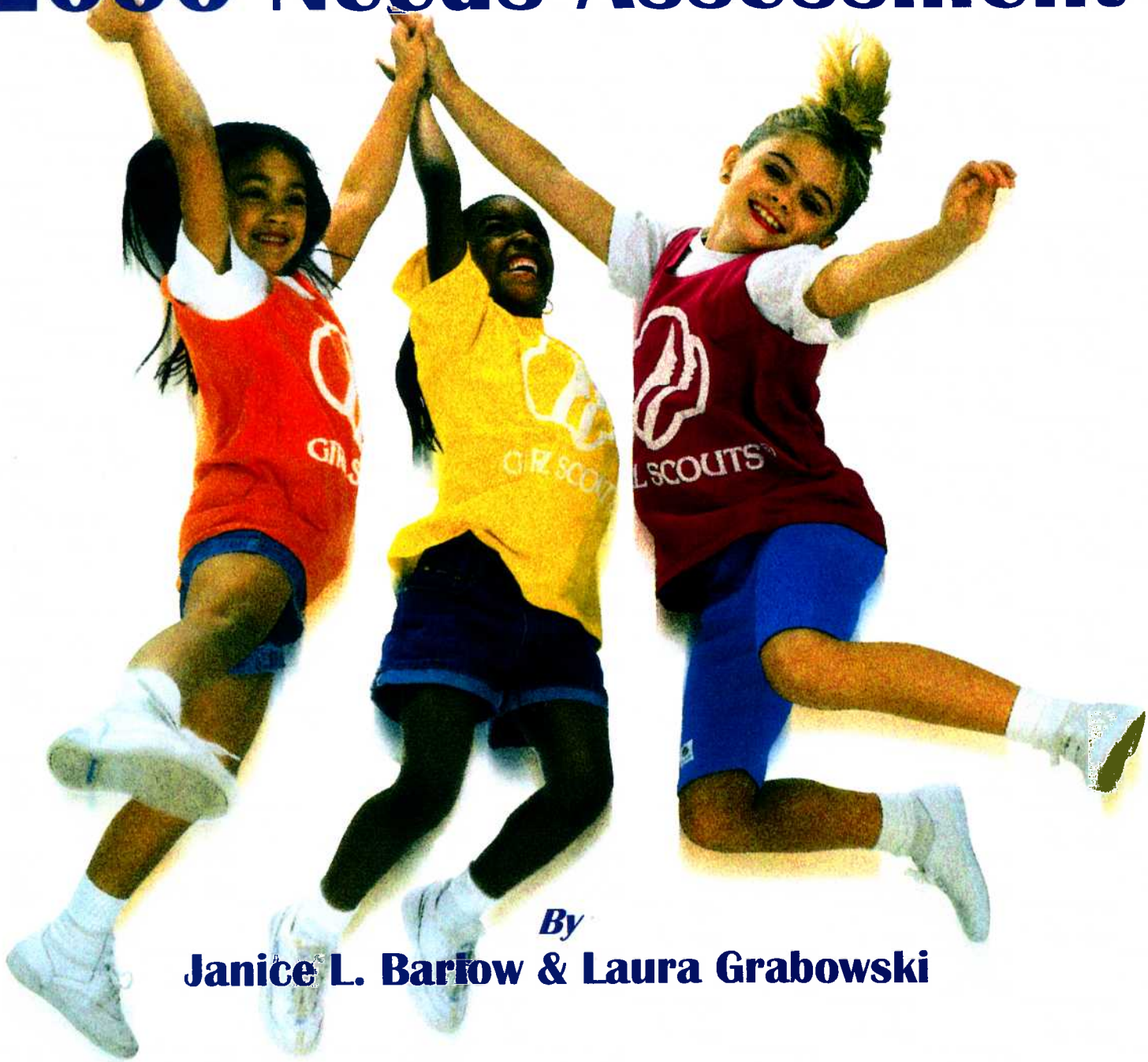
Girl Scouts of the Chesapeake Bay Council

2000 Needs Assessment



By

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Center for Community Development & Family Policy
College of Human Services, Education & Public Policy
University of Delaware
Newark, Delaware

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May, 2000

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I. Executive Summary

Needs Assessment Methodology

In the fall of 1999 and winter of 2000, researchers at the Center for Community Development and Family Policy in the University of Delaware's College of Human Resources, Education, and Public Policy conducted a needs assessment for the Girl Scouts of the Chesapeake Bay Council. The overall goal of the study was to determine program needs and interests of girls in order to assist the girl scout council in program, financial, and property planning. In order to reach the overall goal of identifying program needs and interests of the girls, the needs assessment process sought to accomplish specific objectives. Objectives are listed:

1. Determine the level of participation in various activities among girl scouts.
2. Measure the degree of satisfaction (for both girls and troop leaders) with the current programming.
3. Determine changes in the programming that would better serve the girls and their families.
4. Identify reasons for lapsed members dropping out of girl scouts.
5. Learn how successful the girl scouts are in providing programming that meets the needs of girls who have traditionally been underrepresented in scouting such as minorities and migrant children.

The study consisted of two basic components: (1) a mail survey of current girl scouts, girl scout troop leaders, and former girl scout and (2) a telephone survey of adults who have worked with the population of girls who have historically been underrepresented in the girl scout membership.

Mail Survey of Current Girl Scouts, Former Girl Scouts, and Troop Leaders

The mail survey was sent to four distinct samples: (1) currently participating girl scouts over age 12, (2) parents of girls scouts ages 12 and under, (3) girl scout troop leaders, and (4) parents of girls whose girl scout membership has lapsed within the past year. Questionnaires used for this survey were adapted from those used in the Girl Scouts of the Chesapeake Bay Council's 1986 Needs Assessment. Included with the mailed survey was a letter which explained the purpose of the survey as well as assured the

participants that their individual responses were confidential, that their participation was voluntary, and that they could refuse to answer any particular question. Additionally, each survey sent to a minor was accompanied by both a parental consent and a youth assent form. Only surveys returned with the signed consent and assent forms were used in the analysis.

Names and addresses of respondents were randomly selected from a current listing of girl scouts and girl scout troop leaders and a listing of girls scouts whose membership has lapsed within the past year. The Girl Scouts of the Chesapeake Bay Council provided these lists from the Girl Scouts of the USA (GSUSA) database. The systematic random sampling approach utilized ensured equal probability of selection among troop members. However, the random sampling technique did not allow for follow-up or reminder letters to be sent.

Approximately 2,500 surveys were mailed out to the various random samples of girls, parents, and leaders on January 6, 2000. Of these, 374 surveys were sent to troop leaders, 503 surveys were sent to current girl scouts over age twelve, 1049 surveys were sent to parents of current girl scouts age twelve or under, and 609 surveys were sent to parents of girl scouts whose membership had lapsed within the last year.

A total of 384 written surveys were completed and returned in January of 2000. Of this total, about one-quarter (24.7%) were completed by current girl scouts, just under half (40.6%) were completed by parents of current girl scouts, 19.8% were completed by troop leaders, and 14.8% were completed by parents of former girl scouts.

Telephone Interviews of Summer Program Staff/Volunteers

The second strategy in the needs assessment dealt with girls who have historically been underrepresented in the girl scout membership such as minority communities and migrant workers. Interviews were conducted with adults affiliated with summer programs or otherwise untraditional (non-troop) settings that were identified by the Girl Scouts of the Chesapeake Bay Council.

The focus of these interviews was to determine how well programming in this (non-troop) setting serves the needs of the girls. The interviewer also probed in order to ascertain whether or not this is the best setting in which to engage this population. By

asking such questions, the interviewer meant to ensure understanding of the needs of this population.

Overview of Need Assessment Findings

Current Scouts

Overall, girl scouts seem to be an active lot. Girl scouts of all ages indicate that they participate in a variety of activities, both school- and non school- affiliated. Indeed, it seems that troops are not as active as girls are interested in becoming. For instance, about half of the girls who responded (age 13 or above) indicated a desire for different types of activities. However, the majority (97.9 %) of the girl scouts surveyed said that girl scouting could be more fun and interesting by simply having more activities. From the data received, one could say that girls in scouting are open to a wide range of learning experiences and that, for the most part, parents support such experimentation.

The needs assessment survey asked questions specifically on camping in relation to girl scouts. From the parents and girls that responded, we learn that spring is the preferred season for Girl Scout troop camping. Thus, when leaders or parents speak to council about the lack of available space/campsites, they mean "in the spring." Additionally, very few winter camping experiences were reported. This further underlies the fact that camping experiences are available if troops are flexible in their seasonal preference for camping.

The most liked activity in the "girl scout experience" overall, appear to be trips. Trips received high rates in all age groups. Leaders seem to recognize this interest as most (82.7 %) report taking troops on trips and/or planning trips this program year.

One of the biggest changes in girl scouting in the last fifteen years in our area is in attitudes toward service projects. The needs assessment from 1986 shows that, in the Girl Scouts of the Chesapeake Bay Council, girl scouts of all ages were apathetic toward service projects.

> *Relatively few (32-34 percent) in any of the groups stated that they liked [service projects]. If service is to be emphasized in Girl Scouting, this might be an area that deserves attention.*

The Girl Scouts of the Chesapeake Bay Council seem to have overcome this apathy. Data from the 2000 needs assessment tell us that while there were several older girls who actually expressed dislike for these activities, the majority (72-78 percent) stated that they enjoy service projects.

Former Scouts

Shortage of troops or troop leaders appears to be a problem within the Girl Scouts of the Chesapeake Bay Council. Although not included as an original response category, this was cited as a primary reason for dropping out by several of the former girl scouts. This is important information because it does not suggest an unwillingness to continue in Girl Scouting. Rather, in this light, membership in Girl Scouts appears to be an action that respondents contemplate but become deterred from when there is a lack of troops in specific communities. Additionally, survey responses indicate that if girls remain in the girl scouts past the middle school age, it seems that they are more likely to remain in the girl scouts throughout their high school years. The challenge then is to keep girls interested in scouting through the middle school years.

Troop Leaders

Troop leaders appear to be a dedicated group of individuals who are committed to the girls with whom they work. The majority (89.3%) of leaders who responded to the question, "Why did you become a girl scout volunteer?" answered that their daughters were girl scouts. Additionally, over three-quarters of the leaders who responded to the survey stated that they are planning to continue in the leader capacity next program year.

Girl scout troop leaders also bring together a wide range of experience. In particular, the spectrum of volunteers' educational level is quite impressive with respect to its diversity. Of course, this variety also brings challenges (i.e., how to support such a wide range of experience without wasting efforts).

Underrepresented Population

The responses to the phone interviews indicate that both the agencies hosting the non-troop programs and the girls who are participating are having a positive experience.

However, the responses were mixed regarding whether or not the girls show an interest in joining troops. Several agencies stated that joining a troop would not be an option for these girls, citing problems such as transportation and lack of leaders. If the goal of these summer programs is to provide various fun activities to girls who are traditionally underrepresented in scouting, this non-traditional setting is doing a wonderful job. However, if the goal of these summer programs is to increase troop involvement in these communities, changes need to be made in the programs' presentations.

II. Methodology

In the fall of 1999 and winter of 2000, researchers at the Center for Community Development and Family Policy in the University of Delaware's College of Human Resources, Education, and Public Policy conducted a needs assessment for the Girl Scouts of the Chesapeake Bay Council. The study was prompted by the realization that 1986 was the last year in which the needs of girl scouts in the area were examined. Since then, changes in demographics and social trends have created new opportunities and sparked new interests for girls.

The overall goal of the study was to determine program needs and interests of girls in order to assist the girl scout council in program, financial, and property planning. In meeting this goal, the interests of current girl scouts as well as troop leaders are examined. Additionally, the attitudes and needs of former girl scouts are addressed.

Additionally, the study sought to uncover information about programs serving girls who represent special populations in the Chesapeake Bay area. Therefore, interviews were conducted with adults who run girl scout programs in non-traditional settings. These individuals work with girls representing special populations that have historically been under-represented in the girl scout membership (such as minority communities or migrant workers).

In order to reach the overall goal of identifying program needs and interests of the girls, the needs assessment process sought to accomplish specific objectives. Objectives are listed:

1. Determine the level of participation in various activities among girl scouts.
2. Measure the degree of satisfaction (for both girls and troop leaders) with the current programming.
3. Determine changes in the programming that would better serve the girls and their families.
4. Identify reasons for lapsed members dropping out of girl scouts.
5. Learn how successful the girl scouts are in providing programming that meets the needs of girls who have traditionally been underrepresented in scouting such as minorities and migrant children.

The study consisted of two basic components: (1) a mail survey of current girl scouts, girl scout leaders, and former girl scout and (2) a telephone survey of adults who have worked with the population of girls who have historically been underrepresented in the girl scout membership.

A. Mail Survey of Current Girl Scouts, Former Girl Scouts, and Troop Leaders

To avoid the problems of interviewing young girls, parents of girls between the ages of 4 and 12 were surveyed. Thus, the mail survey was sent to four distinct samples: (1) currently participating girl scouts over age 12, (2) parents of girls scouts ages 12 and under, (3) girl scout troop leaders, and (4) parents of girls whose girl scout membership has lapsed within the past year.

Questionnaires for this study were written based on the questionnaires used in the Girl Scouts of the Chesapeake Bay Council's 1986 Needs Assessment. The questionnaires were then adapted/updated with assistance from representatives of the Girl Scouts of the Chesapeake Bay Council. A copy of each of these surveys can be found in the appendix. Included with the mailed survey was a letter which explained the purpose of the survey as well as assured the participants that their individual responses were confidential, that their participation was voluntary, and that they could refuse to answer any particular question.

Because some of the surveys were mailed to minors, added precautions were taken to ensure that proper permission was gained for the youths' participation in the research. The survey that was sent to girl scouts over age 12 contained a letter to the parent/guardian that explained the project and requested consent for the minor's participation. The second letter included with this mailed survey was addressed to the (underage) girl scout. This letter explained the project's intent to the survey recipient and her rights as a participant. It then requested her to receive parental consent and to give her own assent before completing and returning the survey. Only surveys that were sent back accompanied by consent and assent forms were used in the needs assessment analysis. These consent and assent forms will be kept on record even after the surveys questionnaires are destroyed.

Names and addresses of respondents were randomly selected from a current listing of girl scouts and girl scout troop leaders and a listing of girls scouts whose membership has lapsed within the past year. The Girl Scouts of the Chesapeake Bay Council provided these lists from the Girl Scouts of the USA (GSUSA) database.

Membership lists were first stratified by age level to allow for the different survey to girls and their parents. A systematic random sampling approach was then utilized to ensure equal probability of selection among troop members. As can be seen in Table1, response rates were good but not exceptional. Additionally, while it is believed that the results accurately reflect the

girl scout and troop leader populations of the Girl Scouts of the Chesapeake Bay Council (Table 2), an area of concern is the extremely small number of responses from Virginia (0 girl, 3 parent, 1 leader, and 0 former surveys).

Table 1
Survey Response Rates

Survey	*# Sent*	*# Invalid**	*# Returned*	*Response Rate*
Girl Scout survey	503	25	95	19.8 %
Parent survey	1049	28	156	15.3 %
Troop leader survey	374	16	76	21.2 %
Parents of former girl scout survey	609	46	57	10.1 %

* # Invalid includes those surveys which were returned due to incorrect/insufficient addresses, misclassified subjects, and girl scout surveys returned without consent/assent slips.

Table 2
Geographical Distribution of Sample (S) and Respondents (R)

Survey	*Delaware*		*Maryland*		*Virginia*	
	S	*R*	*S*	*R*	*S*	*R*
Girl Scout survey	65.2	62.1	33.6	29.5	1.9	0
Parent survey	61.8	60.9	35.4	36.5	2.9	1.9
Troop leader survey	61.8	67.1	36.4	27.5	1.9	1.3
Parents of former girl scout survey	61.4	73.7	35.3	22.8	3.3	0

Approximately 2,500 surveys were mailed out to the various random samples of girls, parents, and leaders on January 6, 2000. Of these, 374 surveys were sent to troop leaders, 503 surveys were sent to current girl scouts over age twelve, 1049 surveys were sent to parents of current girl scouts age twelve or under, and 609 surveys were sent to parents of girl scouts whose membership had lapsed within the last year.

A total of 384 written surveys were completed and returned in January of 2000. Of this total, about one-quarter (24.7%) were completed by current girl scouts, just under half (40.6%) were completed by parents of current girl scouts, 19.8% were completed by troop leaders, and 14.8% were completed by parents of former girl scouts.

An analysis of the mailed surveys to girl scouts, parents, leaders, and dropouts is presented in section III.

B. Telephone Interviews of Summer Program Staff/Volunteers

Telephone interviews were conducted with adults who have worked with the population of girls who have historically been underrepresented in the girl scout membership such as minority communities and migrant workers. The Girl Scouts of the Chesapeake Bay Council identified the population of girls who were to be the focus of this part of their needs assessment. The adults that were interviewed interacted with girls in a variety of summer programs or otherwise untraditional (non-troop) settings.

The focus of these interviews was to determine how well does programming in this (non-troop) setting serves the needs of the girls. The interviewer also probed in order to ascertain whether or not this is the best setting in which to engage the girls. By asking such questions, the interviewer meant to ensure understanding of the needs of this population.

An analysis of the telephone interviews of summer program staff/volunteers is presented in section IV.

III. Mail Surveys

While some tables and/or graphs are presented in the text, summary tables that provide detailed breakdowns of responses for each question are found in the appendix. Please note that when these summary tables are referenced within the text, an "A" for appendix precedes the table number.

A. Current Girl Scouts:
Parents of Girl Scouts Age 12 and Under & Girl Scouts Over Age 12

This section discusses the results of two mail surveys: one sent to parents of girl scouts age 12 and under and one which was sent to girl scouts over the age of 12. These questionnaires were designed in a parallel fashion to permit comparisons between the different age groups.

Current Participation in Activities

Overall, **girl scouts seem to be an active lot**. As demonstrated by Figure 1 and Figure 2, **many participate in a variety of activities, both school- and non school- affiliated**. Slight differences in activities can be seen by age of girl.

Parent respondents indicated that their daughters currently participate in a variety of activities, both in school and outside of school *(Table A1)*. Perhaps most notable is that many of the younger girl scouts participate in singing, playing an instrument, painting, or drawing within their schools. Older girl scouts are also active in extra-curricular activities. Many sing or play an instrument like their younger counterparts. However, the focus with school-related activities has shifted from the arts to sports/athletics; about half (49.5%) of the girl scouts who responded to the survey noted that they were involved in some sort of school-affiliated sport. Additionally, about half of the older girl scout respondents are involved in a school club or organization such as student council, debate, etc.

