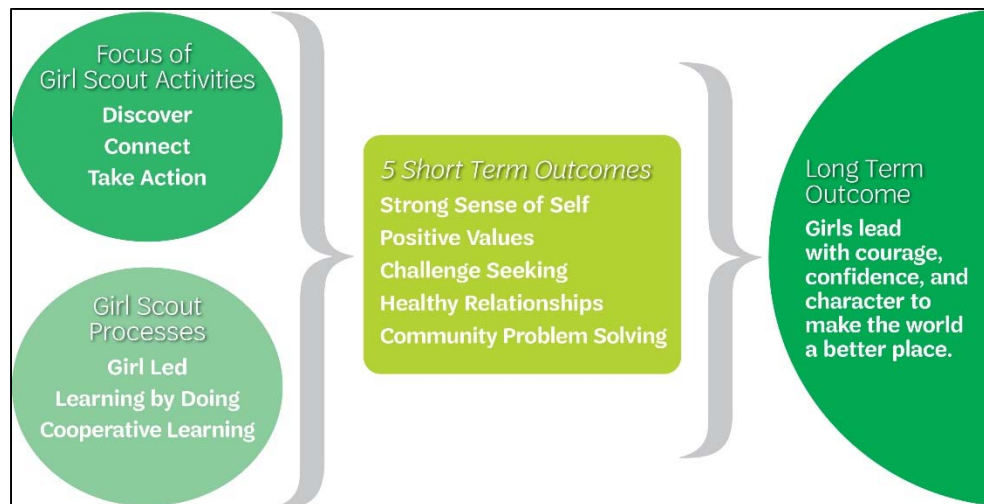

Figure 1. Interrelation of the Focus of Girl Scout Activities, Girl Scout Processes, Short Term Outcomes, and the Long Term Outcome. (3)

Notably, the revised GSLE model does not directly correlate the Focus of Girl Scout Activities (*Discover*, *Connect*, and *Take Action*) with outcomes. (Previously, 5 of the 15 outcomes each corresponded directly with *Discover, Connect*, and *Take Action*.) The revised GSLE model focuses on Girl Scouts' mission and program activities, where the measurable outcomes reflect the areas where Girl Scouting impacts girls.

Operational Definitions (Measures)

The Ends correspond to the GSLE outcomes, which are measured annually by the GSLE outcome surveys. The GSLE outcomes survey assesses attitudes, skills, and behaviors linked to girls' participation in Girl Scouts. (3)

The five GSLE outcomes (adopted by GSWO for the 2017 membership year) are the following:

1. **Sense of Self**: *Girls have confidence in themselves and their abilities, and form positive identities.*

2. **Positive Values**: *Girls act ethically, honestly, and responsibly, and show concern for others.*

3. **Challenge Seeking**: *Girls learn to take appropriate risks, try things even if they might fail, and learn from mistakes.*

4. **Healthy Relationships**: *Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.*

5. **Community Problem Solving**: *Girls desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create "action plans" to solve them.*

Each of the 5 outcomes (Sense of Self, Positive Values, Challenge Seeking, Healthy Relationships, and Community Problem Solving) and 3 process measures (Girl Led, Learning by Doing, and Cooperative Learning) are measured using 3-6 items (i.e., questions). The items used to measure GSLE outcomes and Girl Scout processes is available in the Revised Girl Scout Leadership Experience (GSLE) Outcomes Survey document. (3) GSUSA and the Institute for Applied Research in Youth Development at Tufts University ensured that the 5 outcome and 3 process measures were valid and reliable. (3)

The 2017 results reported are the aggregate outcomes of girls with a "high" outcome. These results are the primary measure of the 5 outcomes and 3 process measures.

EVIDENCE OF ENDS ACHIEVEMENT

GSWO 2017 Outcomes Results

In previous years, we developed annual outcome achievement targets by averaging the outcome results from the previous two years. For example, 2014 targets were the average of 2012 and 2013 outcomes.

