



Preparing GIRLS to THRIVE in Western Ohio & Southeast Indiana

2015 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.ⁱ Our girl-led approach offers self-directed learning essential to building entrepreneurial skills believed by educators to support engaged learning.ⁱⁱ

In 2015, Girl Scout Voices Count found that parents choose Girl Scouts so that a girl has opportunities to gain confidence, try new things, develop her character and make or strengthen friendships.ⁱⁱⁱ

This report highlights Girl Scouts of Western Ohio's 2015 program results.^{iv} Locally and nationally, Girl Scouts address girls' needs and promote girls' success across broad interests that include the program areas below.



ENTREPRENEURSHIP: 75% of GSWO parents who assist with product sales said it is extremely important for girls to have opportunities to gain confidence. *How does Girl Scouting help?* **64% of GSWO parents who assisted in product sales found that their Girl Scout was proud of what she accomplished.** 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: 76% of GSWO parents said it is extremely or very important for girls to have outdoor activities. *How does Girl Scouting help?* **84% of GSWO parents who very much value outdoor activities found that their Girl Scout tried new things.** Girls with more frequent and lengthy outdoor experiences are more likely to seek challenges and be better at solving problems.^v



TAKE ACTION / Community Service: 60% of GSWO parents said it is extremely important for girls to have opportunities to help others through community service or take action projects. *How does Girl Scouting help?* 64% of GSWO parents who extremely value community service activities found that their Girl Scout felt accepted by and connected to other Girl Scouts. Community service that includes reflection activities and social-emotional skills (problem-solving and relationship building) is more apt to impact personally and academically.^{vi}



STEM: 72% of GSWO parents said it is extremely important that girls have opportunities to develop character. Research shows that girls interested in STEM like to solve problems and persist against obstacles. *How does Girl Scouting help?* **64% of GSWO 4th-12th grade STEM participants agreed strongly that "I understand that it can take many tries to solve a problem"**. Skills gained in Girl Scouting, such as problem-solving and willingness to seek and take on challenges, support academic achievement and engagement.^{vii}



HEALTHY LIFE SKILLS: 69% of GSWO parents said it is extremely important for girls to have opportunities to make or strengthen friendships. *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).^{viii}

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%).*

Girl Scouts gain FINANCIAL LITERACY

GSWO participated in a Metlife© FINANCIAL LITERACY curriculum in 2015 as part of a special group of over 950 1st-12th graders, nation-wide. GSWO girls (58 - 4th-11th graders) said it was "very" or "mostly true" that because of what they learned in the program, they know more about the following:

Saving and planning to accomplish my goals and dreams..... 88%
Tracking the money I spend.....76%
Being a smarter and safer online shopper.....76%
Creating a budget.....75%
How to help others in need by giving money, goods, or time74%

The Girl Scout Leadership Experience & STEM

Over 450 GSWO 4th-8th graders participated in a special evaluation of their 2015 academic year STEM activities at camp (15%) and in-school (84%). Girl Scouts are able to start planning their STEM futures:

GS in STEM

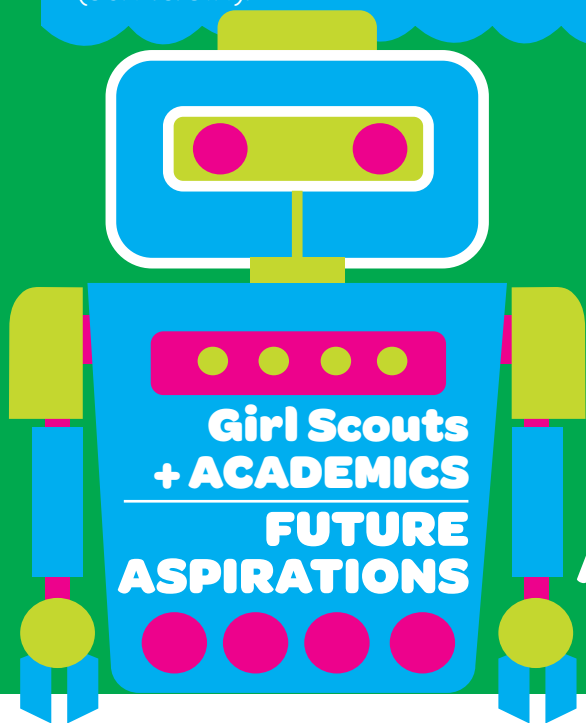
79% of GSWO girls agreed "Girl Scouts has helped me know more about careers in science, technology, engineering or math."

ACADEMICS

78% of GSWO girls said "I have a good understanding of how my studies in math and science will impact my future career choices."

ASPIRATIONS

72% of GSWO girls said "If I had a career in science, technology, engineering, or math, I think that I could help the environment."



*GSUSA, The Girl Scout Leadership Experience: Delivering Fun with a Purpose, from research gathered in spring 2013.

