

2020 YEAR-END REPORT ON ENDS



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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 15, 2021

In 2020, 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.

The council 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.

- **Western Ohio Girl Scouts in troops'** Girl Scout Leadership Outcomes are aligned with the national outcomes results and have exceeded non-Girl Scouts in all measured outcomes. (1) (2)
- **Western Ohio Girl Scouts in series** have met or exceeded non-Girl Scouts in the leadership outcomes areas measured. (1) (2)
- **Western Ohio 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. (2)

Furthermore, GSWO Girl Scouts exceeded national results on girl satisfaction and remained high during the pandemic. High levels of satisfaction are correlated with retention and recommendations of Girl Scouting to others. (2)

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 evaluating the outcomes results from the Girl Scouts of Western Ohio Girls' Voices surveys, the GSUSA national summary of the Girls' Voices survey and the GSUSA survey of non-Girl Scouts. These survey data reflect the "real-life" results of the Girl Scout Leadership Experience, which uses the *Discover, Connect, Take Action* activity model and the Girl Scout Processes to shape girls' learning experience. The Girl Scout Leadership Experience model is the foundation of all Girl Scout program activities – which features five 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, connect and take action" to make a difference in their world. These activities are designed to be girl led, cooperative and hands-on. This combination of challenging and fun activities using the Girl Scout program processes creates high-quality experiences conducive to learning.

Since 2016, the Girl Scouts of Western Ohio / National outcomes are: Sense of Self, Positive Values, Challenge Seeking, Healthy Relationships, and Community Problem Solving.

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



Operational Definitions (Measures)

The Ends correspond to the Girl Scout Leadership Experience (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. (2)

The five GSLE outcomes 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. evaluation questions). The items used to measure GSLE outcomes and Girl Scout processes are available in the Revised Girl Scout Leadership Experience (GSLE) Outcomes Survey document. (2) GSUSA and the Institute for Applied Research in Youth Development at Tufts University ensured that the 5 outcomes and 3 process measures were valid and reliable. (5)

The 2020 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

Adjustments Through the Pandemic

Due to the abrupt changes occurring during the pandemic, the annual email distribution of the national Girl Scout Voices Count (GSVC) survey was delayed by one month. At a time during statewide order shutdowns and significant income losses to our communities, the GSWO girl membership response rate to the survey decreased by over 1,000 responses compared to 2019.

According to GSWO's spring 2020 GSVC data, our adult members were experiencing multiple adjustments to their day-to-day lives. About 42% of parents indicated that they were working from home and 34% stated that they had experienced a reduction in income. At the time that the survey was taken, 93% of parents said that their children were home from school.

Nationally, even teen girls are experiencing shifts to their mental health. Based on the Girl Scout Research Institute's (GSRI) Girls Speak Out About Mental Health Report (2020), major depression among teen girls increased significantly from 2011 (12%) to 2017 (20%) and about 70% of U.S. teens suffer from loneliness. Half of all mental health conditions start by age 14, but most go undetected and as a result are untreated. The statistics from the Mental Health Report were collected prior to the challenges of the coronavirus (COVID-19) pandemic, which has spiked social and economic stressors, including social distancing, coping with illness or the fear of illness, attending remote school, and grappling with canceled major life events (e.g., proms and graduations).⁴

According to the Girl Scout Research Institute, the 2020 Girl Scout Voices Count (GSVC) response rates are lower than in previous years on a nationwide level. Preliminary analysis suggests that the changes in response rates are related to disruptions in Girl Scout activities due to COVID-19 rather than other factors (e.g., changes to data collection methodology). For example, an analysis of the email open rates (did the member open the email), click-through rates (did the member click on one of the survey links in the email), and unsubscribe rates helped identify the customer's experience with receiving and filling out the survey. Findings suggest that members were opening the email but not necessarily clicking through to the survey, which lends some credibility to the theory that members were too busy dealing with life to take a survey. Additionally, unsubscribe rates were less than 1%. While response rates are lower across councils, any time our customers complete a survey they are providing valuable information about their experience.

Girl Scouts of Western Ohio 2020 Outcomes Results

In Girl Scouts, it's not just what girls do that matters but how they get support with the activities they do. Girls who have caring and supportive adults in Girl Scouts will have high-quality learning experiences that are girl-led, cooperative, and hands-on. (3) Table 1 shows the how the Girl Scout drivers support the GSLE processes that increase outcome achievement scores.

