



## **Omaha Girls Rock 2019 Final Evaluation Report**

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## Executive Summary

### Purpose of Evaluation

Omaha Girls Rock invited Support and Training for the Evaluation of Programs (STEPS) at the University of Nebraska at Omaha to assess processes and outcomes for the 2019 Girls Rock summer camp program. STEPs evaluators endeavored to discover the degree to which Girls Rock achieved program outcomes of **growth mindset, confidence, skill development, teamwork, and future focus** for participants in their 2019 summer camp. STEPs evaluators accomplished this by 1) observing and recording behaviors during a full day of camp programming, 2) analyzing camper survey data and demographics provided by Girls Rock, and 3) conducting post-camp phone interviews with the parents or guardians of camp participants.

### Overview of Results

#### Program Observations

STEPS evaluated six camp program sessions during one full day of camp and recorded the degree to which campers' and teaching artists' behaviors contributed to desired program outcomes. **STEPS found indicants of growth mindset, confidence, teamwork skills, and positive behavior exhibited by campers and teaching artists in all six camp sessions.** STEPs observed the remaining program objectives in three or more of the sessions.

#### Phone Interviews

STEPS evaluators interviewed 13 parents or guardians of 2019 Girls Rock campers and received mostly **positive feedback on long- and short-term impacts on their campers.** The majority of interview participants responded positively when asked if their campers would benefit from year-round camp programming.

#### Camper Survey

STEPS prepared a survey that Girls Rock administered to 83 campers at both pretest and posttest and gave the data to STEPs for analysis. STEPs found an **overall improvement of self-efficacy and growth improvement scores posttest when compared to pretest scores.**

### Recommendations

Regarding camp, STEPs recommends that Girls Rock consider extending the length of summer camp, relocating the camp to a more accessible location, adding programming that reinforces social assertiveness, and facilitating monthly post-camp gatherings for campers. Regarding evaluation, STEPs recommends that Girls Rock maintains current processes, administer a 6-month follow-up survey with campers, observe both camps, interview more parents/guardians, and re-interview parents/guardians after 6 months.

## Methodology

### Program Observations:

In collaboration with Girls Rock, STEPs created a program observation checklist to track the ways in which the summer camp program adhered to program objectives and met overarching goals (see Appendix A). Together, Girls Rock and STEPs defined observable behaviors for each program objective. STEPs evaluated each session and recorded observations when campers or teaching artists fulfilled program objectives. STEPs determined whether target behaviors were observed, then recorded each behavior on the checklist.

### Phone Interviews:

The STEPs team conducted phone interviews with parents or guardians of summer camp attendees to 1) hear their thoughts on Girls Rock offering a year-round program, and 2) gain their perspectives on short- and long-term impacts of camp programming. Interviewers asked participants if Girls Rock programming were expanded which activities should be included, how frequently activities should occur, and where they would want the program to be located.

The STEPs team collaborated with Girls Rock to prepare a flier requesting participation in phone interviews, obtain informed consent from interview participants, and create an interview script (see Appendix B). STEPs conducted 13 interviews lasting an average of 10 minutes each between August 26 and September 7, 2019.

STEPs evaluators recorded these interviews and a third-party service transcribed the recordings into a text document. A member of STEPs then analyzed the transcripts utilizing thematic analysis and in vivo and open coding methods to highlight participant responses and allow for organic themes to emerge from the data.

### Camper Survey:

STEPs drafted a survey in partnership with Girls Rock. After carefully considering the intended program outcomes, STEPs recommended several validated measurement tools. Girls Rock selected two of the valid and reliable measurement tools to capture 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”) (Connolly, 1989, p. 5). Self-efficacy is “the belief in one’s capabilities to organize and execute the sources of action required to manage prospective situations” (Bandura, 1997, p. 3).

The Adolescent Social Self-Efficacy Scale contains five subscales. The table below identifies the subscale and scale items and their relationship to Girls Rock program objectives.

### Girls Rock Program Objectives and the Adolescent Social Self-Efficacy Scale

Program Objective	Adolescent Social Self-Efficacy Scale		
	Subscale	Items	Description
Confidence; Teamwork Skills; Language Skills; Positive Behavior	1. Friendship	1, 12, 14, 20, 21, 22, 23	<i>Aspects of friendship and intimacy</i>
Confidence; Growth Mindset; Language Skills; Future Focus	2. Social Group/ Parties	3, 7, 9, 11, 23	<i>Participation in social groups or parties</i>
Confidence; Music Skills; Language Skills; Growth Mindset; Teamwork Skills; Future Focus	3. Public Performance	4, 6, 8	<i>Performance in public situations</i>
Confidence; Problem-Solving Skills; Language Skills	4. Social Assertiveness	2, 10, 15, 16, 17	<i>Express, maintain, and defend personal values and choices</i>
Positive Behavior; Problem-Solving Skills; Teamwork Skills; Language Skills; Future Focus	5. Giving/Receiving Help	5, 18, 24	<i>Giving or receiving help</i>

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 consider “intelligence as something that is stable” (Perts, 2015). Both tools can be found in Appendix C.

To evaluate the effect of the Girls Rock camp on participants’ growth mindset and self-efficacy behaviors, Girls Rock distributed the survey to camp participants as a pretest before the camp and as a posttest at the conclusion of camp.

Girls Rock provided two camps, one for 10 to 12-year-old campers and one for 13 to 16-year-old campers. For purposes of this report and in alignment with Girls Rock, the younger campers will be called the “youth campers” and the older ones will be called the “teen campers.”

## Results

### Process Evaluation








The process evaluation assessed the degree to which the Girls Rock summer camp activities contributed to achieving the program's goals and objectives.


#### Program Observations:


A STEPs evaluator visited Girls Rock camp on July 18, 2019 and observed six camp program sessions. STEPs recorded observations of campers and teaching artists fulfilling program objectives.


Table 1 shows the Girls Rock program objective, a description of the behavior observed by the evaluator, and the number of camp sessions in which the behavior was observed. **The evaluator observed behaviors which indicated growth mindset, confidence, teamwork skills, and positive behavior in all six camp sessions. The evaluator observed the remaining program objectives of music skills, future focus, problem solving skills, and language skills in three or more sessions.**


#### Observations of Youth Camp


<b>Program Objective</b>	<b>Description of Camper Behaviors</b>	<b># of Camp Sessions Objective Observed</b>
 Growth Mindset	<i>Placed effort before talent; Valued the process over the end result.</i>	6 out of 6 (100%)
 Confidence	<i>Shared out/shared ideas in group setting.</i>	6 out of 6 (100%)
 Music Skills	<i>Practiced different music skills.</i>	4 out of 6 (67%)
 Teamwork Skills	<i>Listened to others; Incorporated others' ideas; Built each other up.</i>	6 out of 6 (100%)
 Future Focus	<i>Discussed future plans in a positive way; Envisioned themselves in the future being successful.</i>	3 out of 6 (50%)
 Problem-Solving Skills	<i>Were adaptable and flexible; Were resilient and collaborative.</i>	5 out of 6 (83%)
 Positive Behavior	<i>Communicated positively; Cooperated with others.</i>	6 out of 6 (100%)


Program Objective	Description of Camper Behaviors	# of Camp Sessions Objective Observed
 Language Skills	<i>Were articulate in language.</i>	3 out of 6 (50%)



 The evaluator observed indicators of growth mindset most frequently as *Placed effort before talent*, followed closely by *Valued the process over the end result*. The evaluator observed an example of both indicators during the band practice session. Some campers had played their instrument for years while others had never played an instrument before camp. Campers accepted these skill level differences and adapted as a team to play at a skill level comfortable for all campers in the band.



