To the Graduate Council:

I am submitting herewith a dissertation written by Diana Rae Steinfeld-Hicks entitled "An Evaluation of Selected, Affiliated Girls Clubs of America Programs in Southern Appalachia." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

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AN EVALUATION OF SELECTED, AFFILIATED GIRLS CLUBS OF AMERICA PROGRAMS IN SOUTHERN APPALACHIA

A Dissertation

Presented for the

Doctor of Education

Degree

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Diana Rae Steinfeld-Hicks

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ABSTRACT

The present study was designed to establish criteria for professionals, board members, and others to use to assess effectiveness of Girls Club of America programs in Southern Appalachia.

Girls Clubs of America, Inc. is a nonformal educational organization that participates in the education and the socialization of youth, specifically focusing on the needs of young girls and adolescents that can be met in voluntary programs.

Data were collected from 45 participants in three girls clubs in Southern Appalachia during the summer 1984. The participants responded to a written survey and were either board members, girls club management, girls club members, or alumni from the three clubs. To extend the data, non-girls club professionals in each community were interviewed about the needs of girls and the role of girls clubs in the community.

In order to examine results of the present study, data were graphed in two ways: (1) by question clusters and by respondent sets; and (2) by question and by respondent sets in a series of matrices. Taped interviews of the non-girls club professionals were transcribed and then categorized using the survey program domains.

A first glance, surface analysis showed that all program domains were important components of the girls clubs' program. Upon further investigation program priorities in the areas of career and personal development were observed, while sexuality education was perceived as the least important program domain in girls clubs' programs.

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CHAPTER I

INTRODUCTION

Girls Clubs of America, Inc. (GCA) is a nonformal educational organization that participates in the education and socialization of youth. Nonformal educational organizations are structured and professionally supervised organizations. They are nonformal because they are outside the realm of the school, which is typically defined as formal, and of the family, which is defined as informal (ERIC descriptors, LaBelle, 1981). These programs are usually supported through local community chests, private and corporate contributions, and organizational fund-raising activities.

GCA specifically focuses on "the needs of girls which can be addressed and met in out-of-school, voluntary programs" (Johnston Nicholson, 1984). The problem this presents is that there is little research that specifically portrays the needs of girls or the best ways to meet girls' needs (Johnston Nicholson, 1984; Lipsitz, 1981; Medrich, 1982; Phelps, 1978).

> Choices are made out of experience, hunches, good will, intelligence, and ignorance. . . . Most of what is known in research is about boys. Our knowledge about girls in this age group comes from day-to-day experience (Lipsitz, October, 1981).

Girls Clubs and other youth serving personnel and board members need information upon which to base decisions about program design and goals. They need to understand the differences in girls' strengths stemming from the impact of the family, the school, the community, and the

culture on girls (GCA, 1983, "Why Girls?"). It is also important to understand girls' growth and development patterns. Understanding the role, the purpose, and the potential impact of girls clubs can help to design programs which meet both the interests and the needs of today's girls.

In order to establish criteria for developing the girls club curriculum and for evaluating girls club programs, the management and board of girls clubs need to be aware of the kinds of things taken for granted when talking about schools or families. They need to know who are the actors, what is the scope of their relationship, and on what does the nonformal education process focus. It is also important to understand how nonformal education contributes to a child's development, and to family socialization. Boards and management also need to know what communities seek from nonformal organizations and whether there is any agreed upon impact (LaBelle, 1982).

Nonformal educational programs are often used to promote family and community values. Because of the self-selection of participation in specific programs they can be a means to extending a family's learning environment; or they can be a bridge between the child and the school (Kleinfeld and Shwinkin, 1982). It is important to look at education across the entire life span and in all the situations and institutions in which it occurs (Leichter, 1974). Television, youth groups, synagogues and churches, and museums are just a sampling of the array of nonformal and informal educational programs influencing today's youth.

Purpose

The present study focused on girls clubs that are affiliated with Girls Clubs of America, Inc. Different members of the girls clubs' community (board members, management, girls club members, girls club alumni) were surveyed to elicit their perceptions of the purposes and accomplishments of local girls clubs. In addition, non-girls club professionals were interviewed to obtain a non-girls club perspective of the needs of girls and the role of girls clubs in the community.

The purpose of the present study was to determine girls clubs' program priorities; and to establish criteria for evaluating the accomplishments of girls clubs.

Questions the present study addressed included: (a) What do girls clubs do? (b) What does the community expect from girls clubs? (c) Do girls clubs have any agreed upon impact? (d) What is the best way for girls clubs to contribute to the needs of girls?

Rationale

The importance of the present study is that is makes a contribution to the development of criteria with which to assess nonformal educational programs, specifically girls clubs. It provides a way of appraising what girls clubs should be doing; what girls clubs are doing; and if girls clubs are meeting priority needs.

Increasingly, foundations, government agencies, corporations and individuals are wanting to know how their money is being spent, and they expect documentation of the organization's effectiveness in responding to community needs. There has been much time, energy, and money spent

"selling" girls clubs--goals, programs, and the needs of girls. In order to establish and to maintain credibility, it is essential to have clear and agreed upon expectations for the organization; and to have the right answers to the right questions when presenting the organization to funders, volunteers, and the community-at-large. Girls clubs must understand the needs of girls; understand the needs of the community; and develop programs that meet those needs.

The most important reason for the present study was to document the appropriateness and effectiveness of girls clubs in meeting the needs of today's girls.

Assumptions

A major assumption in the present study was that girls clubs are nonformal educational organizations. As such, they are expected to provide specific types of learning opportunities for girls. The types of learning opportunities provided are based on "traditional" and "non-traditional" expectations of girls. Traditionally girls were expected to learn skills to be good wives and mothers. Now there is some expectation that they will grow up combining career and family; and that they will need to be prepared for that eventuality.

The present study assumed that respondents would consider girls' future needs in responding to the survey. It was also assumed that the respondents would have a realistic perspective as to what girls clubs should provide. The design of the present study assumed that a representative sample of the girls club community would be surveyed. It was also assumed that respondents would be familiar with the needs of girls and the resources of girls clubs.

Another major assumption of the present study was that while local variations exist, there is a girls club curriculum that identifies nationally affiliated girls clubs; and that girls clubs exist because girls have specific needs smiliar to and yet diverse from the needs of boys.

Limitations

Among the limitations of the present study, the following have been considered important: This study involved three girls clubs in Southern Appalachia. Regional differences might be reflected if the study were replicated in different regions of the country. The small population sampled should be reflective of the Southern Appalachian Region, but may not be reflective of the national organization's diverse population. Therefore, the generalizability of the results of the present study are limited.

Another limitation of the present study is that all respondents surveyed were participants in the girls clubs' community. The self-selection process that determines who is involved may present a bias towards the girls clubs' existing programs. Respondents may participate in girls club programs because of the existing programs or they may respond based on the programs they have been exposed to at girls clubs.

Also, girls clubs provide programs for diverse age groups (ages 6-18). A substantial percentage of girls club members are 6-13 years old. Learning opportunities that are critical at one age may be less important at a different age. The survey design provided for respondents

(ages 9-13) to participate in the present study. The readability level of the youth survey was too difficult for girls younger than 9 years old even with the investigator available for question clarification.

CHAPTER II

LITERATURE REVIEW

Education is the process by which society forms the individual. It is the means by which common values, beliefs, and behaviors are taught and sustained. "Schooling is only one agency in the configuration of agencies that collectively educate the public" (Warford, 1980). Families, the media, and nonformal, voluntary organizations are other examples of agencies that participate in an individual's education.

Nonformal educational systems provide opportunities for youth (Center for Early Adolescence, 1983; Kleinfeld and Shinkwin, 1983; Konopka, 1976; Medrich, 1982) to expand their relationships, to assume active, responsible roles, and to learn practical skills not taught in school. Because of the less serious nature of nonformal educational systems, taking risks in attempting new activities and behaviors is less threatening to children. Therefore, the nonformal educational environment becomes an excellent setting for considering non-traditional career options; for developing intense relationships with adult models or mentors; for taking leadership roles; for teaching activities and skills to other youth; for attempting to learn new or more advanced skills; and for accepting challenges to social, intellectual, and physical skills.

A study completed by the Center for Early Adolescence (Center for Early Adolescence, 1983) indicated that youth need diversity; time for self-exploration and definition; time for meaningful participation;

positive interaction with peers and adults; physical activity; and time to develop competence and to accumulate achievements.

Girls Clubs of America, Inc.

Girls Clubs of America, Inc. (GCA) is a national organization with local affiliated clubs throughout the United States. In order to be affiliated with GCA, local clubs must agree to adhere to certain rules and to participate in some form of implementation of GCA's goals (see Appendix A for GCA Goals). There is autonomy among local affiliates. The articulation of GCA's goals on the local level indicates great diversity as local needs and concerns vie for priority with national goals.

Issues and trends. In examining GCA's 1983 annual report, A Place Where Girls Grow, one discovers a range in girls' ages. Thirty-six percent of girls club members nationally are 6-8 years old; 38 percent are 9-11 years old; and 26 percent are 12-18 years old. It is also notable that 4 out of 10 award-winning programs focused on career awareness and development.

GCA has categorized core service areas (see Appendix B for GCA Core Service Area Definitions), and program priorities. Priority program domains are sexuality education, career awareness and development, leadership training, girls-at-risk, and non-traditional programming. The annual report indicated increased numbers of girls clubs offering programs in these priority domains (see Appendix C for 1983 Survey Results). Member clubs offering sexuality programs increased from 68 percent to 82 percent; career awareness programs from 62 percent to 77 percent; and leadership training from 81 percent to 84 percent.

During 1983, the Southern Region Girls Clubs of America (SR GCA) conducted a needs assessment of affiliated girls clubs in the southern United States (see Appendix D for 1983 SR GCA Needs Assessment Results). Clubs were surveyed on both organizational and operational priorities. Program concerns in local clubs were teen programs, long-range programs for long-term girls club members, non-traditional programs for girls, and programs for pregnant teenagers. Programs suggested for teens were human sexuality, career awareness, and leadership training.

Single-Sex Environments

There is little research to support or reject single-sex or co-educational youth programs (Lefstein and Johnston Nicholson, 1983). Girls Clubs of America suggests based on the cumulative experience of both national and local practitioners that the benefits of single-sex programs are important for girls, especially during critical developmental stages. Many experienced practitioners in observing both co-educational and single-sex situations have found that girls too often accept a more passive role when boys are present (GCA, 1984, From Research to Practice in Youth Organizations).

The 1982 Annual Meeting of Center Associates (GCA National Resource Center Associates) reported that girls learn both traditional and non-traditional skills more readily in all girl settings. In a taped interview with a non-girls club professional, interviewed as part of the present study, the purpose of camping programs was discussed. "They are," she said, "designed to encourage girls to be self-reliant, to develop trust in their own judgment and competence, and

to develop a can-do attitude. When girls and boys go camping together, invariably the boys set up the tents and make the fires, and the girls cook and clean-up." This could indicate that for many girls, to learn a can-do attitude they need the time to be apart from boys.

But there are also times in girls' development that being in a coeducational setting is very important. Lockheed (Girl Power Press, January/February, 1984) stated that a critical criterion for knowing when success has been achieved, is when girls interact equally with boys in mixed settings. Another non-girls club professional interviewed as part of the present study, said that boys and girls programs are not as different as they used to be, because girls and boys are now facing the same kinds of things. "They used to stress competitiveness for boys--well girls have to learn this now too. In preparation for adulthood a girl is going to have to live just as competitive a life as a boy. Girls are also going to have to compete with boys and need to be prepared for this eventuality."

Role Models

In the summer 1982 issue of Voice For Girls, the issue of separate programs for girls was addressed by Ellen Futter, President, Barnard College. She stated that while

> . . . the world seems to want proof, we know much from experience and very little from systematic research about girls' needs for separate environments in their early development . . . Girls Clubs provide environments where there are women in leadership and decision-making roles. . . . The role model concept is a very important one that has been proved legitimate over and over again.

Research indicates a need for both role models and mentors in girls' lives. Self-perception is a key concept in girls' levels of aspirations

and self-esteem. Role models and mentors can provide systematic, and valid ongoing feedback with respect to girls' efforts and to the development of their self-perception (Baruch, 1976). Girls clubs provide girls with appropriate support in order to encourage the development of confidence, responsibility, and self-efficacy.

Latch-Key Children

Issues affecting latch-key children have also been of concern to GCA. As can be noted in the Spring, 1984, Voice for Girls, latch-key programs are going in two directions. One type of programming that girls clubs can offer is survival skill workshops, where girls learn basic self-care skills (e.g., first aid, self-management, how to make simple snacks, and fire prevention). The other type of programming is providing an affordable and safe environment for girls to go to after school--a place where girls can be supervised and with friends; and that provides opportunities to foster children's mental and social development.

Career Development

GCA has long been concerned about young girls/womens' inadequate preparation of the dual roles, as wives/mothers and workers, most young women will play throughout most of their lives. The career development program domain assists girls and young women to be ready for the circumstances that will directly affect their expectations, and their adulthood.

Herman (Voice For Girls, 1980) discusses the fact that sex-role stereotyping of jobs still affects girls' occupational choices. She adds that in order for girls to have flexibility in their career options, they must be aware of job options and then select the necessary

courses in school that will provide them with the appropriate foundation. Nixon (Issues Affecting Girls in Indiana, 1981) recommends the creation of workshops designed to inform parents about options open to their daughters; and the development of shadowing programs that provide girls with an opportunity to spend time in work settings with people who could serve as role models and mentors.

Another career development concern of Girls Clubs of America is that computers and computer software are being marketed toward male interests. In 1983, only 27.5 percent of GCA affiliated girls clubs in the United States provided computer education opportunities for girls club members. Stephen (Daily News, July 15, 1984) discusses this further, stating that "Computer literacy is expected to have a serious impact on employment; and is far more serious than whether or not girls can play in little league." Thus, girls clubs (Blueprint for Employment, 1982) consider acquainting girls with career options that acknowledge the changing roles and responsibilities of women, including computer education, as important.

Citizenship/Leadership

Leadership programs in girls clubs involve opportunities for girls to teach activities, act as big sisters for younger girls, participate in program development, and to participate in conferences and workshops on public speaking, peer counseling, self-awareness, and problem solving. Girls also learn to understand rights, responsibilities, concern for others, and the impact of thoughtful, articulate leadership on family, friends, at the girls club, and in the community.

Peeples (Voice for Girls, 1984) says that "the ability to think about the future and set goals is a very important aspect of leadership." "Very often," she continues, "adolescents do not make the connection between their actions of today and the goals and plans they have for tomorrow."

Girls-At-Risk

In GCA's report, Challenge to Change (1981), GCA and the local girls clubs involved in this project addressed the needs of girls-at-risk. Girls-at-risk are those girls whose backgrounds and learned behavior place them at risk of involvement in the juvenile justice system. Most of these girls do not do well in school and do not participate in organizations such as the girls club. Much attention was focused on finding the right people and the right programs to meet those girls' needs. Those clubs had to develop programs that would help girls develop a sense of personal worth and the belief that life can be filled not only with problems, but also with choices and possibilities.

Family Life Education

Not only at-risk girls, but many adolescent girls face many crises at this time in their lives--from their developing sexuality to their needs for self-expression and autonomy (Lipsitz, 1981). Family life education programs can be a reliable source of sexuality education. They can also provide the opportunity for girls to safely and thoughtfully explore their social and sexual feelings. Sharing information and skills, even when controversial, can be a necessary role for girls clubs' personnel. Girls Clubs of America has long encouraged clubs to

provide girls with family life education programs. Phelps (Common Focus, July, 1979) talks about the fact that adolescents today face an especially difficult situation in regard to sexuality since they are receiving mixed messages about sexuality at a time in their lives when they have little self-confidence, many questions, and are especially vulnerable to peer pressure.

Personal Development

According to Konopka's (1976) research, girls need opportunities to dream, to reveal themselves, and opportunities that will help them learn how to make choices. "How do I combine work with marriage and having children?" is a major question respondents in Konopka's research asked. In Girls As Decision Makers (1979), a major point of sharing decision-making processes at girls clubs with girl members is to move girls out of their usual habits and to provide them with new elements of interest. Throughout GCA literature (Challenge to Change, 1981; Choices, 1983) it is considered absolutely essential to achieving the fundamental goals of building self-esteem and helping girls realize that they can control their own lives.

Summary

Girls clubs are doing a number of things. They're trying to meet many of the gaps that exist in girls' lives. GCA and local girls clubs are trying to envision girls' futures and prepare girls for those futures. They're identifying girls' current problems and trying to help girls resolve those problems, make decisions, and grow beyond themselves into "something they never expected." Girls clubs deal with diverse

ages of girls; diverse needs of girls; diverse needs of communities; and have set very expansive goals for the organization. The author of the present study has been concerned with the following questions: (a) Can girls clubs really do all these things? (b) What can girls clubs do best? And (c) What does the girls club community (girls, parents, board members, staff, girls club alumni, and the community-at large) really want from girls clubs?

CHAPTER III

METHOD

The present study has been designed to elicit from the girls club community their perceptions of what the girls club has accomplished and what the girls club should be working to accomplish in order to establish criteria to use to assess effectiveness of GCA programs in Southern Appalachia.

A survey approach was used to determine the perceptions of girls club board members, management, current girls club members and alumni (past girls club members) towards the importance of girls clubs' program domains and towards the extent to which those program objectives are accomplished.

This study was conducted in three girls clubs affiliated with Girls Clubs of America, Inc. (GCA) in Southern Appalachia--Girls Club of Knoxville (Tennessee), Kingsport Girls Club (Tennessee), and Bristol Girls Club (Tennessee and Virginia). These three girls clubs were selected because of their geographic location in Southern Appalachia; their varied community population sizes; their varied sources and amounts of funding; and because they are all established clubs which have experienced consistent professional leadership (see Appendix E for Girls Club Descriptions). In order to extend the survey's results interviews with non-girls club professionals were done in each of the cities.