Due to the use of new surveys, we did not have past data on which to set targets or baseline scores for the outcomes. The results shown in Table 1 are internal baseline results, which will be used for goal setting in 2018. (Notably, though the 5 outcome areas have some similarity to the 15 outcomes used prior to 2017, the surveys are entirely different and the outcome definitions have changed; thus, outcome targets from previous years are not comparable to the baseline data presented here.)

Because we could not use past data to set targets for the 2017 outcomes, we are using data from the recent *Girl Scout Impact Study* to analyze our outcome results. (1) In the *Girl Scout Impact Study*, GSUSA compared the GSLE outcomes and process measures between Girl Scouts and non-Girl Scouts to demonstrate the impact of Girl Scouting. Table 1 compares the Impact Study results with GSWO's 2017 outcome results, for both troops and series.

As a reminder, "**troops**" are groups of community girls who meet regularly to do activities that are based upon group interests, fostering a strong team environment, typically over the course of many years. Troops are most often facilitated by volunteers. Troops participate in many activities, including camping, traveling, badge work, and events.

"**Series**" are short-term, themed programs that use progressive curricula and real-life scenarios to help girls develop communication skills, teamwork, positive community, conflict resolution, and problem-solving skills. Our series curricula include a variety of topics, including Health and Wellness; Conflict Resolution, Science, Technology, Engineering, and Math (STEM); and Financial Literacy. Series are most often staff led and used in communities where financial or other barriers make volunteering more challenging for parents/caregivers.

Table 1. Overall 2017 GSWO Girl Scout Leadership Experience Outcomes as Measured Through Program Effectiveness Surveys in Spring 2017.

	GSUSA Impact Study		GSWO Survey Results	
Outcomes/Processes	**Non-Girl Scouts** N=1,507	**Girl Scouts** N=1,507	**Troops** N=568	**Series** N=3,535
Sense of Self	**68%**	**80%**	**83.1%**	**70.2%**
Positive Values	**59%**	**75%**	**78.2%**	**59.2%**
Healthy Relationships	**43%**	**60%**	**67.8%**	**53.1%**
Challenge Seeking	**42%**	**62%**	**77.9%**	**66.5%**
Community Problem Solving	**28%**	**57%**	**63.8%**	**71.6%***
Girl Led	**51%**	**80%**	**79.3%**	**69.4%**
Cooperative Learning	**61%**	**86%**	**83.2%**	**N/A****
Learning by Doing	**59%**	**81%**	**75.7%**	**N/A****

* In series, only the Community Problem Solving sub-outcome "Civic Orientation" was tested for Girl Scouts in the Junior grade level and above.
**N/A, Not applicable. To limit the length of the series surveys and maximize programmatic time, only selected outcomes and program measures were included on the surveys.

GSWO girls show significant achievement of GSLE leadership outcomes

GSUSA demonstrated that Girl Scouts have significantly higher outcome scores than non-Girl Scouts across all outcome and process measures. (1)

When comparing GSWO troop outcomes to GSUSA's impact study, it appears that our results are comparable to (within +/- 5%) or greater than the results obtained by Girl Scouts surveyed by GSUSA. Thus, these results suggest that **GSWO girls show achievement of GSLE leadership outcomes compared to non-Girl Scouts.** While we cannot directly compare data between girls participating in the GSUSA Impact Study to our GSWO survey results, we believe it is reasonable to use the non-Girl Scout data as a comparison point for our data.

Furthermore, in Table 1 we can compare outcomes from girls participating in troops (long-term participation) with girls participating in series (short-term participation). As expected, due to the short-term nature of series (typically 6-8 sessions totaling approximately 6 hours), series outcome scores are less than those of girls participating in troops. If we compare series results to the non-Girl Scout Impact Study data, we see that **girls in GSWO series have higher scores in the Healthy Relationships, Challenge Seeking, and Community Problem Solving outcomes than non-Girl Scouts**. These results reflect the focus areas of our curricula: helping girls develop social skills, teamwork, positive community, conflict resolution, and problem-solving skills. Thus, girls participating in our series are demonstrating the leadership skills that we are targeting.