 Campers demonstrated confidence most often as *Shared out/shared ideas in group setting* by offering their suggestions for instrumental or vocal improvisations during instruction and practice sessions. Teaching artists in the keyboard instrument instruction session helped campers keep the beat, slowed the pace for less experienced campers, and encouraged campers to keep trying when they missed a note. The evaluator observed another indicator of confidence when a camper exclaimed, “I’m so much better at keeping tempo than I was yesterday!” in the band practice session.


 The evaluator observed teamwork skills most often as *Listened to others; Incorporated others’ ideas; Built each other up*. Campers demonstrated teamwork skills in a group activity where campers sat in a large circle and passed a clap to the camper sitting next to them. Teaching artists encouraged campers to build each other up when the campers were asked to show stereotypical masculine and feminine poses to the group in the Gender(less) Performance session.


 Campers and teaching artists exhibited positive behavior most often as *Communicated positively* followed closely by *Cooperated with others*. One camper demonstrated positive behavior when they complemented another camper by saying, “That was a great chord!” during an instrument instruction session.


 Teaching artists in the band brand/poster session supported future focus by encouraging campers to create an impactful band brand. Campers showed future focus most often as *Discussed future plans in a positive way* and *Envisioned themselves in the future being successful*. One camper in the band brand session displayed future focus by sharing, “People may remember the band logo if they don’t remember the band name.” Another camper stated they could see their band brand “on a billboard” in the future.


 The evaluator observed campers demonstrate problem-solving skills by *Being adaptable and flexible; Being resilient and collaborative*. In the band brand/poster session, teaching artists instructed campers to incorporate all band members ideas and values into their band logo. Teaching artists encouraged campers to explain their band values and logo choices when asked or challenged by other band members.

 The evaluator observed campers exhibit language skills by *Being articulate in language* when one camper told another, “I appreciate your struggle. Let’s put it in our band brand,” during the band brand/poster session. One teaching artist demonstrated language skills when they explained the concept of gender performance/expression and how campers can determine their personal gender performance and encouraged campers to ask others which pronouns they preferred.

### **Phone Interviews**

STEPs interviewed 13 parents of 17 children who were Girls Rock campers in 2019. As shown below, over half of interview participants were the parent of a youth camper (n=8, 62%) followed by parents of teen campers (n=3, 23%) and parents of both youth and teen campers (n=2, 15%).

#### **Parents Interviewed**

Parents of a youth camper	8 (62%)
Parents of a teen camper	3 (23%)
Parents of both a youth and teen camper	2 (15%)
Total	13 (100%)

STEPs asked the parents who participated in the phone interviews to provide brief demographic data on their children. The average age of the 17 children was 12 years old and ranged from 10 to 15 years old. The children had participated in Girls Rock camp an average of 3 years, and ranged from 1 year to 7 years.

#### **Four themes emerged from interview responses to camp process questions:**

- 1. Develop a year-round program.**
- 2. Obtain a more accessible program location.**
- 3. Add camp activities.**
- 4. Extend the length of the summer camp program.**

#### **Develop a Year-Round Program**

Most interview participants believed their children would benefit from a year-round Girls Rock program.

*“I would say yes. She really enjoys going there the week, and I think that it would give them more time to grow on the skills that they do crunch together the five days that they’re there.” – Parent of teen camper*

*“Yeah, I do. I think that that would be awesome!” – Parent of youth camper*

*“[Girls Rock] provided instruments for the kids... and they taught them the instruments or gave them the confidence to stand up on stage. Any program like that I think is beneficial to the kids.” – Parent of youth camper*

Those who did not think their children would benefit mentioned a lack of availability in their children's schedules during the school year. However, most of these participants thought a year-round Girls Rock program would be beneficial for other children.

*"My particular child would not be able to take on another thing right now without taking something away." - Parent of youth camper*

*"I don't know if she would...but there are communities that are not well-served and so those kiddos who are not, who don't access opportunities like Omaha Girls Rock, for kiddos like that I think it could be very powerful." - Parent of teen camper*

*"I know there's a need for it, and I know people would benefit." - Parent of youth camper*

### **Obtain a More Accessible Location**

Several interview participants mentioned Girls Rock would need a more accessible location for year-round programming. Participant ideas included moving the program out of downtown Omaha and into a more centralized location, choosing a location accessible to campers who live in under-served communities, and moving the program to an area within Omaha near city or school bus stops.

*"I think downtown is very difficult. It's not too bad when it's an all-day thing during the summer, just 'cause I work downtown, so it wasn't too difficult to drop her off in the morning and pick her up late afternoon, but I think if it were an afterschool thing, it'd be difficult." - Parent of youth camper*

*"What I'd really like to see is an accessible location that any kiddo could get to. So, places close to bus stops, or that the school buses, we could work with OPS to get school buses to after school and weekend programming, I think would be critical, and right after school, so kiddos don't have to worry about getting a ride home and then getting a ride back." - Parent of youth camper*

*"I think an accessible centralized location would be helpful... the accessibility piece is probably key." - Parent of youth camper*

### **Add Camp Activities**

Suggestions for additional year-round camp activities included community service or volunteer opportunities for campers, workshops or group sessions on sexual reproductive health, workshops on social justice and social advocacy issues, and workshops for campers to share what they have been doing creatively.

*"[Offer] different areas I guess of opportunities...Yeah, or just volunteering would be really great...Teach them how to continue to give back, and that there's more to it than just giving back. The whole philosophy of being good to each other." - Parent of youth and teen campers*



*"I think it would be great there's sexual reproductive health in it because they have such a lack of it in their schools. And I think that's huge for girls to own their bodies and what's going on with them." - Parent of youth camper*

*"Maybe group lessons where you're talking about issues that girls and women have. So support groups would be cool." - Parent of youth camper*

*"You can get together with people that you met at camp, or meet new people, and maybe, I don't know, share what you've been doing creatively, and try to inspire each other." - Parent of youth camper*

Several participants suggested adding workshops for campers interested in applying their artistic skills to other areas in the music field like sound engineering, music recording, managing, and event production.

