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Abstract

Evidence obtained from both quantitative and qualitative sources provide strong confidence that the Get REAL! program is meeting program objectives and providing value to students

Summative Evaluation

Get REAL!

# Introduction

The Get REAL! program is a statewide mentoring program facilitated by six Girl Scout Councils in Florida. The goal of the Get REAL! program is to help at-risk middle school girls achieve academic success by connecting them to caring mentors in the community. Girl Scout facilitators and mentors deliver the Get REAL! program which includes a literacy component, character building, educational enhancement experience, and community service.

The purpose of this report is to evaluate the program against the established set of performance measures to ensure program quality. Evidence obtained from both quantitative and qualitative sources provide strong confidence that the Get REAL! program is meeting program objectives and providing value to students. The report begins with the program operations, components of the mentoring program, objective assessment, sustainability, and recommendations.

## Program Operation

Each Girl Scout Council collaborates with the school officials to identify girls that would benefit from the Get REAL! program. Referrals come to the Get REAL! staff from school personnel and appropriate referrals for Get REAL! are at-risk girls based on (but not limited to) one or more of the following criteria:

* Enrolled in the 6th to 8th grade
* Are one or more grade levels behind in school;
* Who scored at Level l or Level II in FSA reading;
* Have high absenteeism, or high disciplinary referrals;
* Struggling socially/family problems.

Student recruitment activities included meeting with school officials, word of mouth recruitment, announcement at school assemblies, visiting after-school programs. The enrollment goal of the Get REAL! program was to serve 900 students by the end of the 4th Quarter. The Girl Scouts Councils reached their goal by serving 909 students. Student enrollment data by Girl Scout Council are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Council Name | Sixth Grade | Seventh Grade | Eighth Grade | Total |
| Citrus Council | 54 | 51 | 35 | 140 |
| Gateway Council | 93 | 88 | 91 | 272 |
| Panhandle Council | 31 | 56 | 21 | 108 |
| Southeast Council | 17 | 48 | 56 | 121 |
| Tropical Council | 36 | 11 | 47 | 94 |
| West Central Council | 35 | 68 | 71 | 174 |
| **Total:** | **266** | **322** | **321** | **909** |

## 

## 

## Attendance:

Students in the program attended meetings on a regular basis as evidenced by monthly attendance reports. Review of attendance data demonstrates that the Girl Scout Councils are holding mentoring sessions and serving students on a weekly basis. The councils started the program year fast and reached 93% of their enrollment goal by December.

## Staff Quality

All program staff and mentors are personally interviewed, complete an Affidavit of Good Moral Character, submit to a reference check, and must satisfactorily pass a criminal background check in order to begin working with students. Upon successful completion of the application process, new staff and mentors receive training on the approved program curriculum, and safety standards. Trainings that must be completed by new staff and mentors include Girl Scouts 101, CPR/First Aid, Diversity, and Team Building.

## Mentor Recruitment

The Girl Scout Councils recruited and trained a total of 49 individuals to be mentors and the mentors logged at least 1242 hours to assist students in the program. The post student survey found that 93 percent of the students had some level of agreement that they established a positive relationship with their Mentor. See the supplemental data section for information about this question.

The goal of the Get REAL! program was to recruit enough mentors to maintain a 15-1 student-mentor relationship. The councils were not able to meet the 15-1 ratio. There is variation between the number of mentors each council was able to recruit as the number of mentors by council ranged from a high of 22 to a low of 1. Many councils noted in their end of year report that recruiting mentors is a challenge because of the hours of the mentoring and commitment involved.

## Program Components:

The education literature has shown that students who are engaged in school achieve better educational outcomes such as higher grades and greater achievement on standardized tests. In contrast, students who are disengaged are at a higher risk for dropping out of school. Student engagement is multiple dimensional including behavioral engagement, emotional engagement, and cognitive engagement. Behavioral engagement consists a student's participation in school activities. Emotional engagement refers to the connections and interactions a student has with peers and teachers. Cognitive engagement refers to resilience and the hard work required to be successful at school (Fredricks et al., 2011).

The program components of the Get REAL! program address the multiple facets of student engagement through a literacy program, character building, educational enhancements and community service opportunities. Facilitators and mentors work together to establish relationships with at-risk students and provide opportunities for educational enhancement trips and community services. The program components and activities of the councils will be discussed in this section.

