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Page 1

Q1 Name of your organization.

Girl Scouts of Southern Arizona

Q2 Grant #

20140867

Q3 Grant Period

1/1/2015 - 12/31/2015

Q4 Location of your organization

City	Tucson
State	Arizona

Q5 Name and Title of person completing evaluation.

Lesley Rich, Director of Social Justice

Q6 Phone Number:

(520)319-3160

Q7 Email address.

lrich@girlscoutsoaz.org

Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

8,938

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

Objective I: We will help girls develop leadership and practical life skills. Activities: Girls will complete 7 badges and a Leadership Journey.

Girls in School and Community troops and those we serve through Social Service Agencies completed an It's Your Story - Tell It! Journey depending on their age and Girl Scout level and earned 7 badges. Earning badges allows girls to Discover, Connect and Take Action and master the skill set related to the badge being earned. The badges the girls earned were: The 5 Skills Financial Literacy Badge which taught girls goal setting; decision making, money management, people skills, and business ethics; the Fair Play and Practice with Purpose Badges which encouraged girls to become more physically active and health conscious; the Naturalist Badge which taught girls the science of trees and to explore nature; the First Aid Badge which taught girls the basics of first aid and about first responder careers; the Detective Badge which allowed girls to explore science, develop critical thinking skills, and work as a team as they used clues to solve mysteries; and the Dancer Badge which taught younger girls how to dance and move their bodies with confidence.

The It's Your Story – Tell It! Journey helped girls explore important themes such as developing a strong sense of self, discovering the benefits of a balanced diet and physical activity, navigating healthy relationships, identifying ways to enhance self-expression, and promoting well-being and confidence in others.

Objective II: We will help girls in foster care develop self-esteem and a critical sense of belonging so they do not feel excluded based upon their life circumstances. Activities: Girls in foster care will participate in leadership experiences and earn badges.

Foster Care: We have completed 6 group home series including one new home - Madelyn House through Vision Quest. Girls participated in STEM activities, learned about nutrition by making smoothies, made cookies in teams from scratch with no recipes, played Minute-to-Win-It games and made "I Am" boards which built self-esteem.

The number of girls we served varied by home depending on the number of girls who had been placed there but usually ranged between 3 - 12 girls each session. We provided every girl free membership and connected girls with the Girl Scout community outside of the group home setting, providing opportunities for greater involvement in our program.

These activities were among the favorites of the girls as reported by GSSoAz Social Justice staff:

- STEM - elephant toothpaste: We gave each of the girls a set of safety glasses and then some worked in pairs and some worked individually. They each read the directions for the elephant toothpaste and went at it. It was great to see all of them so excited about doing a fun science project. Once they had all of the materials ready they then set off the reaction all together and it looked pretty incredible with all of the different colors. The girls kept saying how cool it was, and they really enjoyed it. Even the staff was excited about the project.
- Painting happiness: We asked them to each think of a time when they were the happiest. We asked them to channel that feeling and that their painting could be representational, abstract and symbolic and that it didn't need to be a portrait. Many of the girls wrote their babies' names, others painted flowers, some just focused on their favorite colors, another girl painted a sunset to motivate her to move to San Diego someday.
- Safe cosmetics: We started the meeting off with the question: How many personal care products do you use? Most of the girls ranged

S.L. Gimbel Foundation Fund

from six to ten. We then asked them if they knew what was in their products. All of them said no. We then handed the girls two different handouts that explained some of the chemicals used in certain products and the potential side effects they could have on the body. A lot of the girls were really shocked that the things they use daily on their bodies could potentially have harmful side effects. They even asked what they could do to prevent using some of these products. We then told the girls that they were going to have the option to make various products with us and they all got really excited. All of the girls were eager to make the different DIY products we brought in and the process was really hectic. It was even surprising as one of the girls, Felicia, asked if we could come for three hours.

Objective III: AJ will help break the cycle of incarceration. Activities: We will work bi-monthly with girls in AJ and GSBB to mentor them through activities that help them develop practical life that they can use immediately to improve their life situation and help them set and achieve personal goals.

Girl Scouts Beyond Bars: Since May 2014 we have taken 10 girls from Tucson, Nogales, Eloy and Arizona City to the Perryville Complex, in Goodyear, AZ eight times to meet with their moms/grandmothers. During the meetings the moms and girls have created vision boards, participated in camp games, learned about financial literacy, Explored STEM by building a car and maze, and have participated in activities that promote self-expression. We have a mom who was a past participant and was released from prison who now volunteers at the monthly meetings. In all, the girls have met 21 times. Three of the GSBB girls received scholarships to attend summer camp.

The girls have been working on the Girl Scouts of the USA Journey "It's Your Story Tell It: Agent of Change" which engages girls in project-based, multidisciplinary learning adventures that help girls team up to identify and solve problems in their community and in their own lives. The girls have also earned their Animal Habitats and Cooking badges.