Subjects

Management and board members were surveyed as well as current girls club members and girls club alumni from each of the three clubs. The current girls club members (N=15) were selected from the day's sign-in sheet. These girls were between the ages of 9 and 13. Girls club alumni (N=12) were selected by either the executive director or the program director from each of the three clubs. This group ranged in age from 15-35. Management (N=6) surveyed were executive directors and program directors from the girls clubs. In four cases board members (N=12) were officers of the board. Of the twelve board members surveyed, eight were males. The total number of respondents was 45. Selection of both alumni and board members by the executive director is not the best way to select study participants, but board member and alumni availability required surveying available respondents.

Instruments

Parallel survey instruments were developed (see Appendices F and G for Adult Survey and Youth Survey). The survey instruments were designed to determine both the importance of selected learning outcomes and the extent to which those learning outcomes are being accomplished in girls programs. The structure of the survey instruments used in the present study was adapted from one used by The University of Tennessee, College of Education to establish the college's goals and objectives. The learning outcomes were retrieved by a review of the programs and issues emphasized in Girls Clubs of America's literature. In addition, the author listed from her experience as the executive director of a

girls club, programs she perceived as an integral part of girls clubs. The author then clustered the programs into program domains. Statements were phrased for the survey instruments using the compiled list of programs. Additionally, Girls Clubs of America suggested core service areas were used as a basis for determining the program domains used in the survey instruments. Five program domains or groups of learning opportunities were categorized. They were: personal development; (b) career development; (c) health and physical fitness; (d) educational and cultural enrichment with emphasis on practical life skills; and (e) citizenship/leadership development (see Appendix H for definitions).

The parallel surveys were developed for use with each of the major groupings--adults (board members and management), and youth (girls club members and alumni). The adult survey was developed first. Questions were written for the adult survey that would elicit participants' responses to the learning opportunities. Specific learning opportunities were presented under each of the five acknowledged program domains. Multiple questions were written in order to elicit responses to different facets of each program domain.

The chairperson of The Southern Region, GCA was asked from her familiarity with Girls Clubs of America to review both surveys. This was done to establish a program domain base. She was not asked to answer the survey. Her primary suggestions had to do with the complexity of several statements; and with the need for statements concerning the teaching of self-protection skills to youth. Her suggestions were used to revise the first survey draft.

The survey used two Likert type scales--one to establish the degree of importance of the learning opportunity; and the other to establish the extent of accomplishment of the learning opportunity.

The youth form of this survey paralleled the adult survey. The distinguishing characteristics were the level of language used in the survey; and the use of an interview format. The interview format was used so that reading ability would not be a deterrent to participation in this study. The question order and number of questions included were the same for both surveys.

Survey Validation

The second draft of the survey was checked for both face and predictive validity by (a) field testing the instruments with girls club management, board members, current girls club members, and alumni from the Morristown, Tennessee Girls Club (see Appendix I for Field Test Diary); and (b) by asking a panel of three experts to review the survey (see Appendix J for Panel Responses).

Field test. Field testing the surveys elicited many questions about the purpose of girls clubs and the needs of girls. The board members expressed concern about the ability of the organization to achieve the diversity of goals presented. They also expressed some concern about the appropriateness of human sexuality as a focus of girls club programming. The responses indicated that the focus of girls club programs should be on physical fitness, career development, and citizenship and leadership. Girls club members agreed with board members about the inappropriateness of programs on human sexuality,

but were positive about other learning opportunities presented. Girls club alumni and staff both indicated human sexuality programs as very important.

Panel review. A panel of three experts (the Southern Region Service Center Director, the National Service Center Director, and the Senior Research Associate, all from Girls Clubs of America) were asked to review the surveys and make recommendations based on their familiarity with local girls clubs around the United States, and Girls Clubs of America, Inc.; and because of their professional and research expertise. The major concerns expressed by the panel of experts were: (a) the "girlishness" of some of the questions; (b) the formality and passivity of the words and structure of some of the statements; (c) the need to use existing GCA core service area definitions and service area checklists; and (d) it was suggested that separate adult and youth surveys would make it more difficult to compare and interpret results (see Appendix J for Panel Responses).

The GCA core service areas (see Appendix B for Core Service Areas) were used as a basis to identify and define the program clusters used in the design of the present study's surveys. The existing core services definitions were not used because the definitions were not clearly defined. Separate adult and youth surveys were maintained so that youth would be able to better comprehend the questions; but the youth survey was modified to more closely resemble the adult survey. The panel's concerns with the "girlishness" of the questions seemed to be focused on two issues: (a) that of "traditionally" defined female activities (e.g., cooking and manners); and (b) the passivity of words and phrases

(e.g., allow and teach). The author did not think it appropriate to exclude those "traditional" programs, but did modify the terminology used in the survey (e.g., cooking became food preparation). Words that connoted passivity and formalness (e.g., allow and teach) were modified to phrases such as "provide opportunities."

The responses from both the field test and the panel of experts resulted in a third draft of the surveys. The third drafts of both the adult and youth surveys were then pilot tested. Readability tests were conducted on this draft of the youth survey.

Pilot study. The pilot study was completed at the Morristown, Tennessee girls club. The purpose of the pilot study was to provide the author the opportunity to learn how to administer the survey to familiarize the author with the survey environment. It was also intended to determine if any final modifications were needed prior to completing the study.

The board officers and the club's program director were asked to respond to the survey. All had participated in the first field test. After completing the survey, respondents discussed both the girls club and the survey with the author. Their suggestions focused on their concerns and interests in the local girls club. They did not indicate a need for further changes in the survey. Minor suggestions for increasing survey clarity were included in the final draft of the survey.

Five girls club members (ages 9-13) and five girls club alumni (ages 15-19) were asked to respond to a youth version of the survey. None of these girls had participated in the field test. Girls club

members were interviewed. Girls club alumni were given the option of using an interview or pencil and paper format. Time was allowed for discussion after they completed the survey. Respondent instructions (see Appendix G for Youth Survey) were read to both groups of girls. Time was available for questions before beginning and throughout the survey.

Results of the pilot study indicated that many of the learning opportunities were perceived as important by all four respondent sets; that implementation of the learning opportunities was not always accomplished satisfactorily; and that board members were often not aware of the extent of the club's accomplishments (see Appendices K and L for Pilot Study Results and Pilot Study Diary).

Readability tests were completed using the Dale-Chall and Fry readability tests (see Appendix N for Readability Tests Descriptions) (School Utilities Volume 2). The youth survey was divided into ten passages. Each passage and the complete survey were analyzed.

The results of the readability tests indicate that the youth survey is above the reading level of girls ages 9-13. The corrected Dale-Chall grade level is 9th-10th grade. The Frey grade level is 8 (see Appendix O for Readability Tests Analysis).

Some of the terminology in the youth survey is not at an appropriate reading level for girls ages 9-13. The use of correct terminology, however, as opposed to "accepted" slang or jargon seemed important to the seriousness and credibility of the present study. Also, while this is a research study, oftentimes surveys act as teaching tools and can lend credibility to slang or jargon. Use of the correct terminology was considered sufficiently important to warrant keeping it in the survey, with

the understanding that the interviewer would explain any terms not understood by the respondents and would document all explanations (documentation is on file at The Girls Club of Morristown, Inc.).

Procedure

The executive director of each of the three selected girls clubs was contacted for permission to use the club in the present study. The author explained the project, including time demands and who would be needed. Each of the clubs agreed to participate and appointments were scheduled during the month of July in order to complete the surveys.

Youth surveys. Since this research was completed during the summer, girls were available throughout the day at the girls clubs. Upon the interviewer's arrival, the girls club's executive director or program director introduced the interviewer to girls club members and explained the purpose of the visit. The interviewer spent time talking and visiting with the girls club members prior to any interviews. Members' names were taken from the day's sign-in sheet. The girls were systematically selected by taking every fourth name from the sign-in sheet. If a girl was not between the ages of 9 and 13, the next girl on the list between those ages was interviewed.

Appointments were made with girls club alumni. Many of them came to the girls club to be interviewed. Others were surveyed at their homes or workplaces. They were given the youth survey, but had the option of being interviewed or completing the survey themselves. Most of the alumni decided to complete the survey themselves. The interviewer read the respondent directions and remained available for

questions throughout the completion of the survey. The interviewer discussed girls clubs purpose and programs with the respondents after completion of the survey.

Adult survey. Appointments were made by the club's executive director with the club's board members. Most of the board members came to the club, but some were surveyed at their place of business. After explaining the purpose of the research and the survey directions, the board members completed the survey. Three board members returned the survey by mail due to time constraints. Time was available for discussion after respondents completed the survey.

Girls club management were treated similarly to board members.

Non-girls club related interviews. To extend the study's data a series of nine interviews with professionals not associated with girls clubs was completed. In selecting these professionals to interview, three criteria were used: (a) that that professional have a concern for or knowledge about girls; (b) that the professional is knowledgeable about youth programs; and (c) that the professional work for an organization that directly or indirectly provides service for girls. In each of the three cities the United Way or Community Chest was contacted to inquire if they had a representative that could be interviewed and if they could suggest organizations other than girls clubs that served girls in their respective communities. Representatives from these other youth serving organizations were contacted for interviews.

In Bristol, the executive directors of The United Way, The YWCA and The YMCA were interviewed. In Kingsport, the executive directors

of The Community Chest and Junior Achievement were interviewed. The public relations director and the executive director of the Appalachian Girls Scout Council were interviewed. The girl scout office is in Johnson City, Tennessee, but Kingsport is included in that council. In Knoxville, the program services directors of The United Way, The Tanasi Girl Scout Council, and The YWCA were interviewed (see Appendix P for Interview Excerpts). All interviews were tape recorded (tapes are on file at The Girls Club of Morristown, Inc.).

Each of the persons interviewed was contacted for an appointment by the investigator prior to the interview. The investigator informed the interview participants that she was the executive director of the Morristown Girls Club, and that she was in the process of completing her doctoral dissertation. They were told the subject matter of the dissertation and the purpose of the interviews.

The purpose of the interviews was to determine the concerns of non-girls club professionals towards the needs of girls and toward providing program services for girls. The following questions were used to guide the interviews:

(a) What needs do girls have that are different from or similar to the needs of boys?

(b) What is important about youth programs?

(c) Should programs for girls differ from programs for boys?

(d) What do you expect girls to be/to do when they grow up?

(e) What programs or activities should girls clubs offer girls? Personal development? Career development? Health and physical fitness? Sexuality education? Educational and

cultural enrichment with an emphasis on practical life skills? Citizenship and leadership?

(f) What is the most important thing girls clubs can do for girls?

Data Treatment

Question responses were coded one to five--1 = insufficient information; 2 = very unimportant or very unsatisfactory; 3 = unimportant or unsatisfactory; 4 = important or satisfactory; and 5 = very important or very well. Unanswered questions were combined into the insufficient information response. Each question had two responses--the degree of importance and the extent of accomplishment of the statement.

Demographic characteristics of the respondents were also coded--gender, age, relationship (e.g., girls club member, alumni), and club location.

Frequencies and percentages of response were computed for each question by total number of respondents, respondent types (e.g., board member, board officer), and by respondent sets (e.g., all board members, all youth) (Guilford and Fruchter). Types and sets that had compatible data were grouped to describe results. Groups with compatible data were girls club members, alumni, board members, and management. Chi-square was computed for each question by response scales (e.g., degree of importance) and by respondent sets.

In order to establish priorities amongst question clusters, response percentages were plotted. Figures 1-8 (Chapter IV) separate the most important program domains from the least important domains both by degree of importance and by extent of accomplishment.

CHAPTER IV

RESULTS

Overall results indicate that all question clusters have a significant percentage of positive responses for all respondent sets (see Table 1). Table 1 represents the mean percentages or the averages of the questions for each question cluster by response and by respondent set. While individual question response percentages show some variance within cluster, the mean response percentages in Table 1 suggest priorities among the program domains. The priorities were arrived at by examining the number 5 (very important, very well) responses. For example, number 5 responses in the career development domain were in the 42 to 68 percent range, while in the health and physical fitness domain they were in the 21 to 50 percent range.

There are no statistically significant relationships indicated between respondent sets, there is some notable agreement between girls club members and alumni, and between board members and management. The matrices found in this chapter show questions that have two or more respondent sets in agreement based on the direction of the positive response percentages for both response scales by question. Questions placed in the agree quadrants of the matrix have a greater percentage of category responses than category 4 responses. Questions placed in the disagree quadrants have a greater percentage of category 4 responses than category 5 responses. Only positive responses were used because of the high proportion of positive responses in all questions.

TABLE 1

CLUSTERED QUESTION RESPONSES BY MEMBERS, ALUMNI, BOARD, AND MANAGEMENT

Question Cluster	Response	Response Percentages: Degree of Importance				Extent of Accomplishment			
		Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
Personal development	1	3.5	3.0	0.5	1.0	7.0	8.5	19.0	3.0
	2	1.0	1.0	-	-	5.0	7.0	-	9.0
	3	3.5	4.5	16.0	10.0	3.0	10.0	-	22.0
	4	41.0	30.5	46.5	53.0	32.0	33.5	43.0	51.0
	5	51.0	61.0	37.0	36.0	53.0	41.0	38.0	15.0
Career development	1	2.0	0.5	5.5	1.0	8.5	12.0	34.0	2.0
	2	2.0	-	-	1.0	5.0	13.0	2.0	10.0
	3	2.5	7.0	15.5	8.0	6.0	8.5	1.0	24.0
	4	25.5	29.5	37.0	39.0	24.5	38.5	36.0	38.0
	5	68.0	63.0	42.0	51.0	56.0	28.0	27.0	26.0
Health and physical fitness	1	7.5	14.5	31.0	2.0	1.5	5.5	8.0	2.5
	2	3.0	2.5	1.0	9.0	1.0	-	-	-
	3	14.0	18.5	2.0	17.0	9.5	7.0	7.0	14.5
	4	25.5	31.5	45.0	39.0	32.0	41.5	62.0	50.0
	5	50.0	33.0	21.0	33.0	56.0	46.0	23.0	33.0
Sexuality education	1	15.0	12.0	34.0	-	3.0	1.0	2.5	-
	2	7.0	4.0	-	-	6.0	-	-	-
	3	18.5	11.5	1.0	9.0	11.0	5.5	5.5	-
	4	17.5	30.5	38.0	36.0	31.0	20.5	39.0	29.0
	5	42.0	42.0	27.0	55.0	49.0	73.0	53.0	71.0
Practical life skills/ educational and cultural enrichment	1	7.0	5.0	34.0	1.5	0.5	0.5	9.0	-
	2	4.0	13.5	-	6.0	2.0	2.0	-	-
	3	13.5	15.5	1.0	27.0	5.0	6.5	6.0	13.0
	4	20.5	35.0	47.0	42.0	28.5	31.0	54.0	48.0
	5	55.0	31.0	18.0	25.0	64.0	60.0	31.0	37.0
Citizenship/ leadership development	1	5.5	8.5	27.0	1.0	1.5	-	2.5	-
	2	11.0	3.0	-	5.0	1.0	0.5	-	-
	3	10.5	12.5	1.0	16.0	3.0	4.5	4.5	6.0
	4	20.0	42.0	55.0	54.0	26.5	32.0	64.0	59.0
	5	53.0	34.0	17.0	24.0	68.0	63.0	29.0	35.0

Mgt. - Management

[1]The sample included 15 girls club members (member); 12 girls club alumni (alumni); 12 board members (board); and 6 girls club executive directors or program directors (management).

[2]Response 1 = insufficient information; response 2 = very unimportant/very unsatisfactory; response 3 = unimportant/unsatisfactory; response 4 = important/satisfactory; response 5 = very important/very well. Each question required two responses, the first response was to the degree of importance, the second response was to the extent of accomplishment.

[3]Within question clusters, questions were averaged by response category for each respondent set.

[4]See Table 3, Appendix K for response percentages by question and by respondent set.

While a majority of the survey responses were positive, there were some negative responses. In looking at Table 1, a high proportion of the negative responses are number 1 (insufficient information) responses. The notable proportion of insufficient information responses by board members indicates that while they are well informed about some program areas, such as career development, that they are not well informed about the overall girls club program or about program accomplishments.

In order to examine the results of the present study, the data were graphed in two ways: (1) by question clusters and by respondent sets (see Figures 1 and 2); and (2) by the direction of the positive responses for each question by respondent set (see Appendix R).

Figures 1 and 2 show the graphed results intended to separate the more important from the less important responses by question clusters and by respondent sets. The percentages used are the mean percentages of the questions included in the question cluster or program domain. Figure 1 uses only category 5 (very important, very well) responses. Figure 2 represents both categories 4 and 5 (important/very important, satisfactory/very well) responses. Figure 2 has results similar to Figure 1, but there are some discrepancies.