*"Maybe kids who don't feel super comfortable in the artistic space still see themselves, or those girls who maybe seem more on the STEM side that they can, 'Oh, I have to be sound engineer,' or 'I could do this,' or 'I could be a manager,' or something like that, just to be able to see that you can apply, and that you can apply your artistic skills to just about anything." - Parent of youth camper*

Additional suggestions were to extend established sessions like instrument instruction, performance coaching, band practice and workshops with guest speakers who discuss issues relevant to camp participants.

*"I would love to see there being some kind of a monthly event to get them together, and I don't think it really matters what the programming is, even if it's just like jam sessions." - Parent of youth and teen campers*

### **Extend the Length of the Summer Camp Program**

Participants also suggested changes for current Girls Rock summer camp programming including extending camp from 1 week to 6 weeks (one session a week) with fewer campers in each 6-week session. Additionally, several participants suggested that campers meet once a month post-camp to maintain social connections with each other.

*"I could see, like, you know, doing a quarter where you push into a school and you're not doing it with 50 girls, but maybe you're doing it with 20...And then you try to follow that same sort of format...then at the end of 9 weeks, have a showcase and have it at the school! I think that that would be really cool." - Parent of teen camper*

*"I feel like if you go too far out you lose some of the momentum and buy in, but if you do it too often it becomes a pain in the butt...So, maybe it would be clusters. Like for 6 weeks once a week." - Parent of youth camper*

### **Outcome Evaluation**

The outcome evaluation assessed the achievement of program outcomes: campers' attitudes, behaviors, knowledge, or skills expected to result from program activities.

### Phone Interviews with Campers' Parents

Four major themes emerged from phone interviews with campers' parents on the impacts of Girls Rock camp programming:

1. **Inclusivity.**
2. **Empowerment.**
3. **Discovery.**
4. **Engagement.**

### **Inclusivity**

Interview participants mentioned inclusivity many times when asked to explain what Girls Rock camp meant for their children. Inclusivity was described by participants as their children feeling included in camp activities or their children learning how to be inclusive with others and learning about new people.

*"I asked my 11-year-old what she thought if she could describe the camp in three words, and she said, 'Inclusive', because everybody got to do something... 'Interesting' because she enjoyed all of the activities including the guest speakers. And she said it was 'Exciting' because she got to learn to play and be on stage. I know, I couldn't say it any better." - Parent of youth camper*

*"I feel like she really has always felt included there. She has made a lot of friends. She hangs out with the girls outside of camp." - Parent of teen camper*

*"The diversity of others around them I think was a big factor to me, because their school didn't represent life, and I wanted them to feel comfortable." - Parent of youth and teen campers*

*"Friendship-wise, she, I think, immediately was coming home from school talking about a person that's kind of defining as non-binary, and she's like, 'Oh, I met this new person today,' and she was trying really hard to incorporate the proper pronouns." - Parent of youth camper*

### **Empowerment**

STEPS asked interview participants to describe Girls Rock camp in their own words. Most participants described camp as empowering for their children, campers empowering each other, or both.

*"What we found out, really quickly, was that **it was much more than music**...It is a place where they go and explore not only their creative side, musically, but also they grow in their ideas about themselves and what it means to have a voice." - Parent of youth and teen campers*

*"It's a activity-filled week that really helps to empower girls to feel comfortable in their lives, expressing themselves in many different ways." - Parent of teen camper*

When asked to share examples of how their children exhibited skills that Girls Rock focuses on developing, like confidence, teamwork, problem-solving, and empowerment, most participants mentioned empowerment.

*“She feels proud of who she is...She'll be assertive in school settings with others. She's a leader in her social group. Her confidence levels are just massive since doing it.” - Parent of youth camper*

Many participants mentioned how building confidence skills at Girls Rock led to their children exhibiting empowerment skills.

*“[She learned] not to be scared or embarrassed to try something new. This year she's in track, and before she would not want to participate in anything like that.” - Parent of teen camper*

*“She's already applied to...a student leadership program at school. And she did seem to portray this confidence, not even thinking twice about, ‘Oh maybe, or maybe I don't know about it.’ She's just like, ‘I'm gonna do this!’” - Parent of youth camper*

## **Discovery**

Participants mentioned discovery mostly in terms of their children's self-discovery or discovery through music education. Participants spoke to the importance of their children's self-discovery and how it helped their children learn about who they are.

*“I think Girls Rock has just kind of helped them, especially in not being afraid to be unique in their leadership. They see their uniqueness as something that's more positive and I definitely see a change in that.” - Parent of youth and teen campers*

*“It has helped her to kinda figure out who she is, and, to come out of her shell.” - Parent of teen camper*

Discovery through music education was an important part of Girls Rock camp from the interview participant's perspective. Participants described that learning how to play an instrument, whether it was their first instrument or one of many, led to their children discovering more about different types of music.

*“For her, it was a chance to explore different aspects of music that she was less familiar with... and to just explore her own creativity.” - Parent of youth camper*

*“They come home talking about different artists that they didn't know before, to them, they like that, especially because again, they're girl artists.” - Parent of youth and teen campers*

*“Whether they come in with no experience or a high level of experience, it doesn't really matter. It seems that all girls are welcome to kind of come into the camp to learn and to grow together.” - Parent of youth camper*

## Engagement

When asked what their children had pursued or discovered since camp ended, most interview participants mentioned increased community engagement, either through community service or support for social issues in their communities.

*“A month or so (after camp ended), they were organizing a fundraising, an animal toy drive with some of their friends, and they attributed it to having some of the skills they picked up at camp.” - Parent of youth camper*

*“We went to the Pride Parade and that kind of stuff... It was super neat and then we walked... with Omaha Girls Rock, but she wanted to go. She's the one who asked me to take her.” - Parent of youth camper*

Many participants also mentioned that their children had become more engaged with peers since camp ended.

*“I think when you're in a situation where you're creating something together, it's easy to be like, ‘I have the best idea. We need to do this.’ But I think an important part of creating something new is listening to others and knowing how to do that.” - Parent of youth camper*

*“What my daughter lacks in general is social interaction with kids her own age... This experience with kids was pretty big for her.” - Parent of youth camper*

*“[She is] just discovering new friendships, and she's not limiting herself as to who she thinks that she can hang out with, anything like that.” - Parent of youth camper*

Overall, interview participants thought Girls Rock camp was an important experience in their children's lives that provided vital skill development and opportunities to discover more about themselves and their communities.

## Camper Survey

### Demographics

46 out of 60 youth campers (77%) and 37 out of 55 teen campers (67%) completed the pretest and posttest surveys. Girls Rock administered the survey to campers and provided STEPs with the survey data and participant demographics. Most campers resided in Douglas county (84%, n=70), followed by other counties in Nebraska (13%, n=11), and the least number of campers resided in Iowa (2%, n=2).