### Literacy Component:

The reading portion of the Get REAL! program uses the See Girls Read! Curriculum. The students read at least five books during the 30-session program. Staff are able to present books to read from a list of books approved by the Department of Education, and as part of the Girl Scout process, students are given input about what books they wish to read.

Mentors facilitate discussion about the books the girls are reading, and participants read and write in their journal. The group discussions and writing activities help increase emotional and cognitive engagement in the students. Periodically the girls are encouraged to share their journals with their mentor and the mentor will respond to them. Journaling gives girls additional writing experience and helps establish connections with their mentor.

The reading list for students in the Get REAL! program included:

Bridge to Terabithia  
Hoot  
The Girls Guide to Loving Yourself

My Feet Aren't Ugly  
Chicken Soup for Soul: Teen Talk Middle School  
Life is Not a Fairy Tale  
Crossing Jordan  
Girl Code  
The Cheat  
Wonder  
Diary of a Teenage Girl  
Tease  
Insurgent

Post survey question about whether students learned from the books they read this year indicate that 93 percent indicated some level of agreement.

Question: I learned from the books we read this year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Don't Know/Prefer Not to say | | Strongly Disagree | | Disagree |
| Less than 1% | | Less than1% | | 1.439% |
| Disagree a little | Agree a little | | Agree | Strongly Agree |
| 3.597% | 13.43% | | 33.57% | 46.52% |

### Character Building/Life Skills:

*I LEARNED HOW TO HANDLE DIFFERENT PEOPLE IN DIFFERENT SITUATIONS AND HOW TO HANDLE MY OWN EMOTIONS.—Girl Quote*

Relationships and connections with peers and teachers plays a critical role in academic engagement for students (Fredricks et al., 2011). All Girl Scout councils utilize the modules "Expressing My Individuality” and "Body Image" from the *Girls Circle* curriculum. The modules focus on self-esteem, social development and interpersonal relationships to help the students solidify relationships with themselves, peers, and teachers.

### Educational Enhancements:

Girls in the Get REAL! program participate in educational enhancements that consists of out-of-school learning experiences which include camp visits, legislative day and half-day trips to local educational facilities. Educational Enhancements provide context to what the students are learning in school and provide an incentive to the students to participate and behave.

Examples of the educational enhancement opportunities offered to the students in the program this year include legislative days in Tallahassee to learn about the government process and advocacy. Students also visited Universal Studios to learn how important science and engineering is for the park. Additionally, students visited the Digital and Animation and Visual Effects School located at Universal Studios. Students from Citrus Council attended the Disney Y.E.S. program attended a workshop on Techniques for Teamwork through Improvisation.

### Community Care Projects

An important part of Girl Scouting is community care projects to help girls identify what they can do to help their community. Community care projects give the students opportunities to identify problems and work together to make a plan to help solve that problem. Each program group develops their own projects that is specific to their community. Examples of community care projects implemented this year include:

1. Students coordinated Food Drive for a Stop Summer Hunger Initiative
2. Students created activities and worked a crafting station at a Day Camp for special needs children.
3. Students developed a "Recycle Thursday" program at their school.
4. Students created Positive Image Poster that were Displayed at School
5. Students created an anti-bully and friendship garden.

## Objective Assessment:

The Girl Scout Councils enter survey and grade data into an online survey system-Qualtrics at planned out intervals throughout the school year. Status updates on data entry are provided throughout the year, and the Formative Evaluation provides a status on student progress.

The results of the data entry provide evidence that the students are benefiting from participating in the Get REAL! program as the Girl Scout Councils met all the Program Objectives. Parent and Teacher surveys and comments provide additional support that program benefits students.

## Reading Improvement:

### Objective:

*50% of participating students will improve their reading skills as demonstrated by their Language Arts grade increasing or maintaining a "C" grade from the baseline grading period to the final grading period as evidenced by report cards/school reports.*

Success for this objective is defined by students increasing their grade and finishing with a C or higher, and students who maintained at least a “C” grade from baseline to final grading period. For example, a student who maintained a B from baseline to final is considered a success. In contrast, a student who improves from an F to D is not considered a success for the purpose of this analysis. Students who went from an A to B is not considered a success for this analysis.

The number of students that could be matched from baseline to final is **543,** and thepercent of students with the successful outcome is **82.32%**.

