



2019 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: 1/17/2020

In 2019, 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 are aligned with all leadership outcomes achievement compared to 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 national Girl Scout outcomes in the Challenge Seeking outcome and Cooperative Learning process, which are the skill areas that series curricula target, and have exceeded non-Girl Scouts in all measured outcomes. (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 had high levels of satisfaction with their 2019 Girl Scout experience, exceeding national results for satisfaction and intent to stay in Girl Scouts. High levels of satisfaction are correlated with retention and recommending 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.¹ 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.

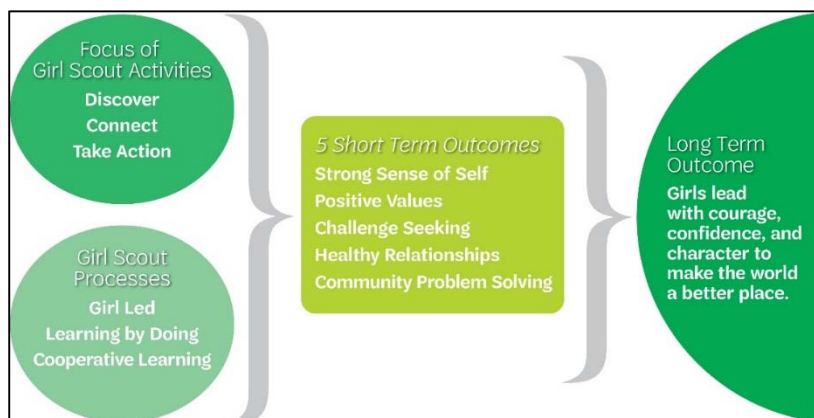


Figure 1.

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., 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 outcome and 3 process measures were valid and reliable. (5)

The 2019 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

Girl Scouts of Western Ohio 2019 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.**

Setting a Baseline – 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.

The 2017 Impact Study Compared to 2019 Results for the Girl Scout Leadership Experience Outcomes as measured through Girl Scout Voices Count GSWO & GSUSA national average surveys and to GSWO Series data.

Outcomes/Processes	2017 Impact Study	2019 GSWO Survey Results		2019 GSUSA Average
	Non-Girl Scouts N=1,507	Series N=2,286 (+/- 1.63%)	GSVC Troop N= 1,587 (+/- 2.41)	GSVC National N= 79,993
Girl Led	51%		63%	62%
Cooperative Learning	61%	73%	76%	76%
Learning by Doing	59%		65%	63%
Sense of Self	68%	70%	81%	81%
Positive Values	59%	58%	70%	73%
Healthy Relationships	43%	53%	53%	56%
Challenge Seeking	42%	59%	54%	57%
Community Problem Solving	28%		48%	51%

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

Our girls show significant achievement of GSLE leadership outcomes

In April 2019, 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 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 2019 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 gone down slightly since 2017 and we are taking action to improve and monitor these results. As expected, due to the short-term nature of series (typically 6-8 sessions), series outcome scores are lower than those of girls participating in troops.

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 – 2019 Activities Participation and Leadership Outcomes

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

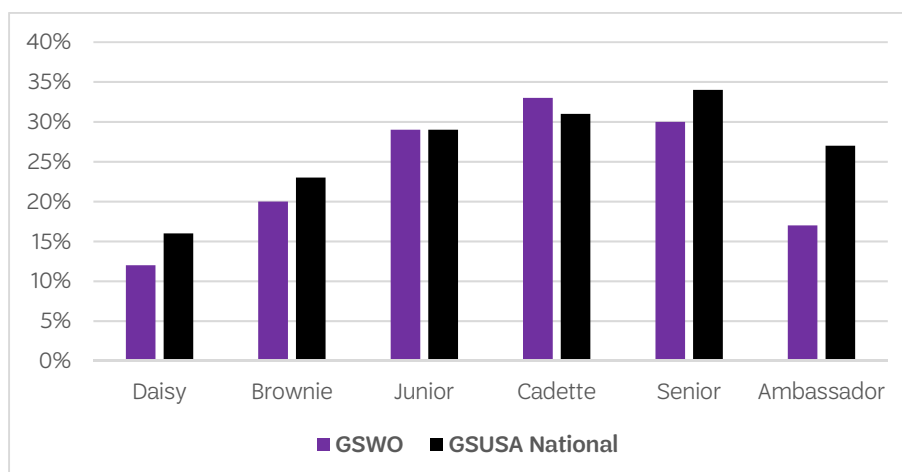
Based on girls’ self-reported participation in these activities, GSUSA created an **Activity Variety Score**. The average *Activity Variety Score* for Girl Scouts of Western Ohio was **4.15** (out of 5), with **77.5% of girls** experiencing a variety of core Girl Scout activities.

