



## **Omaha Girls Rock 2018 Final Evaluation Report**



Prepared by:

Rachel Lubischer, MSW Student  
and Tova Hettinger, MSW/MPA Student  
with Jessica Groeneweg, LICSW  
with Jeanette Harder, Ph.D.

October 2, 2018

© UNO STEPs

## Purpose of Evaluation

The STEPs evaluation team partnered with Omaha Girls Rock to complete an outcome evaluation of Omaha Girls Rock camps held in the summer of 2018. To accomplish the evaluation, STEPs used both quantitative and qualitative methodologies. The results and program recommendations are outlined below.

## Methodology

### Qualitative Data

The STEPs team conducted one focus group with Omaha Girls Rock summer camp attendees to gather their thoughts and experiences with the program. The focus group lasted around 60 minutes and was conducted with 8 participants in the 13 to 16 year old summer camp group. This group was held on Thursday, July 12, 2018, over the lunch hour of the summer camp.



The lead program evaluator worked with Omaha Girls Rock to prepare the script and facilitate the focus group. Another STEPs team member was also present during the group to set up recorders and take notes. Campers were invited to discuss their favorite aspects of camp, how Girls Rock has impacted their lives, what they would rate Girls Rock, and how they have grown in confidence and self-efficacy as a result of participating in Omaha Girls Rock programming.

The focus group was recorded and then transcribed into a text document by a third party service. A member of the STEPs team then analyzed the resulting data. Throughout coding, *a priori* coding methods were utilized to help gather responses and feedback to the specific questions asked. Open coding and constant comparison were also utilized to allow for any additional themes or concepts to emerge.

### Quantitative Data

The survey was drafted in partnership between STEPs and Omaha Girls Rock. After carefully considering the intended program outcomes, STEPs provided several validated measurement tools. In order to best assess the intended outcomes, two validated measurement tools were merged to capture multiple concepts: social self-efficacy and growth mindset.

The Adolescent Social Self-Efficacy Scale is a 25-item tool that is scored on a 7-point scale from 1 (“impossible to do”) to 7 (“extremely easy to do”). Self-efficacy is the “the belief in one’s capabilities to organize and execute the sources of action required to manage prospective situations” (Bandura, 1997, p. 3).

The Growth Mindset Assessment Tool contains three statements that participants rate on a 6-point Likert scale from 1 (“Strongly Disagree”) to 7 (“Strongly Agree”). Students with a

Growth Mindset “are more interested in learning, more eager to take on challenges, and more academically successful” (Perts, 2015). In contrast, those with a fixed mindset view “intelligence as something that is stable” (Perts, 2015).

Both tools can be found in Appendices found at the end of this report.

To evaluate the effect of Girls Rock on participants’ growth mindset and self-efficacy behaviors, the survey was distributed to camp participants as a pretest before the camp and as a posttest at the conclusion of camp. Girls Rock provides two camps, one for 10 to 12 year olds, which will be characterized as “Younger Group” for the purpose of this evaluation, and 13 to 16 year olds, which will be characterized as “Older Group.”

## Qualitative Findings

Below, we present the qualitative findings to inform recommendations to strengthen program implementation and to provide Omaha Girls Rock with valuable insights from campers. Qualitative data was collected via a focus group held with participants between the ages of 13 and 16.



A majority of the campers in the focus group had attended Omaha Girls Rock camp multiple times, with an average attendance of four years. Some campers had attended camp for six years and for others, this was their first camp. Participants cited a variety of aspects as their favorite aspects of camp. These aspects include the following:

- the food
- the inclusive and supportive nature of camp
- learning lessons about society
- instructors who make campers feel comfortable
- diversity
- learning a new instrument
- getting to know new people
- getting to “be ourselves”

When thinking about how Omaha Girls Rock has impacted their lives, the majority of participants spoke to the importance of the organization and how it has provided them with opportunities to be themselves, meet new people, and try new things.

“...Before Girls Rock Camp I didn't really know how to be myself but I sorta get it now...it's also...helped me not judge people by how they look.”