1. The number of students who increased their Language Arts Grade with a final grade of at least a C is **196.**
2. The number of students who maintained their baseline grade with at least a C grade is **251.**
3. The percent of students who had a failing grade at baseline and finished with a passing final grade is **15.29%.**

The mean difference between baseline grades and final grade ***0.2689***.

### Statistical Tests

The T test and Cohen's D test were administered on the grade distribution, and the results show that the difference between the baseline and final grading period are significant at .05 level. However, the Cohen’s D test indicates the effect of the intervention is small.

### Statistical Test

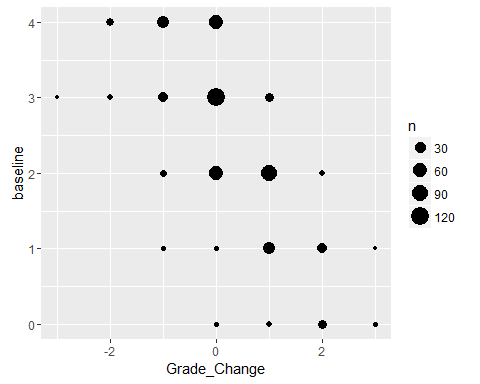
*T-Test*

data: langarts2016$baseline and langarts2016$final  
 t = -6.8402, df = 542, p-value = 1.071e-11  
 alternative hypothesis: true difference in means is less than 0  
 95 percent confidence interval:  
 -Inf -0.2041096  
 sample estimates:  
 mean of the differences   
 -0.2688766

Cohen's d  
   
 d estimate: -0.2935413 (small)  
 95 percent confidence interval:  
 inf sup   
 -0.4133750 -0.1737075

### Grade Change Plot from baseline to final grading period:

The changes in grades from baseline to final grading period is represented below. The vertical axis represents baseline grades and the bottom axis the change from the baseline. Thus ideally we want to see circles moving to right. Note that students with an A in the baseline grading period can decrease but not increase.



### Supplemental Data Reading courses

The number of students records that could be matched is **280**.

The percent of students with a successful outcome is **82.86%**.

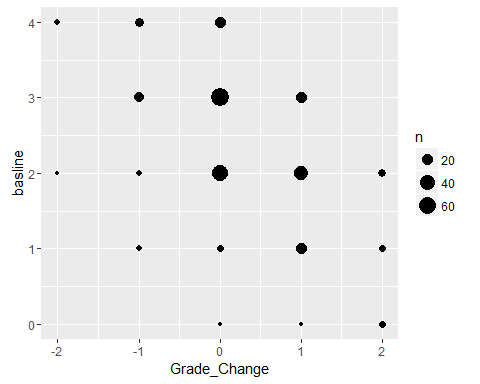
1. The number of students who increased their reading grade is **95.**
2. The number of students who maintained at least a "C" grade is **137.**

The mean difference between baseline grades and final grade ***0.2607***.

### Reading Grades Change Plot:

The changes in grades from baseline to the final grading period is represented below. The vertical axis represents baseline grades and the bottom axis the change from the baseline. Thus ideally we want to see circles moving to right. Note, students with an A during baseline can decrease but not increase.

### Reading Grade Change from baseline to final grading period:



# Improved Attendance:

## Objective:

*60% of participating students will either maintain or improve their attendance rates as demonstrated by their decreased absences from the baseline grading period to the final grading period as evidenced by report cards/school reports.*

The number of student records that could be matched is **542**.

The percent of students with a successful outcome is **76.38%**.

1. The number of students who decreased their absences from baseline to the final grading period is **292.**
2. The number of students who has no absences between the baseline grading period and the final grading period is **122.**

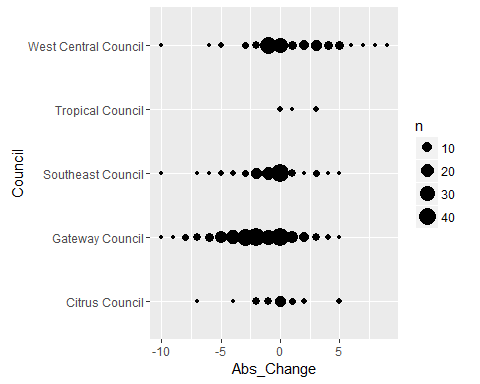
The average difference of absences between baseline and final is ***-0.9317***.