Appendix R represents the direction of the positive responses by question and by respondent set. The figure is labeled agree/disagree where agree indicates a greater percentage of category 5 (very important, or very well) responses than category 4 (important or satisfactory) responses. Disagree indicates a smaller percentage of category 5 responses than category 4 responses. The purpose of examining the direction of the positive responses for each question is to indicate the

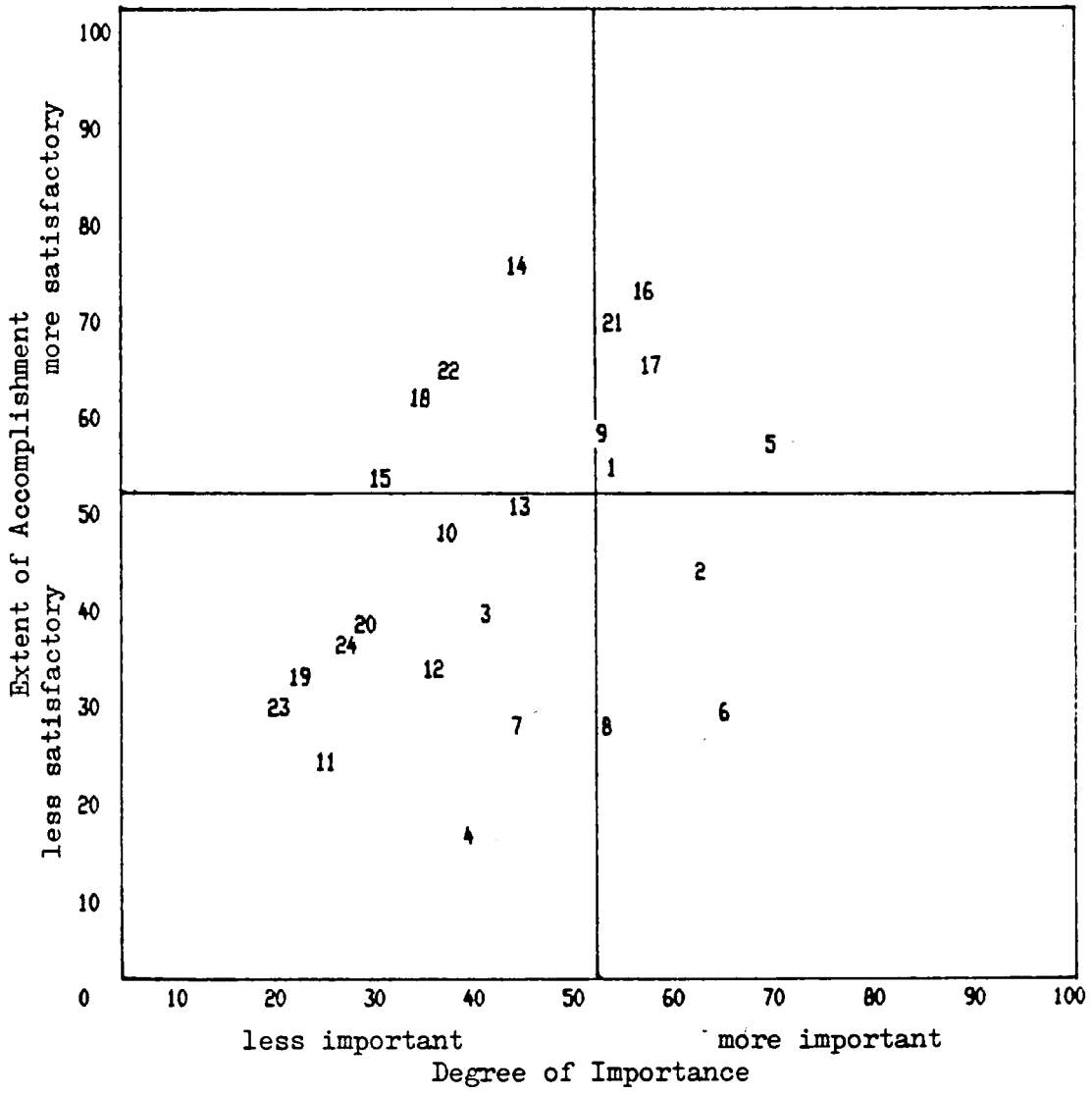


Figure 1. Analysis of category "5" clustered question responses.

Figure Key:	Member	Alumni	Board	Mgt.
Personal Development	1	2	3	4
Career Development	5	6	7	8
Health and Physical Fitness	9	10	11	12
Sexuality Education	13	14	15	16
Ed. and Cult. Enrichment	17	18	19	20
Citizenship/Leadership	21	22	23	24

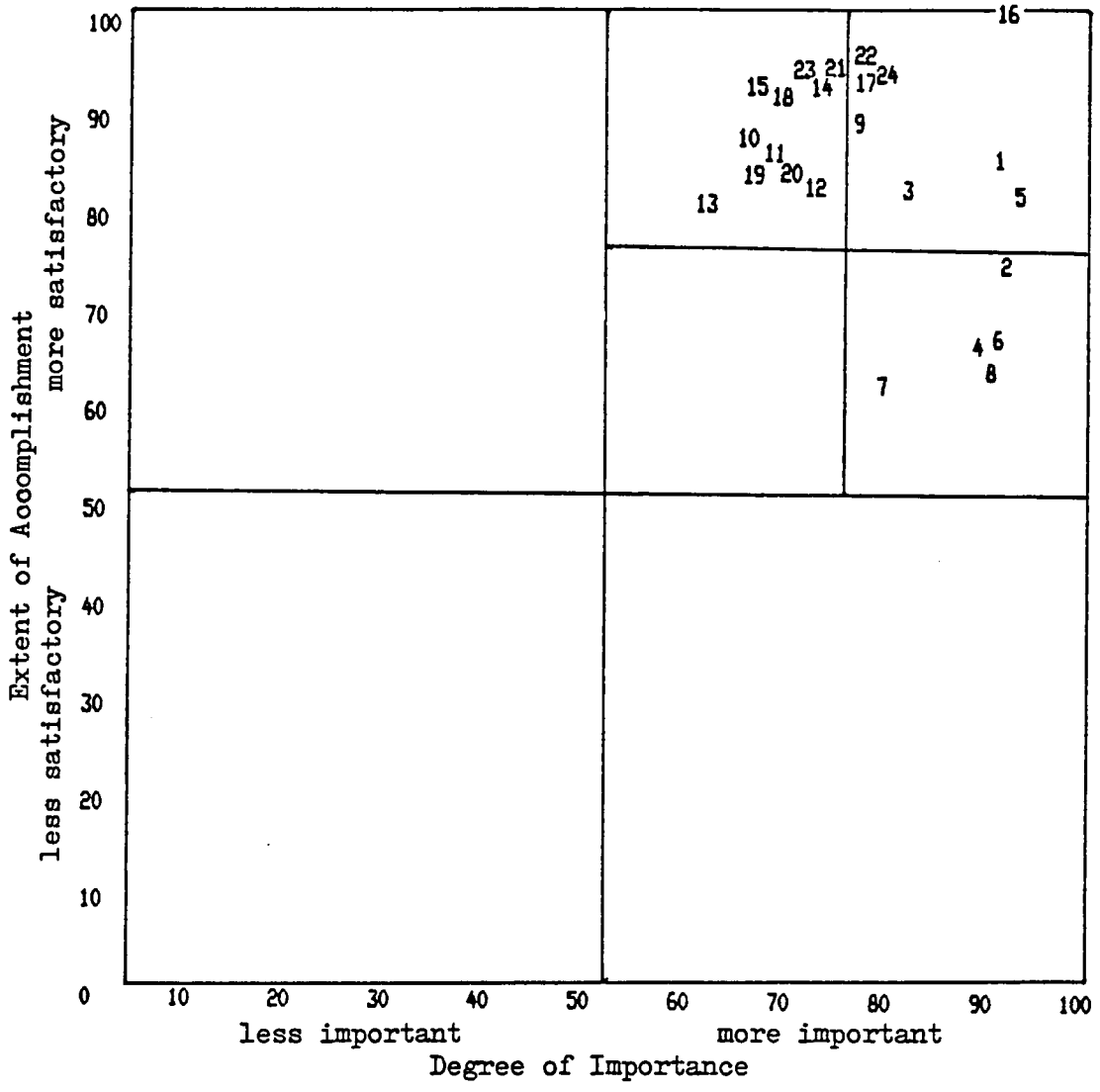


Figure 2. Analysis of categories "4 and 5" clustered question responses.

Figure Key:	Member	Alumni	Board	Mgt.
Personal Development	1	2	3	4
Career Development	5	6	7	8
Health and Physical Fitness	9	10	11	12
Sexuality Education	13	14	15	16
Ed. and Cult. Enrichment	17	18	19	20
Citizenship/Leadership	21	22	23	24

intensity of both the degree of importance and of the extent of accomplishment for each question by each respondent set. The matrices found in this chapter represent a composite of the matrices in Appendix R, including only those questions where at least two or more respondent sets are in agreement. The matrices help to discern agreement/disagreement between program objectives and program accomplishments; and agreement/disagreement between respondent sets.

Personal Development

The personal development domain includes those opportunities that encourage girls to develop skills in communications, conflict resolution, self-awareness and personal life planning, and family and human relationships.

In Figure 1 personal development opportunities were considered by both girls club members and alumni as most important to girls club's purposes. Only girls club members, however, perceived that domain as being accomplished satisfactorily. Discrepancies in Figure 2 are that both board and management also consider the personal development domain to be a priority and that board members as well as girls club members perceive personal development as being accomplished more satisfactorily.

In the personal development cluster only board members (19%) indicated a notable percentage of lack of information responses in the extent of accomplishment section. Both alumni (17%) and management (29%) indicated a notable percentage of unsatisfactory percentages in this section. In the degree of importance section only board members (16%) had a notable percentage of unsatisfactory responses.

In looking at Figure 3, there are few questions that indicate conflict among the scales, but disagreement between respondent sets

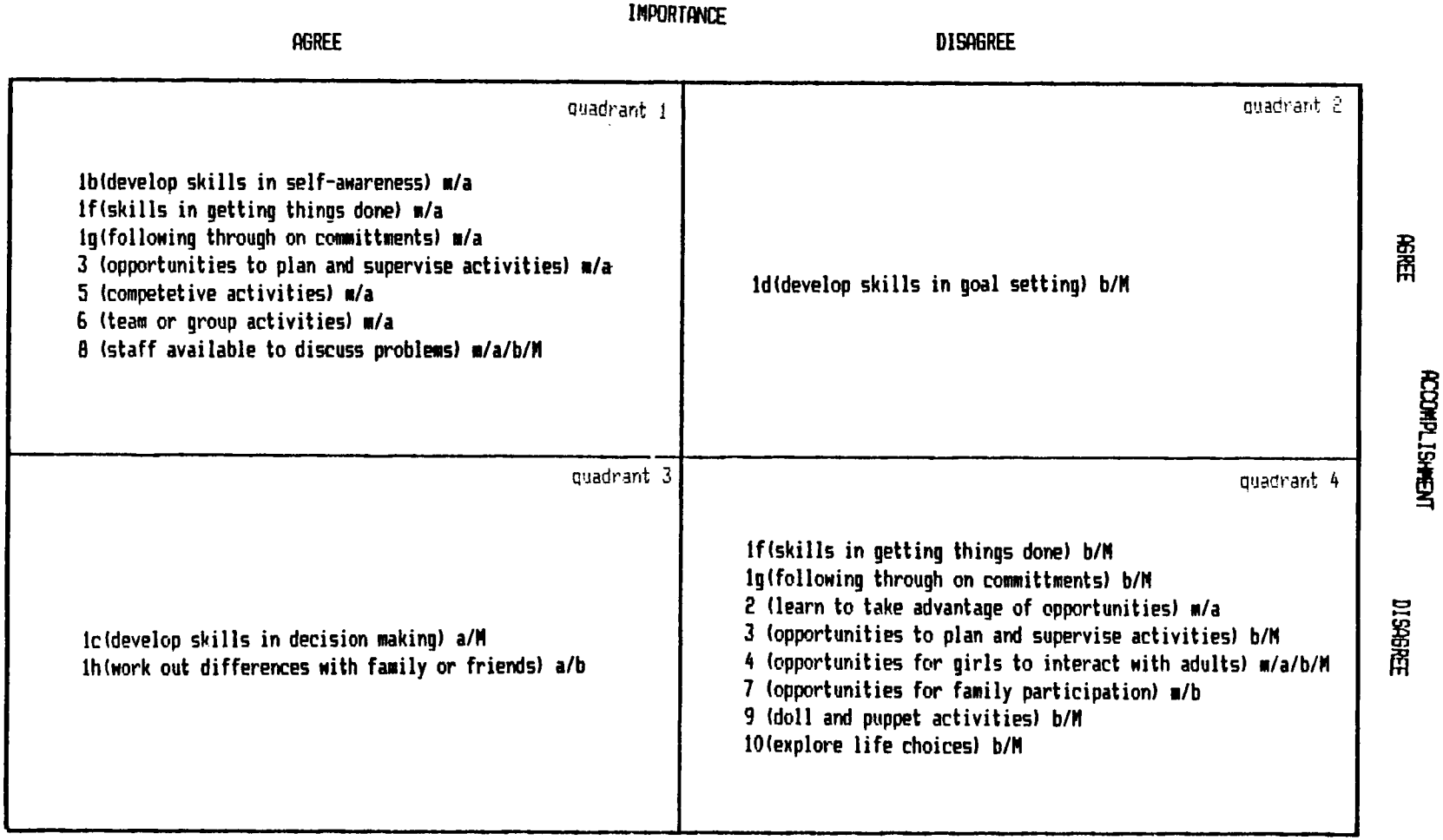


Figure 3. Direction of positive responses for the personal development domain.

m = girls club members; a = girls club alumni; b = girls club board members; M = girls club management.

is indicated. For example, questions 1f (getting things done on time) and 1g (following through on commitments) girls club members and alumni responses are in quadrant 1 (agree/agree) and board members and management responses are in quadrant 4 (disagree/disagree). Only questions 4 (opportunities to interact with adults--disagree/disagree) and 8 (staff available to discuss problems--agree/agree) indicate agreement between all respondent sets.

Career Development

Career development opportunities help young girls explore diverse career possibilities and career skills. They provide opportunities for girls to set goals for education and work. Results in Figure 1 indicate that all respondent sets except board members perceive career development opportunities as a priority program domain. However, girls club members are the only respondent set though that perceives this domain as being accomplished as satisfactorily. In Figure 2, board members indicate that career development should be a girls club priority.

In the career development cluster, board members (34%) indicated a lack of information and alumni (21.5%) and management (34%) indicated a notable percentage of unsatisfactory responses in the extent of accomplishment section. While in the degree of importance section, only board members (15.5%) indicated a notable percentage of unsatisfactory responses.

In Figure 4, there are 4 questions (9c, being a responsible employee; 9d, business manners; 9e, interview techniques; and 9g, locating potential employers) with conflict between scales and agreement among at least 3 respondent sets. Indicated in this figure is a weakness

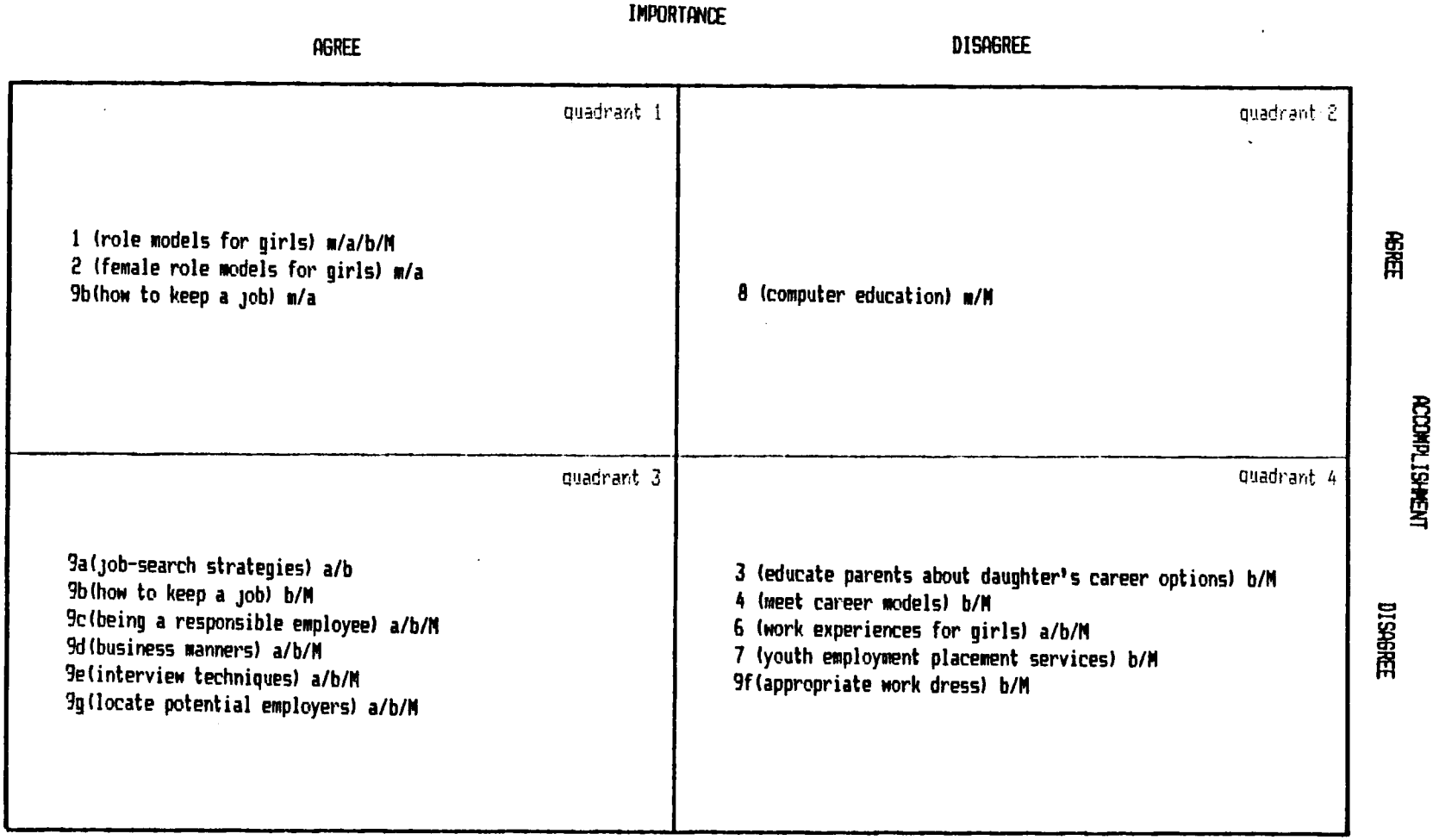


Figure 4. Direction of positive responses for the career development domain.

m = girls club members; a = girls club alumni; b = girls club board members; M = girls club management.

in implementation as indicated by a lesser intensity of positive responses on the accomplishment scale (quadrants 3 and 4).