### Age

Most youth campers were 11 years old (n=23), which was also the average age for that group. The age of youth campers ranged from 10 to 12 years old. Teen campers were 14 years old on average, the majority of whom were 13 years old (n=13) or 14 years old (n=13) and ranged in age from 13 to 16 years old.

Years Participating in Camp

This was the first year participating in camp for over half of youth campers (61%, n=28) and over one-fourth of teen campers (28%, n=8). Teen campers had participated in camp an average of 4 years, with the number of years ranging from 1 to 7 years at camp. The average number of years all campers had participated in camp was 2.5 years.

Race

The majority of youth (n=27) and teen (n=27) campers indicated their race as Caucasian, followed by Black/African American, then campers who indicated either two or more races/ethnicities, and one camper who did not indicate race in the pretest or posttest. More youth campers indicated two or more races (17%, n=8) than did teen campers (3%, n=1).

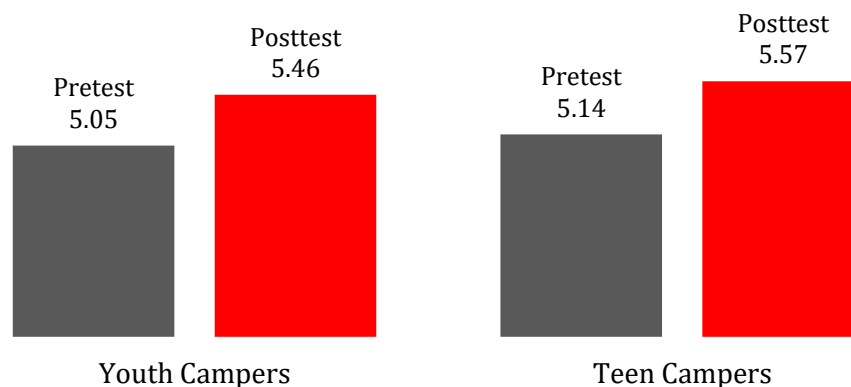
**Demographics of Campers**

	<b>Youth (n=46)</b>	<b>Teen (n=37)</b>
<b>Age (in years)</b>		
10	9	-
11	23	-
12	14	-
13	-	13
14	-	13
15	-	6
16	-	5
<b>Year at Camp</b>		
1 <sup>st</sup> year	28	8
2 <sup>nd</sup> year	15	5
3 <sup>rd</sup> year	3	6
4 <sup>th</sup> year	-	5
5 <sup>th</sup> year	-	2
6 <sup>th</sup> year	-	5
7 <sup>th</sup> year	-	2
8 <sup>th</sup> year	-	4
<b>Race</b>		
Caucasian	27	27
Black/African	8	7
Hispanic/Latinx	2	1
Asian	-	-
Native American	-	-
Two or more races	8	1
Other	1	1

## Adolescent Self-Efficacy Tool

When averaging pre-and-posttest scores on a scale of 1 *impossible to do* to 7 *extremely easy to do*, campers who responded to the survey in both Youth and Teen programs showed an 8% improvement with higher levels of self-efficacy in the posttest.

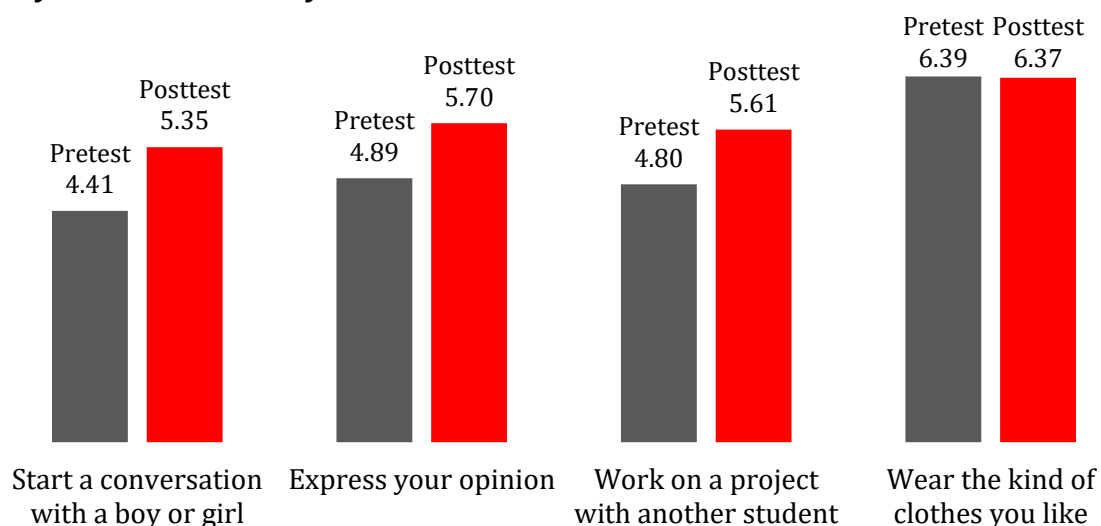
**Self-efficacy improved by 8% for both Youth and Teen campers.**



### Youth Campers

Youth campers showed the most improvement with Item 1 *Start a conversation with a boy or girl you don't know very well* (+0.93), followed by Item 2 *Express your opinion to a group of kids discussing a subject of interest to you* (+0.80) and Item 4 *Work on a project with a student you don't know very well* (+0.80). The item with the least improvement was Item 15 *Wear the kind of clothes you like even if they are different from what others wear* (-0.02).

**Youth campers improved the most posttest on Item 1 *Start a conversation with a boy or girl you don't know very well*.**

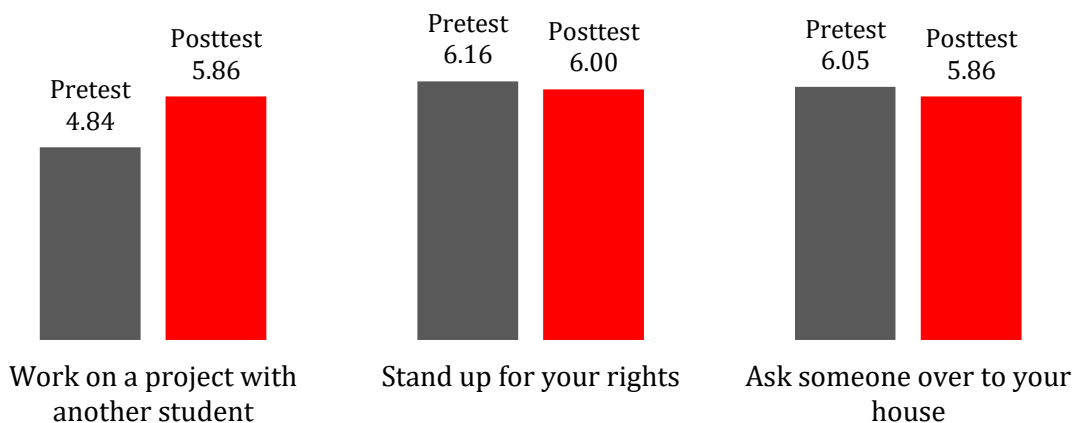


### Teen Campers

Teen campers indicated the most improvement for Item 4 *Work on a project with a student you don't know very well* which increased by a full point (+1.03). The items showing the

least improvement with a point decrease were Item 21 *Ask someone over to your house on a Saturday* (-0.19) and Item 10 *Stand up for your rights when someone accuses you of doing something you didn't do* (-0.16).