Girl Scouts Show Real Results



72% develop a strong sense of self



81% reflect positive values



48% gain practical life (healthy living) skills



57% seek positive challenges



52% develop critical thinking skills

DISCOVER

End result #1:

62% 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*



69% develop healthy relationships



67% promote cooperation & team building



77% resolve conflicts positively



78% advance diversity



69% 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*



47% can identify community needs



67% are resourceful problem solvers



60% advocate for themselves and others



63% educate and inspire others



72% feel empowered to act

TAKE ACTION

End result #3:

62% 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*

Continued action is needed to strengthen outcomes in the following areas:

- DISCOVER:** Seek challenges: Camp Brownies and Juniors as well as Troop and Series Juniors and Cadettes can find out more about unfamiliar people, places and tasks even if hard to do.
- CONNECT:** Promote cooperation: Series and Camp Juniors and Cadettes can figure out how each group member can help finish a team project. Feel connected to their communities: Troop Brownies can participate in more community-wide events like walk-a-thons or community-clean-ups.
- TAKE ACTION:** Identify community needs: Troop Juniors can practice coming up with realistic possibilities for action by finding out more about causes of issues. Troop Cadettes should continue this effort. Advocate for themselves and others: Troop Juniors & Cadettes tell people when they see a problem. Educate & inspire others: Troop Cadettes can practice telling others how they can help. Resourceful problem-solvers: Camp Brownies, Series and Camp Juniors & Cadettes can practice researching in books or online, getting community input, making a plan and asking for help. making a plan, and asking for help.

*March-May, 2015. GSWO samples of Brownies overall in Troops (n=356), Juniors overall in Troops (n=271) and Cadettes overall in Troops (n=248). Short-term SERIES findings included 6-8 "in-school" or "community-based" sessions, from Fall, 2014-Summer, 2015 (Series Brownie n=2059, Junior n=1412, Cadette n=1027) CAMP Findings from June-August, 2015 included 560 Brownies, 844 Juniors, 422 Cadettes. "Percentages are averages of Outcome Achievement Scores" resulting from 2-5 combined survey items in each of 15 GSLE outcomes across 3 age levels, in mostly troop pathway (unless labeled "Series" or "Camp").

What do Girl Scout Volunteers say?

In 2015, GSUSA (n=21,230) invited Girl Scouts of Western Ohio (n=686) 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

89% say “In Girl Scouts I feel like I can make a difference.”

87% say “I understand the unique opportunities that Girl Scouting provides to today’s girls.”

Fit

90% say “Volunteering with Girl Scouts is a valuable use of my time.”

89% say “As a Girl Scout volunteer, I feel like I can make a difference.”

62% say “As a Girl Scout Volunteer, I was offered opportunities that met my interests.”

Value

76% say “In Girl Scouts, I feel appreciated by girls and their parents.”

65% say “The staff of Girl Scouts makes me feel that I am important and valuable.”

Ease

70% say “I have the tools necessary to manage my troop.”

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

66% say “The process of becoming a Girl Scout Volunteer was easy.”

62% say “Using Girl Scout program materials makes my job as a GS volunteer easier.”

**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)⁽²⁾ in measuring students’ social-emotional strengths, found to be important to academic success.⁽²⁾

Girl Scout parents/guardians (n=141) observed 8 social-emotional strength categories among Girl Scouts in grades k-8 and reported the following in fall 2014 and spring 2015 :

1. Self-management:

80% typical in spring vs 74% in fall

2. Optimistic thinking:

78% typical in spring vs 74% in fall

3. Personal responsibility:

77% typical in spring vs 69% in fall

4. Social awareness:

71% typical in spring vs 72% in fall

5. Relationship skills:

73% typical in spring vs 72% in fall

6. Goal-based activity:

75% typical in spring vs 76% in fall

7. Decision-making:

77% typical in spring vs 70% in fall

8. Self-awareness:

79% typical in spring vs 77% in fall



ⁱThe Motivated Brain: Improving student attention, engagement and perseverance; Gayle Gregory, Martha Kaufeldt (ASCD), 2015.

ⁱⁱMetiri 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.

ⁱⁱⁱGirl Scout Research Institute (GSRI), June, 2015. (22,000 on-line parent surveys, including 509 from Girl Scouts of Western Ohio.)

^{iv}Girl Scouts of Western Ohio, Brownie, Junior and Cadette Sample Surveys (n=875), Series Surveys (n=4498), Camp Surveys (n=1826), STEM Surveys (n=466), 2015.

^vGSUSA, More than S'Mores: Successes and Surprises in Girls' Outdoor Experiences, 2014.

^{vi}The Education Commission of the States (ECS), Making the Case for Social Emotional Learning and Service Learning, 2003.

^{vii}Girl Scout Research Institute, Generation STEM, 2011. (a national study of teen members and non-Girl Scouts, quantitative portion n=852)

^{viii}GSUSA, Girl Scout Links to Academic Success, 2012.

(1)GSUSA, Volunteer Experience Survey (GSWO subset), summer 2015.

(2)Collaborative for Academic, Social and Emotional Learning, 2008.