Overall, we interpret Table 1 as **girls are gaining important leadership skills through their GSWO Girl Scout experience**. We reported in Table 1 on girls who achieved "high" outcome scores, but that's only one part of the story. Girls who score "medium" (i.e., 3.00-3.99) on outcomes are still developing the leadership skills measured in these surveys. In particular, we believe that girls in series are developing leadership skills, but have room for further growth. It is our responsibility to provide additional opportunities for girls to develop the skills corresponding to the GSLE outcomes, using GSLE processes (girl led, cooperative learning, and learning by doing).

Additional evidence of GSWO girl outcomes achievement

GSUSA provided a second measure of GSWO Girl Scouts' outcome results. In April 2017, the Girl Scout Research Institute conducted the online Girl Scout Voices Count survey, which included an analysis of national GSLE outcomes. Table 2 shows a comparison between GSWO GSLE outcomes and national outcomes. **GSWO Girl Scout outcomes are comparable with national results across all outcome measures.** Notably, outcome results on GSUSA's online survey were slightly lower than on GSWO's surveys. In discussion with GSRI staff, we identified several possible causes for the variation primarily due to different sampling methodologies (including self-selection of the GSUSA survey versus random sampling on the GSWO survey, a much different age distribution between the surveys, the use of online surveys by GSUSA as compared to paper, online or phone surveys by GSWO, the likelihood of parent involvement with the GSUSA surveys since they were emailed to the parents, etc.).

Table 2. GSWO's Girl Scout Voices Count Outcomes Data Compared to the National Averages.

Outcome	GSWO Outcome Scores	National Average Outcome Scores
Sense of Self	84%	84%
Positive Values	74%	76%
Healthy Relationships	55%	57%
Challenge Seeking	54%	55%
Community Problem Solving	48%	50%
Girl Led	59%	61%
Cooperative Learning	74%	74%
Learning by Doing	59%	59%

GSWO Girl Scouts' 2017 Participation in Activities

Girl Scout Processes lead to better leadership outcomes

The recent *Girl Scout Impact Study* demonstrated that **Girl Scouts are twice as likely as non-Girl Scouts to participate in activities that influence positive outcomes,** such as outdoor activities, civic engagement activities, financial activities, and STEM activities. (1) **Higher participation across a breadth of activities is correlated with higher scores on all five Girl Scout Leadership outcomes.**

In addition, GSUSA determined that participation in certain types of activities or having specific supports while using the GSLE processes improves achievement of GSLE outcomes (Table 3). For example, when girls participate in STEM activities (which utilize Learning by Doing), they have the largest gains in the Challenge Seeking outcome.

Table 3. Drivers that Improve Outcomes, as Identified Through GSUSA Regression Analyses. (1)

Activities/Supports	Processes	Outcomes
Supportive adult relationships	Learning by Doing	Sense of Self
Supportive adult relationships	Cooperative Learning	Positive Values
STEM activities	Learning by Doing	Challenge Seeking
None identified	Cooperative Learning Learning by Doing	Healthy Relationships
Community Service Activities	Cooperative Learning Learning by Doing	Community Problem Solving

These results show that activities that utilize Cooperative Learning and Learning by Doing, such as STEM activities and Take Action/Community Service, help increase outcome scores. Thus, **when girls participate in Girl Scout activities that are structured using the Girl Scout Processes, girls gain more leadership skills.**

Based on this data, we analyzed how many girls participated in STEM activities and community service (Take Action projects). **In 2017, over 10,000 girls participated in our various council-sponsored events and camps.** According to troop leaders, girls participated in a wide variety of activities over the 2017 membership year (Table 4).

Table 4. Number of Times GSWO Troops Participated in Activities, from Troop Leaders.