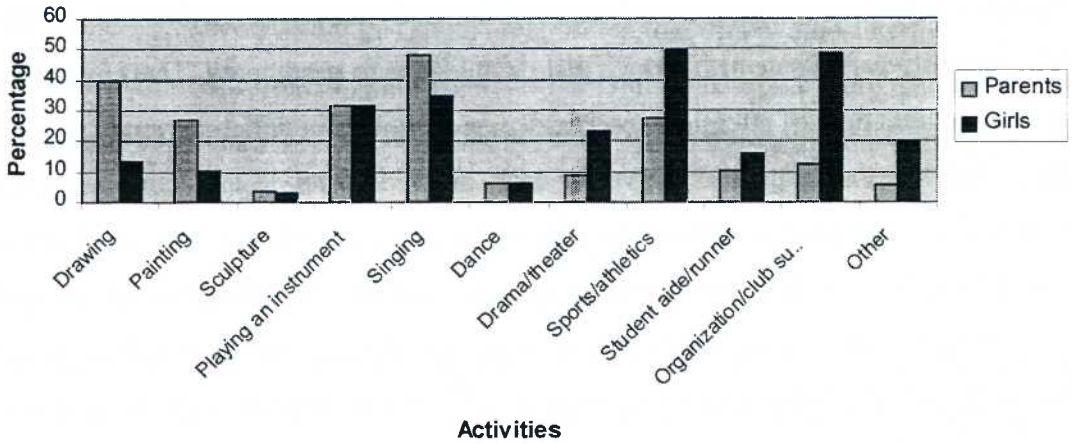

Figure 1. Participation of Current Girl Scouts in School-Affiliated Activities

Outside of school, the most popular activity with the younger girls is sports/athletics; over half (56.4%) of the parent respondents indicated that their daughters were active in some sort of non-school affiliated sport. Additionally, over one third of the respondents indicated that their daughters are involved in some sort of a religious youth group. Older girl scouts seem to mirror their younger counterparts in non school-affiliated activities. Outside of school, older girl scouts are also very likely to be involved in a sport or to be involved with a religious youth group. Overall, the type of activity that girl scouts of any age are likely to be involved in outside of school varies.

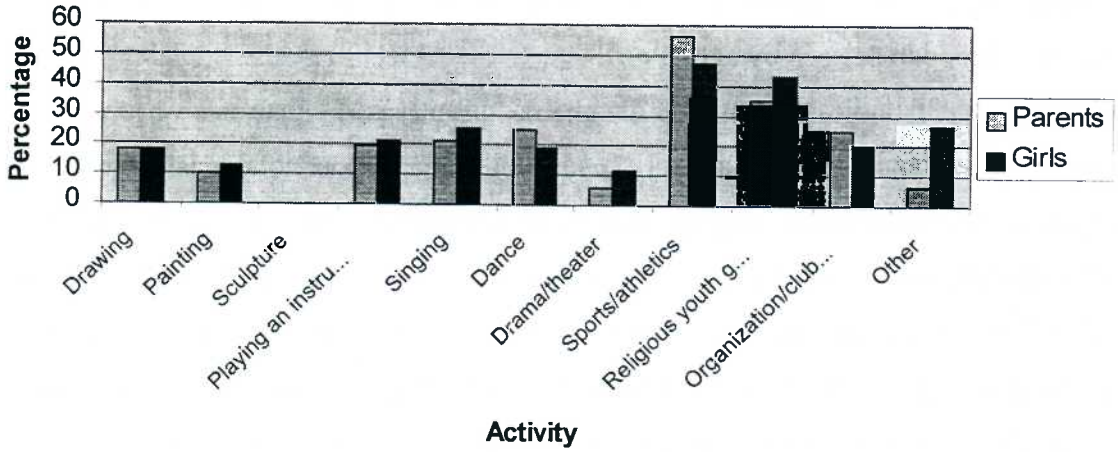

Figure 2. Participation of Current Girl Scouts in Non-School-Affiliated Activities

Interest in Activities

As previously stated, a primary objective of the study was to determine the activities in which girls currently participate or in which girls would like to participate. Therefore, the mail survey focused a great deal of attention specifically on activities in which parents/current scouts would like to see their daughters/themselves be more active in through girl scouting. A wide variety of activities were presented to the parents and scouts in an effort to answer this question. The activities have been divided into the major groupings of educational activities, cultural activities, team sports, individual sports, water sports, and other recreational activities. These categories are meant only to help organize the presentation; they are not intended to reflect the structure of girl scout programming.

Some of the differences in responses are most likely the result of a combination of factors. The most obvious of these is the different perspective from which parents and girls may

approach the question. It is probable that parents will choose more serious or useful subjects, while girls list those that they consider interesting or fun. Age also influences the responses. Parents of very young girls may feel that some subjects are a bit premature for their daughters (for example- career exploration). Teenage girls, on the other hand, may feel that they have had more than enough exposure to certain subjects already (perhaps social pressures).

Educational Activities

The girl scout experience has often been thought of as one which teaches girl scouts new skills or expands its members' horizons. In this vein, we find that both parent and girl respondents indicate that they are very interested in exploring a variety of educational activities within the girl scout troop setting *(Table A7)*. Parents of girl scouts age 12 and under indicate a particular interest in having their young daughters learn about nature, cooking, and care for animals. For older girl scouts, photography joins care for animals and cooking among those educational activities which elicit the most interest. As may be expected, older girl scouts are interested more than the younger girls in interview and job search techniques. However, it is interesting to note that only about half of the girls who responded wanted to learn such skills in conjunction with scouting.

Cultural Activities

Table A8, in the appendix, displays responses to the question concerning cultural activities. All ages were interested in participating in multiple activities listed within the cultural activities category. Parents of young girl scouts responded that they would like to see girl scout troops especially involved in singing and arts & crafts. Older girl scouts were also interested in participating in arts & crafts. However, their main focus within the cultural activities category shifted to listening to music.

Team Sports

Once again, there seems to be a consistency between respondents of different age groups with respect to their interest level in playing sports within the girl scout context *(Table A9)*. While approximately half of all the respondents (both parents and girl scouts) were interested in seeing team sports organized by the girl scouts, this interest is less overall than the preference expressed for other general categories of activity.

Individual Sports

Horseback riding, gymnastics, and biking are the individual sports that parents would most like to see their young daughters participating in through the girl scouts *(Table A10)*. Older girl scouts were likewise very interested in horseback riding while scouting. Interestingly, there was a lot of interest for older scouts in learning self-defense.

Water Sports

Swimming was by far the water sport in which parents expressed the most interest in having their daughters participate *(Table A11)*. Although diving, boating, tubing, and canoeing also raised interest in more than half of the respondents. All water sports which were listed were of interest to the majority of older girl scouts.

Other Recreational Activities

Once again, in the "other recreational activities" category, parents expressed a desire to have their daughters participate in a variety of activities *(Table A12)*. Interest levels were high for camping, ice skating, try-its/badges/interest project patches, taking trips, service projects, bowling, and roller skating. Parents noted much less interest in having their daughters play video games or use virtual reality in conjunction with girl scouting.

Interest in "other recreational activities" also existed for older girl scouts. However, the preference was less overall with the older girls than with parents of younger girls. Exceptions to this include video games and virtual reality, where about half of the older girl scouts expressed interest.

Camping

Many parents indicated that their young daughters had not yet experienced camping with girl scouts *(Table A2)*. As indicated by the parent respondents, 28.2% of their daughters had never been troop camping, 35.9% of the girls had never been to day camp, and 51.3% of the girls had never been resident camping. Of those who had camped before, most found it an enjoyable experience.

Almost all of the older girl scouts have been camping before and, like their younger counterparts, the older girl scouts enjoy the camping experience. About half of the older girls who responded to the survey report planning/taking two or more camping trips in the 1999-2000

program year. On the other hand, only about a quarter of the parent respondents reported that their daughters' troops have taken/planned two or more camping trips this year.

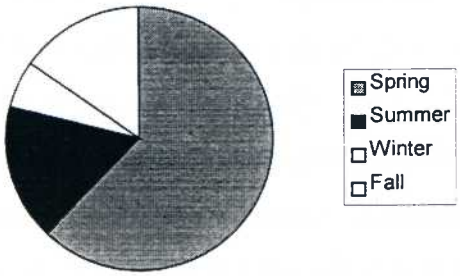

Figure 3. Seasonal Preference for Camping

From the parents and girls that responded, we learn that **spring is the preferred season for Girl Scout troop camping** (Figure 3). Additionally, **very few winter camping experiences were reported**. About half of the respondents reported having camped or planned a camping trip to Grove Point in this program year*(Table A19)*. While under a quarter of the parents who responded indicated that their daughters camped at Camp Todd, about half of the older girl scouts noted that this was a site for troop camping. One-quarter to one-third of the respondents noted camping at non-girl scout sites.

The favorite campsite by far, for both girls and parents, was Grove Point *(Table A19)*. Parents of girl scouts age 12 and under cited "activities offered" as the main reason that this was the favorite site *(Table A20)*. Older girl scouts said that Grove Point was their favorite because of the facilities.

Additionally, parents and girls were asked about their favorite camp activities and also about their attitude toward several features of camping. Once again, there was some difference in answers due to age *(Table 22)*. Parents of younger girls expressed preference for arts and crafts. Older girls, on the other hand, favor campfires as the best camp activity. Overall, older girls enjoyed all camping activities more than their younger counterparts. Likewise, more of the older girls than the younger ones enjoy the various camping attributes, such as type of building and access to resources *(Table A23)*. Younger girls prefer camping in buildings rather than in tents or in adirondacks. However, older girls favor camping in tents. Both age groups prefer beds or cots to mattresses on the floor. And both also preferred having access to toilets rather than latrines.

Lastly, about half of the respondents indicated that they were happy with the amount of camping that their daughters'/their troops do within a program year *(Table A17)*. One-quarter to one-third of the respondents felt that troops did not camp enough and almost none said that troops camp too much.

Attitudes Concerning Girl Scouts

A major concern of the Council is whether girl scouting presently meets the needs of its members in the Chesapeake Bay area. A series of questions were designed to determine likes and dislikes of girl scouting in general and of troop meetings specifically.

Attitudes Toward Girl Scouting

Not surprisingly, likes and dislikes are strongly influenced by the age of the girl scout *(Table A2)*. These differences are extremely strong in some cases and should be emphasized.

Overall, **trips appear to be the most liked thing about the girl scout experience, receiving high rates in all age groups**. Moreover, none of the respondents indicated that girls dislike trips. The friendships are also liked by most of the girls in each age group, although less so among the group of older girls.

The youngest girls appear to like just about everything with uniforms being the least popular. Although service projects, meetings, and fund raising head the list of dislikes, none of these received an extremely high number of responses. In fact, the majority of parents simply didn't know of anything their daughter disliked.

Uniforms, service projects, and fund-raisers become increasingly disliked by older girls, however. While these features may be attractive to many, though not all, young girls when they first join, this changes rather dramatically as the girls grow older. A similar trend can be seen with meetings and badges. However, dislike of these two is not nearly so strong as the intense dislike of wearing uniforms.

The needs assessment from 1986 shows that, in the Girl Scouts of the Chesapeake Bay Council, girl scouts of all ages were apathetic toward service projects.

> *Relatively few (32-34 percent) in any of the groups stated that they liked [service projects]. If service is to be emphasized in Girl Scouting, this might be an area that deserves attention.*

The Girl Scouts of the Chesapeake Bay Council seems to have overcome this apathy. While there were several older girls who actually expressed dislike for these activities, the majority (72-78 percent) stated that they liked them.

Attitudes Toward Troop Meetings

The activities girls enjoy participating in during troop meetings are also largely influenced by age *(Table A2)*. Talking with friends was the activity most liked by both age groups. Parents of younger girls indicate that games, arts and crafts, working toward badges, taking short trips, and songs are all liked by their daughters. As girls grow older, these activities become less popular, especially songs. Older girls, in contrast, enjoy planning activities.

There is less disagreement over what girls enjoy least. Business activities are liked least by both ages. Older girls are also very likely to mention disliking songs. Career exploration and outside speakers are somewhat unpopular among all age groups as well as working toward badges among some older girls. A considerable number of respondents in each group however, were unable to identify any activity they did not enjoy.

Other Girl Scout Attributes

Additionally, girls age 13 or over were asked what would make girl scouts more interesting and fun. **While about half suggested that girl scouts should plan different types of activities, almost all (97.9%) simply requested that girl scouts have MORE activities** *(Table A6)*. However, most of the girls noted that they were pleased with the amount of participation they have in the planning process. Thus, it may be up to leaders or council to plan additional activities.

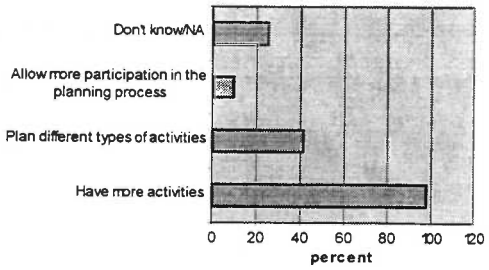

Figure 4. Making Girl Scouts More Fun

Older girl scouts were also asked two questions on diversity. Given the definition, "*Girl Scouts value acceptance of diversity by promoting an understanding and appreciation of individual, cultural, religious, and racial differences* ", over half (62.1%) said that diversity does exist within their troops *(Table A25)*. Forty-six percent stated just as clearly that girl scouts should continue to strive to make troops more diverse *(Table A26)*.

Membership Characteristics

As might be expected, length of membership in the girl scouts is linked to the age of the girl scout *(Table A31)*. Parents of younger scouts indicated that their daughters have been members for just a short number of years. However, girl scout respondents age 13 and up indicated that the vast majority have been members for a longer length of time. 89.5% have been in girl scouts for a minimum of four years (67.4% of girls in this age group have been members for more than seven years).

Respondents' residences are relatively representative of the population of Girl Scouts of the Chesapeake Bay Council's members *(Table 42)*. Just less than half come from New Castle County, Delaware while approximately 65% come from the state of Delaware. About one third of the responses came from Maryland and very few came from Virginia.

B. Troop Leaders

This section focuses on the mail survey of girl scout troop leaders. Many of the questions are similar or identical to those asked of parents and girls. Additional questions were included to address specific issues or problems that troop leaders face.

Leadership Characteristics

Table A 31 shows how long respondents have served as troop leaders. Leaders of older troops are more likely to have served longer than those of younger troops.

The majority (89.3%) of leaders who responded to the question, "Why did you become a girl scout volunteer?" answered that their daughters were girl scouts *(Table A32)*. Other reasons that leaders gave for volunteering their time to the girl scouts include believing in the program, having a general interest for children, and contributing to the community.

Most (80%) of the troops have less than 15 girls *(Table A43)* and about half (48.7%) are located in New Castle County, Delaware *(Table A 42)*. The leaders who responded to this survey are representative of the Girl Scouts of the Chesapeake Bay Council membership in terms of residence *(Table A42)*. Almost all (92.4%) of the leaders who responded to the survey stated that they were over 31 years old, with about half being in their 30's and half being in their 40's or above *(Table A54)*. Additionally, almost all (93.4%) of the leaders who responded to the questionnaire are currently married *(Table A55)*. Girl scout leaders are largely female; only one survey was returned by a male troop leader.

With respect to employment, leaders more closely resemble mothers of younger girl scouts than those of the older girls *(Table A40)*. Under half (43.4%) of leaders work full-time outside of the home. Additionally, another third are either employed part-time or self-employed. About sixteen percent of leaders are not employed outside of the home.

Troop leaders' racial identification tends to mirror the racial identification indicated in the two groups of parent and girl respondents *(Table A52)*. The majority of leaders (85.5%) are white. A handful of leaders described themselves as black, hispanic, or other. Like racial identification, household income also tends to mirror that of parents of current girl scouts *(Table A51)*. About half of the leaders who responded stated that their annual household income was

$60,000 or above. There were no leaders who reported having an annual household income of under $20,000.

Leader qualifications

Leaders overall seem to have a fair amount of training directly pertaining to troop leadership *(Table A49)*. Eighty-four percent of the respondents have their basic leadership certification. Additionally, over half of the respondents have first aid certification (55.3%), CPR certification (67.1%), camping certification (52.6%), and have taken additional workshops (60.5%).

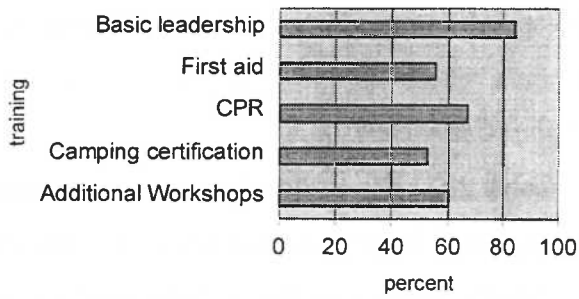

Figure 5. Leaders' Scout Training

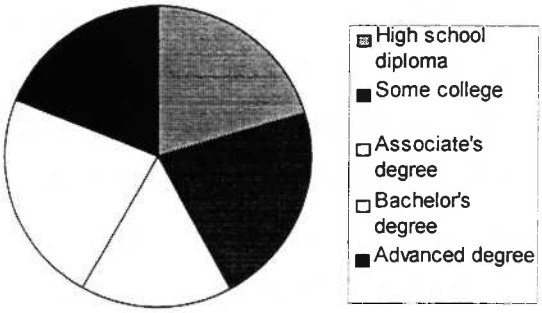

Figure 6. Troop Leader Educational Levels

The Girl Scouts of the Chesapeake Bay Council's volunteers have a wide spectrum of experience with respect to educational level. Leaders fell evenly into five separate categories of educational level: high school diploma, some college, associate's degree, bachelor's degree, and advanced degree (master or doctoral) *(Table A53)*. This wide spectrum of education within the Girl Scouts of the Chesapeake Bay Council's volunteer pool adds to the diversity of experience within scouting. Additionally, it adds to the challenges that the council staff face in supporting a large number of volunteers with such a wide spectrum of needs and demands.

Troop Activities

Program planning efforts require a knowledge of the type of activities that are currently being conducted by girl scout troops. Leaders were therefore asked to indicate the activities their troops have participated in or planned for the 1999-2000 program year.

Fifty percent or more of the respondents indicated that their troops are involved in the following activities: health and nutrition, general nature activities, singing, arts & crafts, camping, taking trips, service projects, fund-raisers, and try its/badges/interest project patches.

Educational Activities

In the educational activities category, it is apparent that leaders try to allow planning for a variety of activities within the troops. Because we know that a large number of girls take place in the planning process within the troop, it makes sense that the activities in which the girls are most interested are the ones being implemented. However, it seems that **troops are not as active as girls are interested in becoming** *(Table A3)*. In particular, the variety of interest expressed by both parents of younger girls and the older girls themselves is not mirrored by a variety of activities taking place within the troops.

Over half of the respondents stated that they participate in general nature activities and in health and nutrition activities. Many also reported that their troops took part in self-esteem skill building, cooking, care for animals, science, and sewing.

Table 3
Area of Interest/Troop Activities: Educational Activities

	Parents* (4-12)	Girls* (13 & up)	Troop Leaders**
Computer programming	63.5 %	54.7 %	6.7 %
Basics of the internet	64.7 %	56.8 %	9.3 %
Web page design	46.8 %	69.5 %	2.7 %
Photography	68.6 %	81.1 %	8.0 %
Care for animals	87.8 %	77.9 %	29.3 %
Cooking	87.2 %	76.8 %	46.7 %
Job search techniques	28.8 %	47.4 %	10.7 %
Interview techniques	29.5 %	43.2 %	6.7 %
Science	73.7 %	57.9 %	22.7 %
Health and nutrition	77.6 %	54.7 %	57.3 %
Sewing	74.4 %	42.1 %	21.3 %
Self-esteem skills	77.6 %	43.2 %	48.0 %
General nature activities	84.6 %	54.7 %	60.0 %
Assistance with social pressure	71.8 %	41.1 %	18.6 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Cultural Activities

As shown in Table 4, most girl scout troops participate in the cultural activities of arts & crafts and singing. Additionally, approximately one-third of the leaders report that their troops listen to music and participate in or learn about cultural customs and celebrations.