“...I don't really talk much, like I take a long time to open up to people and one year, there was an instructor who introduced me to a girl... who no longer goes here. But we became really close and like we would, you know outside of camp, like after camp, and so I formed like a really close new friendship.”

“I'd be a completely different person if it wasn't for Girls Rock.”

Several participants spoke specifically to how Omaha Girls Rock has impacted them as performers.

“Girls Rock had impacted my whole life. Because before I came here I didn't really try new things...I didn't really play, well I played the violin, but I didn't really like it and I didn't like any other instrument until I came here.”

“...At first I was like super scared to go on a stage, and now I can like give speeches and talk to more people.”

It should be noted that several participants spoke specifically to instances in which the instructors helped connect them to a good friend or offered much needed support during a challenging time.

“...The instructors and the volunteers they're really good at again, making people feel comfortable but also they'll talk to you if you need to talk to someone about things that are like rough, and they'll introduce you to other people who may or may not be going through the same thing, and they just help a lot.”

“...She [counselor] is so good about making everyone feel included, and she always offers to let you talk to her, and have her like comfort you...she's amazing...she's really helped like me, she's helped me with like looking forward to things and getting past other bad things.”

When asked about their comfortability sharing their thoughts or opinions on things with others, many participants spoke to situations that would inhibit them from sharing their opinion. Some issues included fear of having bad ideas or being judged, and being anxious to speak their mind. However, many participants spoke to ways in which Omaha Girls Rock has empowered them to speak up.

“When I was younger, I used to be terrified of even speaking my opinions at all, like even especially in public. Like one time I was with my grandfather...and like I was opinionated, I noticed that there were no women that were speaking, and so I told my grandfather that I wanted to speak but then when I got up there I literally just hid behind him the entire time, but now because of Girls Rock, I'm more comfortable speaking my opinions.”

“I have anxiety but it's like I improved a lot. I've gotten a lot more out of my shell, and Girls Rock has impacted me in a positive way with that...”

“I'm very comfortable with stating my opinion, I believe that, it's an opinion so everybody isn't gonna like it, everybody isn't gonna agree with it, it's what you think and Girls Rock has impacted that because they always say don't be afraid to use your voice, don't be afraid to speak out, speak with certain mind, don't be afraid to just be.”

Participants shared experiences with increased confidence and self-efficacy and how Omaha Girls Rock has impacted their abilities to exude these characteristics.

“Girls Rock has made me open to people more, cause I used to be like I wouldn’t talk to people and I never really wanted to get involved with anybody but Girls Rock kinda helped with me that.”

“Like my confidence level was like zero. Like even when I went to the store with my mom, I’d hide behind her and then I came [to Girls Rock] and like it’s at an eight.”

Although a majority of participants agreed that Omaha Girls Rock provides an inclusive, safe, and nonjudgmental atmosphere, several of them expressed challenges with translating this into their lives outside of camp. Several reasons include the following:

- attending a private school that has more restrictions
- less diversity in school atmosphere
- family dynamics that do not align with inclusive values
- rural living



This sentiment is aptly summarized by one participant who stated, “I think Girls Rock is just such a free place that sometimes it’s hard when you go back into the real world, and you just have to be like oh, like you’re just reminded that not everywhere is like this.”

Participants spoke to the need to create change in the world, stating that, “Girls Rock gives us confidence to try and change it [the world] in our own ways...That’s like why it’s so important to me because it’s [Omaha Girls Rock] made me feel like I can actually do something, and I want to do something, and that’s why it’s helped me be involved with the music scene because that’s something I can put myself into and I can help make better.”

When asked to rate Omaha Girls Rock on a scale from 1 to 10, a majority of participants ranked the organization highly, with the lowest score being an 8. Several reasons cited for not giving a 10 include the following:

- Having anxiety towards how camp will be prior to arriving
- The age gap between the participants in the 13 to 16 age category
- Having required seating that forces participants to sit with others
- Wishing camp could be longer

Participants offered recommendations for improving Omaha Girls Rock programming and the issues noted above. Regarding pre-arrival anxiety, one participant said she would benefit from speaking more with the counselors, although she does not always reach out first.

“...with the volunteers I know that a lot of them have had anxiety and stuff... so talking to them would help, I just am not very good at initiating conversations.”