Activities	Times Your Troop Completed Activities						
	0	1	2	3	4-6	7-10	11+
Badges or petals earned	5%	4%	7%	9%	31%	22%	20%
Leadership Journeys completed	50%	32%	10%	4%	1%	0%	0%
Overnight camping trips	47%	29%	14%	6%	3%	0%	1%
Community service projects completed	17%	35%	26%	12%	6%	1%	1%
Outings or field trips your troop went on	7%	9%	20%	21%	31%	8%	3%
Outdoor activities (other than camping)	45%	24%	15%	6%	6%	1%	1%
STEM activities	27%	22%	22%	12%	13%	1%	0%
Council activities or events your troop attended	20%	24%	26%	16%	9%	3%	0%

Perhaps not surprisingly, troops most often earned badges or petals, where 95% of troop leaders stated that their troops earned at least one badge. Eighty-three percent of troops participated in at least one community service (Take Action) project and almost half of troops completed two or more Take Action projects. About half of troops participated in overnight camping trips, and more than half participated in non-camping outdoor activities. About three quarters of troops did at least one STEM activity during the 2017 membership year. Notably, most troops do multiple different types of activities (data not shown).

While we do not have direct data at this time linking GSWO activity participation with outcomes, we can demonstrate that **GSWO provides many opportunities for Girl Scouts, including exploring new activities and developing skills through progressive experiences.** Perhaps the best support for this statement can be drawn from direct quotes from troop leaders:

"I've been with these girls for almost 8 years. It has been rewarding watching them grow and mature and find out what they are truly passionate about. They want to camp, do outdoor activities and do service projects. It has been positive to get to the point where we are not necessarily "trying out' things to see what they like-they know what they like."

"My daughter is very shy. It is hard for her to talk and make eye contact with people. She also has anxiety issues. I was very worried with her starting Kindergarten and wanted to find a way to help her relax so I looked into Girl Scouts. I went to the orientation meeting with no expectation of volunteering but it just sort of happened and I'm so glad it did. Not only have I had a lot of fun this year but I have seen a drastic improvement in my daughter. She is more confident than I've ever seen her. Not to say that it all went away but Girl Scouts is a huge reason why she is growing so much socially. I am very grateful."

"I have watched my daughter grow and change into a more confident leader! My daughter learns much from the Girl Scout programing. Unlike so many other school/sports activities, she actually has to "earn" her badges, instead of just participating. I appreciate the integrity that [Girl Scouting] fosters."

"We have been able to do more outings this year which the girls really seem to like. The girls are also taking over more of the responsibilities associated with running their meetings and planning events. When asked about what they enjoyed this year, they were all really positive and excited about their time in Girl Scouts."

Impact of camping

Camping (and other outdoor activities) were found to specifically improve girls' outcomes. GSUSA's *More than S'mores* report found that frequent (monthly) outdoor exposure contributes to girls' challenge seeking and problem solving skills. (6)

GSUSA found that Girl Scouts participate far more often in outdoor activities than non-Girl Scouts (76% vs. 43%, respectively) (1). More participation generally correlated with higher leadership outcomes, such as Challenge Seeking.

At GSWO, about 5,000 Girl Scouts attended our day camps, resident camps, and Troop Adventure camps in 2017. Of campers who completed surveys (grades 2-12, total of 2,773), they had the following outcomes:
- 74.6% Sense of Self
- 72.3% Challenge Seeking
- 64.6% Healthy Relationships

These results are similar to our overall outcomes. Because of the large number of girls participating in camp, we believe these results reflect that our overall program effectiveness outcomes are positively affected by camping. Notably, because of the confidentiality of our surveys, we are not able to compare quantitative outcomes of girls who attended camp to outcomes of girls who did not attend a camp.

We would like to share some qualitative data with you. Below is a troop leader comment and a success story describing the impact camping has on our Girl Scouts.

"We took a summer camping trip out of state. One of our girls had never been out of the area. When we went over the Ohio River she was just in awe. Made my entire trip and reinforced exactly why I've continued as leader to provide these experiences for the girls that they would not have outside Girl Scouts."