Table 1: Factors that Improve Outcomes, (3)ⁱⁱ

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

GSUSA determined that participation in certain types of activities or having specific supports while using the GSLE processes improves achievement of GSLE outcomes (Table 1). For example, when girls participate in STEM activities (which utilize Learning by Doing), they have the largest gains in the Challenge Seeking outcome.

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.

Measuring Girl Scout Leadership Outcomes

In order to accurately assess the outcome achievement scores, Girl Scouts of Western Ohio draws comparisons to the national data averages as target baselines. The results shown in Table 2 contain the national average score compared to GSWO’s resulted achievement scores for 2019. For comparison purposes, we have also included national data from the Girl Scout Impact Study (3) within Table 2. In the *Girl Scout Impact Study*, GSUSA compared the *Girl Scout Leadership Experience* outcomes and process measures between Girl Scouts and non-Girl Scouts to demonstrate the impact of Girl Scouting.

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 multiple 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. 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 2: 2020 Results for the Girl Scout Leadership Experience Outcomes as measured through Girl Scout Voices Count GSWO & compared with GSUSA national average surveys and to GSWO Series data.

Outcomes/ Processes	2017 Impact Study	2019 GSWO Survey Results		2020 GSWO Survey Results		2020 GSUSA Average
	Non-Girl Scouts N=1,507	Series N=2,286 (+/- 1.63%)	GSVC Troop N= 1,587 (+/- 2.41%)	Series N= 1,720 (+/- 2.85%)	GSVC Troop N= 612 (+/- 3.94%)	GSVC National N= 27,596 (+/- 0.59%)
Girl Led	51%		63%		67%	63%
Cooperative Learning	61%	73%	76%	75%	74%	74%
Learning by Doing	59%		65%		65%	64%
Sense of Self	68%	70%	81%	66%	75%	77%
Positive Values	59%	58%	70%	59%	66%	68%
Healthy Relationships	43%	53%	53%	50%	51%	54%
Challenge Seeking	42%	59%	54%	60%	43%	49%
Community Problem Solving	28%		48%		43%	48%

*To limit the length of the series surveys and to maximize programmatic time, only selected outcomes and program measures were included on the surveys.

Our girls show significant achievement of GSLE leadership outcomes

In May 2020, 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 for girls in troops and national outcomes. GSWO Girl Scout outcomes are comparable with national results across all outcome measures. GSWO troops had an equal or higher percentage of achievement with all three of the measured processes (Girl-Led, Cooperative Learning, and Learning by Doing) compared to the national data.

The Girl Scout Impact Study (2017) 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. (3) Higher participation across a breadth of activities is correlated with higher scores on all five Girl Scout Leadership outcomes. According to Table 2, the 2020 survey results for GSWO troops were consistent in indicating that GSWO has a higher achievement percentage of the outcomes and processes than non-Girl Scouts.

We have noted that there were outcomes measures that have decreased from last year. One component that may be influencing this is an increase in the percentage of Daisy Girl Scouts compared to previous years. This is affirmed in the increase in “sense of self” which is often an initial growth area and the slight decreases in the more complex development areas where we see greater improvement among older age levels. (especially healthy relationships and challenge seeking outcomes) We are also taking specific actions to improve our outcomes and to monitor the impact of these strategies.

2021 Key Actions to Improve Outcomes

- **Daisy Grow Boxes:** to provide hands on activities and supplies to make it easy for leaders to learn to use the Girl Scout program processes to achieve outcomes.
- **New Troop Start Up:** small group discussions with new leaders to review the basics of leading a troop, which includes review of program processes and outcomes.
- **Leader Phone Calls:** to support troop leaders, especially new or transitioning to new age level, to support them in providing girls with the best potential experience.
- **Program Event: Leader /Parent Follow Up Emails:** with debriefing questions to help parents and girls discuss and think through what was learned and to respond to evaluation questions.
- **Increased Girl Scout Journey Workshops:** to make it easier for troops to complete Journeys and highest awards. Girl Scout Journeys and Highest Awards are “high impact” program experiences for girls.