Table 4
Area of Interest/Troop Activities: Cultural Activities

	Parents* (4-12)	Girls* (13 & up)	Troop Leaders**
Listening to music	75.6 %	87.4 %	33.3 %
Playing an instrument	68.6 %	55.8 %	13.3 %
Singing	84.0 %	64.2 %	50.7 %
Music appreciation	74.4 %	58.9 %	18.7 %
Cultural customs/celebrations	73.7 %	65.8 %	36.0 %
Ethnic dancing	53.2 %	46.3 %	5.3 %
Attending theater	75.0 %	66.3 %	28.0 %
Acting	64.7 %	68.4 %	14.7 %
Arts and crafts	86.5 %	73.7 %	70.7 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Team Sports, Individual Sports, and Water Sports

For the most part, girl scout troops do not currently participate in team sports, individual sports, or water sports *(Tables 5,6,7)*. With the exception of swimming (40%), volleyball (26%), and horseback riding (20%), response rates are very low for all of the activities listed. These participation rates fall far below the level of support indicated by girls and their parents.

Table 5
Area of Interest: Team Sports

	Parents* (4-12)	Girls* (13 & up)	Troop Leaders**
Basketball	51.3 %	47.4 %	10.7 %
Volleyball	56.4 %	60.0 %	26.7 %
Tennis	53.2 %	60.0 %	1.3 %
Soccer	55.1 %	55.8 %	10.7 %
Softball	49.4 %	44.2 %	6.7 %
Field hockey	45.5 %	43.2 %	5.3 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table 6
Area of Interest: Individual Sports

	Parents* (4-12)	Girls* (13 & up)	Troop Leaders**
Horseback riding	75.0 %	75.8 %	20.0 %
Snow skiing	57.1 %	58.9 %	8.0 %
Wall rock climbing	35.3 %	67.4 %	2.7 %
Golf	37.2 %	28.4 %	4.0 %
Weight training	21.2 %	43.2 %	1.3 %
Self defense	64.7 %	72.6 %	2.7 %
Tae bo	38.5 %	57.9 %	0 %
Tai chi	33.3 %	45.3 %	0 %
Gymnastics	78.2 %	52.6 %	1.3 %
Biking	75.0 %	64.2 %	4.0 %
Fishing	62.8 %	44.2 %	1.3 %
Archery	47.4 %	49.5 %	2.7 %
Skate boarding	27.6 %	37.9 %	0 %
Roller blading	67.3 %	55.8 %	8.0 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table 7
Area of Interest: Water Sports

	Parents* (4-12)	Girls* (13 & up)	Troop Leaders**
Swimming	87.2 %	81.1 %	40.0 %
Diving	65.4 %	67.4 %	0 %
Boating	64.1 %	73.7 %	2.7 %
Tubing	55.1 %	73.7 %	8.0 %
Water skiing	44.2 %	72.6 %	0 %
Scuba diving	34.6 %	70.5 %	0 %
Windsurfing	33.9 %	63.2 %	0 %
Sailing	44.2 %	67.4 %	0 %
Canoeing	68.6 %	73.7 %	8.0 %
White water rafting	41.0 %	73.7 %	8.0 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Other Recreational Activities

Participation rates are relatively high for many of the activities listed in the "other recreational activities" category *(Table 8)*. Many of these however, are considered to be traditional girl scout activities. For instance, girl scout troops are expected to be active in service

projects, take part in fund-raisers, take trips, go camping, and work toward try-its/badges/interest project patches.

Table 8
Area of Interest: Other Recreational Activities

	Parents* (4-12)	Girls* (13 & up)	Troop Leaders**
Roller skating	76.3 %	56.8 %	32.0 %
Video games	37.2 %	50.5 %	1.3 %
Virtual reality	28.8 %	63.2 %	0 %
Hiking	79.5 %	71.6 %	46.7 %
Camping	83.3 %	75.8 %	82.7 %
Ice skating	80.1 %	72.6 %	20.0 %
Bowling	72.4 %	68.4 %	32.0 %
Taking trips	85.9 %	86.3 %	82.7 %
Service projects	81.4 %	62.1 %	74.7 %
Fund raisers	59.0 %	49.5 %	85.3 %
Try-its, badges, interest project patches	80.8 %	58.9 %	84.0 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Council Sponsored Events

68% of the respondents reported that they either have participated or plan to participate in an event/activity sponsored by council *(Table A13)*. 17.3% reported that they have not and will not.

Leaders whose troops participate in council-sponsored events indicated that they do so because the activities are interesting and fun, the girls enjoy meeting other girl scouts, and the events provide ideas for troop activities *(Table A14)*.

It is interesting to note that even those respondents who have participated in the various council sponsored activities indicated some faults with the process. The main reason given for troops not to participate in council-sponsored events is that the girls aren't interested in the activity *(Table A15)*. Additionally, some leaders noted that activities were too expensive, already filled, or at an inconvenient location.

Camping

The majority of leaders (84.2%) report that their troops take two or less camping trips per calendar year *(Table A16)*. Furthermore, over half (60.5%) of the leaders report that they were

satisfied with the amount of camping their troop does *(Table A17)*. About one-third of the leaders responded that their troops do not camp enough and there were no reports of camping too much.

Just over one third (34.2%) of the respondents said that their troops camp at the Grove Point facility. Another third (26.3%) replied with multiple campsites, indicating that there is no "normal" site. Only 15.8% of the leaders responded that they normally camp at "other" (non-girl scout owned) camp sites. When asked what attributes attract them to a particular campground, overwhelmingly leaders cited facilities and location.

For those leaders who indicated that they do not camp, a question was included to determine why not *(Table A24)*. The most often cited reason for not camping was "can't get preferred time or location." Many leaders also noted that "I do not like to camp" or "it's too much trouble." Very few said that camping was too expensive or that the girls do not like to camp.

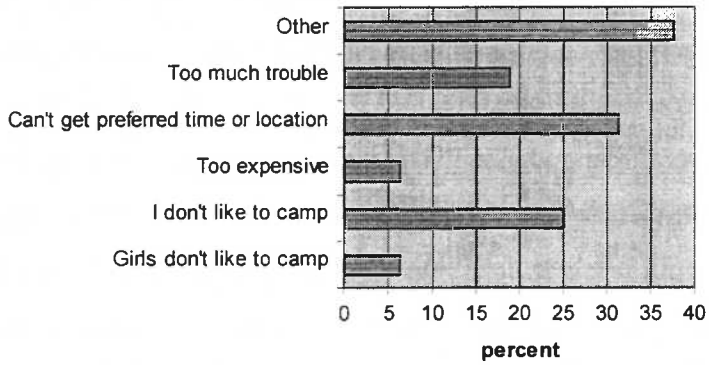

Figure 7. Why Leaders Say Troops Do Not Camp

Leaders were also asked the question, "What would make camping easier and more enjoyable?" Table 9 details the various responses grouping them by category. A total of thirty-four leaders answered this question.

The most prevalent response given by the leaders was in relation to availability of campsites in the 'busy' seasons (especially spring). Many leaders also gave suggestions that seem to lend themselves to easing this mismatch between supply and demand. Suggestions, which can be found in the "access" category, included adding additional sites to current camping areas, buying new property, and dividing current campsites (built for 25-30 people) into multiple small sites (for 10 people or less).

The other general category that many answers fell into is "organization." Responses in this category encompassed suggestions to expedite paperwork (via the internet) as well as detailing changes to be considered such as check-in time and the logistics of dropping off

resources or having knowledge previous to the event of whether or not a troop will have to share resources with others. A couple of the leaders also gave input regarding area encampments.

Leaders were adept at pointing out additional resources that would make camping easier and more enjoyable. Suggestions included having basic resources on hand at the various campsites, having more enclosed sleeping areas accessible for use, investing in better beds, and owning "real" (orienteering) maps for girls to plan hikes. Additionally, one respondent pointed out the importance of keeping wild areas to promote wildlife.

Other suggestions that leaders have for making camping easier and more enjoyable are lowering the cost to camp and increasing the amount of 'camp training' available. Additionally, many respondents noted that more parental participation would also help with the girl scout camping experience.

Several respondents also noted that there was nothing that would make the experience easier or more enjoyable. A couple leaders had not, as of yet, been camping. One noted that council simply needs to continue what has already been done. Others simply stated that personal/troop time and preparation was what was needed or that older girls simply had different priorities than camping.

Table 9
Suggestions to Increase Ease/Enjoyment of Camping (n=34)

Availability	• Easier to get sites • I have tried for 3 years to complete the camp the Peninsula Patch. We only need 1 more patch (Grove Point). When I call, I am too early-call back after (?) date. I do so then there is no availability. Most of the upper state troops have 1st pick and that's not fair. It's all troop encampment. So we don't use any of the council sited we go to camp grounds • More camping sites- find when you call in mid-January, most camp sites are booked through May-June • The use of all facilities not available to scouts unless they go to summer camp. • Make more accessible- hard to get campsites, senior troops plan spur of the moment sometimes then can't get camp. • Hard to get council sites sometimes especially April, May, September, and October due to area encampments • Allow more time for individual troops-we can hardly ever get space at GS facilities- areas and council events have first choice

(Table 9 continued…)

Access	• Country Center outdoor sites should be open in the winter. • Limit the restrictions on where we can camp- private property for example • Have a [new] site in the mid-section of Delaware • Add to existing camps • Council needs to have a few small campsites for 10 and under people. It seems foolish to reserve a campsite that sleeps 25-30 and you only have 5-10 people using the site. The number of sites would be increased. • Doing it on our own, at our own spot, the way we want to do it.
Organization	• More organized when area attends together • More council organized camping • Have area encampment every year with different areas attending together • If we could do more paperwork via the internet instead of this person hands to this person then this person delivers to council then council lets you know sometime in the next month whether or not you can go. • Allowing cars to be driven to camp to drop off and pick up equipment only • Found out after we were at camp that we had to share the cabin with another troop • We planned one camping trip in November had to cancel due to stupid rule of council-making us not able to check in til 7PM on Saturday night unacceptable • No follow-up on cancellations-sites being empty week after week. • Staff to run more resident type programs at all the camps- not just Grove Point • More activities
Additional resources	• Basic supplies on hand at all times • Make supplies available at camp so leaders have more room for girls to travel-limits space taking cleaning supplies, grills, etc. • Less restriction on supplies that can be brought to camp • Have more sleeping areas that are enclosed. I don't like sleeping outside • It could be cleaner- flush toilets, the beds at camp are terrible • Real maps for girls to plan hikes, orienteering (like a geo-survey map) • Keep wild areas to promote wildlife
Cost	• Making it more affordable so more girls could attend • Reduce costs • Charge per girl, not per site • It's cheaper not to use girl scout sites
Training	• Find a better way for leaders to obtain training • Camp training more accessible and less threatening for leaders • I need to get certified

(Table 9 continued…)

Parental participation	• I think if the parents would help a little more, it would be a lot easier. I love to camp. • Better parent participation
Nothing	• I have not done camping yet as a troop leader and am hoping to go to a council event to get my feet wet with girls. They seem very excited • As a new Brownie leader, we have not experienced camping yet • Continue to do what you are currently doing- camp sites are well maintained • I can't think of anything CBGSC can do- I need more time to plan and prepare with the girls • Nothing-it is the age level and amount of time of my senior scouts that prohibits more camping

Beliefs About Girls' Attitudes Toward Girl Scouting

Several questions were asked to determine what leaders believe girls like and dislike about girl scouting. This information is important in that these beliefs influence the manner in which troops are administered and the types of activities which are planned.

Table A2 lists what troop leaders believe girls like and dislike about girl scouting. Leaders' beliefs appear to accurately reflect the attitudes expressed by girls and their parents. Additionally, troop leaders have recognized that girl scouts like to participate in planning their troop activities and the vast majority (90.7%) report that girls do participate in the planning process *(Table A4)*.

Leaders' Attitudes Toward Girl Scouting

In addition to meeting the needs of girls who are members of the girl scouts, the Council is concerned with satisfying the needs of its troop leaders. This is especially important since leaders serve in a volunteer capacity. To examine this issue, questions to identify leaders' likes and dislikes of girl scouts were included on the survey. Other items dealt with plans to continue as a leader and types of support the council can provide to assist leaders.

Likes and Dislikes of Girl Scouting

For the most part, leaders were very positive in their responses about what they enjoy about scouting *(Table A3)*. Almost all (98.7%) stated that they enjoy working with the girls.

Most also enjoy the activities and being able to spend time with their daughters. Taking trips, meeting other people, and participating in service projects also topped the list of what leaders enjoy about scouting.

However, there remains much room for improvement in a few areas. Only half were pleased with the amount of training they received and the amount of cooperation that they get from parents. Additionally, just one-third of the leaders stated that they were happy with the amount of cooperation that they receive from council.

Plans to Continue as a Leader

Over three-quarters of the leaders who responded to the survey stated that they are planning to continue in the leader capacity next program year *(Table A44)*. The reasons given for wanting to continue seem to mirror the reasons for first becoming a leader. The main reason leaders give for returning next year is "opportunity to be with my daughter" *(Table A47)*. Additionally, over half of the respondents indicated they believe in girl scouts, enjoy being a leader, and feel as if they are contributing to the community.

Support from Council

About half of the leaders who responded have sought supportive services from the council *(Table A29)*. When the support is sought, it is often for assistance with paperwork or forms *(Table A30)*; 59.4% of leaders who responded that they have sought supportive services indicated that the support was for paperwork or forms. Many leaders also seek support from council when planning trips (43.8%), with program ideas (37.5%), and in planning activities (21.9%).

Less than ten percent of the leaders responded that they sought assistance with any other problem including: suggestions for retaining girl scouts, conflict management/alternative dispute resolution, or contemporary issues (substance abuse, child abuse, violence, death of loved ones, teenage suicide, divorce, time management, teenage sexuality, anger management, or information management).

Twenty-nine leaders also answered the open-ended question: "If you have sought supportive services, what was your experience with the process?" As seen in table 10, several

leaders had a very positive experience dealing with council for supportive services. Many of these positive responses alluded to the helpfulness of council staff.

Table 10
Positive Experiences Reported with Chesapeake Bay Girl Scout Council's Supportive Services

Staff	• Cordial staff • Everyone has been very courteous • Staff is helpful • Council is always very helpful • The staff at PRC has been very helpful • Most people are very helpful
Quality of response/ information	• Questions were answered in a timely manner • My questions have always been answered • Very helpful- if need info, was found elsewhere and relayed
Service	• To book camping trip, Yvonne was very helpful • I had to call 3 times, but I did receive some of the money requested
General	• Council has been helpful each time I have called • Great • Helpful • Helpful • No problems

While many leaders reported positive experiences when seeking support from council, many others reported an experience that was less than optimal. Responses that can be classified as "negative" are reported in table 11.

Leading the list of the negative experiences that leaders have had when seeking support from the Girl Scouts of the Chesapeake Bay Council is the automated voice mail system. Additionally, many respondents noted that they had difficulty reaching personnel beyond the automated system in that council staff would not return their phone calls (promptly or at all).

When phone calls were returned to the leaders, sometimes the quality of response that was given was the cause for disappointment. Leaders reported a lack of follow through and sometimes confusing or differing answers. This lack of consistency or knowledge also caused volunteers to express frustration with council staff. One leader's comments seemed to express the lack of consistency that many alluded to: a "change of staff produces change of procedures (every time)."

The category "resources" encompasses responses regarding a wide variety of responses. However, it basically groups responses that concern Girl Scouts of the Chesapeake Bay Council's distribution of, access to, and support for use of its resources. Leaders suggested that council make its resources more widely known, have consistent training sessions with easier access, recruit more volunteers, and keep less fund-raising money from cookie sales. Some respondents also commented on the abundance of paperwork and rules governing girl scouting.

As in the group of responses of positive experiences with supportive services, a small number of leaders answered negatively in general. These leaders did not elaborate on what aspect of support they found lacking.

Table 11
Negative Experiences Reported with Chesapeake Bay Girl Scout Council's Supportive Services

Voice mail/ Response time	• Always get machines. • You hardly ever talk to anyone on the phone, you always get a recording • It seems as if I am constantly talking to voice mail • Voice mail system is annoying- I'd rather speak to a person • Calls not frequently returned • Sometimes difficult in reaching personnel at Newark office • Takes a long time to get an answer to questions • Not returning phone calls • Sometimes phone calls aren't returned • Failed to return calls • Sometimes it does take a while to get a response
Quality of response	• Not followed up with satisfying answers • Fickle responses • No follow up • Lack of information • Non responsive. I think this was because the area chair was not comfortable handling the situation • Confusing. Often times you get several different answers. • Did not follow through on community development recommendation for grass-roots fundraising to prevent sale of country center parcel

(Table 11 continued…)

Staff	• Rudeness from staff • Field staff for my area has serious attitude problems and upsetting many leaders. I basically was told by her to keep my mouth shut, it was her area and she would do what she wants • Lack of knowledge by staff • Change of staff produces change of procedures (every time) • Does not have good understanding of council policies- such as leader recognition • Area chair and many other service-team positions filled by a council employee. Not a vested interest in our girls, only doing her "job" • Council relies on volunteers for activities paid staff should be doing • Often do not have camping supplies ready for pick up when ordered
Resources	• Council doesn't make their resources easily known • Council needs to inform leaders of all that council has to offer • Their training is not consistent • Hard to get through to register for classes • Getting cadette/senior training closer to home is like pulling teeth. Still have not had training- girls also have not had luck finding troop to do silver award with • They need to help more recruiting leaders • They keep too much cookie money • Very few council events in New Castle County • Too cumbersome, too much paperwork required to get things accomplished • Too much red tape • Lack of positive reinforcement for volunteers
General	• Very little support • Not too supportive at times. • Poor. • Too hard to get supportive services

C. Former Girl Scouts

This section discusses the results of a mail survey sent to parents of girl scouts who have become inactive within the past year. The questionnaire is a shortened version of the survey sent to current girl scouts and parents, permitting comparisons between current and former scouts, which asks one additional question concerning the reasons why girls have dropped out of scouting.

Interests and Activities

Many of the former girl scouts participate in activities through school *(Table A1)*. The most popular activity listed by the parents of the former Girl Scouts was sports, with over half (53%) of the girls participating in some school-affiliated athletic activity. Close to half of the parents reported that the former girl scouts sing, play an instrument, or participate in school clubs. Several respondents also indicated that their daughters participate in drawing, painting, sculpting, and dancing in school.

When reporting their activities outside of school, an overwhelming majority (67%) of the respondents stated that their daughters play sports. Participating in a religious youth group and playing an instrument were activities in which close to one fourth of the former Girl Scouts participated outside of school. Other respondents listed activities which mirrored the ones which their daughters participated in school.

Perceptions of Girl Scouting

In general, parents of former girl scouts reported a positive perception of girl scouting and activities *(Table A2)*. Over three-quarters of the parents reported that their daughters enjoyed troop meetings, building friendships, and taking short trips. A similar amount of responses (77%) indicated that the girls liked their leaders. Over half of the parents stated that their daughters liked the traditional girl scout activities, such as earning badges, completing service projects, and troop camping. When asked to report on their daughters' attitudes toward day camp and resident camp, over one-third of the parents marked "doesn't apply." This could possibly indicate that camping is not presented as an option to many girls in troops. Of the parents who indicated a preference for camping, almost half stated that their daughters liked day and resident camping.