Health and Physical Fitness

Health and physical fitness learning opportunities encourage girls in the development and maintenance of health and physical fitness through physical activity and health education.

Girls club members (Figure 1) are the only respondent set to consider health and physical fitness a priority program domain in either the importance or the accomplishment scales. In Figure 2, girls club members are the only respondent set that indicate health and physical fitness as a priority domain. All respondent sets indicate this domain's level of accomplishment as more satisfactory.

In the health and physical fitness cluster no notable percentages were indicated in the extent of accomplishment section. In the degree of importance section, only board members (31%) indicated a notable percentage of lack of information responses. Girls club members (17%), alumni (21%), and management (26%) indicated notable percentages of unimportant responses.

In looking at Figure 5, there is a notable spread in responses both between response scales and between respondent sets. Questions 1a (nutrition), 1b (food preparation, 2b (swimming), 4b (camping), and 6b (tobacco education) all in quadrant 1, indicating greater intensity of positive responses and all indicating consistent agreement between girls club members and alumni.

Sexuality Education

Sexuality education is a sub-cluster of the health and physical fitness domain. This group of questions is controversial and elicited

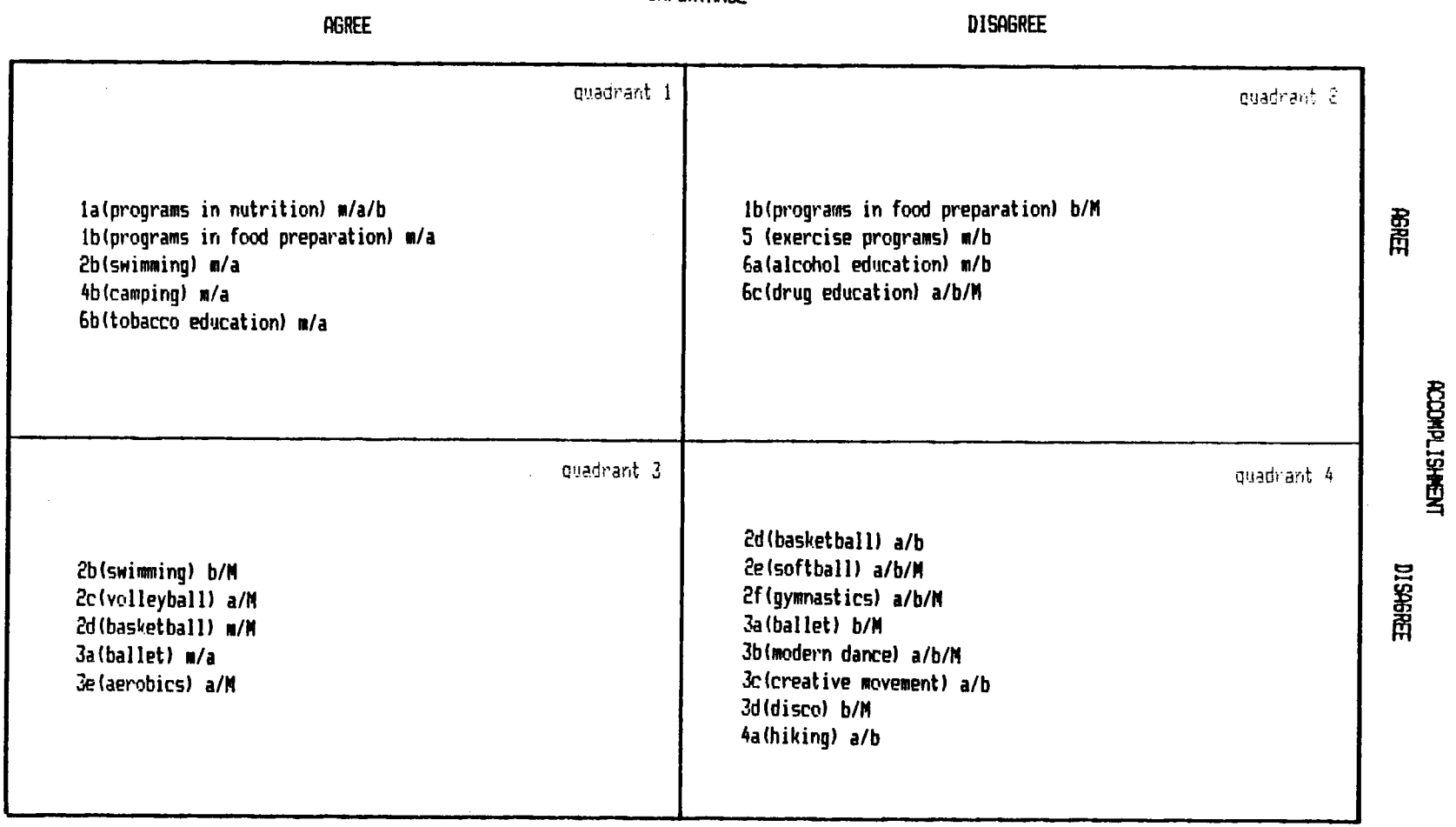


Figure 5. Direction of positive responses for the health and physical fitness domain.

m = girls club members; a = girls club alumni; b = girls club board members; M = girls club management.

an identifiable type of response from respondents and so is being analyzed separately. In Figure 1, management is the only respondent set which considers sexuality education a priority program domain in girls club programs. All sets except girls club members perceive sexuality education as being most satisfactorily accomplished. In Figure 2, management is still the only respondent set to indicate that sexuality education is a priority; but all respondent sets, including girls club members, indicate that this domain is being accomplished more satisfactorily.

In the sexuality education cluster, no notable percentages were indicated in the extent of accomplishment section, but in the degree of importance section girls club members (25.5%) and alumni (15.5%) indicated a notable percentage of unimportant responses. Girls club members (15%) and board members (34%) indicated a notable percentage of lack of information responses.

In looking at Figure 6, all question responses indicate a greater intensity of positive responses on the accomplishment scale, but there is notable disagreement between respondent sets on the importance scale.

Practical Life Skills with an Emphasis on Educational Cultural Enrichment

Educational and cultural enrichment learning opportunities aid in broadening girls' perceptions. These programs provide girls with exposure to diverse skills, and activities. They may provide opportunities for the development of pre-vocational and life skills, including use of leisure time.

In Figure 1, girls club members are the only respondent set to consider this a priority program domain. Both girls club members and

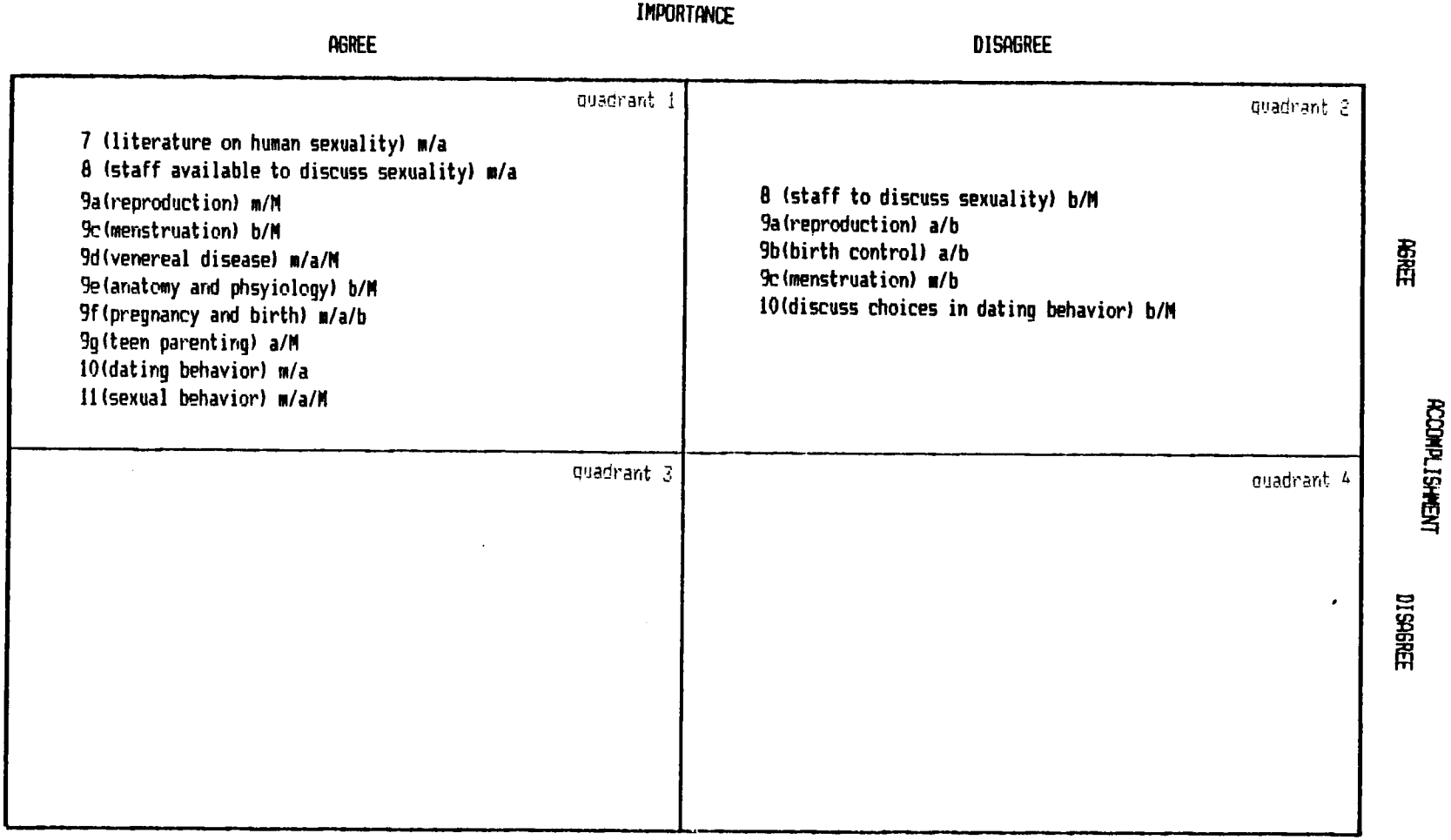


Figure 6. Direction of positive responses for the sexuality education domain.

m = girls club members; a = girls club alumni; b = girls club board members; M = girls club management.

alumni perceive this domain as being most satisfactorily accomplished. In Figure 2, girls club members are still the only respondent set that indicate this as a priority domain, but all respondent sets indicate that this domain is being most satisfactorily accomplished.

In the enrichment and life skills cluster no notable percentages were indicated in the extent of accomplishment section. In the degree of importance section, board members (34%) indicated a lack of information. Girls club members (17.5%), alumni (29%), and management (33%) indicated notable percentages of unimportant responses.

In Figure 7, question responses on the importance scale indicate a lesser intensity of positive responses. On the accomplishment scale, there is notable divergence between questions. Board members and management indicate agreement of the direction of their responses on both scales.

Citizenship/Leadership

Citizenship/leadership learning opportunities involve girls in the leadership process and help girls learn civic responsibility.

In Figure 1, girls club members are the only respondents to consider this a priority program domain. Both members and alumni perceive citizenship/leadership development as being most satisfactorily accomplished. In Figure 2, girls club members do not perceive this as being a priority, but alumni and management do perceive this as a priority program domain. All respondent sets perceive this domain as being more satisfactorily accomplished.

In the citizenship/leadership development cluster no notable percentages were indicated in the extent of accomplishment section. In the degree of importance section, only board members (27%) indicated a lack

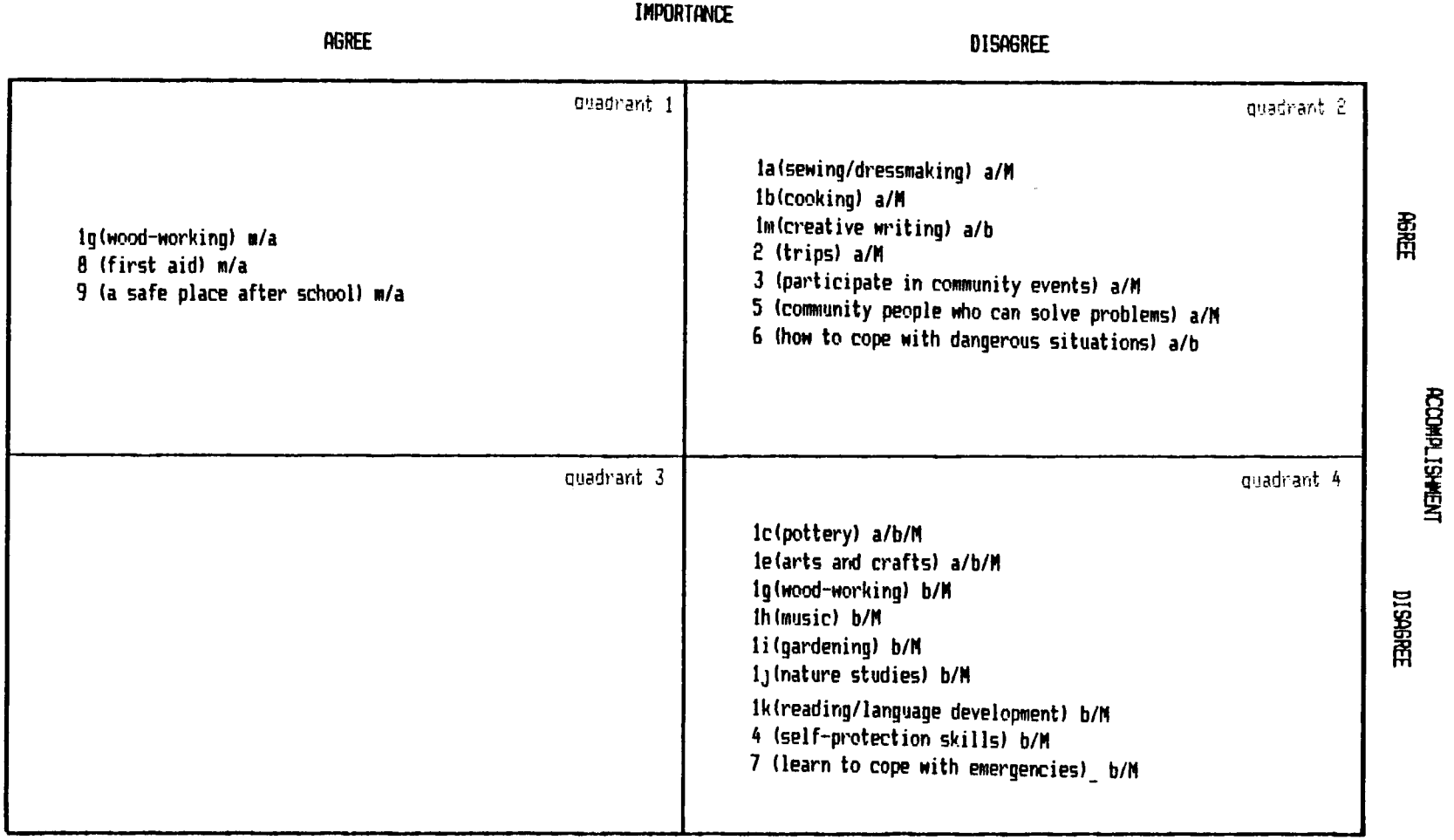


Figure 7. Direction of positive responses for the practical life skills/educational and cultural enrichment domain.

m = girls club members; a = girls club alumni; b = girls club board members; M = girls club management.

of information. Girls club members (21.5%), alumni (15.5%), and management (21%) indicated notable percentages of unimportant responses.

In Figure 8, no question responses indicated conflict between scales. A prevalent number of question responses by board members and management indicated a lesser intensity of positive responses to questions in this domain. Girls club members and alumni responses indicated a greater intensity of positive responses, but only to 4 out of 16 questions.

Non-Girls Club Professionals

The results of the interviews with non-girls club professionals (see Appendix P) indicated that most of the interview respondents viewed girls clubs as necessary primarily for low income youth or for children of parents who work. These interview respondents viewed girls clubs as being able to provide an alternate home and play environment, where girls clubs take the initiative in providing girls with extra-curricular learning opportunities. In addition, most of the interview respondents viewed girls clubs as a program and a place designed for fun and friends with access to caring adult leadership.

