

Organizational Services and Culture Survey Results



Strengths in Support of Girl Scout Leaders and Volunteers

- Those involved, including myself, have fun. (94% of leaders reported this as true.)
- I have the skills to work effectively with girls. (93% of leaders reported this as true.)
- Girls grow up to be self-reliant and strong young women. (89% of leaders reported this as true.)
- Activities meet the needs, interests, concerns and wishes of girls. (81% of leaders reported this as true.)



Continued Action is Needed to Strengthen Outcomes in the Following Areas:

- Information is provided in a timely fashion. (64% of leaders vs. 59% in 2012—said this was true; but 89% of new volunteers said this is mostly/extremely important, or ranked 5 of 31.)
- The community is well-organized to support Girl Scout activities. (51% of leaders reported this as true; but 76% of new volunteers said this is mostly/extremely important, or ranked 17 of 31.)
- There are enough volunteers to accomplish goals and objectives. (26% of leaders vs. 34% in 2012—reported this as true; but 81% of new volunteers said this is mostly/extremely important, or ranked 10 of 31.)



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2012-2013 Program Effectiveness Survey Results

Addressing the State of Girls: In School, at Home and in Society

Girl Scouts build courage, confidence, and character, and make a difference!

In 2013, *The State of Girls: Unfinished Business* (1) showed promising news for girls about their educational attainment; extracurricular, volunteer and pro-social activities; reduction of risk behaviors and connection to a digital world.

However, these national findings also show that too many girls are being left behind due to challenges to emotional or physical health, financial literacy, lack of exposure to science, technology, engineering and math (STEM) reduced academic priorities and limited leadership opportunities.*

Locally and nationally, Girl Scouts address the state of girls and girls' success.

EMOTIONAL and PHYSICAL HEALTH



What Girl Scouting Does

Girl Scout *JOURNEY*® experiences help girls develop self-confidence, healthy living practices and relationship skills. *Be A Friend First*® (BFF) activities give middle school girls skills to build healthy relationships and prevent bullying.

Healthy-living activities include physical exercise, healthy eating habits and sports to improve physical health and expose girls to new interests. *Healthy Habits*® coach Girl Scout Daisies, Brownies and Juniors how to lead active, healthy lifestyles.

FINANCIAL LITERACY



What Girl Scouting Does

The Girl Scout Cookie Program, the largest girl-led business in the world, helps girls gain five essential skills to last a lifetime: goal setting, decision making, money management, people skills and business ethics.

SCIENCE, TECHNOLOGY, ENGINEERING and MATH (STEM)



What Girl Scouting Does

Girl Scouts introduces girls of every age to STEM experiences relevant to everyday life. Curriculum resources include *It's Your Planet—Love It!* and national proficiency badges such as *Naturalist*, *Digital Art*, *Science and Technology*. *Imagine Your STEM Future* especially engages high school girls.

LEADERSHIP and ACADEMIC SUCCESS



What Girl Scouting Does

Leadership skills gained in Girl Scouting, such as problem solving and willingness to seek and take on challenges, contribute to academic achievement and engagement. Girl Scouting influences academic success as much as and sometimes more than positive relationships with teachers and weekly participation in out-of-school-time activities.* (2)

This document highlights the 2012–2013 Girl Scouts of Western Ohio's program effectiveness survey findings.

*GSUSA, (1) *The State of Girls: Unfinished Business*, 2013. (2) *Linking Leadership to Academic Success*, 2012.

Leadership Development and Group Goals

Girls value a social and collaborative approach to leadership, as opposed to traditional top-down, command-and-control style. ** In a safe and accepting all-girl environment and in partnership with trained adults, all Girl Scout activities are designed so that girls will:

- Decide what activities they want to learn or do (Girl-Led).
- Work in small groups and teams to discuss, debate, discover, practice and teach (Cooperative Learning).
- Reflect on their activities and use experience to guide further plans and actions (Learning by Doing).



Girls set goals and manage money while taking the lead on activities.

When Girl Scouts of Western Ohio's troop leaders see that "girls help decide how to spend any money the Girl Scout troop/group earns," or "girls set goals for themselves to achieve," leaders also tend to see: ^

- **Problem solving:**
 - ◇ "Girls look to books or the Internet to provide the information they need for their Girl Scout project."
 - ◇ "Girls think about things their community needs to become a better place."
- **Critical thinking:**
 - ◇ "Girls think about whether they can finish a project on time, when they choose it."
- **Ethics:**
 - ◇ "Girls use the Girl Scout Promise and Law to help make decisions."
- **People skills:**
 - ◇ "In Girl Scout meetings, girls really listen to what others are saying."
 - ◇ "In Girl Scouts, girls explain their ideas to other girls so they can learn from each other."
- **Leadership development:**
 - ◇ "In Girl Scouts, girls take the lead on activities." ^

Social-Emotional Skills Prepare Girls to Succeed

Nationally, nearly eight in ten teachers believe a larger focus on Social Emotional Learning will have a major benefit on students' ability to **stay on track to graduate** (80%), **prepare for college** (78%), and become **good citizens as adults** (87%). †

Locally, Girl Scouting makes a difference. When local Girl Scout Juniors say, "I do my best in school," they also tend to report small-group, girl-led and hands-on Girl Scout experiences †† that align with five (5) social-emotional competency areas † as follow:

1. **Responsible Decisions:** "I use the Girl Scout Promise and Law to help me make decisions."
2. **Relationship Skills:** "If I get into an argument with friends, I am able to think of more than one way to make things better."
3. **Social Awareness:** "Girl Scouts has helped me to get to know new people...."
4. **Self-Management:** "I set goals for myself to achieve."
5. **Self-Awareness:** "In Girl Scouts, I learn by working with other girls." ††



Leadership and Community:

The girl/adult partnership in Girl Scouting uniquely prepares girls for leadership.