The only aspect of girl scouting which received a negative rating was the uniforms. Only 19% of the parents reported that their daughters liked the uniforms.

Only about half of the respondents (58%) stated that their daughters helped to plan troop activities. This is a notable difference between the former scouts and the present scouts, with the present scouts reporting that 85% help to plan activities. These data may be seen as one reason that the former girl scouts did not want to continue as members.

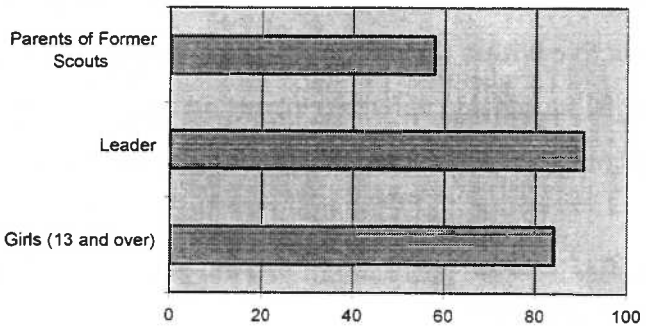

Figure 8. Participation in Planning Activities

The parents also responded positively about activities in the girl scout meetings. Over three-quarters of the respondents indicated that their daughters enjoyed talking to other girls, participating in arts and crafts, playing games, and taking short trips. Activities such as taking part in the planning process and earning badges were enjoyed by over half of the former girl scouts. Around one-third of the parents reported that their daughters liked conducting business, listening to outside speakers, participating in career exploration, and learning about other countries. The responses to the latter three activities included a large percentage of "doesn't apply" due to the amount of respondents who were parents of younger girls.

Reasons for leaving

The survey requested that the parents report the reasons why their daughters are no longer in the Girl Scouts *(Table A5)*. The parents were given seven choices of answers and they could mark "all that apply." As can be seen in Figure 9, almost half (49%) reported that their daughters were busy with other activities. This seems logical given the age and grade in which most of the girls are when they leave the Girl Scouts. After children leave elementary school, there are more activities available for their participation. One third of the respondents stated that the meetings were inconvenient. Close to one quarter of parents reported that their daughters were too old for girl scouts. Of course, looking at the demographic information, we can see that this choice is associated more with the general image of girl scouting than the girls' actual ages. A few

respondents stated that either their daughter did not get along with the leader or other girls or that the Girl Scout experience was too expensive.

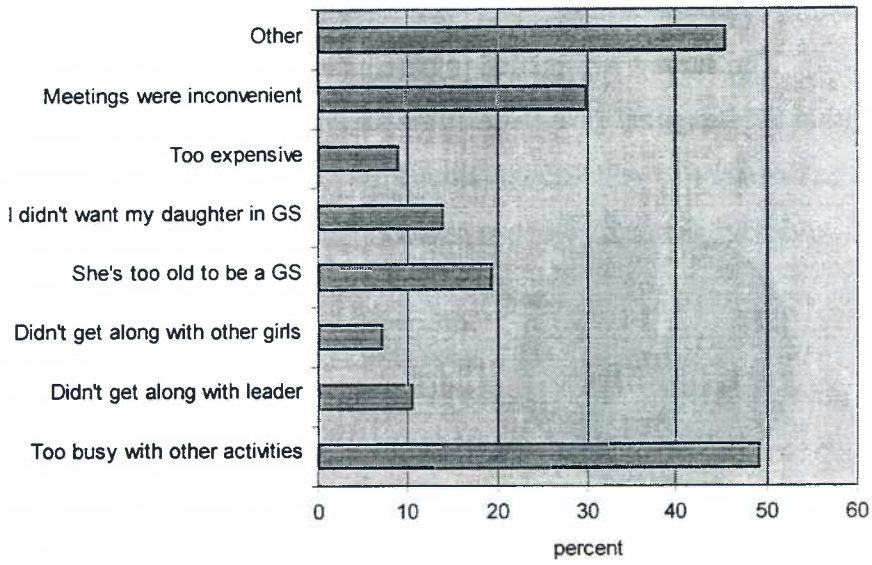

Figure 9. Reasons Why Former Scouts Left Scouting

Due to the nature of the questionnaire, the respondents could mark one or all of the choices given. They could also mark "other" without an explanation. Almost half of the parents chose the "other" option, signaling that there are possible explanations which were not available options on the survey.

Several parents added comments in the margin. Many of these comments alluded to the lack of an available troop for the girl scout to join. It is interesting to note that in the original 1986 needs assessment, "lack of a troop" or "absence of a leader" was cited as the primary reason for dropping out by a substantial number of those surveyed. The study found that "*a shortage of troops appears to be especially problematic among older age levels.*"

As stated earlier, in response to the question of why their daughters left girl scouting, parents indicated instances where there was a lack of leaders. One remarked that there was "no troop leader." Another stated that "her leader retired." Yet another parent commented that the "leaders quit and lost interest a year before they stopped." In one troop, a parent noted that the "leader had too much to do and brownies was just too much more for her to do. We asked the troop leader to refer us to another troop, but she said she was going to have meetings soon….My daughter misses girl scouts and loved it. She would like to continue…." Another parent stated that the "Leader [was] partial to some girls – didn't notify some girls when changes [were] made." Another parent remarked that "troop didn't do enough fun things to keep her interest. Meetings were boring."

Sample Characteristics

The survey was mailed to parents of girls whose membership in girl scouts had lapsed within the last year. Over half of the parents (62%) reported that the former girl scouts were at the Junior level when they left scouting *(Table A35)*. Very few of the former scouts were Brownies, Cadettes, or Seniors. As would be expected in the Junior level of scouting, over half of the scouts are fifth, sixth, seventh, or eighth graders *(Table A37)*. Additionally, the majority of these girls are between the ages of ten and fourteen *(Table A36)*. Almost half of the former scouts had been in girl scouts for less than three years *(Table A31)*, which is consistent with their grades and ages. These statistics indicate that girls generally drop out of the girl scouts around the time they enter middle school. **If the girls remain in the girl scouts past the middle school age, it seems that they are more likely to remain in the girl scouts throughout their high school years.**

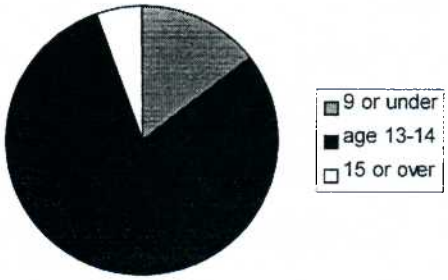

Figure 10. Age of Scouts Upon Leaving

Over three-quarters of the parents (81%) responded that their daughters were involved in a troop with less than fifteen members *(Table A43)* and over half of the respondents had mothers or other family members who were previously girl scouts *(Table A38)*. Half of the surveys returned indicated that the former girl scout lives in New Castle County, Delaware *(Table A42)*. Under one quarter of the respondents live in Sussex or Kent County in Delaware. Under one tenth of the former girl scouts live in Maryland, with the largest number in Worcester County. Over three quarters of the respondents are white and less than one tenth are black, Hispanic, or Asian *(Table A52)*. Three quarters of the parents responding reported that the former girl scout lives with both parents *(Table A50)*. Overall, this data tells us that girls who drop out of scouting have similar demographic characteristics to their counterparts who remain in scouting.

D. Recommendations

Based on the various surveys discussed, certain recommendations may be made. To begin, the Girl Scouts of the Chesapeake Bay Council should encourage GSUSA to update their database of girls and leaders within the council. The number of surveys returned undeliverable suggests that addresses need to be updated for some portion of the current membership. Additionally, classifications concerning roles within scouts should be briefly analyzed. Many current scouts received "dropout" surveys while a good number of former scouts were still being classified as current members. The sample of leaders was likewise inaccurate in many cases. Cookie moms, members of the board of directors, and adult members were incorrectly included on the list of current troop leaders.

Furthermore, the Girl Scouts of the Chesapeake Bay Council should consider emphasizing the importance of a consistent set of policies and procedures. In other words, the council should encourage a system where there will be consistent answers given by staff to questions asked by leaders or parents and consistent procedures, when at all possible, for accomplishing tasks. In order to accomplish this, internal lines of communication will need to be very open.

As reported by girls and leaders, troop leaders themselves seem to be doing a good job of encouraging girl scouts to participate in the planning process for troop activities. Further proof of this is that the activities which are being organized are those that elicit the most interest from girls. However, given the interest levels among parents and girl scouts in participating in a variety of activities, more opportunities of different natures are warranted. In other words, the type of programming that is offered to girls, through their troops or through council, should be more diverse, to match the diversity of interest expressed by girl scouts and parents. Also, the girl scouts who responded noted that in addition to a diverse array of activities, there should be more activities available.

Based on the responses received from parents of girls who have become inactive in scouting, girls who have become inactive are less likely to have had the opportunity to plan activities while in scouting. This difference may explain some reasons for discontinued membership when the girls are not able to participate in an activity that they enjoy. Therefore,

the Girl Scouts of the Chesapeake Bay Council should examine encouraging leaders to get all girls involved with planning a variety of diverse activities as a retention strategy.

Based on the responses received from parents of girls who have become inactive in scouting, it is clear that many young teenagers become increasingly active as they grow older. Given the time constraints placed on young adults and parents, each family makes choices regarding their daughters' activities. Thus, it is important to ensure that parents are aware of the benefits inherent to girl scouting (i.e., gold awards, silver awards, and benefits on college applications) so that parents can encourage their daughters to remain active throughout their high school years.

It also seems as if some parents and girls are having problems with a lack of leaders or troops in their area. Due to the nature of girl scouting, relying on volunteers to run troops, this problem is one that will likely continue to continue into the future. A possible provision to consider is to organize a referral system, either informal or formal, for girls in troops in which the leader quits or the troop dissolves.

Lastly, the Girl Scouts of the Chesapeake Bay Council should consider designing and implementing an annual customer service survey. A short (1-2 page) yearly evaluation such as this will provide to the council some feedback and will give direction on a consistent basis that a more complex needs assessment tool can not (due to time and money resource limitations).

IV. Telephone Interviews: Needs of the Underrepresented Population

In this, the second component of the Girl Scouts of the Chesapeake Bay Council needs assessment, telephone interviews were conducted with adults who work with girls traditionally underrepresented in the girl scout membership. This underrepresented population includes minority communities and migrant workers.

According to the Girl Scouts of the Chesapeake Bay Council, approximately 17 % of the total number of girls served annually are served in some type of a non-troop setting. Additionally, the majority of this 17 % are being served through the summer programs hosted in particular agencies in the Delaware, Maryland, and Virginia area (see appendix for a list of agencies where programs are held). The Girl Scouts of the Chesapeake Bay Council provided a list of names for the interviews, which was composed of representatives from various agencies who host girl scout summer programs. It consisted mostly of agency directors who arrange for the summer girl scout programs to be implemented.

Because about one-fifth of girls served by scouting annually are served in the summer programs and not in actual troops, the Girl Scouts of the Chesapeake Bay Council wanted to be assured that this population of girls is being served adequately. In other words, this research attempts to determine if the service being provided is meeting the needs of the community. In this vein, the researcher questioned these agencies to find out their views on this issue.

The researcher attempted to reach the agencies on several occasions throughout the late fall and early winter months, focusing targeted attempts during the months of October and January. Due to personal time restraints, many agency directors were found to be unreachable or declined the interview. A total of eleven interviews were completed.

The interview consisted of four questions. The first question asked what type of programming was offered at each particular agency. Second, the interviewer asked how well this programming in the non-troop setting serves the girls' needs. The agency was then asked if any opportunities were presented for the girls to become involved in troops. Finally, the interviewer asked if the girls have an interest in joining troops and, if so, why are they not in them. A copy of the full questionnaire can be found in the appendix.

Survey results

When asked about the type of programming that is implemented at the agencies, most of the agency directors listed either educational or arts and crafts programs. Other activities included day camps, library programs and various fun activities for the girls. Some of the interviewees commented that the programs lasted anywhere from 1 to 6 weeks during the summer. One week programs consisted primarily of day camps in which the girls go every day for a week. Longer programs included those in which the girl scout volunteers visited once or twice a week for five or six weeks.

Table 12
Types of Girl Scout Programming Presented to Non-Traditional Settings

Day Camps	• Summer camps- trip to campsite for one week, 9-12 daily • Day camp for a week in the summer
Library Program	• Summer library program designed to bring in new members and do some things for community; 5-6 educational programs for kids
Educational, Arts & Crafts, and Miscellaneous Activities	• Two Girl Scouts come in during the summer once a week for 4-5 weeks; arts & crafts • Couple days a week, various activities- educational and arts • Changes from year to year- sometimes educational programs, sometimes fun activities for normally 4-5 weeks • A couple days a week, Girl Scouts come in and provide fun activities, generally arts & crafts for kids to do • 5-6 week programs- scouts come in once a week and do various activities with the girls • Educational program various times during the summer • Fun programs for girls part of summer

The next question that the interviewer asked was how well this type of programming serves the girls' needs. None of the people interviewed had a negative answer to the question of whether the current programming meets the needs of the girls. All the answers were very positive, saying that the girls really enjoyed the programs. Comments included:

- Excellent, girls love it
- Great, girls really enjoyed
- Nice, provided something girls hadn't had before
- Very helpful for migrant girls
- Girls looked forward to Girl Scouts coming, activities
- Provided exposure that these girls needed
- Girls liked the activities

- Provided opportunity for something different from normal everyday stuff
- Very nice – kids always enjoy activities
- Most girls loved the activities
- Just fine – kids seemed to have a good time and enjoy it
- Kids got something out of it
- Girls love going [to day camp] – they talk about it for weeks after
- Wonderful – girls really enjoy the activities
- Kids liked the activities – gave them something to do during the summer
- Girls like the programs – gives them an outlet for energy
- Impressed with staff

The agencies were then asked if any opportunities were presented for the girls to become involved in troops. It seems as if different volunteers have different procedures regarding giving the girls information about girl scouts. A few of the respondents stated that the volunteers had presented brief information about scouting to the girls. Other respondents commented that they simply did not know if information had been given. This could be due to the fact that the people who were interviewed were not with the girls during the program. Additionally, a couple of the interviews were conducted with agencies who serve migrant workers and their families, so presenting information to these girls would not have been logical given that they do not live in this area. One respondent stated that although the volunteers had not given specific information to the children throughout the program's implementation, the volunteers had "tried to make girls scouts more visible." Although this is not a direct way of providing information to the girls, it is an indirect way of marketing the girl scouts to underrepresented populations.

Table 13
Responses About Opportunities Provided for Girls to be in Troops

Yes	• Girls were told what Girl Scouts do, what they were about, and how to sign up • Girls were given brief information about scouts, phone numbers to call to sign up • Yes, the girls were given information about scouting
Don't Know	• Don't know (3) • Not sure because wasn't there (2)
No	• Probably not, girls are not from this area

Finally, the interviewer asked if the girls had an interest in joining troops and, if so, why they were not in them. The responses were mixed regarding whether or not the girls wanted to be in troops. There were no negative answers, although some respondents commented that the children were simply there for the program on that particular summer day. Three respondents answered positively and the remaining eight answered that they did not know whether or not the girls wanted to be in troops. Of the people who answered "don't know," several stated that it was possible that the girls would be interested, if given the opportunity.

When asked why the girls were not in troops at the present time, the responses given were varied. Five respondents cited the lack of leaders and/or troops in the area and one person commented that the troops in the area were full. Lack of transportation to local troops is another reason that was stated for girls not being involved with troops. The suggestion of an on-site troop was made. These responses seem to indicate that the meetings in these areas are inconveniently far away from these agencies and are therefore inadvertently shutting out a percentage of girls who might have an interest in joining a troop if given the opportunity. Additionally, expenses and parental problems, most likely also related to the location problems, were issues that were cited for girls' lack of involvement.

Table 14
Reasons Why Girls Are Not in Troops

Transportation	• Transportation problems (3)
Lack of leaders or troops in area	• Too few leaders, most troops are full • Lack of leaders in area • If there are troops in the area, I don't know about them • Girls might join if troops were available
Troop meeting locations	• Need troop on-site (2) • Would need staff personas well
Other	• Homes of girls are in different states, don't know if there are troops there for them • Possible problems with expenses • Possible parental problems

Recommendations: Underrepresented Populations of Girl Scouts

If the goal of these summer programs is to provide various fun activities to girls who are traditionally underrepresented in scouting, this non-traditional setting is doing a

wonderful job. The survey results contained no negative comments regarding the actual programming.

However, **if the goal of these summer programs is to increase troop involvement in these communities, changes need to be made in the programs' presentations.** One suggestion for change is that every volunteer should be asked to present a brief information session about the mission of girl scouting, what types of activities are involved, and the name and number of a person to call to sign up. It is important that, once calls come to the contact requesting information, the response is pertinent and timely.

Additionally, a couple of the respondents noted that a troop would have to be located at their agency. Volunteers who are already in the agency for the summer program seem to be ideal candidates for being girl scout liaisons. In other words, these volunteers who are already in place could give information to the agencies concerning the procedures to initiate a troop at that location. This solution would also solve the problem noted in the other sections of the needs assessment involving the lack of leaders and troops in certain areas. If more agencies could initiate troops at their center, more girls in the community would have access to troops.

Lastly, the Girl Scouts of the Chesapeake Bay Council may want to consider using input from focus groups of agency directors when planning programs for this special population of girls. Questions could focus on whether or not the girls feel as if they are a part of girl scouting and how to realistically expand the opportunities available for participation in girl scout activities.