Overall, we interpret Table 2 as girls are gaining important leadership skills through their GSWO Girl Scout experience. We reported in Table 2 on girls who achieved “high” outcome scores, but that includes only one piece of the analysis. Girls who score “medium” (i.e., 3.00-3.99) on outcomes are still developing the leadership skills measured in these surveys. 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).

Girl Scouts of Western Ohio – 2020 Participation in Activities

The GSUSA analysis of girls’ participating in activities has demonstrated that participation in a variety of “core Girl Scout activities” impacts girls’ program outcomes, their satisfaction, and their intent to stay in Girl Scouts. GSUSA has defined these core activities as:

- Earning multiple badges, Journeys or highest awards
- Community service or Take Action projects
- At least one outdoor activity or overnight camping
- At least one field trip or Girl Scout event
- Participation in the cookie program

Table 3: Number of Times Girl Scouts of Western Ohio Troops Participated in Activities, from Troop Leaders.

Activities	Times Your Troop Completed Activities		
	0	1	2 or more times
Badges or petals earned	5%	2%	92%
Outings or field trips your troop went on	7%	11%	82%
Cookie booths	10%	8%	82%
Outdoor activities	10%	16%	74%
Council activities or events your troop attended	14%	19%	67%
Community service projects completed	17%	25%	58%
STEM activities (Science, Technology, Engineering, and Math)	25%	22%	53%
Overnight camping trips	29%	21%	49%

Similar to the 2019 results, troops most often earned badges or petals and 95% of troop leaders stated that their troops earned at least one badge. For 2020, 3,866 girls participated in our various council-sponsored events. According to troop leaders, girls participated in a wide variety of activities over the 2020 membership year (Table 3). For 2020, 40% of girls reported that they had participated in all five core activities. Girls who participated in activities from the four Program Pillars (STEM, Outdoor, Life Skills, and Entrepreneurship) gained opportunities to try new things by working together and learning through hands-on activities.

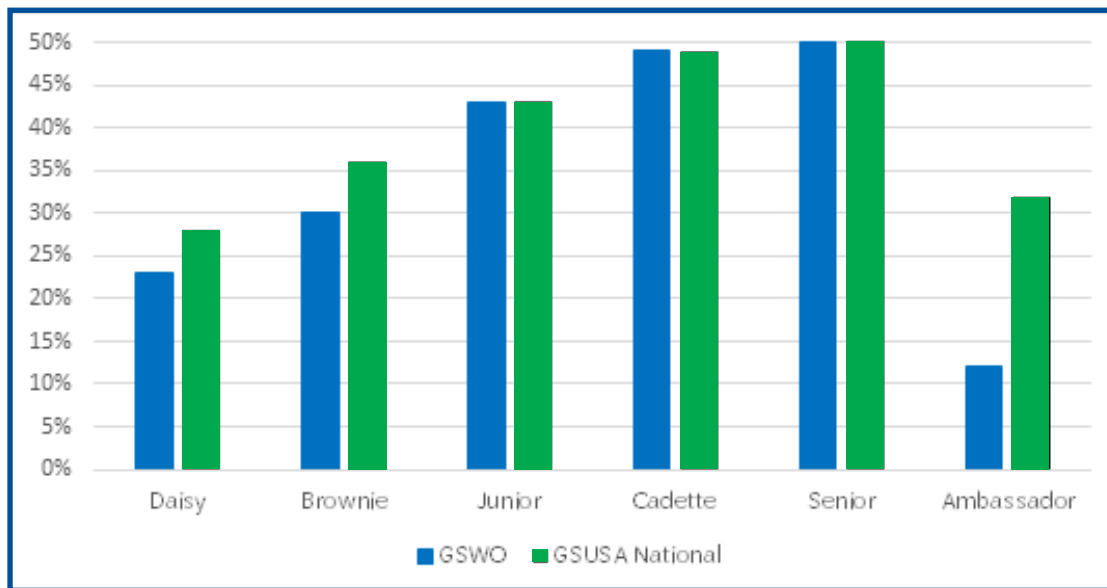
Overall, GSWO girls remained active with Girl Scouts despite the pandemic taking place. About 61% of girls said that they had attended Girl Scout meetings or did Girl Scout activities either at home or online while social distancing for at least once a month, while 23% stated that they haven’t done any activities yet, but plan to do so soon.