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%	3%	91%
Leadership Journeys completed	62%	23%	11%
Overnight camping trips	57%	23%	20%
Community service projects completed	39%	29%	32%
Outings or field trips your troop went on	20%	15%	66%
Council activities or events your troop attended	20%	17%	63%

Similar to the 2018 results, troops most often earned badges or petals and 95% of troop leaders stated that their troops earned at least one badge. **In 2019, 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 2019 membership year (Table 3).

Figure 2.
Percentage of Girl Scouts of Western Ohio’s Girl Scouts who completed a Take Action Project (self-reported) compared to the 2019 GSUSA GSVC National Averages by Program Level.



Take Action projects initiate lasting change within the world. To do a Take Action project, girls must identify a problem in the community, do research to understand the root cause of the problem, and create an "action" plan to fix it. The 2019 data reflects an increase in girls' participation in Take Action projects as their years in Girl Scouts increases, until the girl reaches high school. The reason for the drop in percentage of high school girls completing Take Action projects is not clear, but it is an area for growth.

Girls' satisfaction

Based on Girl Scouts Voices Count survey results, **Girl Scouts from our council continued to have high levels of satisfaction with their 2019 Girl Scout experience**, where 89% loved or liked being a Girl Scout in 2019. Furthermore, 85% of girls said that they planned to return in 2020. 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 47 for 2019 (compared to GSWO's NPS score of 45 in 2018), meaning that nearly half of GSWO's Girl Scouts would recommend Girl Scouting to others.

In the 2019 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 4.

Table 4.
2019 Girl Scout Voices Count GSWO Survey Data on Girls' Key Drivers and Attributions to Girl Scouting

Key Drivers and Attributions to Girl Scouting	Percentage of Girls who Agree
I feel safe in Girl Scouts	96%
I like that Girl Scouts is just for girls.	85%
I am excited about the things I get to do in Girl Scouts.	92%
In Girl Scouts, I feel like I belong.	90%
I learned new things in Girl Scouts.	86%
I like being a Girl Scout.	94%
Because of Girl Scouts, I am doing things I cannot do in other places.	72%
Because of Girl Scouts I can make a difference in the world.	84%

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

"I would tell my friend to join girl scouts because I have a good time and it is good way to stay active in your community"

"It's a lot of fun, you get to experience and learn new things, and also you make new friends that could last a lifetime"

"You learn life long skills with your troop companions and leaders. You do tasks that can help you learn skills on different activities."

"We get to make decisions on what we do while also being challenged to go outside of our comfort zones. We get to do things that I feel we wouldn't normally get to do. I also like helping others and my community."

Impact of camping

According to GSUSA's *Girl Scouts Soar in the Outdoors* (2019) report, the more girls go outdoors with their troops, the happier they are with their Girl Scout experience. At GSWO, over 3,600 Girl Scouts attended our council-sponsored resident camps, staffed day camps, and Troop Adventure camps (TAC) in 2019. Camp attendance for 2019 had a 46.9% increase from the previous five years due to the expansion and growth of day camps. Of campers who completed surveys for resident and TAC camps (grades 2-12, total of 3,021), girls responded to their achievement of the new outdoor Girl Scout outcomes for 2019:

- **Outdoor Competence:** Girls engage safely and responsibly in a range of outdoor activities (e.g., practicing Leave No Trace and knowing what to bring to be prepared in the outdoors).
- **Outdoor Confidence:** Girls have confidence in their outdoor abilities and are willing to try new and challenging outdoor activities.
- **Outdoor Interest:** Girls have a love of nature and an interest in the natural world.
- **Environmental Stewardship:** Girls understand how their behaviors impact the environment and what they can do to protect the natural world.