Appendix

Summary Tables of Survey Data

Table A1
Number and Percent of Current and Former Girl Scouts Participating in School-Affiliated and Non School-Affiliated Activities by Activity

	School Affiliated			***Non School Affiliated***		
Activity	*Parents (4-12)*	*Girls (13 & up)*	*Parents of Former Scouts*	*Parents (4-12)*	*Girls (13 & up)*	*Parents of Former Scouts*
Drawing	62 39.7 %	13 13.7 %	10 17.5 %	28 17.9 %	17 17.9 %	3 5.3 %
Painting	42 26.9 %	10 10.5 %	10 17.5 %	16 10.3 %	12 12.6 %	2 3.5 %
Sculpture	6 3.8 %	3 3.2 %	2 3.5 %	0 0 %	0 0 %	3 5.3 %
Playing an instrument	49 31.4 %	30 31.6 %	27 47.4 %	31 19.9 %	20 21.1 %	16 28.1 %
Singing	75 48.1 %	33 34.7 %	20 35.1 %	33 21.2 %	24 25.3 %	10 17.5 %
Dancing	10 6.4 %	6 6.3 %	5 8.8 %	39 25.0 %	18 18.9 %	6 10.5 %
Drama/theater	14 9.0 %	22 23.2 %	11 19.3 %	9 5.8 %	11 11.6 %	5 8.8 %
Sports/athletics	43 27.6 %	47 49.5 %	30 52.6 %	88 56.4 %	45 47.4 %	38 66.7 %
Student aide/runner	16 10.3 %	15 15.8 %	7 12.3 %	---	---	---
Org/club	19 12.2 %	46 48.4 %	17 29.8 %	---	---	---
Youth group	---	---	---	55 35.3 %	41 43.2 %	16 28.1 %
Org/club	---	---	---	39 25.0 %	19 20.0 %	5 8.8 %
Other	9 5.8 %	19 20.0 %	9 15.8 %	10 6.4 %	25 26.3 %	7 12.3 %

Table A2
Number and Percent of Current Scouts, Former Scouts, and Troop Leaders That Like Specific Girl Scout Attributes or Meeting Activity by Attribute/Activity

	Parents (4-12)	*Girls (13 & up)*	*Parents of Former Scouts*	*Troop Leaders*
Uniforms	86 55.1 %	6 6.3 %	11 19.3 %	52 68.4 %
Meetings	144 92.3 %	60 63.2 %	42 73.7 %	68 89.5 %
Badges/patches	142 91.0 %	66 69.5 %	40 70.2 %	72 94.7 %
Leaders	148 94.9 %	81 85.3 %	44 77.2 %	76 100.0 %
Service projects	122 78.2 %	68 71.6 %	39 68.4 %	62 81.6 %
Friendships	151 96.8 %	83 87.4 %	48 84.2 %	73 96.0 %
Trips	149 95.5 %	88 92.6 %	45 78.9 %	68 89.5 %
Fund-raising	104 66.7 %	50 52.6 %	26 45.6 %	40 52.6 %
Troop camping	101 64.7 %	77 81.1 %	33 57.9 %	
Day camping	78 50.0 %	57 68.4 %	19 33.3 %	
Resident camping	55 35.3 %	56 60.0 %	15 26.3 %	
Games	147 94.2 %	66 69.5 %	46 80.7 %	
Arts and crafts	150 96.2 %	73 76.8 %	49 86.0 %	
Business	60 38.5 %	37 38.9 %	21 36.9 %	
Outside speakers	77 49.4 %	44 46.3 %	20 35.1 %	
Songs	137 87.8 %	42 44.2 %	---	
Taking short trips	146 93.6 %	74 77.9 %	45 78.9 %	
Career exploration	64 41.0 %	53 55.8 %	20 35.1 %	
Planning activities	102 65.4 %	69 72.6 %	31 54.4 %	
Talking with friends	155 99.4 %	83 87.4 %	48 84.2 %	
Earning badges	143 91.7 %	63 66.3 %	39 68.5 %	
Learning about people from other countries	119 76.3 %	60 63.2 %	26 45.6 %	

Table A3
Number and Percent of Troop Leaders That Like Specific Girl Scout Attributes by Attribute

	Number	*Percent*
Working with the girls	74	98.7 %
The activities	68	90.7 %
Meeting other people	66	88.0 %
Time with my daughter	68	90.7 %
Trips	67	89.3 %
Service projects	63	84.0 %
Amount of training	39	52.0 %
Amount of cooperation from parents	41	54.7 %
Amount of cooperation from council	25	33.3 %

Table A4
Number and Percent of Current Scouts, Former Scouts, and Troop Leaders Indicating That Girls Do/Do Not Plan Activities

	Girls (13 & up)	*Troop Leaders*	*Parents of Former Scouts*
Girls plan activities	80 84.2 %	68 90.7 %	33 57.9 %
Girls do not plan activities	9 9.5 %	2 2.7 %	17 29.8 %

Table A5
Number and Percent of Former Scouts by Reason for Leaving Girl Scouts

	Number	*Percent*
Too busy with other activities	28	49.1 %
Didn't get along with leader	6	10.5 %
Didn't get along with other girls	4	7.0 %
She's too old to be a GS	11	19.3 %
I didn't want my daughter in GS	8	14.0 %
Too expensive	5	8.8 %
Meetings were inconvenient	17	29.8 %
Other	26	45.6 %

Table A6
Number and Percent of Girl Scouts (age 13 & up) Who Indicated How to Make Girl Scouting More Interesting and Fun

	Number	*Percent*
Have more activities	93	97.9 %
Plan different types of activities	40	42.1 %
Allow more participation in the planning process	9	9.5 %
Don't know/NA	24	25.3 %

Table A7
Number and Percent of Current Scouts Interested in and Participating in Various Activities by Educational Activity

	Parents (4-12)*	*Girls* (13 & up)*	*Troop Leaders***
Computer programming	99 63.5 %	52 54.7 %	5 6.7 %
Basics of the internet	101 64.7 %	54 56.8 %	7 9.3 %
Web page design	73 46.8 %	66 69.5 %	2 2.7 %
Photography	107 68.6 %	77 81.1 %	6 8.0 %
Care for animals	137 87.8 %	74 77.9 %	22 29.3 %
Cooking	136 87.2 %	73 76.8 %	35 46.7 %
Job search techniques	45 28.8 %	45 47.4 %	8 10.7 %
Interview techniques	46 29.5 %	41 43.2 %	5 6.7 %
Science	115 73.7 %	55 57.9 %	17 22.7 %
Health and nutrition	121 77.6 %	52 54.7 %	43 57.3 %
Sewing	116 74.4 %	40 42.1 %	16 21.3 %
Self-esteem skills	121 77.6 %	41 43.2 %	36 48.0 %
General nature activities	132 84.6 %	52 54.7 %	45 60.0 %
Assistance with social pressure	112 71.8 %	39 41.1 %	14 18.6 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table A8
Number and Percent of Current Scouts Interested in and Participating in Various Activities by Cultural Activity

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
Listening to music	118 75.6 %	83 87.4 %	25 33.3 %
Playing an instrument	107 68.6 %	53 55.8 %	10 13.3 %
Singing	131 84.0 %	61 64.2 %	38 50.7 %
Music appreciation	116 74.4 %	56 58.9 %	14 18.7 %
Cultural customs/celebrations	115 73.7 %	54 65.8 %	27 36.0 %
Ethnic dancing	83 53.2 %	44 46.3 %	4 5.3 %
Attending theater	117 75.0 %	63 66.3 %	21 28.0 %
Acting	101 64.7 %	65 68.4 %	11 14.7 %
Arts and crafts	135 86.5 %	70 73.7 %	53 70.7 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table A9
Number and Percent of Current Scouts Interested in and Participating in Various Team Sports by Sport

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
Basketball	80 51.3 %	45 47.4 %	8 10.7 %
Volleyball	88 56.4 %	57 60.0 %	2 26.7 %
Tennis	83 53.2 %	57 60.0 %	1 1.3 %
Soccer	86 55.1 %	53 55.8 %	8 10.7 %
Softball	77 49.4 %	42 44.2 %	5 6.7 %
Field hockey	71 45.5 %	41 43.2 %	4 5.3 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table A10
Number and Percent of Current Scouts Interested in and Participating in Various Individual Sports by Sport

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
Horseback riding	117 75.0 %	72 75.8 %	15 20.0 %
Snow skiing	89 57.1 %	56 58.9 %	6 8.0 %
Wall rock climbing	55 35.3 %	64 67.4 %	2 2.7 %
Golf	58 37.2 %	27 28.4 %	3 4.0 %
Weight training	33 21.2 %	41 43.2 %	1 1.3 %
Self defense	101 64.7 %	69 72.6 %	2 2.7 %
Tae bo	60 38.5 %	55 57.9 %	0 0 %
Tai chi	52 33.3 %	43 45.3 %	0 0 %
Gymnastics	122 78.2 %	50 52.6 %	1 1.3 %
Biking	117 75.0 %	61 64.2 %	3 4.0 %
Fishing	98 62.8 %	42 44.2 %	1 1.3 %
Archery	74 47.4 %	47 49.5 %	2 2.7 %
Skate boarding	43 27.6 %	36 37.9 %	0 0 %
Roller blading	105 67.3 %	53 55.8 %	6 8.0 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table A11
Number and Percent of Current Scouts Interested in and Participating in Various Water Sports by Sport

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
Swimming	136 87.2 %	77 81.1 %	30 40.0 %
Diving	102 65.4 %	64 67.4 %	0 0 %
Boating	100 64.1 %	70 73.7 %	2 2.7 %
Tubing	86 55.1 %	70 73.7 %	6 8.0 %
Water skiing	69 44.2 %	69 72.6 %	0 0 %
Scuba diving	54 34.6 %	67 70.5 %	0 0 %
Windsurfing	53 33.9 %	60 63.2 %	0 0 %
Sailing	69 44.2 %	64 67.4 %	0 0 %
Canoeing	107 68.6 %	70 73.7 %	6 8.0 %
White water rafting	64 41.0 %	70 73.7 %	6 8.0 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table A12
Number and Percent of Current Scouts Interested in and Participating in Various Recreational Activities by Activity

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
Roller skating	119 76.3 %	54 56.8 %	24 32.0 %
Video games	58 37.2 %	48 50.5 %	1 1.3 %
Virtual reality	45 28.8 %	60 63.2 %	0 0 %
Hiking	124 79.5 %	68 71.6 %	35 46.7 %
Camping	130 83.3 %	72 75.8 %	62 82.7 %
Ice skating	125 80.1 %	69 72.6 %	15 20.0 %
Bowling	113 72.4 %	65 68.4 %	24 32.0 %
Taking trips	134 85.9 %	82 86.3 %	62 82.7 %
Service projects	127 81.4 %	59 62.1 %	56 74.7 %
Fund raisers	92 59.0 %	47 49.5 %	64 85.3 %
Try-its, badges, interest project patches	126 80.8 %	56 58.9 %	63 84.0 %

* parents and girls columns give percentage interested in learning/doing activity as a girl scout
** leader column gives percentage of leaders who indicated that activity has been done/is planned this year

Table A13
Number and Percentage of Leaders Participating in/Planning to Participate in Council Sponsored Events in the Current Program Year

	Number	*Percent*
Yes	51	68.0 %
No	13	17.3 %
Don't Know	7	9.3 %

Table A14
Number and Percent of Leaders Participating in Council Sponsored Events by Reason

	#	%
Activities are interesting and fun	38	74.5 %
Girls enjoy meeting other GS	29	65.9 %
Events provide ideas for troop activities	31	60.8 %
Activities could not be done on our own	9	17.6 %
Activities help me as a busy leader	11	21.6 %
Other	3	5.9 %

Table A15
Number and Percent of leaders Not Participating in Council Sponsored Events by Reason

	#	%
They were too expensive	5	38.5 %
They were already filled	4	30.8 %
The location was inconvenient	5	38.5 %
The girls aren't interested in the activities	11	84.6 %
Other	7	53.8 %

Table A16
Number and Percent of Current Scouts and Troop Leaders Camping by Number of Trips Planned/Taken This Program Year

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
0 camping trips	33 21.2 %	15 15.8 %	8 10.5 %
1 camping trip	54 34.6 %	15 15.8 %	30 39.5 %
2 camping trips	34 21.8 %	22 23.2 %	25 32.9 %
3 camping trips	9 5.8 %	8 8.4 %	7 9.2 %
4 or more camping trips	3 1.9 %	11 11.6 %	2 2.6 %
Don't know/NA	14 9.0 %	19 20.0 %	3 3.9 %

Table A17
Number and Percent Current Scouts and Troop Leaders Satisfied with Amount of Camping

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
Yes	73 46.8 %	49 51.6 %	46 60.5 %
No, the troop camps too much	0 0 %	3 3.2 %	0 0 %
No, the troop does not camp enough	38 24.4 %	29 30.5 %	22 28.9 %
NA-my daughter is not old enough to camp	22 14.1 %	---	---
Other	6 3.8 %	7 7.4 %	7 9.2 %

Table A18
Number and Percent of Current Scouts Camping by Season Preferred

	Parents (4-12)	*Girls (13 & up)*
Spring	45 28.8 %	33 34.7 %
Summer	12 7.7 %	5 5.3 %
Winter	4 2.6 %	0 0 %
Fall	11 7.1 %	11 11.6 %
Don't know/NA	27 17.3 %	2 2.1 %

Table A19
Number and Percent of Current Scouts' Normal and Favorite Campsites by Location

	Normal Campsite		***Favorite Campsite***	
	Parents (4-12)	*Girls (13 & up)*	*Parents (4-12)*	*Girls (13 & up)*
Camp Todd	31 23.1 %	40 42.1 %	15 12.2 %	14.7 %
Country Center	16 11.9 %	12 12.6 %	8 6.5 %	3.2 %
Grove Point	57 42.5 %	53 55.8 %	38 30.9 %	40.0 %
Sandy Pines	12 9.0 %	17 17.9 %	3 2.4 %	2.1 %
Other	30 22.4 %	30 31.6 %	14 11.4 %	14.7 %
Don't know/NA	30 22.4 %	9 9.5 %	45 36.6 %	21.1 %

Table A20
Number and Percent of Current Scouts' Favorite Campsite Attributes

	Parents (4-12)	*Girls (13 & up)*
Location	16 11.9 %	18 18.9 %
Facilities	8 6.0 %	23 24.2 %
Staff	24 17.9 %	4 4.2 %
Activities offered	32 23.9 %	17 17.9 %
Other	31 23.1 %	28 29.5 %

Table A21
Number and Percent of Troop Leaders Attracted to Each Campsite by Attribute

	Camp Todd	*Country Center*	*Grove Point*	*Sandy Pines*
Facilities	18 23.7 %	17 22.4 %	36 47.4 %	4 5.3 %
Location	22 28.9 %	27 35.5 %	35 46.1 %	11 14.5 %
Staff	7 9.2 %	7 9.2 %	9 11.8 %	1 1.3 %
Activities offered	9 11.8 %	3 3.9 %	22 28.9 %	1 1.3 %
Other	4 5.3 %	2 2.6 %	7 9.2 %	6 7.9 %
NA	40 52.6 %	31 40.8 %	17 22.4 %	40 52.6 %

Table A22
Number and Percent of Current Scouts' Favorite Camp Activities

	Parents (4-12)	Girls (13 & up)
Recreational activities	47 35.1 %	43 45.3 %
Sleeping outside	21 15.7 %	34 35.8 %
Campfire	51 38.1 %	49 51.6 %
Arts and crafts	62 46.3 %	35 36.8 %
Sing a longs	30 22.4 %	21 22.1 %
Other	15 11.2 %	21 22.1 %

Table A23
Number and Percent of Current Scouts' Likes for Each Camping Feature

	Parents (4-12)	*Girls (13 & up)*
Camping indoors (buildings)	89 57.1 %	61 64.2 %
Tents	71 45.5 %	69 72.6 %
Adirondacks	32 20.5 %	48 50.5 %
Sleeping in beds or cots	90 57.7 %	69 72.6 %
Sleeping on mattresses on the floor	80 51.3 %	49 51.6 %
Using latrines	19 12.2 %	16 16.8 %
Having access to toilets	109 69.9 %	76 80.0 %

Table A24
Number and Percent of Troop Leaders' Reasons for Not Camping

	Number	*Percent*
Girls don't like to camp	1	6.3 %
I don't like to camp	4	25.0 %
Too expensive	1	6.3 %
Can't get preferred time or location	5	31.3 %
Too much trouble	3	18.8 %
Other	6	37.5 %

Table A25
Number and Percent of Older Scouts Seeing Diversity Within Troops

	Girls (13 & up)
Yes- troops are diverse	59 62.1 %
No- troops are not diverse	18 18.9 %

Table A26
Number and Percent of Older Scouts Encouraging to Promote Diversity

	Girls (13 & up)
Yes- make more diverse	44 46.3 %
No- do not make more diverse	11 11.6 %

Table A27
Number and Percent of Girl Scout Parents Who Participate by Activity

	Number	*Percent*
Sewing	32	20.5 %
Driving	96	61.5 %
Chaperoning	113	72.4 %
Providing refreshments	123	78.8 %
Attending meetings	135	86.5 %
Other	67	42.9 %

Table A28
Number and Percent of Girl Scout Parents Who Will Participate Given Different Schedule

	Number	*Percent*
More convenient time	29	18.6 %
More convenient location	10	6.4 %
Other	67	42.9 %

Table A29
Number and Percent of Leaders Who have Sought Supportive Services

	Number	*Percent*
Yes- have sought services	27	35.5 %
No- have not sought services	35	46.1 %
Don't know/NA	7	9.2 %

Table A30
Number and Percent of Troop Leaders Who Have Sought Supportive Services by Service Type (n=32)

	Number	*Percent*
Assistance with program ideas	12	37.5 %
Assistance in planning trips	14	43.8 %
Assistance in planning activities	7	21.9 %
Assistance with paperwork/forms	19	59.4 %
Suggestions for retaining GS	3	9.4 %
Conflict management/alternative dispute resolution	2	6.3 %
Substance abuse	2	6.3 %
Child abuse	1	3.1 %
Violence	1	3.1 %
Death of loved ones	1	3.1 %
Teenage suicide	0	0 %
Divorce	0	0 %
Time management	2	6.3 %
Teenage sexuality	3	9.4 %
Anger management	1	3.1 %
Information management	3	9.4 %
Other	4	12.5 %

Table A31
Number and Percent of Current Scouts, Former Scouts, and Troop Leaders by Length of Girl Scout Membership

	Parents (4-12)	*Girls (13 & up)*	*Parents of Former Scouts*	*Troop Leaders*
Less than 1 year	4 2.6 %	0 0 %	3 5.3 %	3 4.0 %
1-3 years	88 56.4 %	6 6.3 %	25 43.9 %	24 32.0 %
4-6 years	53 34.0 %	21 22.1 %	21 36.8 %	25 33.3 %
7-9 years	9 5.8 %	38 40.0 %	4 7.0 %	11 14.7 %
10 or more years	0 0 %	26 27.4 %	2 3.5 %	11 14.7 %

Table A32
Number and Percent of Troop Leaders by Reason for Joining

	Number	*Percent*
I have an interest in children	38	50.0 %
My daughter is a girl scout	67	88.2 %
I believe in the program	41	53.9 %
I wanted to contribute to the community	26	34.2 %
To expand my social opportunities	9	11.8 %
Other	4	5.3 %

Table A33
Number and Percent of Troop Leaders Who Were Previously Girl Scouts

	Leader
Yes	55 73.3 %
No	18 24.0 %

Table A34
Number and Percent of Troop Leaders Who Were Previously Scouts by Length of Membership

	Number	*Percent*
Under 1 year	1	1.3 %
1-3 years	16	21.3 %
4-6 years	22	29.3 %
7-9 years	9	12.0 %
10 or more years	8	10.7 %

Table A35
Number and Percent Current Scouts, Former Scouts, and Troop Leaders by Troop Level

	Parent (4-12)	*Girls (13 & up)*	*Parents of Former Scouts*	*Troop Leaders*
Daisy	2 1.3 %	0 0 %	0 0 %	8 10.5 %
Brownie	69 44.2 %	0 0 %	11 19.3 %	16 21.1 %
Junior	66 42.3 %	2 2.1 %	35 61.4 %	33 43.4 %
Cadette	12 7.7 %	45 47.4 %	5 8.8 %	23 30.3 %
Senior	0 0 %	44 46.3 %	3 5.3 %	1 1.3 %

Table A36
Number and Percent of Current and Former Scouts by Grade

	Parents (4-12)	*Girls (13 & up)*	*Parents of former scouts*
K	2 1.3 %	---	0 0 %
1	14 9.0 %	---	0 0 %
2	29 18.6 %	---	2 3.5 %
3	27 17.3 %	---	3 5.3 %
4	22 14.1 %	---	5 8.8 %
5	30 19.2 %	---	8 14.0 %
6	17 6.4 %	---	7 12.3 %
7	---	3 3.2 %	13 22.8 %
8	---	30 31.6 %	8 14.0 %
9	---	20 21.1 %	5 8.8 %
10	---	26 27.4 %	1 1.8 %
11	---	5 5.3 %	0 0 %
12	---	5 5.3 %	0 0 %

Table A37
Number and Percent of Current and Former Scouts by Age

	Parents (4-12)	*Girls (13 & up)*	*Parents of former scouts*
6	12 7.7 %	---	0 0 %
7	18 11.5 %	---	2 3.5 %
8	33 21.2 %	---	2 3.5 %
9	22 14.1 %	---	4 7.0 %
10	26 16.7 %	---	9 15.8 %
11	18 11.5 %	---	6 10.5 %
12	20 12.8 %	---	11 19.3 %
13	---	23 24.2 %	11 19.3 %
14	---	24 25.3 %	6 10.5 %
15	---	27 28.4 %	2 3.5 %
16	---	9 9.5 %	0 0 %
17	---	5 5.3 %	0 0 %
18	---	0 0 %	1 1.8 %

Table A38
Number and Percent of Current Scouts (age 13 & up), Former Scouts, and Troop Leaders Who Have Other Girl Scouts Within the Family, by Relation

	Mother scout?			***Other Family Scout?***		***Daughter Scout?***
	Girl (13 & up)	*Dropout*	*Leader*	*Girls (13 & up)*	*Dropout*	*Leader*
Yes	52 54.7 %	34 59.6 %	30 40.0 %	61 64.2 %	33 57.9 %	7 94.7 %
No	29 30.5 %	22 38.6 %	40 53.3 %	16 16.8 %	22 38.6 %	3 4.0 %

Table A39
Number and Percent of Current Scouts (13 and up) With Relative in Scouts by Relation

	Number	*Percent*
Sister	8	13.1 %
Aunt	9	14.8 %
Cousin	22	26.1 %
Grandmother	17	27.9 %
Other	38	62.3 %

Table A40
Number and Percent of Girl Scout (age 12 or under) Parents and Troop Leaders Who Work by Job Status

	Mom	*Dad*	*Leaders*
Not employed outside of home	19 12.2 %	1 0.6 %	12 15.8 %
Full time	72 46.2 %	122 78.2 %	33 43.4 %
Part time	40 25.6 %	2 1.3 %	22 28.9 %
Self employed	11 7.1 %	13 8.3 %	4 5.3 %
Other	5 3.2 %	8 5.1 %	1 1.3 %

Table A41
Number and Percent of Girl Scout (age 13 &up) Parents Who Work Full Time?