Table 4: 2020 Girl Scout Voices Count GSWO Survey Data on Girls’ Self-Reported Levels of Participation during the Pandemic

Activities Done While at Home or Social Distancing	GSWO Results N=612
Staying in touch with their troop	71%
Completing activities like badges or journeys	68%
Participating in online troop meetings	63%
Participating in online Girl Scout events (such as Facebook live opportunities)	40%

For those that indicated that they have been active, they also reported that they participated in several activities while at home or while social distancing. These activities are listed in Table 4. Girls were asked if they were very interested or kind of interested in each listed opportunity. The most selected opportunities were troop meetings where you work on badges or other Girl Scout activities, troop meetings to hang out and have fun, and STEM activities lead by a real scientist.

Figure 2: Percentage of Girl Scouts of Western Ohio’s Girl Scouts who completed a Leadership Journey (self-reported) compared to the 2020 GSUSA GSVN National Averages by Program Level.



Journeys are where girls’ leadership skills really come to life! While badges help girls try new things and develop specific skills, Journeys help girls use those skills to take action in the world. Journeys are a series of fun and challenging activities grouped around a specific theme (Leadership, STEM, Environmental Stewardship, Healthy Relationships) that are spread out over several meetings. As girls go on their journeys, they earn awards and plan and implement a Take Action project that addresses a community issue they identified along the way. The 2020 data reflects an increase in girls’ participation in Take Action projects as their years in Girl Scouts increases, until the girl reaches high school.

Girls' satisfaction

Based on Girl Scouts Voices Count survey results, Girl Scouts from our council continued to have high levels of satisfaction with their 2020 Girl Scout experience, where 85% loved or liked being a Girl Scout in 2020. Furthermore, 87% of girls said that they planned to return in 2021. Finally, the net promoter score (which asks the question “If your friend or another girl asked you about Girl Scouts, how likely are you to tell them to join?”) was 41 for 2020 (compared to the 2020 national score of 38), meaning that nearly half of GSWO’s Girl Scouts would recommend Girl Scouting to others.

In the 2020 Girl Scouts Voices Count survey, girls were also asked to identify how they feel about their participation in Girl Scouts. GSWO girls identified the key drivers for staying in Girl Scouts in Table 5.

Table 5: 2020 Girl Scout Voices Count GSWO Survey Data on Girls’ Key Drivers to Girl Scouting compared to the 2020 GSUSA GSVN National Averages.

Key Drivers to Girl Scouting	Percentage of Girls who Agree	
	GSWO Troops	National Average
Inclusive: In Girl Scouts, I feel like I belong.	92%	87%
Fun: I am excited about the things I get to do in Girl Scouts.	93%	91%
Value: Participating in Girl Scouts makes me feel like I am part of something bigger than myself.	85%	89%
Fit: Girl Scouts offers the kind of activities I want to do.	89%	87%
GS Identity: I like being a Girl Scout.	95%	93%
Safe Space: I feel safe in Girl Scouts.	97%	95%
Girl Only: I like that Girl Scouts is just for girls.	85%	82%
New Experiences: I learn new things in Girl Scouts.	95%	94%
Variety: I get to do lots of different things in Girl Scouts.	91%	90%

In addition to asking whether girls would recommend Girl Scouting to others, we also asked why. There were some notable responses from Girl Scouts:

“Because GS can teach you a lot of things about having fun outside & adventures with your friends. It’s very fun to be with other Girl Scouts!”

“Girl Scouts is a great organization that brings girls closer together and gives you skills that you will use for the rest of your life. It is truly a life changing experience!”

“I would tell another girl to join Girl Scouts because it’s so much fun, you get to make new friends, and make a difference in the world!”

"I would tell them to join because it is lots of fun and you get to do lots of things. You get to help others and it's an amazing feeling to be a part of something that will impact others in a good way. You also get to meet new friends and do the things you love with them. For our bronze award, we helped make the nursery at IHN more useful. It was really fun to be a part of something bigger than yourself. We (our troop) bonded and had an amazing time. I think that Girl Scouts is a very fun environment. I also love doing activities like hiking, camping, World Thinking Day, Mother-Daughter Movie Night, Father-Daughter Dance, and the Snoop Party. For these reasons, I think that girls should join Girl Scouts."

"It is so nice to have a group of girls that you can try new experiences with. And through volunteering you can give back to your community in a fun way!"