Regarding the age gap, a majority of participants recommended a regrouping of campers to lessen age gap between 13 and 16 year olds.

“...there's a huge gap between 12 and 16, and it's just because we develop so quickly.”

“I'm 13, I feel a little young here.”

“I think honestly it should be like more 14 to 16, rather than like 12 to 16.”

“I think that maybe you do a kid group, tween group, and then teen group.”

Regarding the assigned seating at snacks and lunchtime, participants felt that it hindered them from being able to connect with people. Many of them recognized that assigned seating was supposed to help them meet new people, but that “we already meet new people through like instrument instruction and band” and “nobody talks at the tables.” One participant suggested that assigned seating be limited to the first day, allowing participants to sit with their band so they can discuss ideas on the following days. Another participant suggested having some randomization of people at tables, but allowing for “at least one friendly face” to be present at the table. It was also noted by one participant that she met a girl she really connected with on the first day of camp, but then didn't get to see her again “until the end” of camp because they were not in the same band and were unable to sit by each other at snack or lunch.

Participants debated about the length of the camp. Several participants suggested that it be longer while others stated that a longer amount of time might be difficult for participants who travel to attend Omaha Girls Rock summer programming. The group was split almost evenly regarding this topic. Pros and cons of lengthening the programming to two weeks include:

#### Pros

“...we can have a little bit more time to memorize our song, be able to practice and feel a bit more confident. Because when you have one week, that first day you meet and you talk about names. And then you get into song writing, and then you get into the music, and it's all really like fast. You don't have enough time to just like sit down and like work on a verse and only do that one verse for the day.”

#### Cons

“I know that's a good idea, but I know me personally, I don't live in Omaha, I live in Hastings, and so I'm staying with my aunt for a week...Because I know one year I was in a band with girl from Beatrice, and she drove up every day. I feel like for some people, it might be harder if it was more than a week.”

Participants also discussed the pros and cons of having camp include “overnight” options. The group was fairly split on this topic as well. The main opposition noted was that some

people felt anxiety about being away from home overnight and that the overnight element could create more space for drama.

“Every experience I've had with like overnight camps stress me out to the maximum limits because I'm surrounded by people I probably don't know that well and it's just really terrifying honestly.”

“It feels like overnight would be kinda stressful for some people being away from home.”

“...drama tends to happen like really easily, so I feel like if we were all overnight, like day and night with each other, for a week I feel like that would start a lot of problems.”

The debate included an accommodating suggestion for both sides with the statement, “Well maybe they could do, if you wanted to sleep overnight then they could, and if they didn't want to they could go home.”

Overall, participants seemed to share very positive statements and experiences with Girls Rock. They enjoyed the programming and meeting new people, and a majority felt they were able to use the skills and confidence they gained throughout the program in other areas of their life. The main concern discussed was the transition that many participants face when they leave the positive, inclusive, and non-judgmental atmosphere that Omaha Girls Rock provides.

## Qualitative Recommendations

1. As counselors/volunteers were noted to be a strong source of support to participants, helping to alleviate stress and anxiety, ensure that counselors/volunteers have access to this report to know their presence has been noted as valuable and comforting to participants.
2. As anxiety about social situations was mentioned as an issue for one participant, orient counselors/volunteers in their roles and encourage them to reach out to participants who may seem like they are nervous or anxious.
3. Consider adjusting the seating arrangements at snack and lunchtime.
4. Consider sharing this report with participants as it showcases the importance of their voices along with leadership's consideration of their thoughts.

## Demographics

The pretest and posttest was completed by 49 participants for the Older Group, and 48 participants for the Younger Group.

### Age



In the Younger Group, participants' ages were split relatively evenly between 10, 11, and 12 year olds. In the Older Group, most participants were 13 years old. Only 5 participants indicated they were 16 years old. Between both camps, 13 years old was the most common participant age (n=21).

**Years Participating in Camp**

In the Older Group, the most frequent years at camp reported was fourth year (n=12). In the Younger Group, the majority of participants indicated this was their first year at Girls Rock (n=31).