	Mom	*Dad*
Yes	62 65.3 %	76 80.0 %
No	26 27.4 %	6 6.3 %

Table A42
Number and Percent of Current Scouts, Former Scouts and Troop Leaders by County of Residence

	Parents (4-12)	*Girls (13 & up)*	*Parents of former scouts*	*Troop Leaders*
New Castle, DE	71 45.5 %	39 41.1 %	29 50.9 %	37 48.7 %
Kent, DE	15 9.6 %	12 12.6 %	3 5.3 %	9 11.8 %
Sussex, DE	9 5.8 %	8 8.4 %	10 17.5 %	5 6.6 %
Accomack, VA	2 1.3 %	0 0 %	0 0 %	1 1.3 %
Northampton, VA	1 0.6 %	0 0 %	0 0 %	0 0 %
Cecil, MD	18 11.5 %	6 6.3 %	2 3.5 %	4 5.3 %
Kent, MD	3 1.9 %	3 3.2 %	0 0 %	1 1.3 %
Queen Anne, MD	5 3.2 %	4 4.2 %	2 3.5 %	3 3.9 %
Caroline, MD	7 4.5 %	4 4.2 %	1 1.8 %	4 5.3 %
Talbot, MD	6 3.8 %	1 1.1 %	2 3.5 %	2 2.6 %
Dorchester, MD	2 1.3 %	6 6.3 %	0 0 %	3 3.9 %
Wicomico, MD	11 7.1 %	4 4.2 %	2 3.5 %	3 3.9 %
Somerset, MD	2 1.3 %	0 0 %	1 1.8 %	0 0 %
Worcester, MD	3 1.9 %	0 0 %	3 5.3 %	1 1.3 %

Table A43
Number and Percent of Current Scouts, Former Scouts, and Troop Leaders in Troops by Troop Size

	Parents (4-12)	*Girls (13 & up)*	*Parents of former scouts*	*Troop Leaders*
1-5 girls	4 2.6 %	28 29.5 %	4 7.0 %	12 15.8 %
6-10 girls	59 37.8 %	33 34.7 %	21 36.8 %	23 30.3 %
11-15 girls	63 40.4 %	22 23.2 %	21 36.8 %	25 32.9 %
16-20 girls	16 10.3 %	8 8.4 %	5 8.8 %	8 10.5 %
21-25 girls	8 5.1 %	0 0 %	2 3.5 %	6 7.9 %
Over 25 girls	2 1.3 %	0 0 %	0 0 %	1 1.3 %

Table A44
Number and Percent of Current Scouts and Troop Leaders Planning to Continue in Scouting Next Year

	Parents (4-12)	*Girls (13 & up)*	*Troop Leaders*
Yes- I (my daughter) will continue	124 79.5 %	59 62.1 %	58 76.3 %
No- I (my daughter) will not continue	8 5.1 %	7 7.4 %	13 17.1 %
NA- I will graduate out	---	7 7.4%	---

Table A45
Number and Percent of Scouts (age 12 or under) Continuing by Reason

	Number	*Percent*
I will make her	8	6.5 %
She likes the leader	98	79.0 %
She likes the trips	104	83.9 %
She enjoys the service projects	75	60.5 %
She likes the other girls	121	97.6 %
She likes camping	81	65.3 %
She likes working on badges	102	82.3 %
Other	51	41.1 %

Table A46
Number and Percent of Scouts (age 12 or under) Not Continuing by Reason

	Number	*Percent*
She's too busy/doesn't have time	4	50.0 %
No transportation	1	12.5 %
It's too expensive	1	12.5 %
Doesn't like the badges	1	12.5 %
Doesn't like the leader	1	12.5 %
Doesn't like the other girls	0	0 %
She's too old	1	12.5 %
It's too boring	4	50.0 %
Doesn't like the uniform	2	25.0 %
Doesn't like selling cookies	2	25.0 %
Doesn't like the meetings	2	25.0 %
Other	9	100.0 %

Table A47
Number and Percent of Troop Leaders Continuing Next Year by Reason

	Number	*Percent*
Enjoy being a leader	36	62.1 %
Sense of satisfaction	28	48.3 %
Opportunity to be with my daughter	48	82.8 %
Believe in GS	37	63.8 %
Contributing to the community	31	53.4 %
Other	9	15.5 %

Table A48
Number and Percent of Troop Leaders Not Continuing Next Year by Reason

	Number	*Percent*
Takes too much time	3	23.1 %
Meetings inconvenient	2	15.4 %
Girls aren't interested	6	46.2 %
Conflicts with parents	7	53.8 %
Changing work demands	4	30.8 %
Daughter is dropping out	4	30.8 %
Not enough support from service team	5	38.5 %
Don't receive information in a timely manner	1	7.7 %
Changing family situations/demands	2	15.4 %
Other volunteer opportunity in community	0	0 %
Planning to volunteer with GS in another capacity	3	23.1 %
Other	5	38.5 %

Table A49
Number and Percent of Troop Leaders by Leadership Qualifications

	Number	*Percent*
Basic leadership	64	84.2 %
First aid	42	55.3 %
CPR	51	67.1 %
Camping certification	40	52.6 %
Additional workshops	46	60.5 %

Table A50
Number and Percent of Current and Former Scouts by Family Living Status

	Parents (4-12)	*Girls (13 & up)*	*Parents of Former Scouts*
Both parents live with Scout	123 78.8 %	62 65.3 %	43 75.4 %
Both parents do not live with Scout	25 16.0 %	25 26.3 %	13 22.8 %

Table A51
Number and Percent of Current Scouts (age 4-12) and Troop Leaders by Household Income

	Parents of current scouts (4-12)	*Troop Leaders*
Under $20,000	5 3.2 %	0 0 %
$20,000-$39,999	26 16.7 %	10 13.2 %
$40,000-$59,999	33 21.2 %	22 28.9 %
$60,000 or above	68 43.6 %	34 44.7 %

Table A52
Number and Percent of Current Scouts, Former Scouts, and Troop Leaders by Race

	Parents (4-12)	*Girls (13 & up)*	*Parents of Former Scouts*	*Troop Leaders*
Black	14 9.0 %	11 11.6 %	4 7.0 %	2 2.6 %
White	128 82.1 %	81 85.3 %	49 86.0 %	65 85.5 %
Hispanic	2 1.3 %	2 2.1 %	1 1.8 %	2 2.6 %
American Indian or Alaskan Native	0 0 %	0 0 %	0 0 %	0 0 %
Asian or Pacific Islander	2 1.3 %	1 1.1 %	1 1.8 %	0 0 %
Other	4 2.6 %	2 2.1 %	0 0 %	3 3.9 %

Table A53
Number and Percent of Parents and Troop Leaders by Highest Level of Schooling

	Parents of current scouts (4-12)	*Troop Leaders*
Some high school	1 0.6 %	0 0 %
High school diploma	28 17.9 %	15 19.7 %
Some college	31 19.9 %	16 21.1 %
Associate's degree	22 14.1 %	12 15.8 %
Bachelor's degree	41 26.3 %	17 22.4 %
Advanced degree (master or doctoral)	25 16.0 %	14 18.4 %

Table A54
Number and Percent of Parents and Troop Leaders by Age

	Parents of current scouts (4-12)	*Troop Leaders*
20 years old or under	1 0.6 %	0 0 %
21-25 years old	2 1.3 %	4 5.3 %
26-30 years old	10 6.4 %	
31-35 years old	34 21.8 %	34 44.7 %
36-40 years old	50 32.1 %	
41 years old or over	52 33.3 %	37 48.7 %

Table A55
Number and Percent of Troop Leaders by Marital Status

	Number	*Percent*
Single	1	1.3 %
Married	71	93.4 %
Separated	0	0 %
Divorced	3	3.9 %
Widow	0	0 %
Other	0	0 %

Survey/Interview Instruments

Parent/Guardian of a Former Girl Scout Questionnaire

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1. Does your daughter participate in any of the following activities through school? *Mark all that apply.*

- ☐ Drawing
- ☐ Painting
- ☐ Sculpture
- ☐ Playing an instrument
- ☐ Singing
- ☐ Dance
- ☐ Sports/athletics
- ☐ Drama/theatre
- ☐ Student aide/ runner
- ☐ Club (student council, debate, etc.)
- ☐ Other

2. Besides school activities, does your daughter participate in any of the following activities? *Mark all that apply.*

- ☐ Drawing
- ☐ Painting
- ☐ Sculpture
- ☐ Playing an instrument
- ☐ Singing
- ☐ Dance
- ☐ Sports/athletics
- ☐ Drama/theatre
- ☐ Religious youth group
- ☐ Organization such as 4H, girls club, or community center
- ☐ Other

For questions #3-#13, please rate how much your daughter liked or disliked each Girl Scout attribute on a scale of 1-5 where 1=liked very much; 2=liked a little; 3=neutral; 4=disliked a little; and 5=disliked very much. Please fill in the circle completely to indicate your answer.

	Liked very much	Liked a little	Neutral	Disliked a little	Disliked very much	Doesn't apply
3. Uniforms	①	②	③	④	⑤	⑦
4. Meetings	①	②	③	④	⑤	⑦
5. Badges/Patches	①	②	③	④	⑤	⑦
6. Leaders	①	②	③	④	⑤	⑦
7. Service projects	①	②	③	④	⑤	⑦
8. Friendships	①	②	③	④	⑤	⑦
9. Trips	①	②	③	④	⑤	⑦
10. Troop camping	①	②	③	④	⑤	⑦
11. Day camping	①	②	③	④	⑤	⑦
12. Resident camping	①	②	③	④	⑤	⑦
13. Fund-raisers	①	②	③	④	⑤	⑦

14. Why did your daughter leave the Girl Scouts? *Mark all that apply.*

- ☐ Too busy with other activities
- ☐ I didn't want my daughter in Girl Scouts
- ☐ Didn't get along with leader
- ☐ Too expensive
- ☐ Didn't get along with other girls
- ☐ Meetings were inconvenient
- ☐ She's too old to be a Girl Scout
- ☐ Other

For questions #15 to #25, please rate how much your daughter liked or disliked each troop meeting activity on a scale of 1-5 where 1= liked very much; 2= liked a little; 3= neutral; 4=disliked a little; and 5= disliked very much. Please fill in the circle completely to indicate

	Liked very much	Liked a little	Neutral	Disliked a little	Disliked very much	Doesn't apply
15. Games	①	②	③	④	⑤	⑥
16. Arts and Crafts	①	②	③	④	⑤	⑥
17. Business (attendance, dues)	①	②	③	④	⑤	⑥
18. Outside speakers	①	②	③	④	⑤	⑥
19. Taking short trips	①	②	③	④	⑤	⑥
20. Career exploration	①	②	③	④	⑤	⑥
21. Planning activities	①	②	③	④	⑤	⑥
22. Talking with friends	①	②	③	④	⑤	⑥
23. Earning badges	①	②	③	④	⑤	⑥
24. Learning about people from other countries	①	②	③	④	⑤	⑥

25. In her troop, did your daughter get to plan activities for the year? ⬭ Yes ⬭ No ⬭ Other

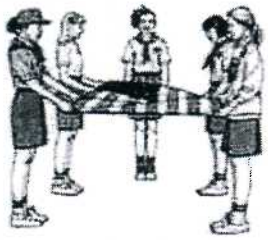
Information About Your Daughter

26. What troop level was your daughter in when she left the Girl Scouts?

⬭ Daisy ⬭ Brownie ⬭ Junior ⬭ Cadette ⬭ Senior

27. How many girls were in her troop?

⬭ 1-5 girls ⬭ 6-10 girls ⬭ 11-15 girls
⬭ 16-20 girls ⬭ 21-25 girls ⬭ over 25 girls



28. How long was your daughter a Girl Scout?

⬭ Less than one year ⬭ 1-3 years ⬭ 4-6 years ⬭ 7-9 years ⬭ 10 or more years

29. What grade is your daughter in for school this year?

⬭ Kindergarten ⬭ 1st grade ⬭ 2nd grade ⬭ 3rd grade
⬭ 4th grade ⬭ 5th grade ⬭ 6th grade ⬭ 7th grade
⬭ 8th grade ⬭ 9th grade ⬭ 10th grade ⬭ 11th grade
⬭ 12th grade ⬭ Other

Information About Your Daughter, cont.

30. What is your daughter's age?

- ☐ 6 years old
- ☐ 7 years old
- ☐ 8 years old
- ☐ 9 years old
- ☐ 10 years old
- ☐ 11 years old
- ☐ 12 years old
- ☐ 13 years old
- ☐ 14 years old
- ☐ 15 years old
- ☐ 16 years old
- ☐ 17 years old
- ☐ 18 years old
- ☐ Other

31. Was her mother ever a Girl Scout? ☐ Yes ☐ No

32. Does she have another family member who was a Girl Scout? ☐ Yes ☐ No

33. In what county does your daughter live?

Delaware

- ☐ New Castle County, DE
- ☐ Kent County, DE
- ☐ Sussex County, DE

Virginia

- ☐ Accomack County, VA
- ☐ Northampton County,VA

Maryland

- ☐ Cecil County, MD
- ☐ Kent County, MD
- ☐ Queen Anne County, MD
- ☐ Caroline County, MD
- ☐ Talbot County, MD
- ☐ Dorchester County, MD
- ☐ Wicomico County, MD
- ☐ Somerset County, MD
- ☐ Worcester County, MD

34. What is your daughter's racial/ethnic identification? *Please mark all that apply.*

- ☐ Black
- ☐ American Indian or Alaskan Native
- ☐ White
- ☐ Asian or Pacific Islander
- ☐ Hispanic
- ☐ Other

35. Do both parents live with the former Girl Scout? ☐ Yes ☐ No

Thank you for taking the time to complete this survey. Your answers will remain confidential. The results will be reported in summary to the Chesapeake Bay Girl Scout Council in the Spring of 2000 as a final report. If you are interested in obtaining a copy of this report, please call the Council office at (302) 456-7150 extension 7169.

Parent/Guardian of a Girl Scout Questionnaire

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1. Does your daughter participate in any of the following activities through school? *Mark all that apply.*

- ☐ Drawing
- ☐ Painting
- ☐ Sculpture
- ☐ Playing an instrument
- ☐ Singing
- ☐ Dance
- ☐ Drama/Theater
- ☐ Sports/Athletics
- ☐ Student aide/ runner
- ☐ Organization/ club such as student council, debate, etc.
- ☐ Other

2. Besides school activities, does your daughter participate in any of the following activities? *Mark all that apply.*

- ☐ Drawing
- ☐ Painting
- ☐ Sculpture
- ☐ Playing an instrument
- ☐ Singing
- ☐ Dance
- ☐ Drama/Theater
- ☐ Sports/Athletics
- ☐ Religious youth group
- ☐ Organization/ club such as 4H, girls club, etc.
- ☐ Other

For questions #3 to #24, please rate how much your daughter likes or dislikes each Girl Scout attribute or troop meeting activity on a scale of 1-5 where 1=likes very much; 2=likes a little; 3=neutral; 4=dislikes a little; and 5=dislikes very much

	Likes very much	Likes a little	Neutral	Dislikes a little	Dislikes very much	Doesn't apply
3. Uniforms	①	②	③	④	⑤	⑥
4. Meetings	①	②	③	④	⑤	⑥
5. Badges/Patches	①	②	③	④	⑤	⑥
6. Leaders	①	②	③	④	⑤	⑥
7. Service projects	①	②	③	④	⑤	⑥
8. Friendships	①	②	③	④	⑤	⑥
9. Trips	①	②	③	④	⑤	⑥
10. Troop camping	①	②	③	④	⑤	⑥
11. Day camping	①	②	③	④	⑤	⑥
12. Resident camping	①	②	③	④	⑤	⑥
13. Fund-raisers	①	②	③	④	⑤	⑥
14. Games	①	②	③	④	⑤	⑥
15. Arts and Crafts	①	②	③	④	⑤	⑥
16. Business (dues, etc.)	①	②	③	④	⑤	⑥
17. Outside speakers	①	②	③	④	⑤	⑥
18. Songs	①	②	③	④	⑤	⑥
19. Taking trips	①	②	③	④	⑤	⑥
20. Career exploration	①	②	③	④	⑤	⑥
21. Planning activities	①	②	③	④	⑤	⑥
22. Talking with friends	①	②	③	④	⑤	⑥
23. Earning badges	①	②	③	④	⑤	⑥
24. Learning about people from other countries	①	②	③	④	⑤	⑥

Camping and Other Activities

25. How many camping trips has your daughter's troop taken/planned for this program year (1999-2000)?

- 0 camping trips
- 1 camping trip
- 2 camping trips
- 3 camping trips
- 4 or more camping trips
- don't know

26. Is your daughter satisfied with the amount of camping that her troop does?

- Yes
- No, the troop camps too much
- No, the troop does not camp enough
- Not applicable- my daughter is not old enough to camp (skip to question #39)
- Other

27. In what season does your daughter usually camp with her troop?

- Spring
- Summer
- Autumn
- Winter
- Don't know/NA

28. Where does your daughter usually camp with her troop? *(You may check more than one site.)*

- Camp Todd
- Country Center
- Grove Point
- Sandy Pines
- Other
- Don't know/NA

29. What is your daughter's favorite campsite?

- Camp Todd
- Country Center
- Grove Point
- Sandy Pines
- Other
- Don't know/NA

30. Why is this campsite her favorite?

- Location
- Staff
- Facilities
- Activities Offered
- Other

31. What are her favorite camp activities?

- Sleeping outdoors
- Campfire
- Recreational activities
- Sing-a-longs
- Arts & Crafts
- Other

For questions #32 to #38, please rate how much your daughter likes or dislikes each camping feature on a scale of 1-5 where 1=like very much; 2=like a little; 3=neutral; 4=dislike a little; and 5=dislike very much. Mark "doesn't apply" if the activity is not appropriate for your daughter's age level. Please fill in the circle completely to indicate your answer.