"The most important thing is to make activities [sic] fun while still teaching valuable skills and bonding with [sic] other girl scouts."

Success story: Girl Scouts at the Virtual National Council Session

In October 2020, history was made with the first ever virtual Girl Scouts National Council Session (NCS). Girl Scouts of Western Ohio had 26 delegates and substantial number of alternates who were fully engaged in the process that included pre-work, virtual sessions with board members, discussion sessions around proposals, and preparation sessions with GSWO. The delegation included six girl members that represented all regions of the council. Although this was not the Orlando G.I.R.L experience they had been expecting, each Girl Scout was fully engaged in this new experience.



Five out of six girls were able to connect in a safe and socially distanced in-person experience, and whether they interacted in-person or virtually, each girl contributed to the overall success of the session. The representatives learned about parliamentary procedure, gained knowledge of the movement from a broader perspective, and used their critical thinking skills and votes with what they thought was in the best interest of Girl Scouts. The girls recognized this opportunity as one that not many girls get to experience. They were able to connect and make meaning of their learning, which truly made them eager participants in the Girl Scout Leadership Experience. When asked to reflect on their experience, Maddie Highfield and Emily Manuel jumped on the opportunity to share.

Maddie stated "My experience as a Delegate supported my Girl Scout experience and aided in my leadership journey because it allowed me to not only see part of what goes into making Girl Scouts a great organization, but also be a part of it. One of the things I learned how to do was think critically about the future of Girl Scouting. I also improved my public speaking skills by asking a question at the Q&A Forum."

Emily shared "As a Girl Scout, I served in the 2020 National Council Session as a Girl Delegate after months of preparation and review of material. While it was very disappointing to not be able to go to Orlando for the conference, NCS supplemented my experience as a Girl Scout, and I gained a greater knowledge and appreciation for everything that goes into upholding the organization. I also was made aware of the extensive reach of the organization, as it has worldwide impacts that I was previously unaware of. This experience enhanced my dedication to long-term tasks, as it took many months of disciplined work to prepare fully for the session. I was astounded at the range of intellects in the program, and dedication that each person held, as I learned through the Workbook. Being a delegate was moderately nerve-racking at first, because of the amount of information to learn overwhelmed me. However, as I began to organize my thoughts and notes when the session was drawing near, I became confident, and honored, with the ability to help determine the course of the movement."

The skills the girls gained through their many years in Girl Scouts were evident by their confidence, communication skills, and risk-taking abilities during the session where they demonstrated their leadership capabilities through girl-led, cooperative learning, and experiential learning opportunities.

TROOP LEADER AND PARENT SATISFACTION

Troop leaders' satisfaction

We surveyed troop leaders to learn more about indicators such as satisfaction and the perceived benefits of volunteering in Girl Scouts. When troop leaders were asked to report on their experiences, they stated that they volunteer because they want to make a positive difference in the lives of girls and because it gives them opportunities to use their talents, skills, and/or passions. 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 personal accomplishment, and made friends.

Below are some of the comments from troop leaders:

“Working as a Girl Scout Leader or Volunteer is incredibly rewarding. I don't think there is another organization as comprehensive as Girl Scouts. You can encourage and empower girls to do literally anything they are interested in. Steam, Faith, Outdoors, Community Service, etc. I also love the impact of Service Projects. Girls learn from a young age that they have the power to change the world around them simply by recognizing a problem and coming up with a solution that will work and executing it. It is incredibly powerful for an elementary student to realize that even though they are young, they can make an impact on the world around them.”

“I was never a Girl Scout as a child, but I wish I was. The programs and opportunities GS offers young girls and young women are so valuable. I love that it teaches them to not only love and support each other, but to love themselves as well. The badges and journeys also teach the girls skills, creativity, adventure, and so much more.”

“It is such a fulfilling experience getting to work [sic] with amazing girls and adults who also challenge you to learn and grow everyday as you are doing the same for them. There is no other[sic] program like GS, and i [sic] am proud to be part of this organization devoted to building up girls and helping them reach for the stars and every thing in between.”

About **76%** of troop leaders who responded to the Girl Scout Voices Count survey said that they were satisfied or extremely satisfied with their 2020 Girl Scout experience (compared to the 2020 national average of 75%). About **84%** of troop leaders returned (or planned to return) in their leadership positions.