**Race/Ethnicity**

In both the Younger (n=34) and Older (n=36) Groups, the majority of participants indicated their race/ethnicity as Caucasian. This was followed closely for both groups as Black/African and Two or More Races, with the Younger Group having a higher percentage of Black/African participants (n=8, 17%). For both groups, less than 2% of participants were Asian, Native American, or Hispanic/Latinx.

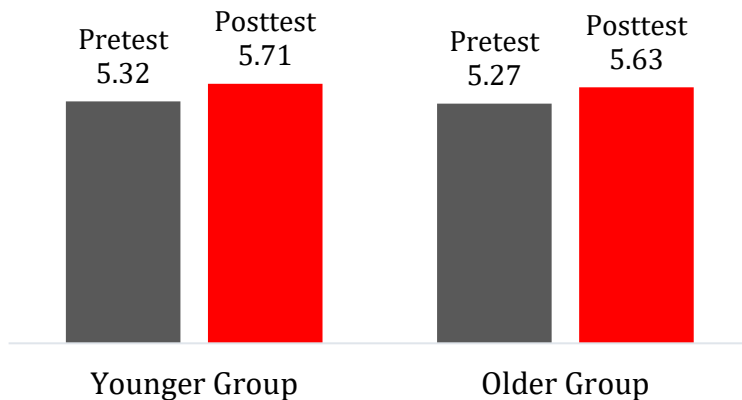
<b>Demographics of Girls Rock Participants</b>		
	Younger Group n=49	Older Group n=48
<b>Age (in years)</b>		
10	17	0
11	14	0
12	17	2
13	0	21
14	0	13
15	0	8
16	0	5
<b>Year at Camp</b>		
1st	31	9
2nd	8	7
3rd	6	6
4th	2	12
5th	1	7
6th	0	6
7th	0	0
8th	0	2
<b>Race</b>		
Caucasian	34	36
Black/African	8	5
Hispanic/Latinx	1	1
Asian	0	1
Native American	0	1
Two or more races	5	5



## Quantitative Results

### Adolescent Social Self-Efficacy Tool

Participants indicated higher levels of self-efficacy in the posttest.

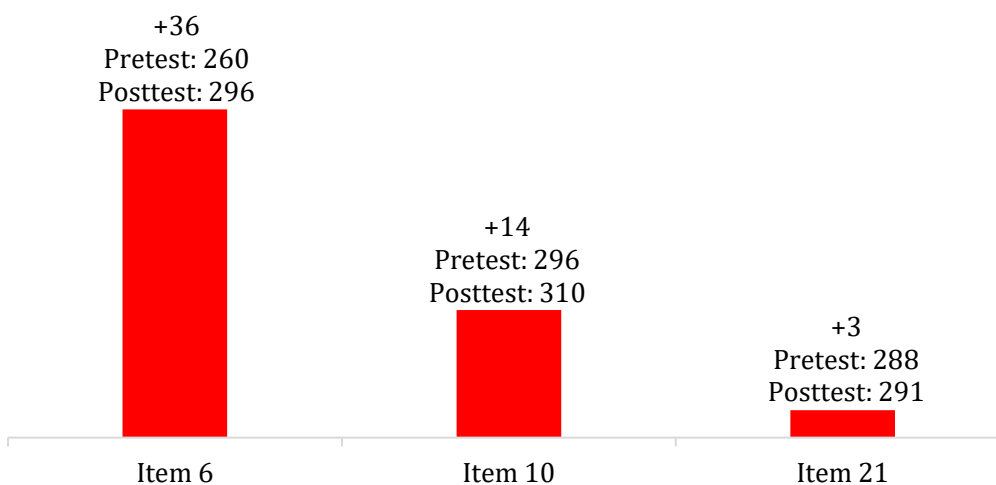


When averaging the pretest and posttest scores of the Adolescent Social Self-Efficacy Tool using the scale of 1 (“impossible to do”) and 7 (“extremely easy to do”), participants in both the Older Group and Younger Group showed an improvement in average score.

### Older Group

To determine which tool items were most improved by participants, the point change was calculated for the group score and is reflected in the graph below. The change in group score was determined by subtracting the difference between total pretest score and total posttest score. With 49 Older Group participants indicating a 7 (“extremely easy to do”) for a certain item, the highest possible score would be 343.