Success story: "Shay" and Camp for Every Girl

Shay is a very energetic first grade girl who is ready to get involved in any way she can. She is very helpful and loves to experience new things.

Shay became part of Troop 12005 last year as a kindergartner. While Shay's mom wanted to help, because of Sickle Cell, she is often not able to attend meetings.

Camping is something that Shay has wanted to experience, but because of tight finances and her mother's illness, she would not have been able to attend. Fortunately, through our Camp for Every Girl camp scholarship fundraising campaign, Shay was able to attend a week of resident camp.

Shay had a wonderful time at Camp Libbey. Her biggest highlight was swimming for the very first time. (Shay is one of the 71% of girls who got to try an outdoor activity for the first time through Girl Scouts. (6)) Shay was so excited that she asked the camp counselor to take a picture to send her mom. Shay's mother told us that seeing that picture brought her to tears; she was filled with so much joy.

GSWO 2017 Membership

As shown in Table 5, GSWO total membership decreased slightly in 2017 (from 54,450 to 54,286). (Notably, membership decreased in six of the ten largest Girl Scout councils and overall nationally in 2017.)

Table 5. Girl Scout Membership in the Largest Councils in Membership Years (MY) 2016 & 2017.

Council	Girl Membership						Adult Membership	
	MY16	MY17	Renewal Rates		Market Share		MY16	MY17
			MY16	MY17	MY16	MY17		
Nation's Capital	59,326	60,193	67.01%	69.06%	11.35%	11.38%	27,329	27,116
San Jacinto Council	58,112	56,217	56.41%	68.05%	8.42%	7.95%	16,381	17,662
Greater Chicago and Northwest Indiana	52,526	52,906	62.21%	64.80%	7.52%	7.66%	20,284	21,042
Eastern Missouri	44,066	42,967	60.02%	63.16%	22.17%	21.83%	15,044	15,143
Greater Los Angeles	40,329	42,893	72.17%	67.27%	4.45%	4.77%	24,265	25,646
Northern California	44,187	41,124	64.49%	70.06%	6.89%	6.34%	29,044	29,232
Western Ohio	**41,440**	**40,838**	**59.08%**	**60.91%**	**12.23%**	**12.08%**	**13,010**	**13,448**
Greater Atlanta	40,774	39,041	53.07%	56.29%	7.56%	7.18%	17,502	18,212
Eastern Pennsylvania	36,163	36,476	57.72%	58.24%	8.74%	8.88%	14,513	15,548
Eastern Massachusetts	32,621	30,755	65.17%	67.63%	11.29%	8.66%	14,862	15,811
GSUSA	1,805,247	1,761,343	59.42%	62.57%	6.85%	6.67%	386,689	392,996

The 2017 membership data has some good news. The renewal rate of girls has increased nearly 2% between the 2016 and 2017 membership years. While girl membership decreased 1.5% between 2016 and 2017, adult membership increased by 3.5%. An increase in adults suggests that girls will have more opportunities to participate in Girl Scouting.

To combat decreasing membership, GSWO has implemented several recruitment and retention campaigns, including recruitment at all schools, a faith-based initiative, and Daisy 2 Be (for girls who will be entering kindergarten in the following fall). We have also developed more coordinated and targeted plans for experientials (i.e., new troops that are temporarily staff-supported to assist new troop leaders), add-a-friend/adult, the Early Bird campaign, and School Break Day Camps.

GSWO girls are from diverse populations

We are committed to providing equal opportunities for girls in all races and ethnicities. Figure 2 shows the demographic distribution of our Girl Scout girls in the 2017 membership year. We included the percent of the total population for comparison.