Parents' satisfaction

We also asked GSWO Girl Scout parents about their satisfaction and their daughter's experiences in Girl Scouts. Seventy-two percent of parents said that they were satisfied or extremely satisfied with their daughter's Girl Scout experience in 2020.

Parents were also asked to identify key drivers in their girls' 2020 experience in Girl Scouts. GSWO parents responded with the following:

- 73% said that Girl Scouts offered the types of activities my girl wanted to do.
- 77% said their girl participated in a variety of activities in Girl Scouts.
- 72% said my girl got opportunities in Girl Scouts that she would not otherwise have had.
- 77% said through Girl Scouts, they had opportunities to bond with their girl.
- 76% said that their girls worked on meaningful goals in Girl Scouts.
- 85% said their girl felt like she belonged in Girl Scouts.

Here are a few statements from parents about their daughter's Girl Scout experience:

"Girl Scouts has a special place in my heart. Girl Scouts is where a girl can be herself and learn new skills. Girl Scout Strong is more than a motto, during the COVID-19 shutdown our council soldiered on and found new and creative ways to do things. The girls have learned to be strong, resilient and accommodating."

"It teaches my daughter that she is a strong, smart, and important person in this world and in our community. It teaches her that she can do anything she sets out to do."

"It is a good way for girls to help in the community and build leadership skills and become more independent while also learning how to work as a team."

"It has proven to be a program that is girl-led and can be done virtually on your own or with your troop. There are very few opportunities like this!"



Projections and Expectations Beyond the Pandemic

The number of surveys completed through Voices Count were significantly decreased as they were sent out amid the pandemic, however, we are working on improving our education to volunteers about the importance of outcome achievement. Establishing a connection to the work and what we do with the survey information we collect is how volunteers will see survey completion as valuable. That way, they can see that they do make a difference every day in Girl Scouts. In addition to volunteer education on the outcomes that stem from the Girl Scout Leadership Experience, GSWO will be building stronger advertising efforts to our membership to support Voices Count research.

Looking forward to the 2021 membership year and beyond, GSWO has taken steps towards implementing or improving the following initiatives to support retention and increase girls' outcome achievements. These initiatives include:

- Utilizing the monthly T.E.A.M. Service Unit meetings to uphold or update GSLE volunteer roles.
- Implementing Journey workshops, which are designed to allow girls to work on Take Action projects and qualify for Highest Awards.
- Distributing Daisy Grow Boxes that reinforce the Girl Scout Leadership Experience by helping girls learn through girl-led, hands-on, cooperative activities.
- Adopting the new all-in-one collaboration tool, Rallyhood, for all GSWO membership to streamline communication and understanding.
- Promoting the GSWO Adventure Base Facebook Page to encourage families to remain engaged at a virtual level.
- Supporting volunteer learning and education through the Successful Leader Learning training series, the GSWO online blog, and other training materials in the gsLearn platform.
- Implementing a new activity kit program to every girl that allows them to do activities at home or in their school environment. They will be able to connect virtually to do or share the activities with other girls in their grade level. Each kit contains a parent guide that not only shows the activities but provides debriefing questions that can support their girl's learning.
- By connecting with schools to offer this during virtual days, GSWO has maintained connections with program partners. This program also offers support to teachers, counselors, and program partners who may want to facilitate the activities for their children.



DATA SOURCES AND MEASUREMENTS

Data Sources

Data used in this report are compiled from the following sources:

1. Girl Scout Impact Study (collected by GSUSA)
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. GSWO Program Pillar Event Surveys (collected by GSWO)

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

Measurements

All Girl Scouts Leadership Experience 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. (5)

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.” (2))

References

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2. *2018 Girl Scouts Annual Review, Council Health Dashboard: Western Ohio. Girl Scouts of the USA.* 2018.
3. *Revised Girl Scout Leadership Experience (GSLE) Outcomes Survey. Girl Scout Research Institute.* 2016.
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5. *Girls Speak Out About Mental Health Report. Girl Scout Research Institute.* 2020.
6. *Council Evaluation Manual: A Step-by-Step Guide to the National Program Evaluation System (NPES). Girl Scout Research Institute.* 2016 : s.n.

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

ⁱⁱ Identified through GSUSA Regression Analyses