	Like very much	Like a little	Neutral	Dislike a little	Dislike very much	Doesn't apply
32. Camping indoors (buildings)	1	2	3	4	5	6
33. Tents	1	2	3	4	5	6
34. Adirondacks	1	2	3	4	5	6
35. Sleeping in beds or cots	1	2	3	4	5	6
36. Sleeping on mattresses on the floor	1	2	3	4	5	6
37. Using latrines	1	2	3	4	5	6
38. Having access to toilets	1	2	3	4	5	6

For this page, please rate the following activities according to how interested you are in having your daughter learn about or do as a Girl Scout on a scale of 1-5 where 1=very interested; 2=somewhat interested; 3=neutral; 4=somewhat uninterested; and 5=very uninterested. If the activity is not appropriate for your daughter's age level, please mark Not Applicable (NA). Please fill in the circle completely to indicate your answer.

Educational Activities

Cultural Activities

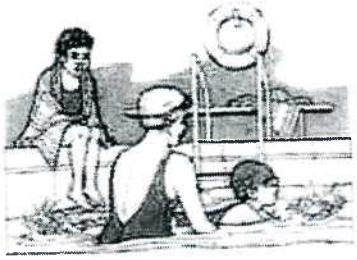
Team Sports

	Very interested	Somewhat interested	Neutral	Somewhat uninterested	Very uninterested	NA
Computer programming	①	②	③	④	⑤	ⓝ
Basics of the internet	①	②	③	④	⑤	ⓝ
Web page design	①	②	③	④	⑤	ⓝ
Photography	①	②	③	④	⑤	ⓝ
Care for animals	①	②	③	④	⑤	ⓝ
Cooking	①	②	③	④	⑤	ⓝ
Job search techniques	①	②	③	④	⑤	ⓝ
Interview techniques	①	②	③	④	⑤	ⓝ
Science	①	②	③	④	⑤	ⓝ
Health/Nutrition	①	②	③	④	⑤	ⓝ
Sewing	①	②	③	④	⑤	ⓝ
Self-esteem skills	①	②	③	④	⑤	ⓝ
General nature activities	①	②	③	④	⑤	ⓝ
Assistance with social pressure	①	②	③	④	⑤	ⓝ
Listening to music	①	②	③	④	⑤	ⓝ
Playing an instrument	①	②	③	④	⑤	ⓝ
Singing	①	②	③	④	⑤	ⓝ
Music appreciation	①	②	③	④	⑤	ⓝ
Cultural customs/celebrations	①	②	③	④	⑤	ⓝ
Ethnic dancing	①	②	③	④	⑤	ⓝ
Attending theater	①	②	③	④	⑤	ⓝ
Acting	①	②	③	④	⑤	ⓝ
Arts and crafts	①	②	③	④	⑤	ⓝ
Basketball	①	②	③	④	⑤	ⓝ
Volleyball	①	②	③	④	⑤	ⓝ
Tennis	①	②	③	④	⑤	ⓝ
Soccer	①	②	③	④	⑤	ⓝ
Softball	①	②	③	④	⑤	ⓝ
Field Hockey	①	②	③	④	⑤	ⓝ

For the following questions, please rate the activities according to how interested you are in having your daughter learn about or do as a Girl Scout on a scale of 1-5 where 1=very interested; 2=somewhat interested; 3=neutral; 4=somewhat uninterested; and 5=very uninterested. If the activity listed is not appropriate for your daughter's age, please mark not applicable (NA). Please fill in the circle completely to indicate your answer.

Individual Sports

Water Sports



Other Recreational Activities

	Very interested	Somewhat interested	Neutral	Somewhat uninterested	Very uninterested	NA
Horseback Riding	○	○	○	○	○	○
Snow Skiing	○	○	○	○	○	○
Wall Rock Climbing	○	○	○	○	○	○
Golf	○	○	○	○	○	○
Weight Training	○	○	○	○	○	○
Self-defense	○	○	○	○	○	○
Tae-bo	○	○	○	○	○	○
Tai Chi	○	○	○	○	○	○
Gymnastics	○	○	○	○	○	○
Biking	○	○	○	○	○	○
Fishing	○	○	○	○	○	○
Archery	○	○	○	○	○	○
Skateboarding	○	○	○	○	○	○
Rollerblading	○	○	○	○	○	○
Swimming	○	○	○	○	○	○
Diving	○	○	○	○	○	○
Boating	○	○	○	○	○	○
Tubing	○	○	○	○	○	○
Water-skiing	○	○	○	○	○	○
Scuba Diving	○	○	○	○	○	○
Windsurfing	○	○	○	○	○	○
Sailing	○	○	○	○	○	○
Canoeing	○	○	○	○	○	○
White Water Rafting	○	○	○	○	○	○
Roller Skating	○	○	○	○	○	○
Video Games	○	○	○	○	○	○
Virtual Reality	○	○	○	○	○	○
Hiking	○	○	○	○	○	○
Camping	○	○	○	○	○	○
Ice Skating	○	○	○	○	○	○
Bowling	○	○	○	○	○	○
Taking Trips	○	○	○	○	○	○
Service Projects	○	○	○	○	○	○
Fund-raisers	○	○	○	○	○	○
Try its/Badges/Interest Project Patches	○	○	○	○	○	○

39. What activities, if any, have you as a parent participated in with the Girl Scouts? *Mark all that apply.*

- ☐ Sewing
- ☐ Driving
- ☐ Chaperoning
- ☐ Providing refreshments
- ☐ Attending meetings
- ☐ Other

40. What would attract you as a parent to participate more in the Girl Scouts?

- ☐ More convenient time
- ☐ More convenient location
- ☐ Other

Demographic Information

41. How long has your daughter been a member of Girl Scouts?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10 or more years

42. What troop level is your daughter currently in?

- ☐ Daisy
- ☐ Brownie
- ☐ Junior
- ☐ Cadette
- ☐ Senior

43. What age is your daughter?

- ☐ 6 years old
- ☐ 7 years old
- ☐ 8 years old
- ☐ 9 years old
- ☐ 10 years old
- ☐ 11 years old
- ☐ 12 years old
- ☐ Other

44. What grade is your daughter in for school this year?

- ☐ Kindergarten
- ☐ First grade
- ☐ Second grade
- ☐ Third grade
- ☐ Fourth grade
- ☐ Fifth grade
- ☐ Sixth grade
- ☐ Other

45. In what county do you live?

Delaware

- ☐ New Castle County, DE
- ☐ Kent County, DE
- ☐ Sussex County, DE

Virginia

- ☐ Accomack County, VA
- ☐ Northampton County, VA

Maryland

- ☐ Cecil County, MD
- ☐ Kent County, MD
- ☐ Queen Anne County, MD
- ☐ Caroline County, MD
- ☐ Talbot County, MD
- ☐ Dorchester County, MD
- ☐ Wicomico County, MD
- ☐ Somerset County, MD
- ☐ Worcester County, MD

46. How many girls are in your daughter's troop?

- ☐ 1-5 girls
- ☐ 6-10 girls
- ☐ 11-15 girls
- ☐ 16-20 girls
- ☐ 21-25 girls
- ☐ over 25 girls

47. Does your daughter plan to continue in Girl Scouting next year?

- ☐ Yes (answer 47a)
- ☐ No (answer 47b)
- ☐ Don't know/NA (skip to question 48)

47a. Why does your daughter plan to continue in Girl Scouting? *Check all that apply.*

- ☐ I will make her
- ☐ She likes the leader
- ☐ She likes the trips
- ☐ She enjoys service projects
- ☐ She likes the other girls
- ☐ She likes camping
- ☐ She likes working on badges
- ☐ Other

47b. Why does your daughter plan to drop out of Girl Scouts? *Mark all that apply.*

- She's too busy/doesn't have time
- Doesn't like the leader
- Doesn't like the uniform
- No transportation
- Doesn't like the other girls
- Doesn't like selling cookies
- It's too expensive
- She's too old
- Doesn't like the meetings
- Doesn't like the badges
- It's too boring
- Other

A Reminder: *Like other questions on this survey, the following questions are not mandatory. However, if you feel comfortable completing them, the survey analysis would benefit from your answers. Once again, all information that is given will remain confidential and be reported only in summary.*

48. Which of the following best describes the employment status of the child's mother/guardian?

- Not employed outside of the home
- Employed part-time
- Employed full-time
- Self-employed
- Other

49. Which of the following best describes the employment status of the child's father/guardian?

- Not employed outside of the home
- Employed part-time
- Employed full-time
- Self-employed
- Other

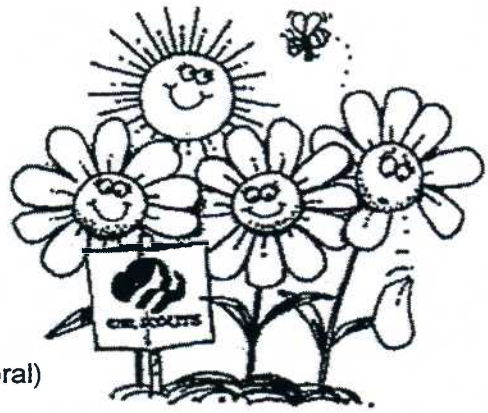
50. Do both parents live with the Girl Scout? Yes No

51. We would like to get a general idea of your household income. Please mark the category that best describes your yearly household income.

- Under $20,000
- $20,000-$39,999
- $40,000-$59,999
- $60,000 or above

52. What is your racial identification? *Check all that apply.*

- Black
- American Indian or Alaskan Native
- White
- Asian or Pacific Islander
- Hispanic
- Other



53. What is your sex? Male Female

54. What is the highest grade in school that you have completed?

- Some high school
- Associate's degree
- High school diploma
- Bachelor's degree
- Some college
- Advanced degree (master or doctoral)

55. What is your age?

- 20 years old or under
- 31-35 years old
- 21-25 years old
- 36-40 years old
- 26-30 years old
- 41 years old or over

Thank you for taking the time to complete this survey. Your answers will remain confidential. The results will be reported in summary to the Chesapeake Bay Girl Scout Council in the Spring of 2000 as a final report. If you are interested in obtaining a copy of this report, please call the council office at (302) 456-7150 extension 7169.

Girl Scout Questionnaire

PLEASE USE NO. 2 PENCIL

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Before completing this survey, please have your parent/guardian read and sign the parental consent form and also please read and sign the Girl Scout assent form.

Your Likes and Dislikes:

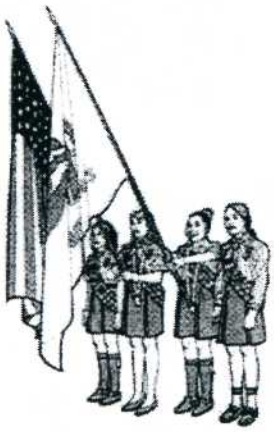
1. Do you participate in any of the following activities through school? *Mark all that apply.*

- ○ Drawing
- ○ Painting
- ○ Sculpture
- ○ Playing an instrument
- ○ Singing
- ○ Dance
- ○ Drama/Theater
- ○ Sports/Athletics
- ○ Student aide/ runner
- ○ Organization/ club such as student council, etc.
- ○ Other

2. **Besides school activities,** do you participate in any of the following activities? *Mark all that apply.*

- ○ Drawing
- ○ Painting
- ○ Sculpture
- ○ Playing an instrument
- ○ Singing
- ○ Dance
- ○ Drama/Theater
- ○ Sports/Athletics
- ○ Religious youth group
- ○ Organization(s) such as 4H or a community center
- ○ Other

For questions #3 to #13, please rate how much you like or dislike each Girl Scout attribute on a scale of 1-5 where 1=like very much;2=like a little; 3=neutral; 4=dislike a little; and 5=dislike very much. Please fill in the circle completely to indicate your answer.



	Like very much	Like a little	Neutral	Dislike a little	Dislike very much	Doesn't apply
3. Uniforms	○	○	○	○	○	○
4. Meetings	○	○	○	○	○	○
5. Badges/Patches	○	○	○	○	○	○
6. Leaders	○	○	○	○	○	○
7. Service projects	○	○	○	○	○	○
8. Friendships	○	○	○	○	○	○
9. Trips	○	○	○	○	○	○
10. Troop camping	○	○	○	○	○	○
11. Resident camping	○	○	○	○	○	○
12. Day camping	○	○	○	○	○	○
13. Fund-raising	○	○	○	○	○	○

14. Do you help decide what activities your troop will do? ○ Yes ○ No

15. In what ways could the Girl Scouts become more interesting or fun?

- ○ Have more activities
- ○ Plan different types of activities
- ○ Allow more participation in the planning process
- ○ Don't know/NA

For questions #16 to #26, please rate how much you like or dislike each troop meeting activity on a scale of 1-5 where 1=like very much; 2=like a little; 3=neutral; 4=dislike a little; and 5=dislike very much.Please fill in the circle completely to indicate your answer.

	Like very much	Like a little	Neutral	Dislike a little	Dislike very much	Doesn't apply
16. Games	○	○	○	○	○	○
17. Arts & crafts	○	○	○	○	○	○
18. Business (dues, etc)	○	○	○	○	○	○
19. Outside speakers	○	○	○	○	○	○
20. Songs	○	○	○	○	○	○
21. Taking short trips	○	○	○	○	○	○
22. Career exploration	○	○	○	○	○	○
23. Planning activities	○	○	○	○	○	○
24. Talking with friends	○	○	○	○	○	○
25. Earning badges	○	○	○	○	○	○
26. Learning about people from other countries	○	○	○	○	○	○

27. How many camping trips has your troop taken/planned for this program year (1999-2000)?

○ 0 camping trips ○ 1 camping trip ○ 2 camping trips ○ 3 camping trips ○ 4 or more camping trips ○ Don't know/NA

28. Are you satisfied with the amount of camping that your troop does?

○ Yes ○ No, the troop camps too much

○ Other ○ No, the troop does not camp enough

29. In what season does your troop normally camp?

○ Spring ○ Summer ○ Winter ○ Fall ○ Don't know/NA

30. Where does your troop usually camp? *(you may mark more than one site).*

○ Camp Todd ○ Country Center ○ Grove Point ○ Sandy Pines ○ Other ○ Don't know/NA

31. Which is your favorite campsite?

○ Camp Todd ○ Country Center ○ Grove Point ○ Sandy Pines ○ Other ○ Don't know/NA

32. Why is this campsite your favorite? ○ Location ○ Facilities ○ Staff ○ Activities offered ○ Other

33. What are your favortite camp activities?

○ Recreational Activities ○ Arts/Crafts

○ Sleeping Outside ○ Sing-a-longs

○ Campfire ○ Other

For questions #34 to #40, please rate how much you like or dislike each camping feature on a scale of 1-5 where 1=like very much; 2=like a little; 3=neutral; 4=dislike a little; and 5=dislike very much. Please fill in the circle completely to indicate your answer.

	Like very much	Like a little	Neutral	Dislike a little	Dislike very much	Doesn't apply
34. Camping indoors (buildings)	○	○	○	○	○	○
35. Tents	○	○	○	○	○	○
36. Adirondacks	○	○	○	○	○	○
37. Sleeping in beds or cots	○	○	○	○	○	○
38. Sleeping on mattresses on the floor	○	○	○	○	○	○
39. Using latrines	○	○	○	○	○	○
40. Having access to toilets	○	○	○	○	○	○

For the following questions, please rate the activities according to how interested you are in learning about or doing as a Girl Scout on a scale of 1-5 where 1=very interested; 2=somewhat interested; 3=neutral; 4=somewhat uninterested; and 5=very uninterested. If the activity is not appropriate for your age level, please mark "doesn't apply." Please fill in the circle completely to indicate your answer.

Educational Activities

Cultural Activities

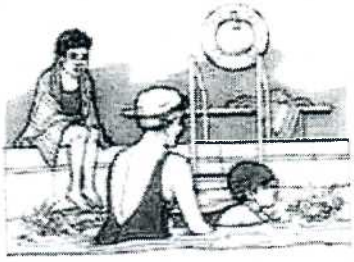
Team Sports

	Very interested	Somewhat interested	Neutral	Somewhat uninterested	Very uninterested	Doesn't apply
Computer programming	①	②	③	④	⑤	⑥
Basics of the internet	①	②	③	④	⑤	⑥
Web page design	①	②	③	④	⑤	⑥
Photography	①	②	③	④	⑤	⑥
Care for animals	①	②	③	④	⑤	⑥
Cooking	①	②	③	④	⑤	⑥
Job search techniques	①	②	③	④	⑤	⑥
Interview techniques	①	②	③	④	⑤	⑥
Science	①	②	③	④	⑤	⑥
Health/nutrition	①	②	③	④	⑤	⑥
Sewing	①	②	③	④	⑤	⑥
Self-esteem skills	①	②	③	④	⑤	⑥
General nature activities	①	②	③	④	⑤	⑥
Assistance with peer pressures	①	②	③	④	⑤	⑥
Listening to music	①	②	③	④	⑤	⑥
Playing an instrument	①	②	③	④	⑤	⑥
Singing	①	②	③	④	⑤	⑥
Music appreciation	①	②	③	④	⑤	⑥
Cultural customs/celebrations	①	②	③	④	⑤	⑥
Ethnic dancing	①	②	③	④	⑤	⑥
Attending theater	①	②	③	④	⑤	⑥
Acting	①	②	③	④	⑤	⑥
Arts & crafts	①	②	③	④	⑤	⑥
Basketball	①	②	③	④	⑤	⑥
Volleyball	①	②	③	④	⑤	⑥
Tennis	①	②	③	④	⑤	⑥
Soccer	①	②	③	④	⑤	⑥
Softball	①	②	③	④	⑤	⑥
Field Hockey	①	②	③	④	⑤	⑥

or the following questions, please rate the activities on how interested ou are in learning about or doing as a Girl Scout on a scale f 1-5 where 1=very interested; 2=somewhat interested; =neutral; 4=somewhat uninterested; and 5=very ninterested. If the activity is not appropriate for our age level, please mark "doesn't apply." Please ill in the circle completely to indicate our answer.