One of the biggest changes is the large increase in Girl Scouts who did not report their demographic information: Unreported is almost 30% of the total membership. Because of this loss of data, GSUSA has decided to make race/ethnicity a required field when registering, which should improve the quality of our 2018 data.
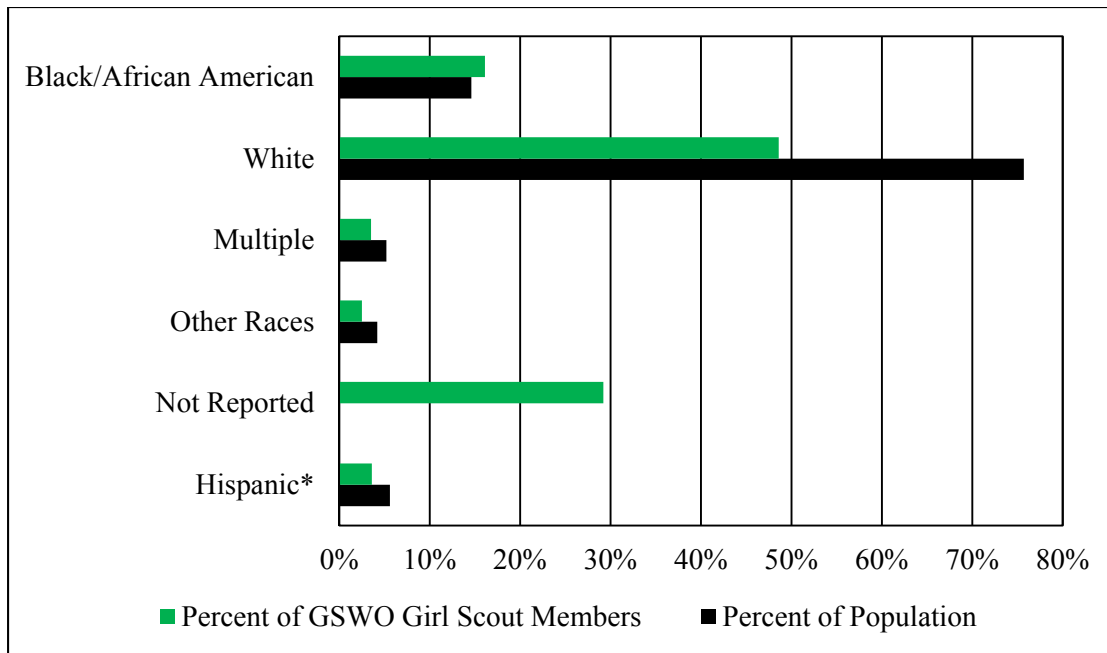
Figure 2. Race and Ethnicity of GSWO Girl Membership and the Corresponding Population.
*Note: The Hispanic ethnicity data is independent of the race data.

Based on the reported race and ethnicity data, we served a larger percentage of Black/African American girls than the percent of population (16.1% vs. 14.6%, respectively). Our market share of Black/African American girls was the highest of any racial group at 13.0%, exceeding our overall market share of 12.1%. ("Market share" is the percentage of membership divided by the total girl population in the area.) We were within one percentage point of the population in our girl membership for girls of multiple races, other races, and Hispanic ethnicity. The percentage of White girls was 68.8% of our membership, compared to 75.7% of the total population. Thus, we have both provided opportunities and served girls of diverse racial and ethnic backgrounds found in our service area.

Girl, Troop Leader, and Parent Satisfaction

Girls' satisfaction

Based on GSVC survey results, **GSWO Girl Scouts had high levels of satisfaction with their 2017 Girl Scout experience**, where 92% liked or liked a lot being a Girl Scout in 2017. Furthermore, 88% of girls said that they planned to return in 2018. Finally, the net promoter score (which asks the question "If your friend or another girl asked you about Girl Scouts, how like are you to tell them to join?") was 49, meaning nearly half of GSWO Girl Scouts would recommend Girl Scouting to others.