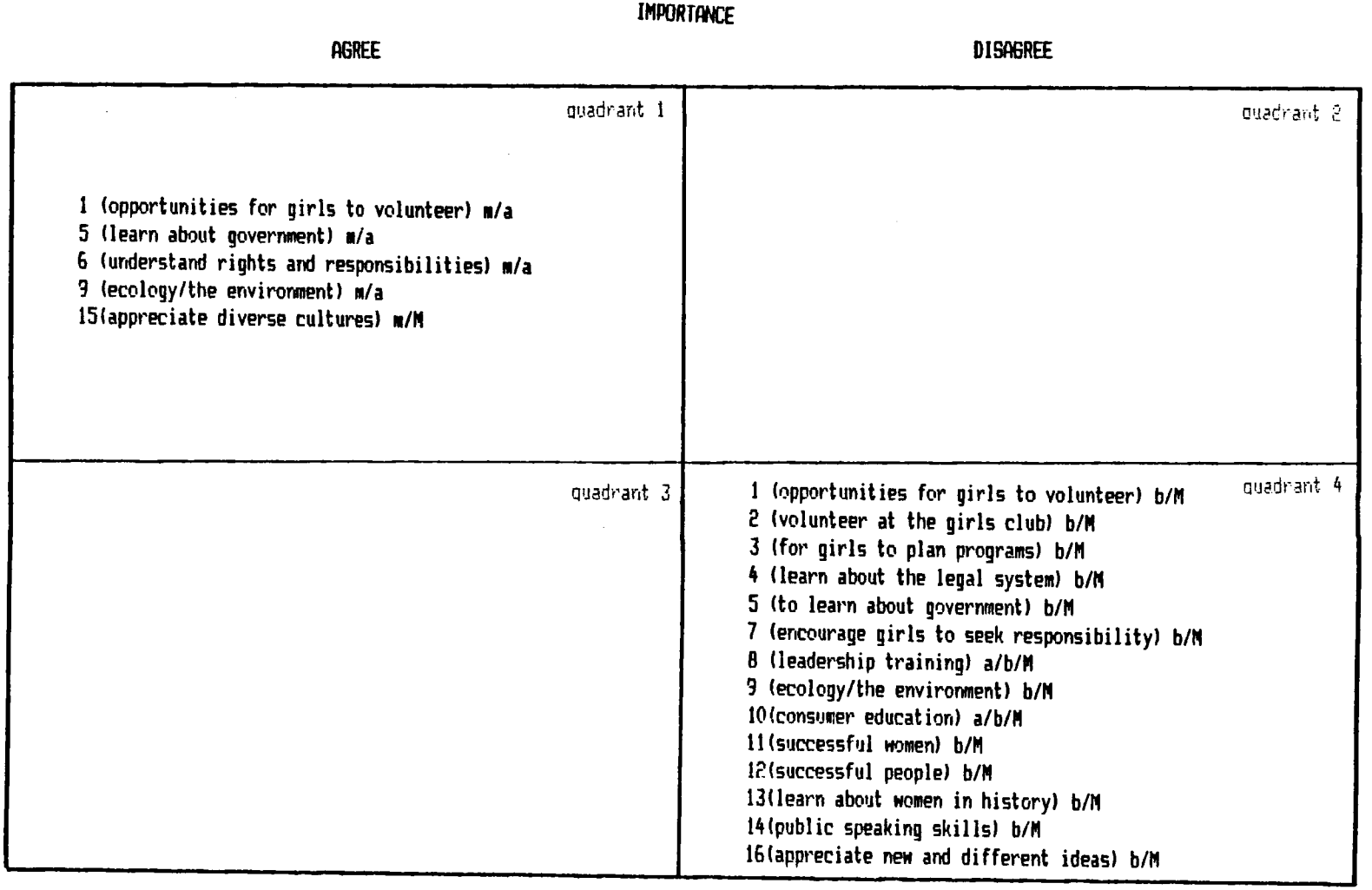


Figure 8. Direction of positive responses for the citizenship/leadership domain.

m = girls club members; a = girls club alumni; b = girls club board members; M = girls club management.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion and Conclusions

The present study was designed to establish criteria to assess effectiveness of Girls Clubs of America programs in Southern Appalachia by members of the girls club's community (girls club members, alumni, board members, and management). The findings of the present study indicated an overwhelmingly positive response for all program clusters by all respondent sets. Upon investigation of only the positive responses, priorities and accomplishments of program clusters by respondent sets yielded a greater diversity of responses and conclusions and helped clarify program priorities.

Personal development. The findings in the personal development program domain indicated some level of agreement between girls club members and alumni, and between board members and management. Girls club members and alumni responses seem to agree more strongly that learning opportunities in the personal development domain (1) should be a program priority and (2) that girls clubs are succeeding at accomplishing these program goals. Board members and management's responses indicate less need to stress these program opportunities. Girls club management's responses of the effectiveness or extent of accomplishment of these learning opportunities is less positive than any other respondent group.

In the personal development domain, many of the learning opportunities may not be the programs themselves as much as the strategies used to implement programs. For example, the opportunity to plan and supervise activities is not in itself an activity. Girls club members may plan and supervise a cooking class. But perhaps, the opportunity for that responsibility is just as important a learning opportunity as the cooking class. Because it is a strategy, it may be more difficult to record the extent of accomplishment or to judge the degree of importance to the girls club members. The findings of the present study seem to indicate that both girls club members and alumni (former girls club members) do see those opportunities as important ingredients in their girls club experiences.

Career development. The findings in the career development program domain indicate that all respondent groups see these learning opportunities as the most important priority in girls clubs' programming. On the extent of accomplishment scale, except girls club members, the respondents indicated inadequate accomplishments in this program domain. All respondent groups indicated that providing appropriate role models was important, but only members and alumni responded that affirmatively to the need for female role models, while the opportunity to meet career models was not a priority for board members or management.

Since findings in the career development domain seem to indicate that these opportunities are important for girls club members, implementation of these learning opportunities needs to be improved. Respondents indicated that it was not girls clubs' role to provide actual work experiences for girls, as much as it is important for girls clubs

to provide opportunities for girls to acquire the more general skills girls will need as they move into the work world. For example: business manners, interview techniques, work attitudes.

Health and physical fitness. The health and physical fitness domain was divided into two sections in order to better analyze and interpret the results. The sexuality education cluster of questions elicited responses that were different from the other health and physical fitness components. The inclusion of sexuality education programs in girls clubs is for many very controversial. In order to better identify and understand respondents' responses, it was important to separate those questions.

The health and physical fitness domain elicited diverse responses from respondent sets. Girls club members and alumni more than board members and management indicated the need for these programs to be a priority in girls clubs' programming. Management's responses did indicate team sports and swimming as a priority for girls clubs' programs. Board members' responses did not indicate either the health or the physical fitness components of this program domain as priorities in girls clubs' programming.

In conversations with respondents (survey respondent interview notes are on file at the Girls Club of Morristown) the investigator learned that the girls club members come to the girls club to have fun and think sports activities are part of the fun. In conversations with alumni, board members, and girls club management, they seem to have stronger feelings concerning the nonformal educational opportunities

that girls clubs can provide girls. That attitude greatly influences the priority they place on this program domain. Alumni, board members, and management see the health and physical fitness domain as a way to teach responsibility, team work, and to develop girls' self-confidence, and as a way for girls to develop friendships. Many of the girls clubs, unlike most boys clubs, do not have extensive athletic facilities. The present study cannot determine if the facility designs were influenced by perceptions of program priorities or if the lack of those types of spaces have influenced respondents' responses.

In the sexuality education domain, all respondent sets perceive that these opportunities are being accomplished very well. Not all respondent sets agree as to whether this domain should be a priority in girls clubs programs. All resondent sets except management had a significant percentage of negative responses to the degree of importance of the sexuality education domain (see Table 1, page 28). Girls club members and board members did not seem to think that the topics of reproduction, birth control, and menstruation should be priorities in girls club's programming. In conversation with one board member (see survey respondent notes on file at The Girls Club of Morristown) he indicated that their girls were too young to need that type of information. In speaking with the Executive Director of that club, their teen pregnancy rate is a problem that girls clubs need to and can address. In conversations with girls club members, many expressed discomfort about discussing human sexuality. One non-girls club professional interviewed (Appendix P, Interview Excerpts of Non-Girls Club Professionals) talked about good, clean Christian fun and did not see issues of human sexuality as part of that fun.

Practical life skills with an emphasis on educational and cultural enrichment. The findings in the practical life skills program domain were clearly that these learning opportunities should not be priorities in girls club's programming. Girls club's management see many of the learning opportunities as being accomplished to a high degree, but also see other learning opportunities in this program domain as not being accomplished to a high degree. Girls club members and alumni responses indicate that they see many of these learning opportunities as being implemented to a high degree. Board members do not seem to see these activities as being implemented to a high degree.

Since the learning opportunities in the practical life skills domain are clearly not top priority for girls club programs, discussion with both survey respondents and non-girls club professionals, as well as some speculation by the investigator suggests that some of these learning opportunities may reflect available resources and not priorities based on girls' needs. Also, some of these learning activities may enhance other program priorities. In addition, in planning programs, especially on a daily basis, it is probably difficult to constrain oneself to only high priority programming and provide girls of different ages and with different interests of the opportunity to choose activities based on their interests and needs.

Citizenship/leadership. The findings in the citizenship/leadership domain reflect a low priority status and a low extent of accomplishment by board members, management, and alumni more than any other program domain, including human sexuality. Girls club members also do not see

this domain as a priority, but are more positive than other respondent sets.

High priority program domains seem to reflect the girls' needs, while the citizenship/leadership domain seems to be less oriented to the needs of the girls club members and more to the needs of the group or the community. Since the purpose of girls clubs is to meet the needs of girls the focus or priorities in the programming as exemplified by the respondents' responses would be in those domains that centered on girls' needs (e.g., career development, personal development).

General Conclusions

Based on interviews with non-girls club professionals and from survey respondents it can be seen that the health and physical fitness domain, the practical life skills with emphasis on educational and cultural enrichment domain, and the citizenship/leadership domain are perceived more as strategies for providing personal development and career development learning opportunities than as learning goals. Sexuality education, which is a sub-cluster of the health and physical fitness domain, was a controversial subject for many respondents. While there was a general acknowledgement of the necessity for sexuality education, there were many concerns expressed about the appropriateness of girls clubs to provide this information, the competence of the staff to provide accurate information, and at what age girls club members should be provided opportunities to explore sexuality education issues.

sexuality education issues.

As indicated by most respondents (girls club associates and non-girls club professionals), girls clubs have a defined role or set of expectations. Girls clubs are expected to be fun, safe places for girls to go during non-school times. The social structure of girls clubs is important to the girls club's ability to fulfill its role in the community. Fun, while not a stated program domain, but based on survey and interview responses, is very important. It provides girls with the opportunity to escape formal institutional pressures, and sets the atmosphere for a program that may be an alternative to the basement or backyard that is not currently available for children of parents who work on a consistent daily basis. In addition, girls clubs are expected to be places for girls to develop the personal and social skills they will need throughout a lifetime of family relationships, friendships, and business associations. An important aspect of girls clubs is or should be the opportunities they provide for consistent, caring, and competent adult role models and counselors. Girls clubs' special role as a nonformal educational organization seems to be to take the skills and information girls learn in schools; and the attitudes and behaviors girls learn about themselves and their relationships at home; and then, to provide girls with the opportunities to play with the diverse possibilities they have before them so that they can decide on appropriate and satisfying life goals--personal relationships, community involvement, career plans, and leisure pursuits. The diversity of the results seems to be reflective of the expectation that girls clubs are an organization designed to help girls integrate the assorted components of their lives in the pursuit of maturity and adulthood. Girls clubs and boys clubs have similar foundations or social

structures; but girls clubs differ from boys clubs in that women's roles and girls' potential futures have changed dramatically over the past decade. Respondents indicate that professionals, parents, girls, and the community are engaged in trying to help girls be prepared for a future, most likely combining career, family, and personal demands by providing girls with preparatory learning opportunities.

Based on the findings of the present study, we now know that most respondents perceive girls clubs as preventative oriented organizations. This is apparent based on respondents' responses to questions such as girls clubs should provide opportunities for role models; and girls clubs should provide opportunities for girls to understand their rights and responsibilities by survey respondents.

We also know that respondents are not as concerned that girls clubs teach girls specific skills and information, such as computer skills and birth control. Respondents do expect girls clubs to provide opportunities for general skill and attitude development. Also while it was apparent that people are interested in the girls club providing learning opportunities for girls, they did not want girls clubs to be alternative schools and did not feel that girls clubs should replicate the purposes of schools.

Girls clubs though are needed to fill the gaps between other existing components of society and to fill the gaps where existing institutions (e.g., the family) may have altered their behavior. For example, after school care for children of parents who work, where children need an alternative for the basements, backyards, and kitchens that may not currently be available after school to play with friends and talk with adults.

Recommendations

Because many board members indicated, by their responses to the survey, an inadequate knowledge of both the importance of and the effective implementation of curriculum areas, the author recommends that the girls clubs develop a system for better informing and educating members of the girls club's community about the girls club's programs. Having board members visit the club during operating hours; a newsletter; expanded dialogue; videotaping programs are possibilities, the author would suggest to improve board member knowledge and involvement.

In addition, since there were divergent opinions between respondent sets, an ongoing process for assessing priorities, accomplishments, and needed changes should be developed. A modified version of the survey instrument used in the present study; structured interviews; and regular discussion groups are possibilities for retrieving the needed information.

Because of the limitations of the present study the author recommends replication with both a more diverse selection of girls clubs and with larger respondent sets. In addition, since both support for the organization and expectations are not limited to the girls club community, increasing the non-girls club respondent set would be helpful.

Additionally, girls club members' ages range from 6 to 18 years old. Since this is such a broad span, reflecting diverse developmental requirements, program priorities for each age group need to be explored and established. Finally, the author would also like to suggest that adjustments be made in the present study prior to replication, in order to clarify if the single-sex environment that girls clubs provide is a necessary aspect of girls clubs' effectiveness.

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APPENDICES

APPENDIX A

GCA GOALS

To serve as vigorous advocate for all girls

Generate a national awareness of the importance of full participation by girls and women in all aspects of life

Achieve recognition and visibility for GCA as an advocate for the rights of today's girls—tomorrow's women—through legislative efforts at all levels of govenment

Assist Member Clubs and individual Board members to understand their role as advocates for girls at the local and state levels

Assist Member Clubs in gaining equal access to all opportunities and resources of the community

Take leadership and participate in collaborative activities that strengthen opportunities for girls and women

To help Girls Club members develop as knowledgeable and responsible women

Encourage an atmosphere in each Girls Club that is conducive to individual value development

Provide opportunities for girls to explore the full range of their personal options in family roles and career choices

Encourage both individual and group responsibility

Establish a climate where girls participate in the decision-making process and have broad opportunities to take leadership roles

Make available quality programs so girls may understand and deal with their own health problems and health maintenance

Encourage a broad view of responsibility as a citizen of a larger community through education and civic activity

To focus national attention on the special needs of girls

Publicize the value of separate programs and environments sensitive to girls' unique needs

Expand the work of separate organizations and programs that address those needs

To maintain high standards of operation in Girls Clubs

Increase services and resources from GCA to Member Clubs and promote a reciprocal partnership between these Clubs and GCA

Assist Clubs to give priority attention to the quality of professional staff, opportunities for professional growth and competitive salaries and benefits

Work closely with Member Clubs' Board and staff leadership

To expand the capabilities and strength of GCA as a responsive and forceful organization

Encourage the establishment of new Girls Clubs and the further development of existing Clubs

Promote the image of GCA as a vital force for girls

Strengthen the GCA Board as a dynamic and effective body

Develop an expanded base of funding support

Strengthen management capabilities of the national staff through opportunities for professional growth and development

Strengthen the functions of the regions and clarify their responsibilities

To expand racial and ethnic diversity of boards and professional staff

APPENDIX B

GIRLS CLUBS OF AMERICA

CORE SERVICES

Life Skills & Personal Adjustment Services - helps a youngster plan and set goals in preparation for adulthood, intervenes to help resolve crisis in the physical, social and emotional life of individual members and offers opportunities to develop basic skills for education and work - counseling, tutoring, peer counseling, parenting, self awareness, communication skills, reinforces skills learned in school (reading, writing, math).

Citizenship & Leadership Development Services - involves youngsters in the leadership process, provides youth with the opportunities for planning and decision making, helps young people become aware of their heritage and learn civic responsibility - group clubs, special interest groups, community service, volunteer programs, junior leaders.

Educational & Cultural Enrichment Services - help broaden the horizons of youngsters, encourage intergroup understanding, provide exposure to and develop skills in the visual and performing arts and pre-vocational activities, reinforce skills taught in school - dramatics, music, trips/tours, fine arts, etc.

Health & Physical Fitness Services - aid in the development and maintenance of health and physical fitness through physical activity, skills development and health service, health education, family life education, traditional & non-traditional sports, aquatics, gymnastics, team sports, individual sports, alcohol & drug information, abuse, rape crisis, self challenge programs, camping & outdoor environment.

Social Recreation Services - teaches youngsters skills of living, good use of leisure time and helps them get along with peers, have fun, make new friends - gamesroom, teen lounge, co-ed activities, special events, hobbies, outings.

Career Awareness & Employment Services - explore current skills, update, relate skills to potential employment, explore mind set of traditional roles of women - sex role stereotyping programs, computers, overcome math anxiety, study habits, job skills, work study programs.