**Teen campers had the greatest improvement on Item 4 *Work on a project with a student you don't know very well.***



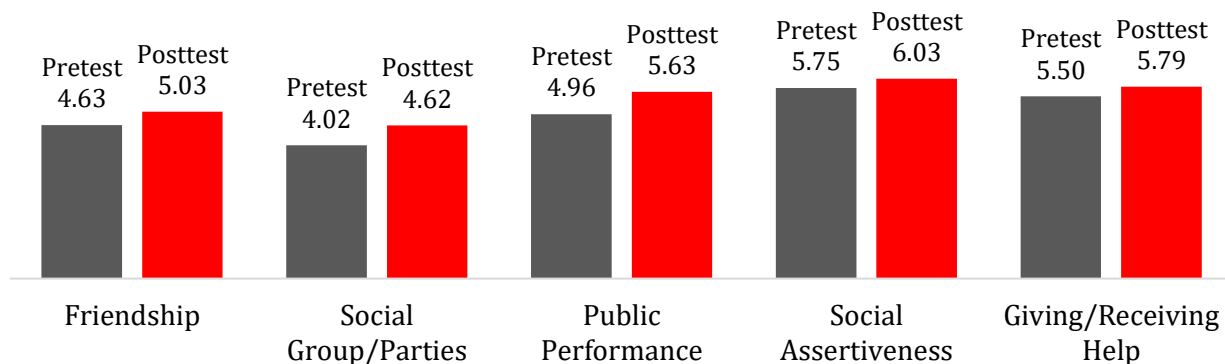
### Analysis of Subscales

The Adolescent Social Self-Efficacy Scale contains five subscales: *Friendship*, *Social Group/Parties*, *Public Performance*, *Social Assertiveness*, and *Giving/Receiving Help*.

### Youth Campers

Youth campers showed improvements in all subscale categories. Like their older counterparts, youth campers scored the lowest in *Social Groups/Parties* items. Though *Public Performance* items had the greatest improvement posttest (+0.67), *Social Groups/Parties* items had the second greatest improvement (+0.60).

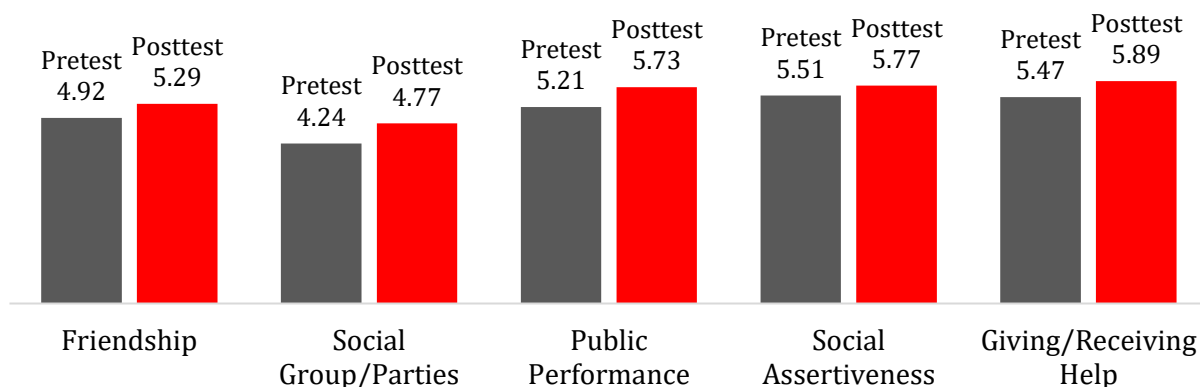
**Youth campers showed the most improvement in the *Public Performance* and *Social Groups/Parties* categories.**



### **Teen Campers**

Teen campers showed an overall improvement for all subscales. Items for *Social Group/Parties* had the lowest pre-and-posttest scores; however, these items had the greatest improvement at posttest (+0.53) followed by *Public Performance* (+0.52). The items with the least improvement were *Social Assertiveness* items (+0.26).

**Teen campers showed the most improvement in *Social Groups/Parties* and *Public Performance* categories.**



### **Growth Mindset Tool**

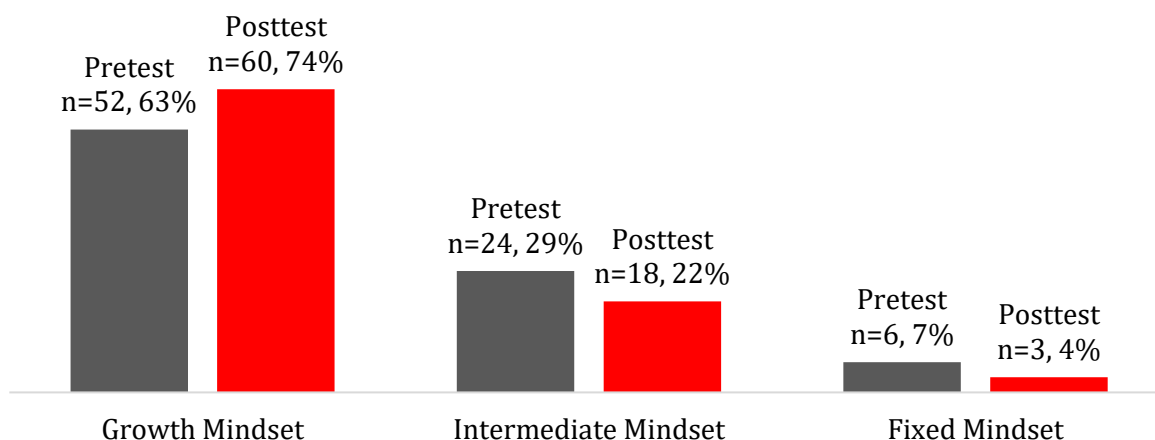
The three statements of the Growth Mindset Assessment Tool are scored collectively to determine if the participant has a Growth Mindset, Intermediate Mindset, or Fixed Mindset. Using the 6-point Likert scale from 1 (“Strongly Disagree”) and 6 (“Strongly Agree”), the participant’s mindset is scored according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

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

Nearly all campers who responded to the survey demonstrated a Growth Mindset at both pretest and posttest, with 10% more campers showing a Growth Mindset at the conclusion of camp than at the beginning of camp (increase from 63% to 74% of campers). Fewer campers indicated an Intermediate or Fixed Mindset after camp than before camp.