### Absences Change Table:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| -10 | -9 | -8 | -7 | -6 | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3 | 1 | 4 | 8 | 9 | 20 | 28 | 51 | 72 | 96 | 143 | 34 | 23 | 24 | 11 | 11 | 1 | 1 | 1 | 1 |

### Plot of Change in Absences from baseline to final grading period:

The plot below has the council on the vertical axis and the difference in absences between baseline and final grading period.



# Improvement in School Behavior

## Objective:

*70% of participating students will show improvement in behavior by decreasing their number of suspensions from the baseline grading period to final grading period or not having a suspension during the school year as evidenced from the student's report card/school reports.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| -8 | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1 | 5 | 3 | 5 | 16 | 24 | 457 | 18 | 8 | 2 | 2 | 1 |

The number of student records that could be matched is **542**.

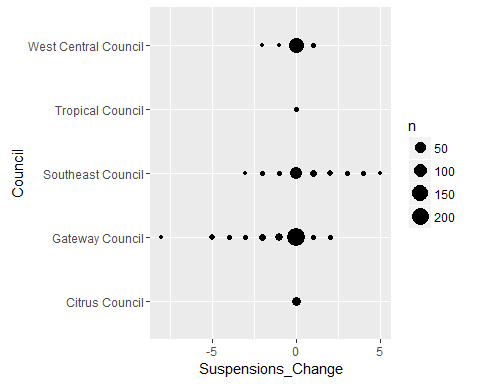
The percent of students with a successful outcome is **94.1%**.

1. The number of students who decreased their suspensions from baseline to final is **54.**
2. The number of students who had no suspensions during baseline and final grading period **456.**

The average difference of suspensions between baseline and final grading period is

***-0.1162.***

### Suspensions Change Plots from baseline to final grading period:



# Life Skills:

*Objective 4: 70% of participating girls will demonstrate an increased understanding of pertinent life skills as demonstrated by a pre and post assessment*

The students in Get REAL! program met this objective as students achieved across all life skill domains and their average achievement percent is 84.75%

|  |  |
| --- | --- |
| Outcome | Percent Achieved |
| Healthy Relationships | 84.85% |
| Academic Engagement | 80.61% |
| Academic Mastery | 88.79% |
| Average: | 84.75 |

Students, parents, and teachers are asked to complete surveys at the time of enrollment in the Get REAL! program and at the end of their session. The questions in the survey are designed to measure the following life skills.

1. Healthy Relationships
2. Academic Engagement
3. Academic Mastery

The questions and the scoring methodology of the girl survey were developed and tested by the Girl Scout Research Institute. Girls answer multiple questions to obtain an outcome score for each life skill domain. Responses to survey questions are assigned numbers/points and outcome scores are calculated by averaging responses to survey questions for each category. The points for each outcome set are averaged to obtain an outcome score. Outcomes scores range from 0-6. Outcome cut points are used to determine high achievement, and they are determined by the number of questions in the outcome set and response options. Below is a breakdown of the cut points by the outcomes measured.

Life Skills Achievement Average Score to Indicate High Achievement

1. Healthy Relationships 4.45=>
2. Academic Mastery 4.8=>
3. Academic Engagement 4.5=>

There were 418 post survey responses and 330 student responses could be matched from the pre-survey to the post survey. There were 844 valid pre survey entry thus an approximate match rate is 37 percent. This analysis views any increase in outcome score from the pre assessment to the post assessment or maintaining high achievement as demonstrating an understanding of a life skill.

Parent and teacher surveys also provide evidence that the students are benefiting from the program. Please note pre teacher surveys are not analyzed as only 50 were received. Responses from the parent and teacher surveys are summarized in the following manner:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Time** | **Item** | **Low** | **Neutral** | **High** | **Mean** | **Sd** |
| Number of responses. | Pre/Post | Question # | % that responded:  Strongly Disagree  Disagree  Slightly Disagree | Neither Agree/Disagree | % that responded:  Strongly Agree  Agree  Slightly Agree | Strongly Disagree =1  Strongly Agree =7 | Standard Deviation |

## Healthy Relationship Life Skill:

*I learned how to express my feelings and let someone know when I'm bothered or feel a certain way. Girl Quote*

Relationship skills are a critical component of success in all realms of life. The Healthy Relationship questions measures the behaviors and attitudes of the respondent regarding their relationship skills. Questions that measure healthy relationships skills include the following:

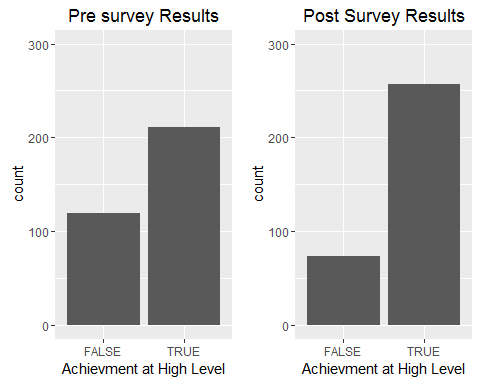
*Healthy Relationship Questions*

1. If I have a serious problem, I have people to talk with.
2. I let people know if they have hurt my feelings.
3. I let my friends know when I think they are good at something.
4. In any relationship - romantic or not - I make it clear when I don't feel comfortable.

The number of pre and post survey that could be matched is **330**, and the percent of students with a successful outcome is **84.85%.**

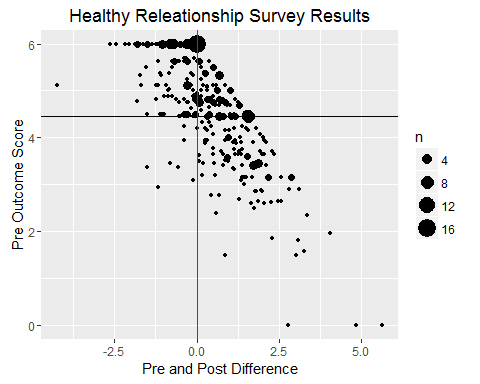
1. The number of students who achieved at a high level is **257.**
2. The number of students who did not achieve at high level but increased their outcome score **23.**

The improvement in outcome scores is graphically represented below.



The percent of students who went from low achievement to high achievement **26.67%**. The number of students who had the opportunity to improve their healthy relationship outcome score is **238**, and the mean increase in outcome score is **0.5244748.**

The increase in the healthy relationship outcome scores is represented graphically below. Marks to the right of the vertical red line represents an increase in the outcome score. Marks above the horizontal line represents scores above the high and low achievement.



### Statistical Test

The Wilcox test and Cohen's D test were administered on the matched survey results. The outcome distributions did not approximate a normal distribution, thus a Wilcox test was administered and the results show that the difference between the pre and post outcome scores are significant at .05 level. However, the Cohen’s D test indicates the effect of the intervention is small.

Wilcoxon rank sum test with continuity correction: hr\_2016$Pre and hr\_2016$Post

|  |  |  |
| --- | --- | --- |
| Test statistic | P value | Alternative hypothesis |
| 42887 | 1.101e-06 \* \* \* | Less |

Cohen's d  
   
 d estimate: 0.3316444 (small)  
 95 percent confidence interval:  
 inf sup   
 0.1774961 0.4857928

## Cross Validation of Healthy Relationship Skills

Survey results from teachers and parents also provide evidence that the Get REAL! program helps students increase their relationship skills. Below are tables that provide a breakdown of questions on the post survey from the parent and teacher surveys. The pattern again shows improvement in moderate agreement with the question being both with the parent survey and teacher survey.

### Parent Survey

* *Question 5: She develops positive relationships with her classmates.*

No. Time Item low neutral high mean sd  
466 Pre Q5 1.502146 9.44206 89.05579 6.321888 1.042863

243 Post Q5 0.8230453 1.6460905 97.53086 6.514403 0.7292575

* *Question 9: The Get REAL! program helped my daughter establish positive relationships with her classmates*

No. Time Item low neutral high mean sd  
 242 Post Q9 0.4132231 0.4132231 99.17355 6.706612 0.5547584

### Teacher Post Survey

* *Question 7: She has developed positive relationships with her classmates*
* *Question 10: The Get REAL! program helped her develop positive relationships with classmates.*

Results based on 397 responses.

No. Time Item low neutral high mean sd  
 397 Post Q7 0 1.259446 98.74055 6.463476 0.6250665  
 394 Post Q10 0 2.791878 97.20812 6.624365 0.6623385

# Academic Engagement:

Academic Engagement questions gauge tangible behaviors that help students succeed in school. Questions that measure Academic Engagement include the following.