APPENDIX C

RESULTS--1983 YEARLY SURVEY

Program Area	Percentage of Clubs Offering Programs
Arts and Crafts	97.5 %
Camping	62.5 %
Career Educ./Employment	82.5 %
Community Service	86.25%
Computer Education	27.5 %
Consumer Education	61.25%
Cooking	98.95%
Ecology/Environment	67.5 %
Family Life/Sexuality Educ.	82.5 %
Health Education	90.0 %
Health Service	28.75%
Law Related Education	35.0 %
Leadership Training	88.75%
Math/Science	55.0 %
Reading	73.75%
Sewing	93.75%
Sports	78.75%
Theatre	77.5 %
Tutoring	77.5 %
Women's History	41.25%
Wood-working	30.5 %
Writing	66.25%

APPENDIX D

RESULTS--1983 SOUTHERN REGION GCA NEEDS ASSESSMENT

Program Area	Very Important	Important	Somewhat Important	Not Important At This Time	Don't Know
* Non-traditional programs for girls	54	29	17		
* Teen programming	60	31	9		
Collaborating with other agencies	20	46	28	6	
Multi-Club Management Systems	33	27	21	15	4
Grant Proposals	50	26	15	9	
* Long Range Programs for Long Term Girls	45	40	6	6	3
* Program Development for the Elementary Age Girl	23	51	20	6	
Board Self-Evaluation and Long Range Planning	49	43	8		
Advocacy	26	48	20	6	
* Substance Abuse	15	44	29	12	
* Teen Motherhood	49	20	17	11	3
Relationship with United Way	52	30	9	9	
Endowment - Deferred Giving	48	40	9	3	
* Decision Making	14	54	26	3	3
* Computers	31	26	37	3	3
* Tutoring	29	32	20	14	5

APPENDIX E

TABLE E-1

DEMOGRAPHIC CHARACTERISTICS OF PARTICIPATING GIRLS CLUBS

Girls Club	Funding Sources	Funding Amount	Membership	Community Size	Executive Years Employed
Bristol	United Way - 49% Private/Corporate Donations - 40% Civic Clubs Member Dues	$27,000 $22,000	268 girls	60,000	7
Kingsport	Community Chest - 95% Civic Clubs Member Dues	$161,500	600 girls	35,000	2
Knoxville	Title XX* United Way - 35% USDA Fundraising Dues	$124,000 $89,959 $14,000	183-238 girls	300,000	5.5

*Title XX-Social Services Block Grant, membership is limited by Title XX.

APPENDIX F

ADULT SURVEY

The purpose of this survey is to ascertain what should be the focus of Girls Clubs' programming.

Girls Clubs of America, Inc. (GCA) emphasize five curriculum domains in their program goals: (1) personal development; (2) career development; (3) health and physical fitness; (4) citizenship and leadership; and (5) educational and cultural enrichment with an emphasis on practical life skills.

Based on these emphases, on the next pages are possible objectives for Girls Clubs affiliated with GCA. Your frank input as to how important each objective is and how well each objective is currently being accomplished would be appreciated.

If you have insufficient information to judge, an appropriate column is provided. Space is provided for additional comments.

Please check the number indicating your response to each question or sub-question. Also, please respond to questions below.

Thank you.

RESPONSE CATEGORIES

Degree of importance	Extent of accomplishment
5 very important	5 very well
4 important	4 satisfactory
3 unimportant	3 unsatisfactory
2 very unimportant	2 very unsatisfactory
1 insufficient information	1 insufficient information

Position with Girls Club: Board Member_____ Board Officer_____
Girls Club Staff_____ Girls Club Executive Director_____
Girls Club Assistant or Program Director_____

Gender: Female_____ Male_____

Age range: 20-29_____ 30-39_____ 40-49_____ 50 and over_____

Employment/Profession: _____

PERSONAL DEVELOPMENT	Degree of Importance					Extent of Accomplishment				
Affiliated Girls Clubs should:	5 very important	4 important	3 unimportant	2 very unimportant	1 insufficient info.	5 very well	4 satisfactory	3 unsatisfactory	2 very unsatisfactory	1 insufficient info.
1. Provide opportunities for girls to develop skills in:										
a. self-awareness										
b. personal planning										
c. decision making										
d. goal setting										
e. integrating career and family plans										
f. getting things done on time										
g. following through on commitments										
h. working out differences with family or friends										
2. Help girls learn to take advantage of opportunities.										
3. Provide opportunities for girls to plan and supervise activities for other girls.										
4. Provide opportunities for girls to deal with adults.										
5. Provide competitive activities for girls.										
6. Provide team or group activities for girls.										
7. Provide opportunities for family participation in club activities.										
8. Have competent staff available to discuss problems with girls.										

	Degree of Importance					Extent of Accomplishment				
PERSONAL DEVELOPMENT (continued)	5 v. imp.	4 imp.	3 unimp.	2 v. unimp.	1 in. info.	5 v. well	4 satis.	3 unsatis.	2 v. unsatis.	1 in. info.
9. In order to help girls understand relationships, provide doll and puppet play activities.										
10. Provide opportunities for girls to explore their life choices.										
CAREER DEVELOPMENT										
Affiliated Girls Clubs should:										
1. Provide role models for girls.										
2. Provide female role models for girls.										
3. Provide career exploration workshops designed to educate parents about options open to their daughters.										
4. Provide opportunities for girls to meet people in varied careers.										
5. Visit work sites to observe career possibilities.										
6. Provide work experiences for girls.										
7. Establish a youth employment placement service (paid work and internships).										
8. Provide programs in computer education.										

	Degree of Importance					Extent of Accomplishment				
CAREER DEVELOPMENT (continued)	v. imp. 5	imp. 4	unimp. 3	v. unimp. 2	in. info. 1	v. well 5	satis. 4	unsatis. 3	v. unsatis. 2	in. info. 1
9. Provide opportunities for girls to learn:										
a. job-search strategies										
b. how to keep a job										
c. principles of being a desirable and responsible employee										
d. business manners										
e. interview techniques										
f. appropriate work dress										
g. how to locate potential employers										
HEALTH AND PHYSICAL FITNESS										
Affiliated Girls Clubs should:										
1. Provide programs in:										
a. nutrition										
b. food preparation										
2. Provide sports programs:										
a. soccer										
b. swimming										
c. volleyball										
d. basketball										
e. softball										
f. gymnastics										
3. Provide dance programs:										
a. ballet										
b. modern										
c. creative movement										
d. disco										
e. aerobics										
4. Provide programs in:										
a. hiking										
b. camping										

HEALTH AND PHYSICAL FITNESS (continued)	Degree of Importance						Extent of Accomplishment					
	5 v. imp.	4 imp.	3 unimp.	2 v. unimp.	1 in. info.		5 v. well	4 satis.	3 unsatis.	2 v. unsatis.	1 in. info.	
5. Provide exercise programs.												
6. Provide programs on:												
a. alcohol education												
b. tobacco education												
c. drug education												
7. Have literature on human sexuality available in the library.												
8. Have competent staff available for discussions on human sexuality.												
9. Provide opportunities to learn about:												
a. reproduction												
b. birth control												
c. menstruation												
d. venereal disease												
e. anatomy and physiology												
f. pregnancy and birth												
g. teen parenting												
10. Provide opportunities to discuss choices in dating behavior.												
11. Provide opportunities to discuss choices in sexual behavior.												
12. Have literature on health and related topics in the library.												

PRACTICAL LIFE SKILLS/AND EDUCATIONAL & CULTURAL ENRICHMENT	Degree of Importance						Extent of Accomplishment					
	5 v. imp.	4 imp.	3 unimp.	2 v. unimp.	1 in. info.		5 v. well satis.	4	3 unsatis.	2 v. unsatis.	1 in. info.	
Affiliated Girls Clubs should:												
1. Provide learning opportunities in:												
a. sewing/dressmaking												
b. cooking												
c. pottery												
d. painting												
e. arts and crafts												
f. drama/theatre												
g. wood-working												
h. music/music appreciation												
i. gardening/horticulture												
j. nature studies												
k. reading/language development												
l. math/science												
m. creative writing												
2. Take trips to interesting places.												
3. Provide opportunities for girls to participate in community events.												
4. Provide opportunities for girls to learn self-protection skills.												
5. Help girls become familiar with the people in the community who can help them solve problems.												
6. Help girls identify potentially dangerous situations and how to avoid them.												
7. Help girls learn to deal with emergencies.												
8. Provide opportunities for girls to learn first aid.												
9. Provide a safe place for girls to go after school when parents are at work.												

CITIZENSHIP/LEADERSHIP DEVELOPMENT	Degree of Importance					Extent of Accomplishment				
	v. imp.	imp.	unimp.	v. unimp.	in. info.	v. well	satis.	unsatis.	v. unsatis.	in. info.
Affiliated Girls Clubs should:	5	4	3	2	1	5	4	3	2	1
1. Provide opportunities for girls to volunteer in the community.										
2. Provide opportunities for girls to volunteer at the Girls Club.										
3. Provide opportunities for girls to plan and implement programs at the Girls Club.										
4. Provide opportunities for girls to learn about the legal system.										
5. Provide opportunities for girls to learn about government and the laws.										
6. Provide opportunities for girls to understand their rights and their responsibilities as citizens.										
7. Take girls seriously and encourage them to seek opportunities for responsibility.										
8. Provide leadership training for girls.										
9. Provide opportunities for girls to understand ecology/the environment.										
10. Provide consumer education.										
11. Recognize successful women in the community.										
12. Recognize successful people in the community.										
13. Provide opportunities for girls to learn about women in history.										

CITIZENSHIP/LEADERSHIP DEVELOPMENT (continued)	Degree of Importance						Extent of Accomplishment					
	5 v. imp.	4 imp.	3 unimp.	2 v. unimp.	1 in. info.		5 v. well	4 satis.	3 unsatis.	2 v. unsatis.	1 in. info.	
14. Provide opportunities for girls to learn public speaking skills.												
15. Help girls to appreciate diverse cultural, ethnic, and religious backgrounds.												
16. Help girls to appreciate new and different ideas.												

PLEASE MAKE COMMENTS BELOW:

response #_____

APPENDIX G

YOUTH SURVEY

Interviewer Instructions

This survey includes 56 likert-type questions. Prior to beginning the interview read all directions to the respondent. Allow time for any important questions--make certain that the respondent understands the instructions. In face-to-face interviews provide each respondent with a copy of the survey's respondent instructions. For telephone interviews, where possible, ask club personnel to arrange interview appointments and mail the directions to respondents prior to the interview. All questions are numbered. As you complete the survey, take care to put the answers in the correct spaces. Please have the respondent answer each question.

While this survey instrument has been tested with girls as young as nine years old, an individual child may have difficulty with a word or a concept. Please explain to the respondent anything she does not understand. Please record both your explanation and the child's response.

After you finish asking the formal questions, please take time for some informal discussion about the child's answers and Girls Club programs.

Thank you.

Respondent Instructions

Good Afternoon! I am going to ask you some questions about Girls Club activities. The questions will require you to use the answer key below. If you do not understand a word or a question, stop me, and I will explain it to you. After you answer all the questions, we will discuss some of the questions so that I make certain that I understand what you mean by your answers. I will not tell anyone how you answered the questions. Please answer all the questions. Again, if you do not understand a word or a question, please tell me.

Thank you.

Answer Key

Is this important?	Is this happening?
5 very important	5 very well
4 important	4 satisfactory
3 unimportant	3 unsatisfactory
2 very unimportant	2 very unsatisfactory
1 I don't know	1 I don't know

AGE_____

GIRLS CLUB MEMBER_____ GIRLS CLUB ALUMNI_____

	Degree of Importance						Extent of Accomplishment					
	5 very important	4 important	3 unimportant	2 very unimportant	1 insufficient info.		5 very well	4 satisfactory	3 unsatisfactory	2 very unsatisfactory	1 insufficient info.	
PERSONAL DEVELOPMENT												
Girls Clubs should:												
1. Have programs for girls to learn:												
a. about themselves												
b. how to plan their lives--how to do the things they want to do.												
c. how to make decisions												
d. how to decide on their life goals												
e. how to put together working, marriage, and having a family												
f. how to get things done on time												
g. how to keep promises												
h. how to work out problems with family or friends												
2. Help girls take advantage of situations or ideas.												
3. Have girls plan and supervise activities for other girls.												
4. Provide times for girls to deal with adults.												
5. Have competitions for girls.												
6. Have team or group activities for girls.												
7. Have activities for families to participate in at the Girls Club.												
8. Have staff that can discuss problems with girls.												

	Degree of Importance					Extent of Accomplishment				
	5 v. imp.	4 imp.	3 unimp.	2 v. unimp.	1 in. info.	5 v. well	4 satis.	3 unsatis.	2 v. unsatis.	1 in. info.
PERSONAL DEVELOPMENT (continued)										
9. Have dolls and puppets so that girls can play and pretend.										
10. Have activities that help girls think about what they want to do when they grow up.										
CAREER DEVELOPMENT										
Girls Clubs should:										
1. Have adults who set good examples.										
2. Have women who set good examples.										
3. Have workshops to inform parents about work choices open to their daughters.										
4. Introduce girls to people in different jobs.										
5. Visit places to watch people work.										
6. Organize "jobs" for girls.										
7. Find jobs for girls.										
8. Have a computer and someone to help girls learn to use the computer.										
9. Help girls learn:										
a. how to get a job										
b. how to keep a job										
c. how to be a good worker										
d. business manners										
e. how to talk at an interview										
f. how to dress for work										
g. how to find out where jobs are										

HEALTH AND PHYSICAL FITNESS	Degree of Importance					Extent of Accomplishment				
	v. imp. 5	imp. 4	unimp. 3	v. unimp. 2	in. info. 1	v. well 5	satis. 4	unsatis. 3	v. unsatis. 2	in. info. 1
Girls Clubs should:										
1. Provide programs in:										
a. nutrition										
b. food preparation										
2. Provide sports programs:										
a. soccer										
b. swimming										
c. volleyball										
d. basketball										
e. softball										
f. gymnastics										
3. Provide dance programs:										
a. ballet										
b. modern										
c. creative movement										
d. disco										
e. aerobics										
4. Provide programs in:										
a. hiking										
b. camping										
5. Provide exercise programs.										
6. Provide programs on:										
a. alcohol education										
b. tobacco education										
c. drug education										
7. Have books on human sexuality in the library.										
8. Have staff who can talk about human sexuality with girls.										

	Degree of Importance						Extent of Accomplishment					
HEALTH AND PHYSICAL FITNESS (continued)	5 v. imp.	4 imp.	3 unimp.	2 v. unimp.	1 in. info.		5 v. well	4 satis.	3 unsatis.	2 v. unsatis.	1 in. info.	
9. Provide opportunities to learn about:												
a. reproduction												
b. birth control												
c. menstruation												
d. venereal disease												
e. anatomy and physiology												
f. pregnancy and birth												
g. teen parenting												
10. Provide opportunities to discuss choices in dating behavior.												
11. Provide opportunities to discuss choices in sexual behavior.												
12. Have books on health and physical fitness in the library.												
PRACTICAL LIFE SKILLS/AND EDUCATIONAL & CULTURAL ENRICHMENT												
Girls Clubs should:												
1. Provide learning opportunities in:												
a. sewing/dressmaking												
b. cooking												
c. pottery												
d. painting												
e. arts and crafts												
f. drama/theatre												
g. wood-working												
h. music/music appreciation												
i. gardening/horticulture												
j. nature studies												
k. reading/language development												
l. math/science												
m. creative writing												
2. Take trips to interesting places.												

PRACTICAL LIFE SKILLS/AND EDUCATIONAL & CULTURAL ENRICHMENT (continued)	Degree of Importance					Extent of Accomplishment				
	v. imp. 5	imp. 4	unimp. 3	v. unimp. 2	in. info. 1	v. well satis. 5	satis. 4	unsatis. 3	v. unsatis. 2	in. info. 1
3. Provide opportunities for girls to participate in community events.										
4. Provide opportunities for girls to learn self-protection skills.										
5. Help girls become familiar with the people in the community who can help them solve problems.										
6. Help girls identify potentially dangerous situations and how to avoid them.										
7. Help girls learn to deal with emergencies.										
8. Provide opportunities for girls to learn first aid.										
9. Provide a safe place for girls to go after school when parents are at work.										
CITIZENSHIP/LEADERSHIP DEVELOPMENT										
Girls Clubs should:										
1. Provide opportunities for girls to volunteer in the community.										
2. Provide opportunities for girls to volunteer at the Girls Club.										
3. Provide opportunities for girls to plan and supervise programs at the Girls Club.										
4. Provide opportunities for girls to learn about the legal system.										

CITIZENSHIP/LEADERSHIP DEVELOPMENT (continued)	Degree of Importance					Extent of Accomplishment				
	5 v. imp.	4 imp.	3 unimp.	2 v. unimp.	1 in. info.	5 v. well satis.	4 satis.	3 unsatis.	2 v. unsatis.	1 in. info.
5. Provide opportunities for girls to learn about government and the law.										
6. Provide opportunities for girls to understand their rights and their responsibilities as citizens.										
7. Take girls seriously and encourage them to seek opportunities for responsibility.										
8. Provide leadership training for girls.										
9. Provide opportunities for girls to understand ecology/the environment.										
10. Teach girls to shop wisely.										
11. Invite important women from the community to visit the girls club.										
12. Invite important people from the community to visit the girls club.										
13. Provide opportunities for girls to learn about women in history.										
14. Provide opportunities for girls to learn public speaking skills.										
15. Help girls to accept people with different racial, religious, and cultural backgrounds.										
16. Help girls to accept new and different ideas.										

PLEASE MAKE COMMENTS BELOW:

DSH/6-10-84

response #_____

APPENDIX H

DEFINITIONS

Personal development

Personal development learning opportunities help girls to develop skills in communications, conflict resolution, self-awareness and personal life planning, and family and human relationships.

Career development

Career development learning opportunities help girls to explore current skills; to learn new skills; to explore diverse career possibilities; and helps girls to set goals for education and work.

Health and physical fitness

Health and physical fitness learning opportunities help girls in the development and maintenance of health and physical fitness through physical activity (individual and team sports), and health education (family life education, substance abuse education).

Educational and cultural enrichment with emphasis on practical life skills

Educational and cultural enrichment learning opportunities aid in broadening girls' perceptions. These programs provide girls with exposure to diverse skills, interests, and activities; and may act as prevocational or practical life skills. These programs may teach girls use of leisure time and self-protection skills.

Citizenship/Leadership

Citizenship/leadership learning opportunities involve girls in the leadership process and help girls learn civic responsibility.