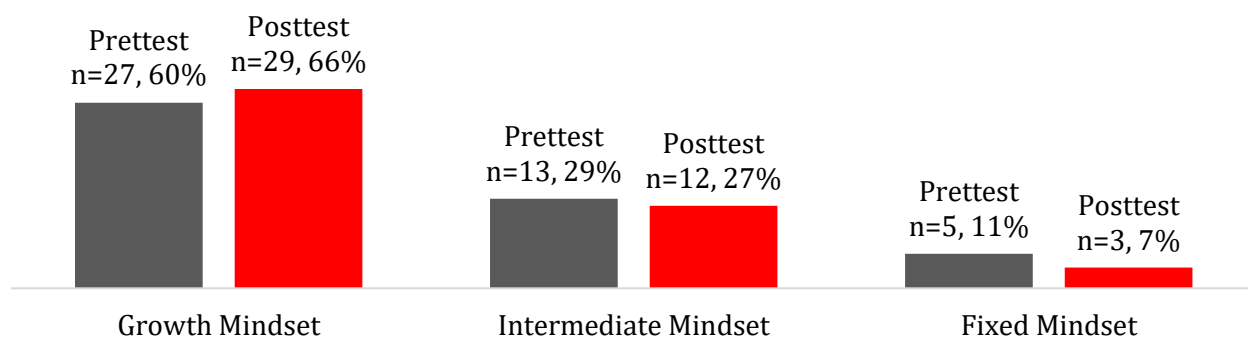
### Most campers showed a Growth Mindset at pretest and posttest.



### Youth Campers

The majority of youth campers indicated a Growth Mindset in both the pretest (60%, n=27) and posttest (66%, n=29). There was one less camper indicating an Intermediate Mindset and two fewer campers indicating a Fixed Mindset posttest. One camper did not respond to any Growth Mindset items in the pretest. One camper answered one Growth Mindset item and one other camper did not respond to any of the Growth Mindset items in the posttest.

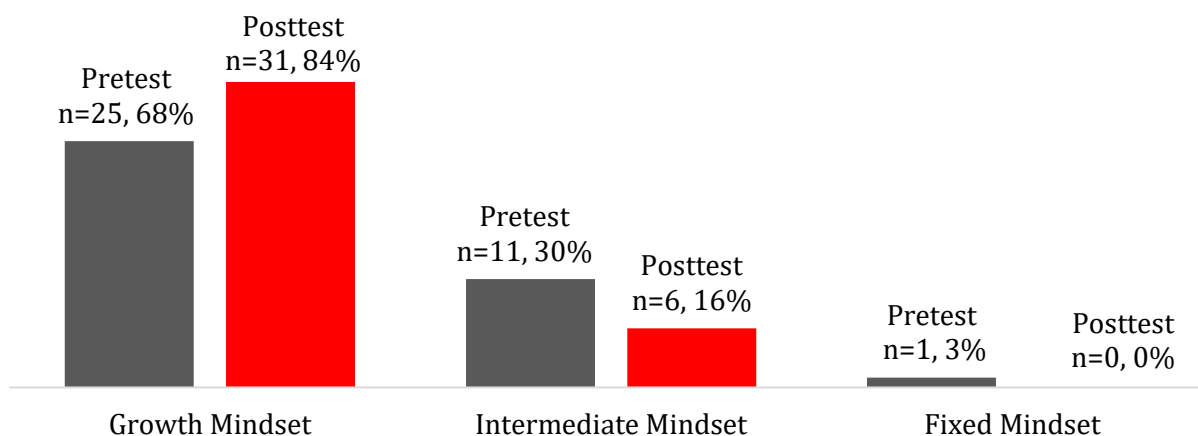
### Growth Mindset increased by 6% posttest for youth campers.



### Teen Campers

The majority of teen campers indicated a Growth Mindset at both pretest (68%, n=25) and posttest (84%, n=31). Six more campers indicated a Growth Mindset after experiencing Girls Rock and five less campers indicated an Intermediate Mindset. None of the teen campers indicated a Fixed Mindset at the end of Girls Rock Camp.

### Growth Mindset in teen campers increased 16% at posttest.



### Camper Comments

Girls Rock provided campers the opportunity to express their thoughts on what they were most scared or nervous about on the first day of camp. Most campers identified worry about meeting and interacting with campers they did not know as well as getting along with their band mates. Many campers felt nervous about performing in front of an audience at the end of the week or making a mistake “in front of everyone.” Several campers worried about learning a new instrument or re-learning how to play the instrument they chose last summer.

At the conclusion of camp, Girls Rock asked campers what made them feel the best about themselves during camp. The overwhelming majority of campers in both age groups identified pride in their performance with their bands. Campers expressed gratitude for the encouragement received from other campers and volunteers, saying, **“This year was my favorite. The other kids and the volunteers were so uplifting that I was more confident than I was in previous years.”** Other campers shared about their perspective changes, and how **“camp makes you realize what's important and what is not. It's something I'm so grateful to learn and have the chance to experience makes me feel like a better person going home.”** Many campers experienced an increase in confidence and attributed it to the supportive and accepting atmosphere of Girls Rock. Campers felt they could be genuine and did not have to change to be accepted and fit in.

### 2018 to 2019 Results Comparison

The demographic make-up of campers in 2019 was similar to campers in 2018. Self-efficacy and growth mindset scores were also similar in 2019 to those in 2018. However, according to survey data, Girls Rock served fewer campers in 2019 (n=84) than in 2018 (n=97).

## Summary

**Through program evaluation, STEPs determined Girls Rock achieved the desired program outcomes of growth mindset, confidence, skill development, teamwork, and future focus overall for campers in their 2019 summer camp.** The STEPs evaluator sat in and made observations on a small portion of the sessions during one day of camp. STEPs found campers and teaching artists exhibited behaviors attributed to growth mindset, confidence, teamwork skills, and positive behavior in all observed sessions. STEPs observed music skills, future focus, problem-solving skills, and language skills behaviors in at least half or more of the observed sessions.

Phone interview responses from the parents and guardians of 2019 campers showed results similar to the program observations. Most phone interview participants observed an increase in confidence, teamwork, problem-solving skills, and engagement with peers in their children. Participants reported increased involvement in school activities and participation in extracurricular activities in the community. When asked for their perspectives on the impacts of Girls Rock, phone interview participants spoke of increased inclusivity, empowerment, discovery, and engagement. Many participants reported their children benefitted from meeting and working with the culturally diverse population served by Girls Rock.

Camper survey analysis results for 2019 showed an increase in Growth Mindset and decreases of Intermediate and Fixed Mindsets for all campers at the conclusion of camp. Growth Mindset scores for 2019 showed increases of 6% for youth campers, and 16% for teen campers. In comparison, Growth Mindset scores for 2018 increased posttest by 15% for youth campers, and 13% for teen campers. However, fewer youth campers indicated a Growth Mindset at pretest.