*My daughter is more focused on her school performance and her attitude. I really appreciate everything Get Real has done to motivate and encourage my daughter to be better. –Parent Quote*

*Academic Engagement Questions:*

1. I talk with my teachers before or after school, or during lunch about my assignments.

2. I hand in my assignments on time

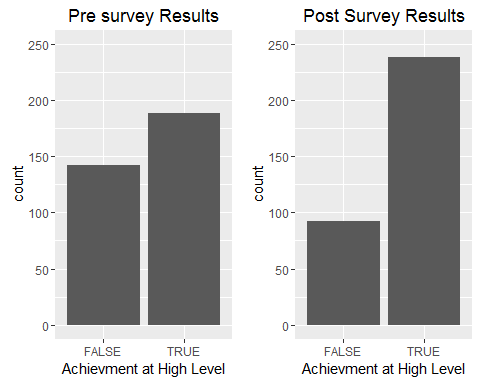
3. I finish my homework even if it is boring

4. If I can't understand my schoolwork at first, I keep trying until I do understand it.

The number of pre and post survey that could be matched is **330**, and the percent of students with a successful outcome is **80.61%**

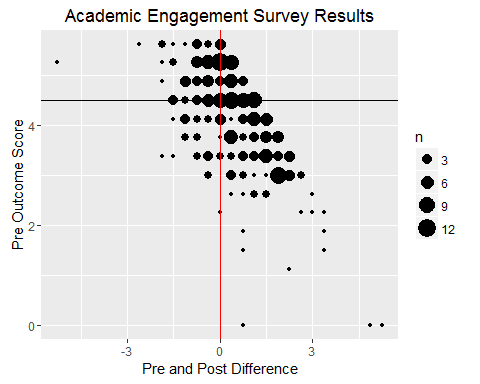
1. The number of students achieving the academic engagement outcome at a high level is **238.**
2. The number of students who did not achieve outcome at high level but increased their outcome score is **28.**

The improvement in outcome scores is graphically represented below.



The percent of students who went from low achievement to high achievement is **25.76%** The number of students who had the opportunity to improve their academic engagement outcome score is **256**, and their mean increase in outcome score is **0.4423828**

The increase in the academic engagement outcome scores is represented graphically below. Marks to the right of the vestigial red line represents an increase in the outcome score. Marks above the horizontal line represents scores above the high and low achievement.



### Statistical Tests

The Wilcox test and Cohen's D test were administered on the matched survey results. The outcome distributions did not approximate a normal distribution, thus a Wilcox test was administered and the results show that the difference between the pre and post outcome scores are significant at .05 level. However, the Cohen’s D test indicate the effect of the intervention was small.

Wilcoxon signed rank test with continuity correction: ae\_2016$Pre and ae\_2016$Post

|  |  |  |
| --- | --- | --- |
| Test statistic | P value | Alternative hypothesis |
| 11932 | 1.163e-08 \* \* \* | Less |

Cohen's d  
  
 d estimate: -0.3133395 (small)  
 95 percent confidence interval:  
 inf sup   
-0.4673752 -0.1593037

## Cross Validation of Academic Engagement

Survey results from teachers and parents also provide evidence that the Get REAL! program helps students learn tangible tools to help them succeed in school. Below are tables that provide a breakdown of questions on the post survey from the parent and teacher surveys. The pattern again shows improvement in moderate agreement with the question being both with the parent survey and teacher survey.

### Parent Pre Survey:

* *Question 6: She works on her homework at home without supervision.*

No. Time Item low neutral high mean sd  
 465 Pre Q6 1.72043 8.602151 89.67742 6.352688 1.102661

243 Post Q6 1.234568 0 98.76543 6.584362 0.7413985

### Teacher Post Survey

* *Question 5: She positively participates in class*
* *Question 6: She completes the homework given to her.*

Results based on 397 responses.

No. Time Item low neutral high mean sd  
397 Post Q5 0.5037783 0.7556675 98.74055 6.405542 0.7136968  
397 Post Q6 0.7556675 0.7556675 98.48866 6.370277 0.7729147

# Academic Mastery Life Skill:

*This program has helped my daughter look at her education differently. Thank you!!*

*Parent Quote*

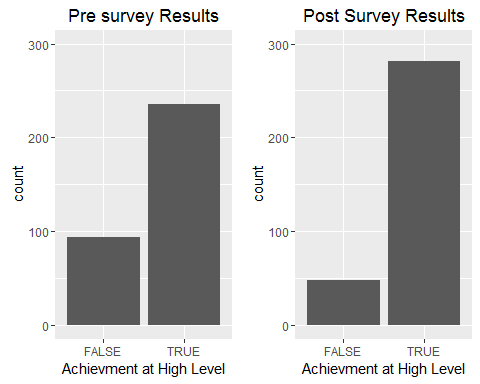
The Academic Mastery questions gauge a student's attitude towards school and education. Questions that measure Academic Mastery include the following.