These new outdoor outcomes were determined by the Girl Scouts Research Institute in order to demonstrate that Girl Scouts gets girls outdoors, exposes them to new and challenging experiences, and helps them develop outdoor leadership skills that will enable them to engage responsibly with nature. (4) Girl Scouts of Western Ohio's outcome results are listed in Table 5:

Table 5.

2019 Outdoor Achievement Score Rates of Girl Scouts of Western Ohio's Girl Scout campers.

Outdoor Outcome	GSWO Results N= 3,021
Outdoor Interest	63.3%
Outdoor Confidence	62.5%
Outdoor Competence	68.9%
Environmental Stewardship	68.3%

Since these outcomes were recently introduced, there is no data to utilize for comparison. The outcomes will be monitored to determine any trends in the future. Below are some quotes from parents and troop leaders regarding their girls' experiences at camp:

“My daughter has done nothing but rave about how much fun camp was. She loved it and I could tell by her stories that everyone she encountered there was just as enthusiastic about camp as she was.”

“Everytime my daughter goes to any Girl Scout camp, she gains a little bit more independence. Mom is not there and she needs to think before calling for help. That is a great life skill that will help her through her life!”

Success story: Grace Jackson and Gems of STEM



Grace Jackson, a freshman at the University of Dayton, is a lifelong member of Girl Scouts and a recent Gold Award recipient. As a child of a military family who moved often, Grace joined Girl Scouts as an easy way to make friends. From Kentucky to France, Girl Scouts, a worldwide sisterhood, was always welcoming to her. The welcoming and safe environment is something that Grace decided to commit to, ensuring that more girls had the opportunity to experience this support system. Helping girls feel comfortable in their own skin so they can be vulnerable to new experiences and taking chances rose to the top as a passion for her. She realized that not all girls grow up in an environment that tells them they can do anything and gives her the skills to achieve such dreams. Wanting to ensure that more girls were not negatively impacted by self-doubt, Grace focused her Gold Award Project on creating an environment which aimed to support and develop self-confidence.

While many girls like Science, Technology, Engineering, and Math (STEM) when they are younger, there is still a gap in the number of women who are in STEM fields. Knowing that girls may have doubt in their abilities and may not have opportunities to pursue these areas of study, Grace used her Gold Award to bring STEM to more girls by creating a club designed just for them. Gems of STEM is a club which aims to cultivate and inspire young women to pursue science, technology, engineering, math, and medicine careers. The club is in partnership with the Chaminade-Julienne STEMM department, the Girl Scouts of Western Ohio, and the Society of Women Engineers (SWE) Southwest Ohio section. The club is also funded through Aldi's giving "Smart Kids" food grant, so there is a healthy snack provided at every meeting. A typical meeting is an hour long, twice a month. The first half hour is spent engaging with a guest who is a woman in a STEM profession.

So far, the Gems have had the privilege of hosting a variety of talented women such as an Industrial/Quality Engineer, Materials Engineer, Biologist, Chemist, Geologist, Paper Scientist, Software Developer, Physical Therapist, and an Entomologist, and more. The second half of the meeting involves an activity which parallels the STEM field explored that day. The meeting concludes with an evaluation for the girls to reflect on both the meeting and their personal experience being a young woman interested in STEM. These evaluations showed that 92.3% of girls interviewed felt more empowered as a young woman interested and/or involved in the world of STEM. In regard to the preservation and continuation of Gems of STEM, Grace says, "I passed the club on to a rising Junior, and I have confidence that it will continue beyond my own efforts."

Grace says that this project, and being a Girl Scout in general, has taught her so much. She learned how to communicate with others effectively and improved her public speaking, which involved learning more about what gets people engaged or what causes them to stop listening. She also learned how to plan and how to best help someone who is shy to feel included. Most importantly, she learned that any girl can accomplish her dreams through the power of a supportive community. Through her program she has expanded her reach, not only with the schools and the community's partners she worked with to accomplish her goal, but as a spokesperson for Girl Scouts by sharing her story with women. Grace's most recent accomplishment includes being a Girl Scout representative for a Dayton Women in Business meeting. She encourages other women to use their influence to reach out to the girls who don't know all that Girl Scout offers by showing them the endless opportunities, specifically in what girls can gain from earning her Gold Award.