Most 2019 campers showed an increase in self-efficacy at the close of camp compared to pretest scores. Both age groups scored the lowest on the self-efficacy scale items for *Social Group/Parties*, however these items indicated some of the greatest posttest improvement among the subscales. All campers showed some of the least improvement in *Social Assertiveness* items in both 2019 and 2018.

## Limitations

### Program Observations

1. The STEPs evaluator observed a single day during the 10- to 12-year-old camp. Six blocks of programming occurred throughout the day, during which several sessions occurred in each block. The evaluator observed one session per block. Thus, evaluation results cannot be generalized for all program sessions on the day camp was observed.
2. STEPs did not observe any other day of camp, or the 13- to 16-year-old camp.

3. Program observations were conducted by a single evaluator. The evaluator consulted with a second program evaluator to review and discuss the completed observation checklists.

### **Phone Interviews**

1. STEPs conducted 13 phone interviews within the available timeframe. Increasing the number of interviews might have uncovered additional themes through analysis.
2. Most interviews lasted an average of 10 minutes. The short length of time may have limited the richness and depth of participant's responses.
3. The nature of qualitative research is subjective, rather than objective. Qualitative analysis results cannot be generalized for all parent or guardian perspectives of Girls Rock camp.
4. The risk of bias is involved in all qualitative research. The evaluator utilized memo-ing to reduce biased results and evaluation outcomes.
5. Interview participants were asked for their perspectives of the impacts of camp on their children. Responses may be different from those drawn directly from campers.

### **Camper Survey**

1. Girls Rock Camp occurred over 1 week. The short time frame limited the opportunity to effect change in self-efficacy and growth mindset in campers.
2. Survey results are based on camper self-report and cannot be verified.
3. Surveys were administered to campers at a time they were likely distracted and/or hurried which may have impacted their participation and their responses.
4. Not all campers completed the survey, and it is not known how this impacted results.

## **Recommendations**

### **Recommendations for Camp**

#### **Consider:**

1. Extending the length of summer camp to more than one week per camp.
2. Relocating the Girls Rock camp program to a centralized location.
3. Relocating the Girls Rock camp program to an area closer to under-served communities and public transportation stops.
4. Adding programming focused on social assertiveness to both camps. STEPs analysis determined *Social Assertiveness* had the lowest scores pretest and was the least improved posttest in both age groups.
5. Facilitating monthly post-camp events and gatherings for campers to maintain relationships and grow skills gained at camp.

### **Recommendations for Evaluation**

1. Re-evaluate the tools to ensure alignment with program objectives, increase sensitivity to change, and guard against testing fatigue.

2. Administer the survey to smaller groups of campers at scheduled times to increase participation and possibly validity of responses.
3. Consider a different tool for first-time campers vs. alumni campers.
4. Consider looking at change per camper, and whether first-time campers improve more or less than alumni campers.
5. Continue to administer the camper survey as a pretest and posttest to capture short- and long-term data trends.
6. Administer a 6-month follow-up survey with the same campers.
7. Continue third-party evaluation of camp sessions.
8. Add program observations of both camps to the program evaluation.
9. Continue parent or guardian phone interviews at 12 weeks post-camp.
10. Increase the number of parents or guardians interviewed to aid in capturing different perspectives.
11. Add a 6-month follow-up phone interview with the same participants to collect perspectives of long-term impacts.

### 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

**Program Observation Checklist**

Date Observed: \_\_\_\_\_

Camp Observed: \_\_\_\_\_

Camp Session Observed: \_\_\_\_\_

<b>Program Objective &amp; Definition</b>	<b>How may this be observed?</b>	<b>Observed? Yes/No</b>	<b>Notes **observe volunteer/camper relationships**</b>
<b>Growth mindset:</b> able to identify problem solving skills to complete a task	<ul style="list-style-type: none"> <li>• Acknowledge and embrace imperfections</li> <li>• Value the process over the end result</li> <li>• Reward actions, not traits</li> <li>• Place effort before talent</li> <li>• Provide opportunities for reflection</li> <li>• Trying hard equates success</li> </ul>		
<b>Confidence:</b> self-confidence to use creativity, showcase individuality	<ul style="list-style-type: none"> <li>• Accept feedback or imperfections</li> <li>• Offer unique ideas</li> <li>• Capitalize on your strengths – “I’m good at...”</li> <li>• Embrace individual talents or characteristics</li> <li>• Sharing out/sharing ideas in group setting</li> </ul>		
<b>Music skills:</b> self-identified for improvement during week of camp; identified by teaching artists	<ul style="list-style-type: none"> <li>• Practicing different music skills</li> </ul>		(Record language – get quotes of specific language used)
<b>Teamwork skills:</b> collaboration in all aspects of camp sessions observed	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Incorporate others’ ideas</li> <li>• Build each other up</li> <li>• Offer appropriate feedback</li> </ul>		
<b>Future focus:</b> see themselves as successful; self-identify success	<ul style="list-style-type: none"> <li>• Discuss future plans in a positive manner</li> <li>• Envision themselves in the future being successful</li> <li>• Engagement in the community: seeks to better engage the community to achieve long-term and sustainable outcomes,</li> </ul>		

	processes, relationships - may not see, but may hear discussed by campers		
<b>Problem-solving skills:</b> the process of working through details of a problem to reach a solution	<ul style="list-style-type: none"> <li>• Adaptability and flexibility</li> <li>• Critical thinking</li> <li>• Resilience</li> <li>• Collaboration</li> </ul>		
<b>Positive behavior:</b> showing acceptable behavior	<ul style="list-style-type: none"> <li>• Cooperating with others</li> <li>• Showing affection</li> <li>• Positive feedback – recognize behavior and address</li> <li>• Showing understanding</li> <li>• Communicate positively</li> </ul>		
<b>Language skills:</b> understanding how language can be intentionally used	<ul style="list-style-type: none"> <li>• Being articulate in language used</li> <li>• Use proper pronouns</li> <li>• Gender identity language</li> <li>• Expressing boundaries or consent</li> <li>• Discussion around language</li> <li>• Communicate specific needs</li> <li>• Intentional words in conversation or lyrics</li> <li>• Ability to express themselves creatively</li> </ul>		

## Appendix B

**Consent to Participate in Phone Interviews**

Girls Rock has partnered with STEPs (Support and Training for the Evaluation of Programs) this year to learn more about how the Girls Rock program impacts youth. STEPs is an organization that promotes evidence-informed decision making through research and evaluation.

STEPs is requesting that you, the camper's parent or guardian, participate in phone interviews regarding your child's experiences with the Girls Rock program.

The information you share will be used to improve the Girls Rock program. Everything you say will be kept confidential. The only exception is if you share something that indicates that you, or someone else, is in danger. If this occurs, we are required to inform Girls Rock staff and the proper authorities to keep everyone safe. Everything discussed in the interview will be considered anonymous. This means there will not be any names used and no one at Girls Rock will know specifically who said what. The phone interviews will be tape recorded. The tapes will be kept private in a locked office at UNO. The recording of the interview will be destroyed once this project is over.