In addition to asking whether girls would recommend Girl Scouting to others, we also asked why. This Girl Scout had an amazing answer: "*I would tell a fried [sic] or another girl to join because it is a very fun experience. You get to do things that you might have not benn [sic] able to do because you would not have joined. What you do will help you in your future like counting money, writing, and picking a future job. You can show the real you and learn new things. You are thought [sic] how to be a nice true friend and be kind. Also we have a nice leader she is amazing. You get to help the community like going around and picking up trash [and] feeding the less fortunate. You can do many things to change the world. You could do outdoor activities like a hike, gardening, and canoeing. You could do this with your friends. You also get to sell cookies and learn to deal with money. This is why I would tell a friend or another girl to join.*"

Troop leaders' satisfaction

We surveyed troop leaders to learn more about indicators such as satisfaction and the perceived benefits of volunteering in Girl Scouts. **Troop leaders volunteer because they want to make a positive difference in the lives of girls** and **they want to spend more time with their daughter(s)/girl(s).** Girl Scout troop leaders identified several benefits of volunteering: improved my relationships with my own girl(s), experienced a sense of purpose, experienced a sense of person accomplishment, and made friends. These benefits are summed up in the following comment from a troop leader: "*For me, as someone who just moved to this community and didn't know very many people, Girl Scouts has been a great way to connect with both the community and my daughter's school. It's given me a way to connect with my daughter as well, and I've truly enjoyed sharing this with her. I also appreciate the goals of Girl Scouts, and the opportunity to support young women in their quest to be strong, confident and independent members of society.*"

We are also pleased to report that 72% of troop leaders (responding to the Girl Scout Voices Count survey) said that they were satisfied or extremely satisfied with their 2017 Girl Scout experience. Furthermore, 83% of troop leaders were planning to (or had already) re-registered for 2018 (as of April 2017).

Parents' satisfaction

We also asked GSWO Girl Scout parents about their satisfaction and their daughter's experiences in Girl Scouts. Seventy-seven percent of parents said that they were satisfied or extremely satisfied with their daughter's Girl Scout experience.

In order to tease out more details, we specifically asked parents about key drivers in their girls' 2017 experience in Girl Scouts. GSWO parents responded with the following:

- 86% said their girl enjoyed participating in Girl Scouts.
- 75% said that Girl Scouts offered the types of activities my girl wanted to do.
- 73% said that in Girl Scouts, my girl gained new skills and knowledge.
- 71% said their girl participated in a variety of activities in Girl Scouts.
- 69% said that their girl worked towards meaningful goals at Girl Scout meetings.
- 69% said that they could describe the benefits their girl gets from Girl Scouts.
- 66% said my girl got opportunities in Girl Scouts that she would not otherwise have had.
- 52% said through Girl Scouts, they developed a closer relationship with their girl.

Parents also had the opportunity to comment about their daughter's Girl Scout experience:

"*Both of my daughters have made long lasting friends through Girl Scouts. I truly believe that being a Girl Scout has helped them become the kind and giving young ladies that they are today. They have been able to participate and experience many things that they would not have been able to do had they not been Girl Scouts.*"

"*Our Girl Scout Troop, under our church, is a great opportunity to learn, explore, be inspired, learn to help through volunteering, experience the outdoors activities and most of all learn to be a leader.*"

"*It has been a great program for my daughter. She has experienced a lot of activities that were new to her. She has had to step out of her comfort zone numerous times, which makes her more confident. She has also made friendships that will last a lifetime*"

"Girl Scouts has always been a very positive experience for my daughter. She had been with the same group of girls since the beginning (Daisies). These friendships and experiences will last a lifetime. She is always talking about things they did, or things she learned in Girl Scouts. Now that she is an older scout, she is encouraging and cultivating that same enthusiasm in the younger girls that are looking up to her. She comes from a long line of Girl Scouts and it makes me so proud to see the legacy live on."

Overall, girls, troop leaders, and parents are satisfied with their (or their daughter's) 2017 Girl Scout experience. GSUSA demonstrated that satisfaction is a major driver for intent to return (retention) and net promoter score (recommending Girl Scouting to others; recruiting new members).

2016 Financial Data

2017 financial data is not yet available at the time of the development of this report; thus, this section discusses 2016 financial data and corresponding membership.

