

# 2016 Program Effectiveness IMPACT REPORT

We prepare girls to thrive with 21st century skills, knowledge and character needed as courageous decision-makers, confident problem-solvers and creative thinkers who persist against challenges. With hands-on, small-group and outdoor activities, we support girls' social-emotional development in ways found to promote academic success and motivation.<sup>i</sup> Our girl-led approach offers self-directed learning essential to building entrepreneurial skills believed by educators to support engaged learning.<sup>ii</sup>

In 2016, Girl Scouts Voices Count found that top drivers of girl satisfaction and recommendations include being excited by activities, feelings of belonging, and feeling Girl Scouts is a good use of time.<sup>iii</sup>

This report highlights Girl Scouts of Western Ohio's 2016 program results.<sup>iv</sup> Locally and nationally, Girl Scouts address girls' needs and promote girls' success across broad interests that include the program areas below.



**ENTREPRENEURSHIP:** 91% of surveyed GSWO girl members (n=1,421) sold cookies in 2016. **How does Girl Scouting help?** As the world's largest girl-led business, the Girl Scout cookie program helps girls gain goal-setting, money-management, decision-making, business ethics and people skills.



**OUTDOORS:** 87% of surveyed GSWO girl members who do outdoor activities (n=1,222) say they are "a lot of fun." **How does Girl Scouting help?** Girls with more frequent and lengthy outdoor experiences are more likely to seek challenges and be better at solving problems.<sup>v</sup>



**TAKE ACTION / Community Service:** 72% of surveyed GSWO girl members who promote Girl Scouts (n=741) agree a lot that "In Girl Scouts I feel like I can make a difference." **How does Girl Scouting help?** Community service that includes reflection activities and social-emotional skills (problem-solving and relationship building) is more apt to impact personally and academically.<sup>vi</sup>



**STEM:** 68% of surveyed GSWO girl members who do STEM activities (n=881) say they are "a lot of fun." Research shows that girls interested in STEM like to solve problems and persist against obstacles. **How does Girl Scouting help?** Skills gained in Girl Scouting, such as problem-solving and willingness to seek and take on challenges, support academic achievement and engagement.<sup>vii</sup>



**HEALTHY LIFE SKILLS:** 77% of surveyed GSWO girl members (n=1,378) agree a lot that "In Girl Scouts I feel I belong." 66% of surveyed GSWO girl members (n=1,359) agreed a lot that "In Girl Scouting girls work together to solve problems." **How does Girl Scouting help?** 72% of Girl Scouts on average,\* care about, inspire, and team with others. Girl Scout JOURNEY® activities help girls develop self-confidence, healthy living practices and relationship skills. Middle school girls gain healthy relationships to prevent bullying in Be A Friend First© (BFF).<sup>viii</sup>

# Delivering FUN with Purpose!

## The Girl Scout Leadership Experience



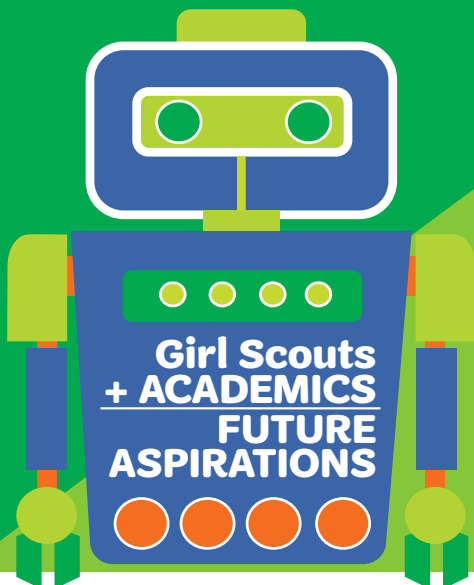
The Girl Scout Leadership Experience encourages girls to **DISCOVER** themselves, **CONNECT** with others, and **TAKE ACTION** to make the world a better place. Guided by supportive adults and peers, Girl Scouts engage in age-appropriate activities that are girl-led, cooperative, and hands-on.

### IT'S NOT JUST WHAT GIRLS DO, BUT HOW THEY DO IT!

1. Experiential learning increased girls' problem-solving skills by 29%! In a recent survey conducted by the Girl Scout Research Institute, girls who experienced the 3 Girl Scout processes—Girl Led, Cooperative Learning, and Learning by Doing—outperformed their peers on all outcomes measured.\*
2. Girl Scout Journey experiences help to ensure success by combining 3 Girl Scout processes. In a national study, 74% of Journey users say because of Girl Scouts, they've become a leader in more activities, compared to 61% of non-users.\*
3. Adults play an important role in shaping girls' experiences. GSUSA reports that older girls who agree that "In Girl Scouts, there is at least one adult who makes me feel like I'm valuable" are more likely than their peers to report that Girl Scouts has prepared them to be a leader (96% vs. 81%).\*

Over 550 GSWO 4th-8th graders participated in a special evaluation of their 2016 academic year STEM activities in volunteer-led (11%) and in-school (86%). Girl Scouts are able to start planning their STEM futures:

THE GIRL SCOUT LEADERSHIP EXPERIENCE & STEM



### GS IN STEM

76% of GSWO girls agreed "Girl Scouts has helped me know more about careers in science, technology, engineering or math."

### ACADEMICS

69% of GSWO girls agreed "I have a good understanding of how my studies in math and science will impact my future career choices."