*Academic Mastery Questions:*

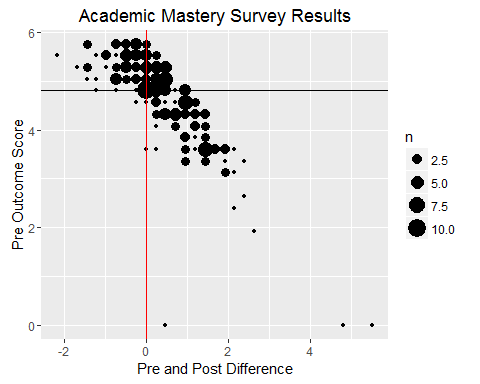
* It's important to me that I improve my skills this year in school
* It's important to me that I really understand my class work
* Learning at school is important to me
* One of my goals in school is to learn as much as I can
* The things I am learning in school will help me later in life

The number of pre and post survey that could be matched is **330**, and the percent of students with a successful outcome is **88.79%**

1. The number of students achieving the academic engagement outcome at a high level is **282**
2. The number of students who did not achieve outcome at high level but increased their outcome score is **11**



The percent of students who went from low achievement to high achievement is **24.24%** The number of students who had the opportunity to improve their academic engagement outcome score is **200**, and their mean increase in outcome score is **0.4092.**



### Statistical Tests

The Wilcox test and Cohen's D test were administered on the matched survey results. The outcome distributions did not approximate a normal distribution, thus a Wilcox test was administered and the results show that the difference between the pre and post outcome scores are significant at .05 level. However, the Cohen’s D Test indicates that the intervention effect size is small.

Wilcoxon signed rank test with continuity correction: am\_2016$Pre and am\_2016$Post

|  |  |  |
| --- | --- | --- |
| Test statistic | P value | Alternative hypothesis |
| 13671 | 0.0001128 \* \* \* | Less |

Cohen's d  
   
 d estimate: -0.2181761 (small)  
 95 percent confidence interval:  
 inf sup   
 -0.37172858 -0.06462362

## Cross Validation of Academic Mastery

Survey results from teachers and parents also provide evidence that the Get REAL! program helps students formulate better attitude toward school. Below are tables that provide a breakdown of questions on the post survey from the parent and teacher surveys. The pattern again shows improvement in moderate agreement with the question being both with the parent survey and teacher survey.

#### Parent Survey

* *Question 1: She is motivated to graduate high school*

No. Time Item low neutral high mean sd  
466 Pre Q1 0.2145923 7.296137 92.48927 6.630901 0.8829508

243 Post Q1 0.000000 1.2345679 98.76543 6.522634 0.6253115

* *Question 3: She has a Good Attitude About School*

No. Time Item low neutral high mean sd  
466 Pre Q3 0.6437768 2.360515 96.99571 6.510730 0.7957499  
243 Post Q3 1.234568 0.8230453 97.94239 6.481481 0.7784989

### Teacher Post Survey

* *Question 1: She is motivated to graduate high school*
* *Question 3: She has a Good Attitude About School*

No. Time Item low neutral high mean sd  
397 Post Q1 0.2518892 1.007557 98.74055 6.465995 0.6643728  
397 Post Q3 0.7556675 1.259446 97.98489 6.365239 0.7142848

## Supplement Data:

Councils reported academic data on 583 students in the 4th quarter and 99% of the students will be promoted to the next grade. The post survey asks questions that inquire how the students feel the program serves them. The questions are as follows:

Q18: I Learned from the books we read this year.

Q19: My reading skills improved because of my participation in the *Get REAL!* program.

Q20: I established a positive relationship with my mentor in the *Get REAL!* program.

Q21: The *Get REAL!* program helped me recognize the things I am capable of doing well.

Item low neutral high mean sd  
 Q21 2.158273 1.438849 96.40288 6.520384 0.9120939  
 Q20 2.153110 1.913876 95.93301 6.488038 0.9399732  
 Q19 3.827751 1.196172 94.97608 6.337321 1.0427755  
 Q18 5.275779 1.199041 93.52518 6.129496 1.1169662

Results indicate that the students are reporting a good experience with the Get REAL! program. The students had the strongest agreement with the program helping the them with confidence and their relationship with their mentor. The lowest score pertained to the question regarding book selection.