STEPs will be contacting willing participants in mid-August to conduct the phone interviews in late August and early September. The length of the phone interview is approximately 15 to 30 minutes. It is not mandatory for you to participate in this project. Your child's status in the Girls Rock program will not be affected by whether you do or do not participate in this project.

**If you are interested in participating in this project, please fill out the information below and return this form back to Girls Rock. Thank you!**

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Child's Name

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Your Printed Name

---

Signature

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Date



**2019 Omaha Girls Rock parent phone interview introduction and consent:**

Hello, my name is \_\_\_\_\_, and I work with STEPs which stands for the Support and Training for the Evaluation of Programs at UNO. Omaha Girls Rock has partnered with STEPs to evaluate their summer camp programming. I am contacting you today because you indicated you would be willing to participate in a phone interview about your camper's experiences with Omaha Girls Rock summer camp. This interview should only take 10-20 minutes.

The information you share will hopefully be used to improve the Girls Rock program. Everything you say will be kept confidential. The only exception is if you share something that indicates that you, or someone else, is in danger. If this occurs, we are required to inform the proper authorities to keep everyone safe. Everything discussed in this interview will be considered anonymous. This means Girls Rock will not know who said what, so please speak freely. This interview will be recorded, and all recordings will be secured at UNO. All interview recordings will be destroyed once this project is completed. Do you have any questions before we begin?

**Demographic Information:**

1. What is the current age of your camper/campers?
2. How many years has/have your camper/s attended Girls Rock?

**Outcome Questions:**

1. In your own words, describe Omaha Girls Rock camp to me.
2. What do you think camp means for your camper?
3. Do you think your child is using what they learned at camp? If so, how?
4. What has your camper discovered or pursued since participating in camp? (*Have there been changes in family/school/community activities or involvement?*)
5. Girls Rock focuses on developing skills such as confidence, teamwork, problem-solving, and empowerment. Can you give me an example or two of how you have seen your camper exhibit these skills?

Appendix C



PRE

First and Last Name:

Instructions: Please rate your ability about each question from 1 through 7. Circle your response to each question.

1. Start a conversation with a boy or girl you don't know very well.

Impossible to do 1 2 3 4 5 6 7 Very easy to do
[Downward arrow icon] [Upward arrow icon]

2. Express your opinion to a group of kids discussing a subject of interest to you.

Impossible to do 1 2 3 4 5 6 7 Very easy to do
[Downward arrow icon] [Upward arrow icon]

3. Join a group of kids in the school cafeteria for lunch.

Impossible to do 1 2 3 4 5 6 7 Very easy to do
[Downward arrow icon] [Upward arrow icon]

4. Work on a project with a student you don't know very well.

Impossible to do 1 2 3 4 5 6 7 Very easy to do
[Downward arrow icon] [Upward arrow icon]

5. Help make a new student feel comfortable with your group of friends.

Impossible to do 1 2 3 4 5 6 7 Very easy to do
[Downward arrow icon] [Upward arrow icon]

6. Share with a group of kids an interesting experience you once had.

Impossible to do 1 2 3 4 5 6 7 Very easy to do
[Downward arrow icon] [Upward arrow icon]

7. Put yourself in a new and different social situation.



Impossible to do 1 2 3 4 5 6 7 Very easy to do
[Downward arrow icon] [Upward arrow icon]





Please rate your ability about each question from 1 through 7. Circle your response to each question.

---



**8. Volunteer to help organize a school dance.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**9. Ask a group of kids who are planning to go to a movie if you can join them.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**10. Stand up for your rights when someone accuses you of doing something you didn't do.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 


**11. Get invited to a party that's being given by one of the most popular kids in the class.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 



**12. Keep up your side of the conversation.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**13. Be involved in group activities.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 









**14. Find someone to spend recess with.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 





Please rate your ability about each question from 1 through 7. Circle your response to each question.

- 
- 22. Ask someone to go to a school dance or movie with you.**  
 Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 
- 23. Go to a party where you are sure you won't know any of the kids.**  
 Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 
- 24. Ask another student for help when you need it.**  
 Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 
- 25. Make friends with kids your age.**  
 Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

Read each sentence below and mark the choice that shows how much you agree with it. There are no right or wrong answers.

**1. You can learn new things, but you can't really change your basic intelligence.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree

**2. Your intelligence is something about you that you can't change very much.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree

**3. You have a certain amount of intelligence and you really can't do much to change it.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree



Thinking about this week at Girls Rock camp, I am most scared or nervous to...

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**Thank you for your feedback!**

POST

First and Last Name:

Instructions: Please rate your ability about each question from 1 through 7.  
 Circle your response to each question.

**1. Start a conversation with a boy or girl you don't know very well.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**2. Express your opinion to a group of kids discussing a subject of interest to you.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 



**3. Join a group of kids in the school cafeteria for lunch.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**4. Work on a project with a student you don't know very well.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**5. Help make a new student feel comfortable with your group of friends.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**6. Share with a group of kids an interesting experience you once had.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**7. Put yourself in a new and different social situation.**



Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 





Please rate your ability about each question from 1 through 7. Circle your response to each question.

---



**8. Volunteer to help organize a school dance.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 



**9. Ask a group of kids who are planning to go to a movie if you can join them.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 



**10. Stand up for your rights when someone accuses you of doing something you didn't do.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 



**11. Get invited to a party that's being given by one of the most popular kids in the class.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 



**12. Keep up your side of the conversation.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**13. Be involved in group activities.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 

**14. Find someone to spend recess with.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do  
 





Please rate your ability about each question from 1 through 7. Circle your response to each question.

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**15. Wear the kind of clothes you like even if they are different from what others wear.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**16. In a line-up, tell a student who pushes in front of you to wait his or her turn.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**17. Stand up for yourself when another kid in class makes fun of you.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**18. Help a student who is visiting your school for a short time to have fun and interesting experiences.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**19. Join a school club or sports team.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**20. Express your feelings to another kid.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**21. Ask someone over to your house on a Saturday.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



Please rate your ability about each question from 1 through 7. Circle your response to each question.

---

**22. Ask someone to go to a school dance or movie with you.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**23. Go to a party where you are sure you won't know any of the kids.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**24. Ask another student for help when you need it.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



**25. Make friends with kids your age.**

Impossible to do    1    2    3    4    5    6    7    Very easy to do



Read each sentence below and mark the choice that shows how much you agree with it. There are no right or wrong answers.

---

**1. You can learn new things, but you can't really change your basic intelligence.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree

**2. Your intelligence is something about you that you can't change very much.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree

**3. You have a certain amount of intelligence and you really can't do much to change it.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree



Now that Girls Rock camp is almost over, what made you feel best about yourself?

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**Thank you for your feedback!**