APPENDIX I

FIELD TEST DIARY

The survey was field tested with board members, girls club members, and the assistant director, all of whom are associated with the Girls Club of Morristown, Tennessee.

Two things came out very clearly in the survey: (a) the level of the language used in the survey and the sentence structure were too difficult and confusing, especially for the youth; and (b) the survey stimulated much discussion with all responding groups, which indicated a need for increased communication on a regular basis. Board members repeatedly asked if girls clubs could really do all the things listed in the survey.

Following are excerpts of comments by field test respondents.

Management

--Girls clubs need classes in marriage, divorce, death, and personal adjustment information.

Board Members

--The girls club should provide classes or instruction in topics of current interest or benefit. The club should not compete with public schools (e.g., music lessons).

--Family life education should be a family concern, but since that is not the case today, girls club could provide some discussion groups, counseling, or other appropriate programs to prevent kids from finding out on the street.

--The survey should have an additional choice category--optional, if staff and funds are available.

--Can girls club do all of this?

--Career development programs should be available if possible economically.

--Sexuality education should be left to public education in health related classes.

--Programs in substance abuse should be available whenever possible.

Youth

--Sexuality is for older high school girls and should be taught by specially trained people or teachers.

--It doesn't matter if staff or volunteers are male or female.

--Words that are difficult: opportunities, consumer, competition. Some of the phrasing is too complex.

APPENDIX J

PANEL OF EXPERTS RESPONSES (EXCERPTS)

The author of the present study went to the Girls Clubs of America, Inc. Resource Center in Indianapolis, Indiana to discuss with two of the panel of experts their responses and suggestions. Communications with the third expert were by mail and telephone. The following are excerpts of their recommendations for improving both the present study and the surveys used in the present study.

Expert 1

--Teach, classes, lessons--these words are too structured.

--In the family life education section do not start out with sexuality questions, it is too threatening.

--Separate cooking and sewing. Ask about clothes construction and nutrition.

--Indicate perspective from which respondents should answer questions--local club, general perspective.

--Citizenship should be citizenship/leadership development.

--Alcohol, drugs, tobacco, talk about education, not just prevention. Indicates program opportunities that expose girls to their choices.

--For alumni, ask if they're still girls club age, why they're not members anymore and what might make the difference in their participating as members.

Expert 2

--Overall passivity of girls implied by question phrasing.

--Missing are direct questions on self-esteem--valuing themselves and what they know; and competence.

--All items do not fit well into three concepts.

--Use creative arts instead of arts and crafts.

--Suggest using the activities list from GCA annual survey. The list of activities in this survey is quite traditional. More than 60 percent of girls clubs say they offer career development.

--Quite a "girlish" list of career development questions. Ask about job search strategies; how to keep a job; how to find out who needs employees; principles of reliable employees.

--Personal development questions, ask about learning to integrate career and family plans.

Expert 3

--Your initial paragraph in the survey doesn't really express what GCA is about.

--Girls clubs provide a unique and caring place where girls' needs and their future aspirations are paramount. Club programs should reflect not only girls' developmental needs but societal needs as well.

--Reality says most girls will work some time during their lives, some for more than 40 years, plus bringing up a family, and running a home.

--Girls, because of early sex role stereotyping and societal standards, are ill-equipped to handle the future.

--Those three things are what we as an organization are all about. So to that end GCA has spent their monies and time on programs that will help girls' success in this very tough, competitive world.

--These programs are also needs that most major funders see as real girl issues. Arts and crafts they aren't impressed with, unless you can show how and to what degree it makes a difference in a girl's life.

--Family life education is about girls knowing and understanding their body. Values is a big part of it. Helping girls feel good about themselves as people, helping girls make meaningful decisions about their lives by providing them opportunities every day for decision-making--this is not an add on to programs, but an essential element built into all programs.

APPENDIX K

TABLE K-1

PILOT STUDY RESULTS

Partial Summary of Clustered Question Responses by Percentages and by Response Sets

Question Cluster	Response	Response Percentages: Degree of Importance				Extent of Accomplishment			
		Members	Alumni	Board	Mgt.	Members	Alumni	Board	Mgt.
Personal development	4	39.0	40.0	37.0	6.0	32.0	29.0	33.0	78.0
	5	44.0	56.0	58.0	94.0	40.0	25.0	20.0	22.0
Career development	4	34.0	25.0	67.0	67.0	23.0	29.0	43.0	20.0
	5	59.0	68.0	29.0	33.0	47.0	21.0	21.0	60.0
Health and physical fitness	4	25.0	28.0	46.0	100.0	48.0	21.0	43.0	83.0
	5	55.0	62.0	37.0	-	31.0	10.0	9.0	7.0
Practical life skills	4	62.0	25.0	58.0	33.0	52.0	22.0	48.0	79.0
	5	28.0	59.0	30.0	-	26.0	14.0	13.0	-
Citizenship/ leadership	4	45.0	33.0	54.0	38.0	26.0	27.0	24.0	-
	5	45.0	59.0	33.0	63.0	45.0	30.0	18.0	-

1-Degree of Importance; response 4-important, response 5-very important

2-Extent of Accomplishment; response 4-satisfactory, response 5-very well

3-Sexuality education was not separated from health and physical fitness in pilot study results.

APPENDIX L

PILOT STUDY DIARY

Four board members were contacted to complete the current draft of the survey. Three of the surveys were picked up at a board meeting. Upon completion they were returned and the author talked with each board member about girls club and about the survey. The fourth board member was sent the survey by messenger. The survey was returned by mail, but that person called to discuss his comments (this board member had read the then current draft of the dissertation prior to completing the survey). The assistant director of the Morristown Girls Club was also asked to complete this survey. All five adults had previously completed the field test draft of the survey.

Five girls club members and five alumni members were interviewed using the youth form of this survey. The author's office was the setting for all interviews. Alumni were selected based on their availability and willingness to participate. Girls club members were systematically selected from the days' sign-in sheets. Throughout the interview, the interviewer or author reiterated to each of the youth that they were to ask, if they did not understand something. The interviewer checked the youths' comprehension by asking the youth to either explain a term or concept, or by probing specific questions.

Of the girls club members, two did not seem to have any problems, even with the human sexuality terminology. Two of the girls required some explanations, but were conscientious about asking for explanations.

Pilot Study Diary (Continued)

The fifth girl required many explanations, of both the terminology used and the question concepts. In the personal development cluster, this girl had difficulty responding to and understanding the question about integrating career and family plans. Part of the problem, in addition to comprehension, was the fact that she said a woman either works or has kids, she can't do both.

The five alumni were asked by the interviewer if they wanted to be interviewed or to complete the survey themselves. They all chose filling out the survey themselves. The interviewer read the directions carefully to each of them and remained with the girls as they completed the surveys to answer questions. After each girl completed the survey, the interviewer discussed with the girl both the girls club and the survey. This enabled the interviewer to check the girls' comprehension of the questions and provided additional on girls clubs and on the need for question clarity.

Words that seemed to cause difficulty for some of the girls were: competitions, food preparation, menstruation, anatomy and physiology, potentially, first aid, ecology, environment, and public speaking.

Comments from board members included the problem of responding to questions when the ages of the girls served varied so much (6-16). This was especially an issue for the questions about career development and sexuality. Some of the other comments concerned questions about sentence structure. Those directions or questions were rewritten for the final survey draft.

APPENDIX M

READABILITY RESPONSE

WALTERS STATE COMMUNITY COLLEGE
MORRISTOWN, TENNESSEE 37814
615 581-2121

BEHAVIORAL SCIENCE

June 21, 1984

I feel the instrument has been revised to afford maximum readability except on the following items:

Personal Development--#2

Health, Physical Fitness--# 8, 9, and 11

Citizenship/Leadership--# 9

However, if interviewer is available as indicated; or if respondent is encouraged to use the "insufficient evidence" response; then, those items can be utilized, effectively.

G. Ruth Carpenter
Division Chairman Behavioral/Social Sciences

APPENDIX N

READABILITY TEST DESCRIPTIONS

Dale-Chall

This test can be used to predict the reading level of materials from the fifth grade on. Dale developed a list of about 3,000 "familiar" words (words that were known to at least 80 percent of the sample fourth grade students he questioned). The number of "unfamiliar" words (words not found on the Dale Word List) and average sentence length are the two predictors used in this estimate.

Fry

This test can be used to predict the reading level of materials from the first grade level through college level. In place of the word list, the Fry method uses a count of the "number of syllables" and the number of sentences (both per 100 words) as the two predictors.

(School Utilities Volume 2)

APPENDIX O

READABILITY TESTS ANALYSIS

Passage 1

Number of sentences:	8
Number of words:	100
Number of syllables:	134
Words of 6 or more letters:	25
3 or more syllable words:	6
% of 3 or more syllable words:	6
Average sentence length:	12.5
Average letters per word:	4.2
Average syllables per word:	1.3

There are 3 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is below 5th grade. The Fry grade level is 6.

Passage 2

Number of sentences:	8
Number of words:	99
Number of syllables:	125
Words of 6 or more letters:	22
3 or more syllable words:	6
% of 3 or more syllable words:	6.1
Average sentence length:	12.4
Average letters per word:	4.4
Average syllables per word:	1.3

There are 20 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is 9th-10th grade. The Fry grade level is 5.

Passage 3

Number of sentences:	9
Number of words:	110
Number of syllables:	149
Words of 6 or more letters:	26
3 or more syllable words:	11
% of 3 or more syllable words:	10
Average sentence length:	12.2
Average letters per word:	4.9
Average syllables per word:	1.4

There are 17 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is 7th-8th grade. The Fry grade level is 6.

Passage 4

Number of sentences:	8
Number of words:	82
Number of syllables:	110
Words of 6 or more letters:	25
3 or more syllable words:	7
% of 3 or more syllable words:	8.5
Average sentence length:	10.3
Average letters per word:	4.9
Average syllables per word:	1.3

There are 12 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is 7th-8th grade. The Fry grade level is 5.

Passage 5

Number of sentences:	1
Number of words:	42
Number of syllables:	48
Words of 6 or more letters:	5
3 or more syllable words:	2
% of 3 or more syllable words:	4.8
Average sentence length:	42
Average letters per word:	3.6
Average syllables per word:	1.1

There are 3 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is 7th-8th grade. The Fry grade level is not valid.

Passage 6

Number of sentences:	5
Number of words:	49
Number of syllables:	84
Words of 6 or more letters:	32
3 or more syllable words:	7
% of 3 or more syllable words:	14.3
Average sentence length:	9.8
Average letters per word:	6.4
Average syllables per word:	1.7

There are 25 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is college graduate. The Fry grade level is not valid.

Passage 7

Number of sentences:	7
Number of words:	91
Number of syllables:	171
Words of 6 or more letters:	43
3 or more syllable words:	22
% of 3 or more syllable words:	24.2
Average sentence length:	13
Average letters per word:	5.9
Average syllables per word:	1.9

There are 35 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is college graduate. The Fry grade level is not valid.

Passage 8

Number of sentences:	9
Number of words:	129
Number of syllables:	209
Words of 6 or more letters:	52
3 or more syllable words:	19
% of 3 or more syllable words:	14.7
Average sentence length:	14.3
Average letters per word:	5.6
Average syllables per word:	1.6

There are 36 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is 11th-12th grade. The Fry grade level is 10.

Passage 9

Number of sentences:	8
Number of words:	103
Number of syllables:	176
Words of 6 or more letters:	38
3 or more syllable words:	19
% of 3 or more syllable words:	18.4

Passage 9 (continued)

Average sentence length:	12.9
Average letters per word:	5.8
Average syllables per word:	1.7

There are 29 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is 11-12th grade. The Fry grade level is 12.

Passage 10

Number of sentences:	8
Number of words:	97
Number of syllables:	158
Words of 6 or more letters:	37
3 or more syllable words:	15
% of 3 or more syllable words:	15.5
Average sentence length:	12.1
Average letters per word:	5.5
Average syllables per word:	1.6

There are 17 words not in the Dale-Chall word list. The corrected Dale-Chall grade level is 9th-10th grade. The Fry grade level is 10.

Totals

Number of sentences:	71
Number of words:	902
Number of syllables:	1364
Words of 6 or more letters:	305
3 or more syllable words:	114
% of 3 or more syllable words:	12.6
Average sentence length:	12.7
Average letters per word:	5.2
Average syllables per word:	1.5

APPENDIX P

INTERVIEW EXCERPTS OF NON-GIRLS CLUB PROFESSIONALS

Professional A-1

--The most important thing girls clubs can do is to help girls achieve their goals and to educate girls to opportunities that they may not know exist.

--Girls clubs can help girls to realize their potential; make girls more aware of their own abilities; and build girls' confidence.

--Most good youth programs help acquaint youth with the community and with their obligations to the community.

--Competition is good when it's used as an incentive to do the very best you can.

--Physical fitness and wellness are important. Everyone is happier when they're in good health.

--I'm not sure that gender is the criteria for programs meeting the needs of specific groups of youth. . . . But boys and girls have different kinds of needs. Girls, in separate programs need family life education and health education. Girls would be more comfortable in discussing some problems with other girls or women.

--Good youth programs teach girls how to get along with their peers.

--Girls clubs can provide things girls might not have the opportunity to learn (e.g., how to behave in public, table manners, social graces).

Professional B-1

--Programs that are important for girls include gymnastics, gymnastic competitions, and team sports that are low key, and minimally competitive.

--Youth need good value oriented classes. They need to decide life values, how to make decisions, and how to make choices.

--Dad and daughter programs are a good way to spend quality time with one's daughter.

--High school age kids need counseling in drugs and drug abuse.

--We need to talk to our kids and to listen to our kids. As adults we need to set examples.

--Youth need direction, guidance, physical education, christian emphasis with some loving teachers, especially in the elementary school age years.

--High school age kids need career awareness. It can show kids what they can achieve and what it takes to achieve those goals. Specifically they need to learn job interviewing, good manners, how to get along.

Professional C-1

--Girls clubs have to focus on total personal enrichment. They have to help girls be more open to trying new things.

--Girls still need to know the standard things about homemaking, but now, boys do too.

--It's easier if boys and girls are separated because boys and girls get too interested in impressing one another.

Professional C-1 (Continued)

--Community service projects, gymnastics, and dance are important programs to have available for girls. The girls club is the only organization for girls to have this opportunity on a regular basis at no cost.

--Girls clubs are a place for girls to go after school.

--Girls clubs can provide girls with emotional closeness--a big sister or a special friend.

--Team sports are important. They build confidence, develop motor coordination, provide competition, and it's a very healthy thing to do.

--Girls clubs should have parental permission for family life education classes. There are some real questions about how family life education will be handled and by whom.

--Young girls do not yet have to be prepared for a specific job. But career awareness is important. Girls need to be exposed to different types or areas of occupations.

Professional A-2

--Youth programs keep kids off the street, out of the pool room and provide the proper atmosphere during the formative years.

--Youth organizations have eliminated the generation gap. Adults and youth working together--not them and us--each making his contribution, is important.

--Basic human to human relationships is the most important thing we can teach. The exchange of ideas, where each person has an opinion and realizes that there is a middle ground between them.

Professional A-2 (Continued)

--A person who can communicate with girls is the one to teach girls about human sexuality. I'm not anti-church, but I know that at 16 years old, sexuality is the last thing I would have discussed with my pastor, maybe my junior league coach. I'm sure that many girls look at the staff as big sisters, good friends, or aunts. I think the girls club is an excellent place to teach human sexuality.

--Babysitting is not a primary function of the boys club and girls club. What is important is that they equip kids to be better citizens when they grow up.

--Kids go to the boys club and girls club because they're fun. As adults, we know that kids need to learn lessons.

--Club leadership is very important. The executive director's enthusiasm says something good and important is happening.

--Some kids have a portion missing from their lives--love, responsibility. Perhaps girls clubs can provide some of the missing ingredients.

--Girls clubs and boys clubs also broaden a child's perspective on the world. There is something to be gained from associating with a lot of people besides those in your own three houses or blocks away. It is important to meet kids from other backgrounds and classes.

Professional B-2

--Boys and girls programs are not as different as they used to be, because girls and boys are now facing the same kinds of things. They used to stress competitiveness for boys--well girls have to learn this

Professional B-2 (Continued)

now too. In preparation for adulthood a girl is going to have to live just as competitive a life as a boy.

--Youth programs should reinforce positive values and enable girls to develop skills and to become independent and able to do things for themselves.

--The thing we're after is to help girls learn how to make decisions; how to follow through, and how to accept the consequences of the decisions they've made.

--Young girls need role models. Adults lend stability and security as well as giving girls direction.

--Our older girls can go out and things without adult supervision, but they've been well trained and prepared to do that.

--A good thing to do is to have girls plan what to do in case of different emergencies.

--Some girls who had joined (a boys organizations), but came back are quoted as saying that they enjoyed the coed activities, but they missed the opportunity to be together as girls. I think it's a feeling of self-identification with women. Or maybe they wanted to talk about things they didn't feel free to talk about in a coed group.

--It is important for programs to help develop interpersonal skills and to have an opportunity to work with people of all backgrounds.

--With the opportunities that are opening up for women, preparation and skill in managing their time and their money is important. Girls need to learn new skills, explore careers, the technologies, and the performing arts.

Professional B-2 (Continued)

--We need to have boys and girls doing things together, such as service projects and camping. Girls and boys need to get to know each other in other than social terms. The dating is one thing, and they learn that by themselves, but we can provide opportunities for girls and boys getting to know each other and getting to understand how they each will react in certain situations.

Professional C-2

--Whether a girl or a boy is taken seriously depends on how seriously they take the situation. Girls have just as good a chance based on how they present themselves and how they act.

--Girls ought to know what to do to protect themselves--what to do, who to call, whether to run or to fight or to scream--basics like that are important.