Participants indicated the most improvement for Item 6.



Participants indicated that Item 6: “Share with a group of kids an interesting experience you once had” as the most improved item from pretest to posttest with a 36-point overall improvement

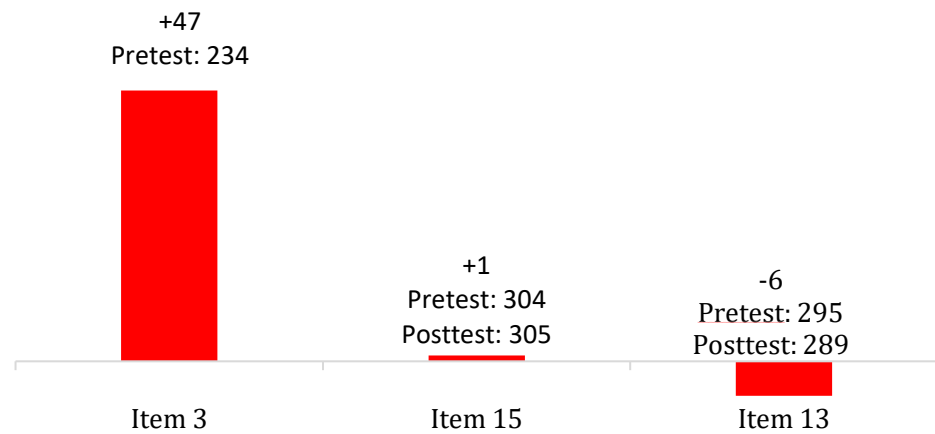
in score. Item 21: “Ask someone over to your house on a Saturday” showed the least improvement in score, increasing by only 3 points. However, the posttest score for Item 6 is only 5 points higher than for Item 21, demonstrating that both items were rated as

relatively easy to do in the posttest. Participants indicated an overall 14-point increase for Item 10: “Stand up for your rights when someone accuses you of doing something you didn’t do.” Participants indicated that Item 10, however, was the easiest item in both pretest (296) and posttest (310). A graph containing the change in group score for all 25 items can be found in Appendix C, Table 1.

### Younger Group

With 48 Younger Group participants indicating a 7 (“extremely easy to do”) for a certain item, the highest possible score would be 336. Participants indicated that Item 3: “Join a group of kids in the school cafeteria for lunch” as the most improved item from pretest to posttest with a 47-point overall improvement in score. Participants reported that Item 13: “Be involved in group activities” was more difficult to do by 6 points in the posttest. However, participants indicated that Item 13 at a group score of 289 was still easier to do

Participants indicated that being involved in group activities was more difficult after Girls Rock.



than Item 3 at a group score of 281. Additionally, although Item 15: “Wear the kind of clothes you like even if they are different from what others wear” showed only a 1 point improvement in the posttest, participants indicated this was the easiest item in

both the pretest (304) and the posttest (305). A graph containing the change in group score for all 25 items can be found in Appendix C, Table 2.