When Girl Scouts of Western Ohio leaders say, "Girls plan and carry out projects in partnership with adults," they also tend to say the following: ^

- ◇ Girls get to take the lead on activities.
- ◇ Girls set goals for themselves to achieve.
- ◇ Everyone gets a chance to experience different roles on a team.
- ◇ Girls explain their ideas to other girls so they can learn from each other.
- ◇ Girls know people they can talk to about what their community needs. ^

WHAT RESULTS DO GIRLS SHOW?*

DISCOVER

Goal 1: Girls will understand themselves and their values.

Goal 2: Girl will use their knowledge and skills to explore the world.

- At least 70% of Girl Scout Cadettes, and 96% of Girl Scout Juniors achieved the *develop a strong sense of self* outcome compared to 57% of Girl Scout Brownies who do so.
- Approximately 87% of Girl Scout Juniors and Cadettes, but only 59% of Girl Scout Brownies achieved the *positive values* outcome.
- At least 61% of Girl Scout Brownies and Juniors, but only 21% of Girl Scout Cadettes achieved the *gain practical life skills* outcome.
- 75% of Girl Scout Brownies, 67% of Girl Scout Cadettes and 53% of Girl Scout Juniors achieved the *seek challenges* outcome, showing gains over 2012.
- 63% of Girl Scout Juniors, 51% of Girl Scout Cadettes and 41% of Girl Scout Brownies achieved the *develop critical thinking* outcome, showing gains over 2012.

Why does CONNECTING matter?

Girls struggle with emotional health. About one-third, 34% of high school girls had self-reported symptoms of depression during the past year. -GSUSA: *The State of Girls*, 2013

TAKE ACTION

Goal 4: Girls will act to make the world a better place.

- 53% of Girl Scout Brownies and 65% of Girl Scout Juniors, but only 20% of Girl Scout Cadettes achieved the *identify community needs* outcome.
- At least 64% of Girl Scout Brownies and Juniors and 47% of Girl Scout Cadettes achieved the *are resourceful problem solvers* outcome.
- Gaining over 2012, 66% of Girl Scout Brownies, 74% of Girl Scout Juniors and 48% of Girl Scout Cadettes achieved the *advocate for self and others* outcome.
- At least 62% of Girl Scout Brownies and Juniors, but only 31% of Girl Scout Cadettes achieved the *educate and inspire others* outcome.
- Approximately 80% of Girl Scout Brownies and Juniors and 37% of Girl Scout Cadettes achieved the *feel empowered to act* outcome.

Why is ACTING important?

Girls' leadership experiences are limited to responsibilities and opportunities that exist in their family and social circles, such as babysitting, taking care of a pet or helping a friend. -GSUSA: *The State of Girls*, 2013



Why is DISCOVERING important?

Discovering ways to physical health and wellness is critical to girls' development, academic achievement, psychosocial adjustment, happiness and overall well-being. Childhood obesity rates have risen sharply in recent years to include at least 26% of girls. -GSUSA: *The State of Girls*, 2013

CONNECT

Goal 3: Girls will care about, inspire, and team with others locally and globally.

- Showing gains over 2012, 84% of Girl Scout Cadettes, 78% of Girl Scout Brownies and 53% of Girl Scout Juniors achieved the *develop healthy relationships* outcome.
- 76% of Girl Scout Juniors, 66% of Girl Scout Cadettes and 55% of Girl Scout Brownies achieved the *promote cooperation and team building* outcome, showing gains over 2012.
- 92% of Girl Scout Juniors, 71% of Girl Scout Brownies and 49% of Girl Scout Cadettes achieved the *resolve conflicts* outcome.
- At least 67% of Girl Scout Brownies, Juniors and Cadettes achieved *advance diversity*.
- 87% of Girl Scout Juniors, 72% of Girl Scout Cadettes and 62% of Girl Scout Brownies achieved the *feel connected to their communities* outcome—gaining over 2012.

Continued Action is Needed to Strengthen Outcomes in the Following Areas:

Discover

- Gain practical life skills: Troops and Series Girl Scout Cadettes could prepare for healthy futures by learning ways to avoid fast food.

Connect

- Resolve conflicts: Troop Girl Scout Cadettes and Series Girl Scout Juniors could better resolve conflicts if they learn to recognize and analyze conflict situations and discuss what would make situations better.

Take Action

- Identify community needs: Troop and Series Girl Scout Cadettes could better identify needs if they practice coming up with realistic possibilities for action and find out more about causes of issues.
- Educate and inspire others: Troops and Series Girl Scout Cadettes could practice telling others how they can help.
- Feel empowered: Troop Girl Scout Cadettes could practice talking to people in power.

** GSUSA, *The State of Girls: Unfinished Business*, 2013. † *The Missing Piece: A National Teacher Survey*, (a report for CASEL), 2013. ^ Girl Scouts of Western Ohio, *Troop Leader Survey*, 2013. (correlation analysis, n= 302) †† Girl Scouts of Western Ohio, *Survey for Girl Scout Juniors*, 2013. (correlation analysis, n= 350: 53% = 4th grade and 43% = 5th grade)

*Collected March–May, 2013, from Girl Scouts of Western Ohio samples of Girl Scout Brownies (n=314), Juniors (n=350) and Cadettes/Seniors/Ambassadors (n=218). "Outcome achievement scores" result from combining outcomes survey items in each of 15 GSLE outcomes. Scores were overall from troop pathway.