Individual Sports

Water Sports



Other Recreational Activities

	Very Interested	Somewhat interested	Neutral	Somewhat uninterested	Very uninterested	Doesn't apply
Horseback riding	①	②	③	④	⑤	⑥
Snow skiing	①	②	③	④	⑤	⑥
Wall rock climbing	①	②	③	④	⑤	⑥
Golf	①	②	③	④	⑤	⑥
Weight training	①	②	③	④	⑤	⑥
Self-defense	①	②	③	④	⑤	⑥
Tae-Bo	①	②	③	④	⑤	⑥
Tai Chi	①	②	③	④	⑤	⑥
Gymnastics	①	②	③	④	⑤	⑥
Biking	①	②	③	④	⑤	⑥
Fishing	①	②	③	④	⑤	⑥
Archery	①	②	③	④	⑤	⑥
Skateboarding	①	②	③	④	⑤	⑥
Roller blading	①	②	③	④	⑤	⑥
Swimming	①	②	③	④	⑤	⑥
Diving	①	②	③	④	⑤	⑥
Boating	①	②	③	④	⑤	⑥
Tubing	①	②	③	④	⑤	⑥
Water skiing	①	②	③	④	⑤	⑥
Scuba Diving	①	②	③	④	⑤	⑥
Windsurfing	①	②	③	④	⑤	⑥
Sailing	①	②	③	④	⑤	⑥
Canoeing	①	②	③	④	⑤	⑥
White water rafting	①	②	③	④	⑤	⑥
Roller skating	①	②	③	④	⑤	⑥
Video games	①	②	③	④	⑤	⑥
Virtual reality	①	②	③	④	⑤	⑥
Hiking	①	②	③	④	⑤	⑥
Camping	①	②	③	④	⑤	⑥
Ice skating	①	②	③	④	⑤	⑥
Bowling	①	②	③	④	⑤	⑥
Taking trips	①	②	③	④	⑤	⑥
Service projects	①	②	③	④	⑤	⑥
Fund-raisers	①	②	③	④	⑤	⑥
Try its/Badges/Interest Project Patches	①	②	③	④	⑤	⑥

Diversity and Experience

"Girl Scouts value acceptance of diversity by promoting an understanding and appreciation of individual, cultural, religious, and racial differences."

41. According to this definition, does diversity exist within your troop? ○ Yes ○ No ○ Don't know
42. Should the Girl Scouts make troops more diverse? ○ Yes ○ No ○ Don't know

Information About You

A reminder: *The information that you provide on this survey is confidential. In this next section, you are asked demographic information about yourself and are asked for information concerning your parents/guardians. The sole intended use of this information is to enhance the analysis process. However, if any of the questions makes you feel uncomfortable, please remember that you do not have to answer. Thank you.*

43. How long have you been a member of Girl Scouts?

○ under 1 year ○ 1-3 years ○ 4-6 years ○ 7-9 years ○ 10 years or more

44. What troop level are you currently in?

○ Daisy ○ Brownie ○ Junior ○ Cadette ○ Senior

45. How many girls are in your troop?

○ 1-5 girls ○ 6-10 girls ○ 11-15 girls ○ 16-20 girls ○ 21-25 girls ○ over 25 girls

46. Do you plan to continue in Girl Scouting next year?

○ Yes ○ No ○ Don't know ○ NA- I will graduate out this year

47. What grade are you in for school this year?

○ Sixth grade ○ Tenth grade
○ Seventh grade ○ Eleventh grade
○ Eighth grade ○ Twelfth grade
○ Ninth grade ○ Other

48. What is your age?

○ 13 years old ○ 14 years old ○ 15 years old ○ 16 years old
○ 17 years old ○ 18 years old ○ Other

49. What is your racial/ethnic identification? *Mark all that apply.*

○ Black ○ American Indian or Alaskan Native
○ White ○ Asian or Pacific Islander
○ Hispanic ○ Other

50. In what county do you live?

Delaware

- ○ New Castle County, DE
- ○ Kent County, DE
- ○ Sussex County, DE

Virginia

- ○ Accomack County, VA
- ○ Northampton County, VA

Maryland

- ○ Cecil County, MD
- ○ Kent County, MD
- ○ Queen Anne County, MD
- ○ Caroline County, MD
- ○ Talbot County, MD
- ○ Dorchester County, MD
- ○ Wicomico County, MD
- ○ Somerset County, MD
- ○ Worcester County, MD

51. Was your mother ever a Girl Scout? ○ Yes ○ No ○ Don't know

52. Do you have another family member who was a Girl Scout? ○ Yes ○ No ○ Don't know

52a. If yes, how is she reated to you?

○ Sister ○ Aunt ○ Cousin ○ Grandmother ○ Other

53. Does your mother/guardian work full time? ○ Yes ○ No

54. Does your father/guardian work full time? ○ Yes ○ No

55. Do both of your parents live with you? ○ Yes ○ No

Thank you for taking the time to complete this survey. Your answers will remain confidential. When you mail his survey back to the University, please be sure to remember to include a signed parental consent form and a signed Girl Scout assent form. The results will be reported in summary to the Chesapeake Bay Girl Scout Council in the Spring of 2000 as a final report. If you are interested in obtaining a copy of this report, please call the council office at (302) 456-7150 extension 7169.

Girl Scout Leader Questionnaire

PLEASE USE NO. 2 PENCIL

RIGHT ● ■ ■ | WRONG ⊘ ● ⊗ ⊖

1. How long have you been a troop leader?
   - ○ Under 1 year ○ 1-3 years ○ 4-6 years ○ 7-9 years ○ 10 years or more

2. Why did you become a Girl Scout volunteer? *Check all that apply.*
   - ○ I have an interest in children
   - ○ I wanted to contribute to the community
   - ○ My daughter is a Girl Scout
   - ○ To expand my social opportunities
   - ○ I believe in the program
   - ○ Other

3. Were you ever a Girl Scout? ○ Yes ○ No

   3a. If yes, for how long?
   - ○ Under 1 year ○ 1-3 years ○ 4-6 years ○ 7-9 years ○ 10 or more years

4. Was your mother or other relative ever a Girl Scout leader? ○ Yes ○ No ○ Don't know/NA

5. Do you have a daughter who is currently a Girl Scout? ○ Yes ○ No ○ Don't know/NA

For questions #6-#14, please rate how much you like or dislike each aspect of Girl Scouting on a scale of 1-5 where 1=like very much; 2=like a little; 3=neutral; 4=dislike a little; and 5=dislike very much. Please fill in the circle completely to indicate your answer.

	Like very much	Like a little	Neutral	Dislike a little	Dislike very much	Doesn't apply
6. Working with the girls	○	○	○	○	○	○
7. The activities	○	○	○	○	○	○
8. Meeting other people	○	○	○	○	○	○
9. Time with my daughter	○	○	○	○	○	○
10. Trips	○	○	○	○	○	○
11. Service projects	○	○	○	○	○	○
12. Amount of training	○	○	○	○	○	○
13. Amount of cooperation from parents	○	○	○	○	○	○
14. Amount of cooperation from council	○	○	○	○	○	○

15. Do the girls in your troop help decide what activities the troop will do? ○ Yes ○ No

16. Which activities have your troop members participated in/planned on participating in during this program year (1999-2000)? *Please mark all that apply.*

- ☐ Computer programming
- ☐ Photography
- ☐ Job search techniques
- ☐ Health and nutrition
- ☐ General nature activities
- ☐ Listening to music
- ☐ Music appreciation
- ☐ Attending theater
- ☐ Basketball
- ☐ Soccer
- ☐ Horseback riding
- ☐ Golf
- ☐ Tae-bo
- ☐ Biking
- ☐ Skateboarding
- ☐ Swimming
- ☐ Tubing
- ☐ Windsurfing
- ☐ White water rafting
- ☐ Roller-skating
- ☐ Hiking
- ☐ Fund-raisers
- ☐ Basics of internet
- ☐ Care for animals
- ☐ Interview techniques
- ☐ Sewing
- ☐ Assistance with social pressures
- ☐ Playing an instrumnet
- ☐ Cultural customs/celebrations
- ☐ Acting
- ☐ Volleyball
- ☐ Softball
- ☐ Snow skiing
- ☐ Weight training
- ☐ Tai Chi
- ☐ Fishing
- ☐ Roller Blading
- ☐ Diving
- ☐ Water skiing
- ☐ Sailing
- ☐ Video games
- ☐ Camping
- ☐ Taking trips
- ☐ Try its/Badges/Interest Project Patches
- ☐ Web page design
- ☐ Cooking
- ☐ Science
- ☐ Self-esteem skills
- ☐ Singing
- ☐ Ethnic dancing
- ☐ Arts and crafts
- ☐ Tennis
- ☐ Field Hockey
- ☐ Wall rock climbing
- ☐ Self-defense
- ☐ Gymnastics
- ☐ Archery
- ☐ Boating
- ☐ Scuba Diving
- ☐ Canoeing
- ☐ Virtual reality
- ☐ Ice skating
- ☐ Service projects
- ☐ Bowling

17. Has (or will) your troop participated in any of the council sponsored activities/events that have been planned for this program year (1999-2000)?

☐ Yes (answer question 17a) ☐ No (answer question 17b) ☐ Don't know/NA (skip to question 18)

17a. What was the reason for participating in the events/activities sponsored by council? *Mark all that apply.*

- ☐ Activities are interesting and fun
- ☐ Girls enjoy meeting other Girl Scouts
- ☐ Events provide ideas for troop activities
- ☐ Activities could not be done on our own
- ☐ Activities help me as a busy leader
- ☐ Other

17b. Why didn't your troop participate in any of the events/activities sponsored by council? *Mark all that apply.*

- ☐ They were too expensive
- ☐ They were already filled
- ☐ The location was inconvient
- ☐ The girls aren't interested in the activities
- ☐ Other

For questions #18-#26, please rate how much you think the girls like or dislike each aspect of Girl Scouting on a scale of 1-5 where 1=like very much; 2=like a little; 3=neutral; 4=dislike a little; and 5=dislike very much.

	Like very much	Like a little	Neutral	Dislike a little	Dislike very much	Doesn't apply
18. Uniforms	○	○	○	○	○	○
19. Meetings	○	○	○	○	○	○
20. Badges/Patches	○	○	○	○	○	○
21. Leaders	○	○	○	○	○	○
22. Service projects	○	○	○	○	○	○
23. Friendships	○	○	○	○	○	○
24. Trips	○	○	○	○	○	○
25. Camping	○	○	○	○	○	○
26. Fund-raising	○	○	○	○	○	○

Camping

27. How many camping trips have you taken/planned with/for your troop for this program year (1999-2000)?

- ○ 0 camping trips
- ○ 1 camping trip
- ○ 2 camping trips
- ○ 3 camping trips
- ○ 4 or more camping trips
- ○ Don't know/NA

28. Where do you normally camp?

- ○ Camp Todd
- ○ Country Center
- ○ Grove Point
- ○ Sandy Pines
- ○ Other
- ○ Don't know/NA

29. Are you satisfied with the amount of camping that your troop does?

- ○ Yes
- ○ No, the troop camps too much
- ○ No, the troop does not camp enough
- ○ Other

For questions 30-33, please mark what attracts you to each campsite. Mark NA if you have not camped at a site.

30. Camp Todd:	○ Facilities	○ Location	○ Staff	○ Activities offered	○ Other	○ NA
31. Country Center:	○ Facilities	○ Location	○ Staff	○ Activities offered	○ Other	○ NA
32. Grove Point:	○ Facilities	○ Location	○ Staff	○ Activities offered	○ Other	○ NA
33. Sandy Pines:	○ Facilities	○ Location	○ Staff	○ Activities offered	○ Other	○ NA

34. If you do not camp, what are your reasons for not camping? *Mark all that apply.*

- ☐ Girls don't like to camp
- ☐ I don't like to camp
- ☐ Too expensive
- ☐ Can't get preferred time or location
- ☐ Too much trouble
- ☐ Other

GIRL SCOUTS

35. What could be done to make camping easier and more enjoyable?

_____

_____

_____

CBGSC Supportive Services

36. Have you ever sought supportive services from the council? ☐ Yes ☐ No ☐ Don't know/NA

37. If yes, what was your experience with the process?

_____

_____

_____

_____

38. What supportive services have you sought from the council? *Mark all that apply.*

- ☐ Assistance with program ideas
- ☐ Assistance in planning trips
- ☐ Assistance in planning activities
- ☐ Assistance with paperwork/forms
- ☐ Suggestions for retaining Girl Scouts
- ☐ Conflict management/alternative dispute resolution training

Dealing with contemporary issues:

- ☐ Substance abuse
- ☐ Child abuse
- ☐ Violence
- ☐ Death of loved ones
- ☐ Teenage suicide
- ☐ Divorce
- ☐ Time management
- ☐ Teenage sexuality
- ☐ Anger management
- ☐ Information management
- ☐ Other

Strong Leadership

39. Do you plan to be a leader next year? ☐ Yes... (answer question 39a) ☐ No... (answer question 39b)

39a. Why do you plan to continue as a leader? *Check all that apply.*

- ☐ Enjoy being a leader
- ☐ Sense of satisfaction
- ☐ Opportunity to be with my daughter
- ☐ Believe in Girl Scouts
- ☐ Contributing to the community
- ☐ Other

39b. Why do you not plan to continue as a leader? *Check all that apply.*

- ☐ Takes too much time
- ☐ Meetings inconvenient
- ☐ Girls aren't interested
- ☐ Conflicts with parents
- ☐ Changing work demands
- ☐ Daughter is dropping out
- ☐ Not enough support from service team
- ☐ Don't receive information in a timely manner
- ☐ Changing family situations/demands
- ☐ Other volunteer opportunity in community
- ☐ Planning to volunteer with Girl Scouts in another capacity
- ☐ Other

40. Have you completed basic leadership? ☐ Yes ☐ No ☐ Don't know/NA

41. Have you completed first aid certification? ☐ Yes ☐ No ☐ Don't know/NA

42. Have you completed CPR certification? ☐ Yes ☐ No ☐ Don't know/NA

43. Have you completed camping certification? ☐ Yes ☐ No ☐ Don't know/NA

44. Have you attended any additional workshops/trainings? ☐ Yes ☐ No ☐ Don't know/NA

General Information

45. What age level is your troop? (if it is a combined troop, mark both age levels)

☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior

46. How many girls are in your troop?

☐ 1-5 girls ☐ 6-10 girls ☐ 11-15 girls ☐ 16-20 girls ☐ 21-25 girls ☐ over 25 girls

47. In what county do you live?

Delaware

- ☐ New Castle County, DE
- ☐ Kent County, DE
- ☐ Sussex County, DE

Virginia

- ☐ Accomack County, VA
- ☐ Northampton County, VA

Maryland

- ☐ Cecil County, MD
- ☐ Kent County, MD
- ☐ Queen Anne County, MD
- ☐ Caroline County, MD
- ☐ Talbot County, MD
- ☐ Dorchester County, MD
- ☐ Wicomico County, MD
- ☐ Somerset County, MD
- ☐ Worchester County, MD

A Reminder: *Like other questions on this survey, the following demographic questions are optional. However, if you feel comfortable completing them, the survey analysis will beneit from your answers. Once again, all information that is given will remain confidential and be reported only in summary.*

48. What is your age?

    ◯ 20 or under ◯ 21-30 ◯ 31-40 ◯ 41-50 ◯ Over 50

49. What is the highest grade in school that you have completed?

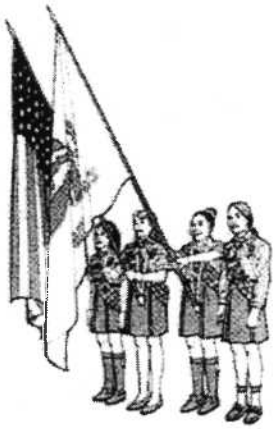
    ◯ Some high school
    ◯ High school diploma
    ◯ Some college
    ◯ Associate's degree
    ◯ Bachelor's degree
    ◯ Advanced degree (Master or Doctorate)

50. What best describes your marital status?

    ◯ Single ◯ Married ◯ Separated ◯ Divorced ◯ Widow ◯ Other

51. Are you employed outside of the home?

    ◯ Not employed
    ◯ Employed Part-time
    ◯ Employed full-time
    ◯ Self-employed
    ◯ Other



52. What is your gender? ◯ Male ◯ Female

53. What is your racial/ethnic identification? *Please mark all that apply.*

    ◯ American Indian or Alaskan Native
    ◯ Asian or Pacific Islander
    ◯ Hispanic
    ◯ Black
    ◯ White
    ◯ Other

54. Which of the following best describes your annual household income?

    ◯ Under $20,000 ◯ $20,000-$39,999 ◯ $40,000- $59,999 ◯ $60,000 or above

Thank you for taking the time to complete this survey. The results of this analysis will be reported in summary to the Chesapeake Bay Girl Scout council in the Spring of 2000 as a final report. If you are interested in obtaining a copy of this report, please call the council office at (302) 456-7150 x7169.

1999 Summer Program Sites

Accomac County Parks and Recreation
Accomac Migrant
Arbor Place Apartments
Bernie's Educational Camp
Brader Boys and Girls Club
Building Blocks, Seaford
Camp Barnes
Camp Wright
Casa San Fransisco
Charlton School
Clark's Corner
Conowingo Elementary School
Delaware State University, NYSP
Dennison, Girls Inc.
Denton Child Development Center
Dover AFB Boys and Girls Club
Doverbrook
Easton Day Care, Headquarters
Easton Day Care, Moton
Easton Parks and Recreation, Dobson
Easton Presbyterian Church
Edgemoor Community Center
Elizabeth Murphy School
Fletcher Brown's Boys and Girls Club
Fraims Boys and Girls Club
Girls Inc, YDC
Great Beginnings
Heritage Elementary
Hicks Community Center
Hilltop Lutheran
Hockessin Community Center
Hurlock Elementary School
Indian River Migrant
Jackson Street Boys and Girls Club
Jenni Smith Boys and Girls Club
Kimberton
Kinder Club
Kingswood Day Care
Kiwani's Girls Inc.
Latin American Community Center
Laverty Lane
Lexington Green
Little Red Hen, Delmar
Lullaby Day Care
Mennonite Church
Mifflin Meadows
Milford Boys and Girls Club
Newark Boys and Girls Club
Newark Girls, Inc.
Northampton Migrant
Police Athletic League, New Castle
People's Settlement
Port Deposit Public Library
Princess Anne Elementary, Migrant
Riverfront Youth Center
Rose Hill, NC Boys and Girls Club
Salvation Army
Senate View
Simon Circle
Smyrna Elementary
Southbridge Neighborhood House
St. Michael's Day Care Easton
Stepping Stones, Frolics
Stepping Stones, Kent Island
Sudlersville Migrant
UMES NYSP
Walnut Street YMCA
Wesley College Boys and Girls Club
West End Neighborhood House
Whatcoat Church
Wicomica Day School
William Penn Field Hockey
Worton Park
YMCA Kendercare
YMCA Primary, Salisbury

17% of the girls served are served by methods other than troops (the bulk of these are served during the summer months in various programs)

Interviewing

- volunteers
- area coordinators

Questions:

1. What type of programming does the CBGSC offer to girls at this site?

2. How well does programming in this (non-troop) setting serve the girls' needs?

3. What opportunities, if any, are presented for girls to become more actively involved in the Girl Scouts?

4. Do the girls have an interest in joining troops? If yes, why are they not in troops?

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