Table 6 shows the 2016 cost per girl of the ten largest councils, using total operating expenses divided by the number of girl members.

Table 6. Cost Per Girl Calculation of the Ten Largest Girl Scout Councils in 2016, calculated using IRS Form 990 data.

Council	Number of Girls	Total 2016 Expenses	Cost Per Girl
Nation's Capital	59,326	$16,067,790	$271
San Jacinto Council*	58,112	$16,927,322	$291
Greater Chicago and Northwest Indiana	52,526	$16,652,294	$317
Northern California	44,187	$17,798,433	$403
Eastern Missouri	44,066	$13,488,476	$306
Western Ohio	**41,440**	**$12,933,045**	**$312**
Greater Atlanta	40,774	$15,825,763	$388
Greater Los Angeles	40,329	$16,414,198	$407
Eastern Pennsylvania	36,163	$17,625,341	$487
Eastern Massachusetts	32,621	$13,768,568	$422

*Note: Girl Scouts of San Jacinto's 2016 Form 990 was not available at the time this report was created. Their audited 2016 financial statement was used instead.

In the ten largest councils, the cost per girl ranges from $271 to $487, with an average of $360 per girl. The cost per girl for GSWO is less than the average cost per girl at $312. GSWO has the least total expenses in 2016 of the ten largest councils. These results demonstrate a justifiable cost for GSWO programming.

DATA SOURCES AND MEASUREMENTS

Data Sources

Data used in this report are compiled from the following sources:
1. Program Effectiveness surveys (collected and analyzed by GSWO)
2. Girl Scout Voices Count surveys (collected by GSUSA with national and GSWO data provided)
3. Membership data (collected by GSUSA with national and GSWO data provided)
4. Financial data (published by individual Girl Scout councils through audits/IRS 990 forms)

Data and detailed data analysis methodology will be provided upon request.

Measurements

All GSLE outcome and process measures are based on the question "How much is this like you?" Girls respond to each item (such as "Girls like me can be leaders") with options of Exactly like me, A lot like me, Kind of like me, A little bit like me, Not at all like me, or I don't know. Each response is coded on a five point Likert scale (for example, Exactly like me is coded 5 and Not at all like me is coded 1; I don't know answers are excluded). Girls' coded responses in each outcome area (3-6 items) are averaged to provide an outcome score. Outcome scores are calculated using the National Program Evaluation System and Qualtrics® software. (7)

Outcome scores averaging 4 or greater are considered "high" (i.e., a girl considers the skills or attributes that make up the outcome to be "a lot" or "exactly" like herself). Average scores of 3.0-3.99 are "medium" (suggesting the girl thinks that she is making progress on developing the outcome, but still has room to grow). Scores less than 3.0 are "low" (where the girl does not perceive that she has developed many skills in this outcome area.) (Please note that GSUSA has moved away from reporting "outcome achievement scores" because "the 5 GSLE outcomes are characteristics and abilities that continue to develop throughout girls' lives and are not something that can be "achieved" or "not achieved." (3))

References

(1) *The Girl Scout Impact Study.* **Girl Scout Research Institute.** 2017.
(2) *Transforming Leadership.* **Girl Scouts of the USA.** 2008.
(3) *Revised Girl Scout Leadership Experience (GSLE) Outcomes Survey.* **Girl Scout Research Institute.** 2016.
(4) *Girl Scout Leadership Experience (GSLE) Outcomes Revision: Bringing Rigor to Program Evaluation.* **Girl Scouts of the USA.** 2016.
(5) *2017 Girl Scouts Annual Review, Council Health Dashboard: Western Ohio.* **Girl Scouts of the USA.** 2017.
(6) *More than S'mores: Successes and Surprises in Girl Scouts' Outdoor Experiences.* **Girl Scout Research Institute.** 2014.
(7) *Council Evaluation Manual: A Step-by-Step Guide to the National Program Evaluation System (NPES).* **Girl Scout Research Institute.** 2016.

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