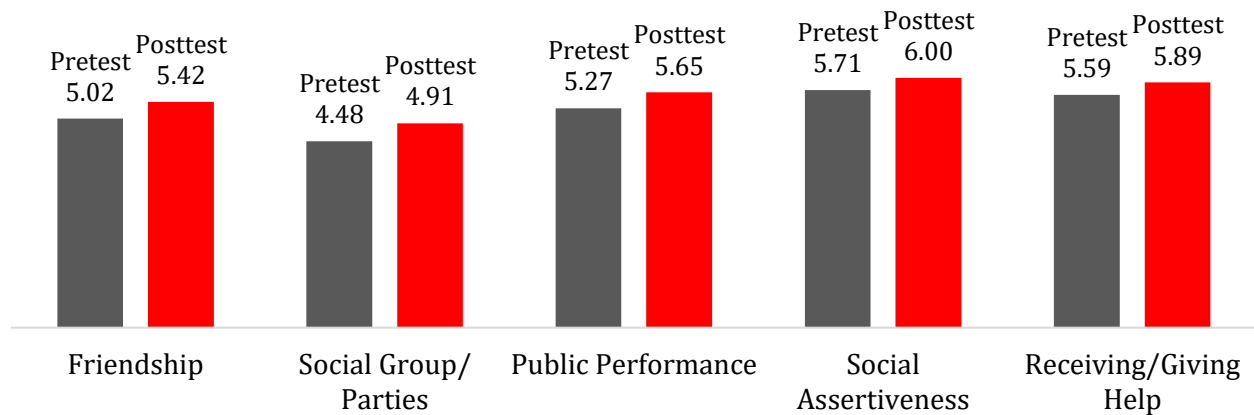
### Subscales

The Adolescent Social Self-Efficacy Scale contains five subscales.

Subscale	Items
<i>Friendship</i>	1, 12, 14, 20, 21, 22, 23
<i>Social Group/Parties</i>	3, 7, 9, 11, 23
<i>Public Performance</i>	4, 6, 8
<i>Social Assertiveness</i>	2, 10, 15, 16, 17
<i>Giving/Receiving Help</i>	5, 18, 24

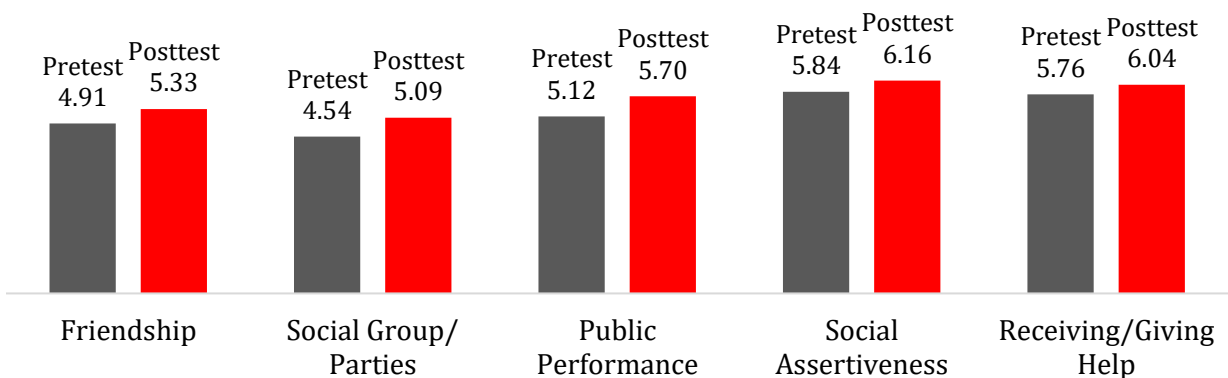
## Older Group

The graph below demonstrates that participants reported an improvement in each of the subscales. Participants found *Social Group/Parties* items the most difficult to do in both the pretest and posttest. However, this was also the category that showed the most improvement in the average score (+0.43). Participants indicated their self-efficacy improved the least in the *Social Assertiveness* category (+0.29), but had the most confidence in their *Social Assertiveness* over all the other subscales both before and after Girls Rock.



## Younger Group

Participants indicated an improvement for each of the subscales after completing Girls Rock. Younger participants scored *Social Group/Parties* items as the most difficult to do both before and after Girls Rock. Conversely, participants found the most confidence in *Social Assertiveness* activities both before and after Girls Rock. Participants indicated the least improvement in the *Receiving/Giving Help* category (+0.28), but had a relatively high score in this subscale to begin with (5.76). The Younger Group improved their self-efficacy the most in *Public Performance* activities after Girls Rock (+0.57).