# Progress toward Sustainability:

The six Girl Scout Councils are in a solid position to sustain the Get REAL! program into the future. The six Girl Scout Councils have the infrastructure and systems in place to continue to serve a large number of students, expand collaborations with schools and school districts, and recruit and train mentors to work with at risk girls. Student attendance is rightfully a hot topic in school districts and the education literature. The Get REAL! program provides a solution for schools looking to improve student attendance.

It is quite an accomplishment for six different organizations to collaborate to serve 909 at-risk students, recruit 49 mentors, and partner with multiple schools and deliver an effective program. The program provides a unique service in the school setting to help foster the relationship and emotional skills needed to succeed in the school environment. The program model fits with the theory that emotional engagement is a critical component of student success. The Get REAL! program has shown objectively that students improve academic performance, and the students, parents, and teachers acknowledge the improvement as well.

# Conclusion and Recommendations:

The Girl Scout Councils did a great job achieving successful results for at risk students. This writer offers two recommendations where improvement would be beneficial for the operation of the Get REAL! program.

##### **Recommendation 1: Review time frame for administrating surveys**

Pre Teacher surveys were down by significant margin this year and the matched student rate was down as well. Less than one hundred Teacher Pre surveys were entered into the Qualtrics system. Teacher surveys provide a great source of cross validation of the life skill outcomes.

Pre Student survey were right on the mark with 844 valid survey entries but only 418 post survey were entered and the match rate was approximately 37 percent. Last year there was a match rate of 52 percent. This year the time frame for collecting post surveys was moved up but this did not seem to result in greater success.

The recommendation is to set a goal for 50 percent or higher match rate on student surveys and work with councils to identify and address barriers to survey collection and data entry.

##### **Recommendation 2: Focus on recruiting new and diverse mentors**

The number of mentors serving students decreased this year, however, it seems aligned with the decrease in enrollment. The challenge to find qualified mentors is great, but it is paramount to keep striving to find new ways to recruit and retain a diverse network of mentors to stay faithful to the Get REAL! program model.

# Reference:

Fredricks, Jennifer, Wendy McColskey, Jane Meli, Joy Mordica, Bianca Montrosse, and Kathleen Mooney. 2001, “Measuring Student Engagement in Upper Elemantary through High School: A Description of 21 Instruments.” IES National Center for Education Evaluation and Regional Assistance.

*Statistical Analysis Completed with the following:*

**R version 3.3.0 (2016-05-03)**

\*\*[Platform:\*\*](Platform:**) x86\_64-w64-mingw32/x64 (64-bit)

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**attached base packages:** *stats*, *graphics*, *grDevices*, *utils*, *datasets*, *methods* and *base*

**other attached packages:** *likert(v.1.3.3)*, *xtable(v.1.8-2)*, *effsize(v.0.6.2)*, *gridExtra(v.2.2.1)*, *knitr(v.1.13)*, *psych(v.1.6.4)*, *sqldf(v.0.4-10)*, *RSQLite(v.1.0.0)*, *DBI(v.0.4-1)*, *gsubfn(v.0.6-6)*, *proto(v.0.3-10)*, *ggplot2(v.2.1.0)*, *pander(v.0.6.0)* and *dplyr(v.0.4.3)*

**loaded via a namespace (and not attached):** *Rcpp(v.0.12.5)*, *magrittr(v.1.5)*, *mnormt(v.1.5-4)*, *munsell(v.0.4.3)*, *colorspace(v.1.2-6)*, *R6(v.2.1.2)*, *stringr(v.1.0.0)*, *plyr(v.1.8.3)*, *tcltk(v.3.3.0)*, *tools(v.3.3.0)*, *parallel(v.3.3.0)*, *grid(v.3.3.0)*, *gtable(v.0.2.0)*, *htmltools(v.0.3.5)*, *lazyeval(v.0.1.10)*, *yaml(v.2.1.13)*, *assertthat(v.0.1)*, *digest(v.0.6.9)*, *reshape2(v.1.4.1)*, *formatR(v.1.4)*, *evaluate(v.0.9)*, *rmarkdown(v.0.9.6)*, *stringi(v.1.1.1)*, *scales(v.0.4.0)* and *chron(v.2.3-47)*