Girl Scouts of Western Ohio 2019 Membership

For 2019, Girl Scouts of Western Ohio served 36,431 registered girls and 13,247 adult members, maintaining a slightly higher membership rate for adults (compared to 13,144 in 2018). GSWO's girl membership rate fell slightly, reflecting GSUSA national membership trends. In order to take action against decreasing membership rates, the council is creating and continuing sustainable experiences for girls focused on the following National Five Near Term Priorities: Targeted K-3 recruitment, First Year Experience, Focused Retention Efforts, Exceptional Customer Service, and Cross Council Membership Planning.

GSWO has maintained program strategies that focus on increased opportunities for girls to experience outdoor and STEM programming, including special interest groups like Trailblazers and an Astronomy Club. We continue to connect parents/caregivers and other household members to be included in the family engagement component of Girl Scouts, including the Fall Family Adventure Days held at three of our camp properties.

GSWO is also committed to efforts for both new and experienced troop leaders to gain more support using the updated New Troop Start Up plan and through obtaining proper feedback from leaders on how to better support them to serve their communities. To create an opportunity to boost membership to ensure growth, there has been a focus on increasing troop sizes to accommodate the increase in troops. The newly established community development staff structure allows for staff to focus on smaller communities and become an expert in not only the community, but in recruitment and volunteer support. This structure also helps create opportunities and leader learning that lead to improved program outcomes and troop sustainability.

Our girls are from diverse populations

As an expert leadership development organization for girls, we are committed to providing equal opportunities for girls in all races and ethnicities. Based on the self-reported race and ethnicity data, we served a larger percentage of Black/African American girls than the percent of population (18% vs. 15%, respectively). This increase in girl membership for Black/African American girls is also slightly higher than 2018's membership (16%). The data supports that GSWO has both provided opportunities and served girls of diverse racial and ethnic backgrounds found in our service area.

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:

"I strongly believe offering programs like GS to girls/young women is important and GS offers lots of opportunities to match girls' interests."

"It is very rewarding to see the girls grow and experience new and exciting things that they may not otherwise experience."

About 79% of troop leaders who responded to the Girl Scout Voices Count survey said that they were satisfied or extremely satisfied with their 2019 Girl Scout experience (compared to 77% in 2018 and 72% in 2017). About 82% 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. Eighty percent of parents said that they were satisfied or extremely satisfied with their daughter's Girl Scout experience in 2019, a 1% increase from parents that reported in 2018.

Parents were also asked to identify key drivers in their girls' 2019 experience in Girl Scouts. GSWO parents responded with the following:

- 78% 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.
- 76% said that their girl worked towards meaningful goals at Girl Scout meetings.
- 83% said that they could describe the benefits their girl gets from Girl Scouts.
- 72% said my girl got opportunities in Girl Scouts that she would not otherwise have had.
- 73% said through Girl Scouts, they had opportunities to bond with their girl.

Most of the key drivers shown had an increase ranging from 1-5% compared to last year's results. This could be due to Girl Scouts of Western Ohio's initiative to increase family engagement, which allows households to identify the benefits of Girl Scouts. GSWO will continue to monitor the progress on this initiative.

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

"I can see the change in my daughter, she is very independent, environmental friendly, caring, sharing and very active."

"This program is set up to give girls a strong sense of self and confidence to know their place in the world."

"The wide variety of activities in Girl Scouts is truly enriching to our girls' needs. Our troop participates in activities that are fun, physically active, enlightening, educational, and challenging."

"The Girl Scouts organization is a positive influence on the girls involved; it promotes unity and teamwork. My daughter has enjoyed her participation."

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 Girl Scout Camp 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

1. *Transforming Leadership*. **Girl Scouts of the USA**. 2008.
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.
3. *The Girl Scout Impact Study*. **Girl Scout Research Institute**. 2017.
4. *Girl Scouts Soar in the Outdoors*, **Girl Scout Research Institute**. 2019.
5. *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