### ASPIRATIONS

69% of GSWO girls said "If I had a career in science, technology, engineering, or math, I think that I could help the environment."

# Girl Scouts Show Real Results



79% develop a strong sense of self



81% reflect positive values



44% gain practical life (healthy living) skills



58% seek positive challenges



54% develop critical thinking skills

## DISCOVER

### End result #1

63% understand themselves and their values and use their knowledge and skills to explore the world.\*

### Why is DISCOVERING important?

Having opportunities for girls to do a variety of different activities were extremely / mostly important for 95% of GSWO parents/caretakers when choosing GS. *-GSUSA: Girl Scout Voices Count, 2015*



67% develop healthy relationships



64% promote cooperation & team building



76% resolve conflicts positively



80% advance diversity



70% feel connected to their communities

## CONNECT

### End result #2

72% care about, inspire, and team with others locally and globally.\*

### Why does CONNECTING matter?

Kindergarteners' ability to share, cooperate and help other children nearly always predicted nearly 20 years later [in a Penn State and Duke study] whether a person graduated from high school on time, earned a college degree, had full-time employment..., etc. *-New York Times, "Teaching Peace in Elementary School," November 14, 2015*



49% can identify community needs



67% are resourceful problem solvers



57% advocate for themselves and others



65% educate and inspire others



76% feel empowered to act

## TAKE ACTION

### End result #3

63% act to make the world a better place.\*

### Why is ACTING important?

In a non-Girl Scout study, 92% of sampled parents (n=1009) and 89% of teachers (n=1024) said problem-solving is extremely or very important (more important than critical thinking, communication, creativity, etc.) in assessing student performance. *-Pew Centers for Research, 2014*

Focus is needed to strengthen results in the following outcomes determined by GSUSA to be most relevant to :

## DISCOVER → CONNECT → TAKE ACTION

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

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

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

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

**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.

# What do Girl Scout Volunteers say?

In 2016, GSUSA (n=39,256) invited Girl Scouts of Western Ohio (n=753) to join in a national study of the Girl Scout volunteer experience. Findings described how much volunteers “agreed” or “agreed a lot” with six drivers of volunteer success and likelihood to promote: 1–Ease of onboarding, 2–Assignment fit, 3–Feeling supported, 4–Feeling valued, 5–Achieving mission, 6–Good use of time.

## STRENGTHS OF OUR VOLUNTEER EXPERIENCE

### MISSION

83% say “In Girl Scouts I feel like I can make a difference.”

### FIT

84% say “Volunteering with Girl Scouts is a valuable use of my time.”

58% say “As a Girl Scout Volunteer, I was offered opportunities that met my interests.”

### VALUE

71% say “In Girl Scouts, I feel appreciated by girls and their parents.”

58% say “The staff of Girl Scouts makes me feel that I am important and valuable.”

### EASE

69% say “I have the tools necessary to manage my troop.”

73% say “The time I need to spend preparing for troop meetings is reasonable.”<sup>(1)</sup>

58% say “Using Girl Scout program materials makes my job as a GS volunteer easier.”

55% say “In Girl Scouts I get the support and guidance I need to be a successful volunteer.”

<sup>i</sup> The Motivated Brain: Improving student attention, engagement and perseverance; Gayle Gregory, Martha Kaufeldt (ASCD), 2015.

<sup>ii</sup> Metiri Group (with North Central Regional Education Laboratory) as cited in “5 critical 21st century skills that go way beyond 4 C’s”, www.eschoolnews.com.

<sup>iii</sup> Girl Scout Research Institute (GSRI), June, 2016 (76,820 online girl surveys, including 1,453 from Girl Scouts of Western Ohio)

<sup>iv</sup> Girl Scouts of Western Ohio, Brownie, Junior and Cadette Sample Surveys (n=721), Series Surveys (n=4,933), Camp Surveys (n=1,937), STEM Surveys (n=550), 2016.

<sup>v</sup> GSUSA, More than S’Mores: Successes and Surprises in Girls’ Outdoor Experiences, 2014.

<sup>vi</sup> The Education Commission of the States (ECS), Making the Case for Social Emotional Learning and Service Learning, 2003.

<sup>vii</sup> Girl Scout Research Institute, Generation STEM, 2011. (a national study of teen members and non-Girl Scouts, quantitative portion n=852)

<sup>viii</sup> GSUSA, Girl Scout Links to Academic Success, 2012.

95% of our volunteers say...

*“In Girl Scouts, I am a role model for girls.”*

## WHAT DO PARENTS SAY?

We partner with other youth development agencies to use the Devereux Student Strength Assessment (DESSA)<sup>®</sup> in measuring students’ social-emotional strengths, found to be important to academic success.<sup>(2)</sup>

Girl Scout parents/guardians (n=136) observed 8 social-emotional strength categories among Girl Scouts in grades k-8 and reported the following in fall 2015 and spring 2016:

1. Decision-making: 71% typical in spring vs 68% in fall
2. Goal-based activity: 77% typical in spring vs 71% in fall
3. Optimistic thinking: 65% typical in spring vs 64% in fall
4. Personal responsibility: 68% typical in spring vs 68% in fall
5. Relationship skills: 73% typical in spring vs 70% in fall
6. Self-awareness: 80% typical in spring vs 82% in fall
7. Self-management: 68% typical in spring vs 68% in fall
8. Social awareness: 66% typical in spring vs 71% in fall