## Growth Mindset Assessment Tool

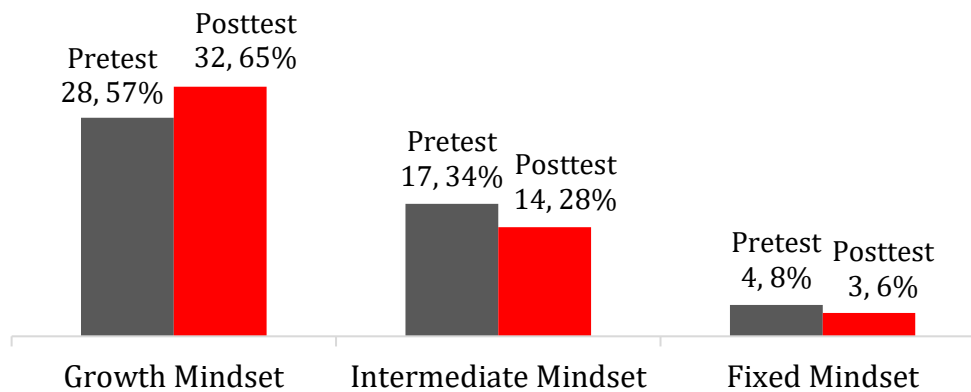
The three statements of the Growth Mindset Assessment Tool are scored collectively to determine if the participant has a Growth Mindset, Intermediate Mindset, or Fixed Mindset. Using the 6-point Likert scale from 1 (“Strongly Disagree”) and 6 (“Strongly Agree”), the participant’s mindset is scored according to the below key.

Growth Mindset	Average answer of <i>Strongly Disagree</i> or <i>Disagree</i>
Intermediate Mindset	Average answer of <i>Somewhat Disagree</i> or <i>Somewhat Agree</i>
Fixed Mindset	Average answer of <i>Agree</i> or <i>Strongly Agree</i>

## Older Group

Overall, the majority of Older Group participants indicated a Growth Mindset in both the pretest (n=28) and the posttest (n=32). Four more participants indicated a Growth Mindset after experiencing Girls Rock, while four less participants indicated an Intermediate or Fixed Mindset. Only two participants continued to have a Fixed Mindset after Girls Rock.

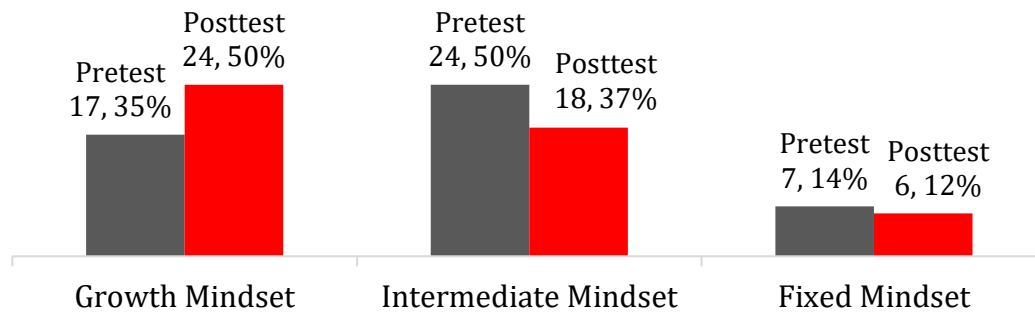
Most girls indicated a Growth Mindset before and after Girls Rock.



## Younger Group

Seven participants moved from indicating an Intermediate and Fixed Mindset to indicating a Growth Mindset. Half of participants indicated an Intermediate Mindset before Girls Rock (n=24), but this shifted to half of participants indicating a Growth Mindset after Girls Rock. Conversely, the number of participants indicating Growth Mindset increased from 35% (n=17) to 50% (n=24).

Half of the girls had a Growth Mindset after Girls Rock.



## Quantitative Limitations

1. Each Girls Rock Camp is only six days long. Because of the short time frame, there was limited opportunity to change self-efficacy and growth mindsets in participants.
2. The definition of “Years at Camp” was unclear in the survey. Because Girls Rock provides summer camps, afterschool programming, and Little Girls Rock, some participants may have indicated the years they have been involved in Girls Rock programming rather than the years they have attended summer camp. This is evident in some participants listing this as their eighth “Year at Camp.”

## Quantitative Recommendations

1. Repeat this survey each year to collect a larger data set and examine comparisons and camp trends. Results that are consistent over multiple years will be more reliable than for a single year.
2. Because the Older and Younger Groups indicated *Social Group/Parties* to be the most difficult subscale both before and after camp, it may be beneficial to increase camp programming involving large group activities or other activities to boost this skill.
3. The Younger Group scored lower on the Growth Mindset Assessment Tool and may benefit from increased camp programming encouraging growth mindsets.