Adelante Jovencitas: Meetings have taken place continuously in Juvenile Detention facilities and at the Girl Scout Resource Center. Girls have taken field trips to the Ronald McDonald house, have gone geocaching, and taken a tour of the University of Arizona Campus while participating in a scavenger hunt. Girls explored Science, Technology, Engineering and Math (STEM) disciplines by making circuits and a human sized Operation game. They also made robots using robotic kits and ice cream (kitchen science). One favorite activity was making hand sized boats out of tape, paper, straws and plastic wrap. The boats had to float and hold metal washers.

Girls learned how to journal and engaged in an activity which involved reflecting on a perfect world. The girls came up with ideals like peace, ending hunger inequality, and compassion. I have attached a picture of the inspiring board they made.

Girls learned how to research and develop career goals, how to apply for college and student loans. They also learned how to fill out job applications and participated in mock interviews and learned what to wear.

Girls participated in Day of the Dead activities, have enjoyed yoga and went on a field trip to the high ropes course at the University of Arizona. Girls were also visited by a member of the Peace Corps who shared her experiences of working in Africa. They have also learned how to cook a healthy meal on a budget and created a garden in the Girl Scout Resource Center back parking lot.

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

GSSoAz did not encounter any challenges/obstacles in attaining the stated goals and objectives. We actually exceeded some of the goals in particular the number of girls served. We had anticipated serving 5,890 girls, but were able to reach 8,938 girls. This increase was due to the increase in the number of girls we served through our school based troops and Social Service Agencies.

However, due to financial constraints the agency has faced as the economy is still in recovery we have had to reduce the number of schools we are serving to 10 this year. There are four high-need schools on our waiting list whose principals have reached out asking for us to return to serve their girls. We hope to be able to go back to those schools next year if adequate funding is identified.

An ongoing challenge is finding volunteers who will provide leadership for our Social Justice troops. The lack of available volunteers in high need areas was one of the factors that led us to create a Social Justice model of service delivery.

Q11 How did you overcome and/or address the challenges and obstacles?

GSSoAz remains committed to serving every girl who wants to be a Girl Scout and who would benefit from our program regardless of her socio-economic circumstances. Therefore we continue to practice a strategic fundraising plan that reflects a balanced portfolio of funding sources that includes grant support, corporate gifts, Support a Girl and Friends of Girl Scouting direct-mail campaigns, planned giving, in-kind contributions, fundraising through special events, and program and retail revenue. GSSoAz will also continue its efforts to recruit committed volunteers who want to take on the leadership of our Social Justice school troops.

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

The best way to describe the unintended positive outcomes is through stories about the impact the program has had on the girls.

Following is a story from Lesley, Social Justice Director, about two of the GSBB girls:

We took girls to the prison complex on Saturday, June 14 and as the meeting was ending a newer member of the group, Peyton, age 7, was sobbing because she did not want to leave her mom. Peyton and her mom hugged for as long as they could before Peyton had to go. GSSoAz staff explained that it would be a quick two weeks before they were reunited again. Peyton was still very sad to leave. In the corridor, as the group and staff waited to go through the check point and leave the facility Jenny, age 8, asked staff why Peyton was crying and said "Is she sad to leave her mom?" After the staff said yes, Jenny went right over to Peyton and put her arm around her. Jenny said that it was ok to be sad and to miss her mom. She shared that she misses her mom a lot too but looks forward to the next visit and continued to comfort her. It was a true example of Girl Scout sisterhood and the importance of allowing the girls to visit their moms together. They are a wonderful support system for one another and truly relate to each other on a special level.

Following is a story from Erin, one of AJ's Program Facilitators' on the personal growth she has seen in one particular girl:

Julie has been coming to AJ for a few months and even though she completed her hours she still comes to AJ. She started today by showing Feliz and I pictures of the pieces she has made during her art classes. I remember the first time she came, she was very quiet and Feliz and I spent the first two or three meetings trying to get her to open up more. She is always the first person to arrive and she tells us all about how she is doing in school, her relationship with her boyfriend, and her relationship with her grandmother and mom. A few weeks ago we had a brand new girl walk in with her mom and Julie walked right up to her and I thought she was going to just shake her hand and introduce herself but instead she gave her a big hug, introduced herself and offered her pizza while Feliz and I grabbed the paper work for her mom to sign. She knows she has a place in the group and tried hard to make sure the new girl felt like she has a place too. Also, recently we had an 8th grader come to AJ and it's been great to see Julie encourage her to do better in school, tell her about what high school is like and give her advice on having more positive friends.

A story from Foster Care:

On our last day at Amparo Group Home staff let them know it was our last day there and the girls were really disappointed. One girl prompted everyone else to in the room to tell the staff that we should come back. Our check out question was what they would like Girl Scouts to do the next time we go there. It was inspiring to hear that the girls appreciated us and that we make a positive impact on them. We sometimes interrupt dinner time and the girls talk about how much work or chores that they need to do that night, so for them to tell us they want us there in spite of how busy they are is great to hear.