## References

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Connolly, J. (1989). Social Self-efficacy in adolescence: Relations with self-concept, social adjustment, and mental health. *Canadian Journal of Behavioral Science*, 21, 258-269

Perts. (2015). Growth Mindset Assessment. Retrieved from

<https://survey.perts.net/share/toi>

## Appendix A

### **Adolescent Social Self-Efficacy Tool**

Scale: 7-point scale from 1 (“impossible to do”) to 7 (“extremely easy to do”)

1. Start a conversation with a boy or girl you don't know very well.
2. Express your opinion to a group of kids discussing a subject of interest to you.
3. Join a group of kids in the school cafeteria for lunch.
4. Work on a project with a student you don't know very well.
5. Help make a new student feel comfortable with your group of friends.
6. Share with a group of kids an interesting experience you once had.
7. Put yourself in a new and different social situation.
8. Volunteer to help organize a school dance.
9. Ask a group of kids who are planning to go to a movie if you can join them.
10. Stand up for your rights when someone accuses you of doing something you didn't do.
11. Get invited to a party that's being given by one of the most popular kids in the class.
12. Keep up your side of the conversation.
13. Be involved in group activities.
14. Find someone to spend recess with.
15. Wear the kind of clothes you like even if they are different from what others wear.
16. In a line-up, tell a student who pushes in front of you to wait his or her turn.
17. Stand up for yourself when another kid in class makes fun of you.
18. Help a student who is visiting your school for a short time to have fun and interesting experiences.
19. Join a school club or sports team.
20. Express your feelings to another kid.
21. Ask someone over to your house on a Saturday.
22. Ask someone to go to a school dance or movie with you.

23. Go to a party where you are sure you won't know any of the kids.
24. Ask another student for help when you need it.
25. Make friends with kids your age.



## Appendix B

### **Growth Mindset Assessment**

6-point Likert scale from 1 (“Strongly Disagree”) to 7 (“Strongly Agree”)

1. You can learn new things, but you can't really change your basic intelligence.
2. Your intelligence is something about you that you can't change very much.
3. You have a certain amount of intelligence and you really can't do much to change it.

## Appendix C

Table 1.

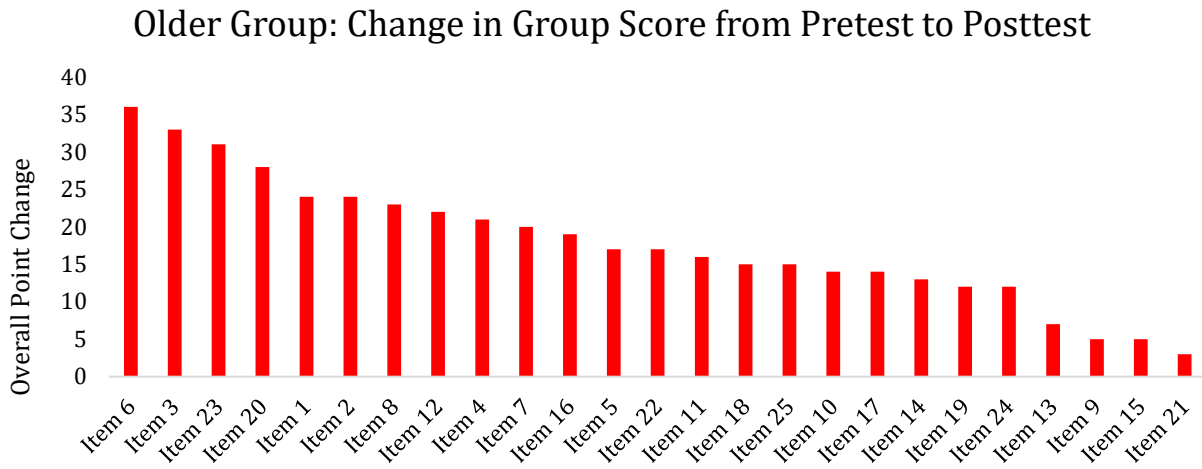


Table 2.