A story from our School Troops:

A parent of a girl that regularly attends a Social Justice school program approached our Social Justice team at GSSoAz's open house. The Girl Scouts's mom told us that her daughter has a learning disability and has had a rough time in school in previous years, particularly with writing subjects. She told staff that her daughter took a writing placement essay and passed it with flying colors because she had a subject that she was passionate about and had so much to write on and that subject was Girl Scouts! Her mother explained that Girl Scouting has made a lasting impression on her daughter, not just with boosting her confidence, but academically, and there is nothing she cherishes more.

Q13 Briefly describe the impact this grant has had on the organization and community served.

The support of the S.L. Gimbel Foundation speaks volumes about the merit of our mission. Through your support we have been able to positively impact the lives of over 8,000 girls in relevant and meaningful ways. Your support allowed us to expand our reach to serve a new population of girls – migrant girls who are seeking shelter at the Southwest Migrant Youth Shelter. Many of the girls are living in this country without any parents or guardians and stay at the shelter until they can be reunited or find families to take them in. Some of the girls are pregnant or parenting. Some of them are separated from their children. The girls are often traumatized, scared, and have no idea what is going to happen to them next. The girls lack positive role models and mentors in their lives that provide them with consistent messages and support. Through Girl Scouts they are treated with dignity and respect, and are provided with a sense of normalcy in light of the incredibly challenging journey's that brought them here.

Page 3: Budget

Q14 Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

Funds were used to provide the personnel necessary for program design, delivery and evaluation; for materials and supplies necessary for meetings and special activities; and for van leasing and gas to take GSBB girls to visit their moms; and to take girls on field trips that support the program focus. Please refer to the ledgers that we mailed to your office.

Page 4: Success Stories

Q15 Please relate a success story:

In the 2014-2015 Girl Scout Year, 12 of the 34 girls who attended Adelante Jovencitas returned to the program or stayed past their required number of meetings. Feliz Baca, Social Justice Specialist, wrote about one of the girls for whom the program had a special impact.

Sierra began attending AJ in August of 2014. She was referred to us by the Community Justice Board and, as per their requirements, she was to attend 2 meetings per month. It is now the beginning of 2016 and Sierra still attends AJ when her schedule permits. When I first met Sierra she had a lot going on. She was dealing with the issues that landed her our program, as well as problems with family and friends. She was a confident girl, but it was apparent that there was something troubling going on below the surface. With each meeting she attended Sierra began to open up more to our program facilitators and began to feel more comfortable talking about her personal issues. As time passed Sierra was changing drastically for the better. Her grades improved in school, she was becoming more involved in positive activities, and she began making better choices for herself. As her schedule got busier, we began seeing less of Sierra. Then one day I received a call from Sierra and she told me that she needed to talk to someone she could trust and confide in. She explained her situation and we talked through the various factors. I explained to her the consequences of her actions. She understood and thanked me for my honesty. Before we hung up she said she grateful for our program. She attended AJ the following week and she said, "Thank you for talking to me, and not judging me. I feel like when I come to Girl Scouts it's like my second home. You're like the sister I never had."

S.L. Gimbel Foundation Fund

Q16 Please relate a success story here:

Annabelle is a girl who participates in one of our school troop programs and is also in the foster care system. She is 8 years old and in the first grade. After a parent meeting Annabelle was the only girl left so Social Justice staff asked her if she would like to call someone to make sure they were going to pick her up or to wait with us until they arrived. She wanted to wait with staff. Annabelle is fairly quiet in troop meetings so staff started to ask her questions to see if she would talk to them. She shared that her brother died recently and she has another brother in prison. She said that her older sister was taking her to Mexico for the weekend to see her "real" dad. I asked how often she sees him and she said this would be her second time. The fact that this young girl trusted staff enough to share this information speaks to the value of the relationships that staff create with the girls they work with.

Q17 Please relate a success story here:

At our Roadrunner school program girls were discussing on the first day what they wanted to accomplish this year and one of the girls was talking all about selling Girl Scout cookies. Staff were surprised by how much she really loved the program. She wanted to learn how to sell even more cookies this coming year and also was very business oriented in wanting to create new Girl Scout merchandise. She later continued this conversation of creating her cookie business with a few of the other girls. This is her topic of conversation at every meeting. The skills she is learning through the Girl Scout cookie program will help her achieve her dreams to become a successful business woman someday.

Page 5: Organizational Information

Q18 Which category best describes the organization. Please choose only one.

**Youth
Development**

Q19 What is the organization's primary program area of interest?

Youth

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	1
Asian/Pacific Islander	1
Caucasian	52
Native American	1
Hispanic Latino	42
Other	3

Q21 Approximate percentage of clients served from grant funds in each age category.

Children ages 06-12 years of age	80
Youth ages 13-18	20

Q22 Approximate percentage of clients served with disabilities from grant funds.

Mentally/Emotionally Disabled	1
Learning Disabled	1

Q23 Approximate percentage of clients served in each economic group.

At/Below Poverty Level	60
Working Poor	40

S.L. Gimbel Foundation Fund

Q24 Approximate percentage of clients served from grant funds in each population category.

Children/Youth (those not included in Family)

100