--Human sexuality is important, but should be taught at home. If not, girls clubs and girls scouts would be appropriate.

--The most important thing a community can offer to youth is support and trust.

--Boys and girls should have separate programs when they're younger. Eleven to sixteen year old girls and boys have different problems. Boys and girls are different physically and there are subtle differences growing up as a male and a female.

--Youth want some adult supervision whether they lead you to believe that or not.

--Youth programs can provide opportunities to learn things more quickly (i.e., dealing with people).

Professional C-2 (Continued)

--It is important to have some kind of adult leadership. Youth need both male and female role models. They need to deal with both because of the differences in how males and females deal with each other.

Professional A-3

--Girls clubs provide role models for girls and are a place for girls to go and get different experiences and to feel comfortable.

--Sewing, computers--specific programs don't matter as much as girls clubs being a friendly, supportive place for girls to go.

--One of the biggest disadvantages is that girls clubs are not open the hours girls need them to be. The girls club has fewer hours than the boys club and is not open weekends. Programs for girls that don't have anybody at home are very important. For those girls that do not have supervision or who have a very bad situation to go to after school, girls clubs are important.

--Family life education is very appropriate for young girls, but there are other agencies set up to handle this (planned parenthood).

--The most important thing about girls club programs is the socialization type programs. Specific programs should be helping that socialization.

--Girls clubs should be selling how they are able to involve girls and to prevent our biggest problems from happening. Girls clubs should be trying to prevent substance abuse, prostitution, theft, failure at school, and illegitimate births.

Professional A-3 (Continued)

--When boys and girls are younger they need time separately. I remember when I was 10, I thought girls were about the worst thing going. But teen girls like to play the boys.

--Just serving girls is enough, involving the girls in an activity, having a place where girls can feel comfortable. I don't think that a lot of very tight, compact programs do that much good, as compared to involving people in just a very good atmosphere.

--I'd like to see a girls basketball team. Basketball provides involvement, purpose, goals, and allows kids to work together. Anything that will teach the girls to learn how to work together and support each other is important.

Professional B-3

--Programs that are important for girls include careers and exploration.

--Outdoor programs help girls reach self-actualization and self-development. Arts and other self-expression activities are also important.

--Girls take responsibility for their programs and their troops, so that they can develop discipline for self-governing.

----Girls need to learn to give back what they have been given. Service to the community is very important.

--There are certain things that girls are dealing with that only girls are dealing with, such as: in the out-of-doors, it is very important for girls to learn to do things on their own, without the help of

Professional B-3 (Continued)

someone who is going to do it for them. Most girls will defer to boys; it doesn't have to be like that, but most often it is.

--Both fathers and mothers provide important role models. It is very important to have fathers involved.

--We try to provide opportunities for girls to develop as responsible people, and the space and leadership to do that. Also the opportunity for unique experiences that they wouldn't be able to get except from some service that is geared for girls.

--It is also important to provide opportunities for girl/adult interaction, and for girls to learn how to work in groups.

--Younger girls need a progression into the things that older girls and young women need to know.

--Camping programs are designed to encourage girls to be self-reliant, to develop trust in their own judgement and competence, and to develop a can-do attitude. When groups of boys and girls have gone camping together, invariably the boys set up the tents and make the fires, and the girls cook and clean-up.

Professional C-3

--More programming for children is needed, especially programs for special problems (e.g., obese children, handicapped children).

--Girls need something all their own, just like boys need something all their own. Girls need a time to be just themselves to talk about things that they're interested in. Girls are interested in different things--dating, sex education, and career planning.

Professional C-3 (Continued)

--Girls and boys muddy the water for each other because they don't mature at the same time.

--Girls clubs reach out to lower income girls and provide a big sister kind of help.

--The most important thing about programs for girls are some sort of educational self-awareness, and self-improvement programs.

--The needs of girls and young women are the same as always: health care, leadership training, loving, caring, nurturing, and shelter.

--Little girls need a time to play with dolls and do those things that little girls do that lead to mothering. Little boys will never be mothers, mighty good fathers, but never mothers.

--Girls need a place that cares for them and that will open their doors to them . . . even if it's just come in, have cookies and a glass of milk, and wait for mommy to come home.

APPENDIX Q

TABLE Q-1

QUESTION RESPONSES BY MEMBERS, ALUMNI, BOARD, AND MANAGEMENT

Personal Development		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
1a	1	6.7	-	-	-	6.7	8.3	16.7	-
	2	-	-	-	-	6.7	-	-	-
	3	-	-	-	-	6.7	-	-	-
	4	60.0	16.7	50.0	33.3	26.7	16.7	50.0	66.7
	5	33.3	83.3	50.0	66.7	53.3	75.0	33.3	16.7
1b	1	-	-	-	-	6.7	8.3	16.7	-
	2	-	-	-	-	13.3	16.7	-	16.7
	3	6.7	-	-	-	6.7	-	58.3	33.3
	4	40.0	25.0	66.7	83.3	33.3	33.3	-	50.0
	5	53.3	75.0	33.3	16.7	40.0	41.7	25.0	-
1c	1	-	16.7	-	-	-	16.7	25.0	-
	2	-	-	-	-	13.3	-	-	16.7
	3	-	-	-	-	-	16.7	-	16.7
	4	40.0	33.3	58.3	16.7	40.0	41.7	50.0	50.0
	5	60.0	50.0	41.7	83.3	46.7	25.0	25.0	16.7
1d	1	-	-	-	-	13.3	16.7	25.0	-
	2	-	-	-	-	6.7	-	-	33.3
	3	-	-	8.3	-	6.7	8.3	-	50.0
	4	60.0	16.7	50.0	50.0	40.0	33.3	33.3	16.7
	5	40.0	83.3	41.7	50.0	33.3	41.7	41.6	-
1e	1	6.7	-	-	-	26.7	8.3	41.7	-
	2	-	-	-	-	6.7	8.3	-	16.7
	3	6.7	8.3	8.3	-	6.7	16.7	-	16.7
	4	40.0	25.0	58.3	66.7	33.3	16.7	16.7	50.0
	5	46.7	66.7	33.3	33.3	26.7	50.0	41.1	16.7
1f	1	13.3	-	-	-	13.3	8.3	33.3	-
	2	6.7	-	-	-	6.7	8.3	-	-
	3	-	8.3	8.3	33.3	-	16.7	-	33.3
	4	20.0	25.0	50.0	66.7	13.3	25.0	50.0	50.0
	5	60.0	66.7	41.7	-	66.7	41.7	16.7	16.7
1g	1	6.7	8.3	-	-	6.7	25.0	8.3	-
	2	-	-	-	-	-	25.0	-	-
	3	6.7	8.3	-	-	6.7	16.7	8.3	50.0
	4	33.3	25.0	50.0	50.0	33.3	8.3	50.0	50.0
	5	53.3	58.3	50.0	50.0	53.3	25.0	33.3	-
1h	1	-	8.3	-	-	-	8.3	41.7	-
	2	-	-	-	-	-	-	-	16.7
	3	6.7	-	-	16.7	13.3	8.3	-	16.7
	4	40.0	25.0	41.7	66.7	26.7	50.0	33.3	66.7
	5	53.3	66.7	58.3	16.7	60.0	33.3	25.0	-
2	1	13.3	-	-	-	13.3	-	16.7	-
	2	-	-	-	-	-	8.3	-	-
	3	-	8.3	8.3	-	-	-	-	33.3
	4	60.0	50.0	33.3	66.7	40.0	50.0	83.3	50.0
	5	26.7	41.7	58.3	33.3	46.7	41.7	-	16.7
3	1	-	8.3	-	16.7	6.7	16.6	8.3	16.7
	2	-	-	-	-	-	-	-	16.7
	3	6.7	16.7	8.3	16.7	-	25.0	-	-
	4	26.7	33.3	58.3	66.7	26.7	25.0	91.7	66.7
	5	66.7	41.7	33.3	-	66.7	33.3	-	-

TABLE Q-1 (continued)

Personal Development		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
4	1	6.7	-	-	-	-	-	8.3	-
	2	-	-	-	-	6.7	8.3	-	-
	3	6.7	-	25.0	-	6.7	16.7	16.7	33.3
	4	53.3	50.0	58.3	66.7	60.0	58.3	58.3	50.0
	5	33.3	50.0	16.7	33.333	26.7	16.7	16.7	16.7
5	1	-	-	-	-	-	-	-	-
	2	-	8.3	-	-	6.7	-	-	-
	3	-	8.3	16.7	16.7	-	16.7	-	-
	4	33.3	25.0	58.3	50.0	26.7	25.0	41.7	83.3
	5	66.7	58.3	25.0	33.3	66.7	58.3	58.3	16.7
6	1	-	8.3	-	-	6.7	-	16.7	-
	2	-	-	-	-	-	8.3	-	-
	3	-	-	8.3	16.7	-	-	-	33.3
	4	40.0	41.7	66.7	50.0	13.3	25.0	25.0	33.3
	5	60.0	50.0	25.0	33.3	80.0	66.7	58.3	33.3
7	1	-	-	-	-	-	16.7	25.0	33.3
	2	-	16.7	-	-	6.7	16.7	-	16.7
	3	6.7	-	25.0	33.3	13.3	-	33.3	-
	4	53.3	33.3	50.0	33.3	40.0	58.3	33.3	16.7
	5	40.0	50.0	25.0	33.3	40.0	8.3	8.3	33.3
8	1	-	-	-	-	6.7	-	8.3	-
	2	-	-	-	-	6.7	8.3	-	-
	3	-	-	-	-	-	8.3	8.3	16.7
	4	40.0	16.7	33.3	33.3	33.3	33.3	8.3	33.3
	5	60.0	83.3	66.7	66.7	53.3	50.0	75.0	50.0
9	1	6.7	-	8.3	-	6.7	8.3	41.7	-
	2	-	-	-	-	-	8.3	-	16.7
	3	6.7	16.7	25.0	33.3	-	8.3	8.3	33.3
	4	26.7	50.0	58.3	50.0	33.3	25.0	41.7	33.3
	5	60.0	33.3	8.3	16.7	60.0	50.0	8.3	16.7
10	1	-	-	-	-	-	-	16.7	-
	2	6.7	-	-	-	6.7	-	-	-
	3	-	-	8.3	-	-	16.7	-	-
	4	33.3	25.0	66.7	50.0	20.0	41.7	58.3	100.0
	5	60.0	75.0	25.0	50.0	73.3	41.7	25.0	-
Career Development									
1	1	-	-	-	-	6.7	-	25.0	-
	2	6.7	-	-	-	6.7	8.3	-	-
	3	-	-	8.3	-	-	-	-	-
	4	20.0	16.7	25.0	-	13.3	33.3	25.0	33.3
	5	73.3	83.3	66.7	100.0	73.3	58.3	50.0	66.7
2	1	-	-	8.3	-	-	8.3	25.0	-
	2	-	-	-	-	-	-	8.3	16.7
	3	-	-	8.3	-	-	8.3	-	-
	4	13.3	25.0	50.0	50.0	13.3	25.0	33.3	16.7
	5	86.7	75.0	33.3	50.0	86.7	58.3	33.3	66.7
3	1	6.7	-	8.3	16.7	6.7	8.3	41.7	16.7
	2	-	-	-	-	6.7	16.7	-	33.3
	3	6.7	8.3	25.0	-	13.3	8.3	8.3	16.6
	4	33.3	33.3	41.7	50.0	33.3	58.3	25.0	-
	5	53.3	58.3	25.0	33.3	40.0	8.3	25.0	33.3

TABLE Q-1 (continued)

Career Development		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
4	1	6.7	-	-	-	13.3	8.3	8.3	-
	2	-	-	-	-	6.7	16.7	-	16.7
	3	-	-	8.3	-	-	8.3	8.3	33.3
	4	26.7	41.7	50.0	66.7	40.0	25.0	50.0	33.3
	5	66.7	58.3	41.7	33.3	40.0	41.7	33.3	16.7
5	1	6.7	-	-	-	13.3	8.3	25.0	-
	2	-	-	-	-	-	8.3	-	16.7
	3	-	8.3	-	-	-	16.7	8.3	33.3
	4	26.7	25.0	58.3	83.3	20.0	33.3	25.0	33.3
	5	66.7	66.7	41.7	16.7	66.7	33.3	41.7	16.7
6	1	-	-	8.3	-	13.3	-	33.3	-
	2	-	-	-	-	-	16.7	8.3	-
	3	-	8.3	16.7	16.7	-	8.3	8.3	50.0
	4	33.3	50.0	58.3	50.0	33.3	66.7	25.0	33.3
	5	66.7	41.7	16.7	33.3	53.3	8.3	25.0	16.7
7	1	6.7	-	16.7	-	13.3	8.3	58.3	16.7
	2	-	-	-	16.7	6.7	8.3	8.3	33.3
	3	13.3	8.3	25.0	16.7	13.3	25.0	8.3	16.7
	4	26.7	41.7	33.3	50.0	26.7	41.7	25.0	16.7
	5	53.3	50.0	25.0	16.7	40.0	16.7	-	16.7
8	1	-	-	33.3	-	13.3	16.7	66.7	-
	2	6.7	-	-	-	13.3	8.3	-	16.7
	3	13.3	8.3	33.3	16.7	20.0	25.0	-	16.7
	4	40.0	33.3	16.7	50.0	20.0	33.3	16.7	16.7
	5	40.0	58.3	16.7	33.3	33.3	16.7	16.7	50.0
9a	1	-	8.3	-	-	6.7	33.3	33.3	-
	2	-	-	-	-	13.3	16.7	-	16.7
	3	6.7	8.3	16.7	-	6.7	-	-	33.3
	4	13.3	8.3	33.3	50.0	20.0	25.0	41.7	16.7
	5	80.0	75.0	50.0	50.0	53.3	25.0	25.0	33.3
9b	1	6.7	-	-	-	13.3	16.7	33.3	-
	2	-	-	-	-	-	25.0	-	-
	3	-	8.3	16.7	-	6.7	-	-	33.3
	4	20.0	16.7	16.7	16.7	20.0	25.0	41.7	50.0
	5	73.3	75.0	66.7	83.3	60.0	33.3	25.0	16.7
9c	1	-	-	-	-	-	8.3	-	-
	2	-	-	-	-	-	16.7	-	-
	3	-	8.3	16.7	-	6.7	8.3	33.3	33.3
	4	13.3	16.7	25.0	16.7	20.0	33.3	66.7	66.7
	5	86.7	75.0	58.3	83.3	73.3	33.3	-	-
9d	1	-	-	-	-	6.7	8.3	-	-
	2	-	-	-	-	6.7	8.3	-	-
	3	-	16.7	-	-	-	-	33.3	33.3
	4	20.0	25.0	33.3	33.3	26.7	66.7	33.3	33.3
	5	80.0	58.3	66.7	66.7	60.0	16.7	33.3	33.3
9e	1	-	-	-	-	13.3	16.7	-	-
	2	6.7	-	-	-	13.3	16.7	-	-
	3	-	8.3	-	-	-	-	16.7	16.7
	4	26.7	41.7	33.3	33.3	20.0	33.3	66.7	66.7
	5	66.7	50.0	66.7	66.7	53.3	33.3	16.7	16.7
9f	1	-	-	-	-	6.7	25.0	25.0	-
	2	6.7	-	-	-	6.7	16.7	-	-
	3	-	8.3	8.3	-	-	-	-	-
	4	26.7	33.3	50.0	66.7	33.3	41.7	50.0	100.0
	5	66.7	58.3	41.7	33.3	53.3	16.7	25.0	-

TABLE Q-1 (continued)

Career Development		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
9g	1	-	-	-	-	13.3	33.3	41.7	-
	2	-	-	-	-	-	8.3	-	-
	3	-	8.3	16.7	-	6.7	-	-	50.0
	4	40.0	33.3	33.3	33.3	26.7	33.3	41.7	50.0
	5	60.0	58.3	50.0	66.7	53.3	25.0	16.7	-
Health & Physical Fitness									
1a	1	6.7	8.3	-	-	13.3	16.7	8.3	-
	2	-	-	-	-	-	-	-	-
	3	-	-	16.7	-	13.3	-	-	-
	4	26.7	16.7	33.3	50.0	26.7	33.3	33.3	66.7
	5	66.7	75.0	50.0	50.0	46.7	50.0	58.3	33.3
1b	1	-	-	-	-	-	-	8.3	-
	2	-	-	-	-	-	-	-	-
	3	-	8.3	8.3	16.7	6.7	8.3	8.3	16.7
	4	33.3	16.7	50.0	50.0	33.3	33.3	25.0	16.7
	5	66.7	75.0	41.7	33.3	60.0	58.3	58.3	66.7
2a	1	-	16.7	25.0	-	-	16.7	30.0	-
	2	-	-	-	-	-	-	-	-
	3	13.3	16.7	16.7	16.7	20.0	25.0	-	16.7
	4	40.0	41.7	33.3	33.3	33.3	8.3	16.7	66.7
	5	46.7	25.0	25.0	50.0	46.7	33.3	33.3	16.7
2b	1	-	-	-	-	-	-	-	-
	2	-	-	-	-	-	-	-	-
	3	-	8.3	8.3	-	-	8.3	25.0	-
	4	13.3	50.0	91.7	33.3	33.3	41.7	66.7	66.7
	5	86.7	41.6	-	66.6	66.7	50.0	8.3	33.3
2c	1	-	-	25.0	-	-	-	8.3	-
	2	-	8.3	-	-	-	-	-	-
	3	13.3	33.3	-	16.7	6.7	8.3	16.7	16.7
	4	26.7	25.0	66.7	33.3	33.3	58.3	66.7	50.0
	5	60.0	33.3	8.3	50.0	60.0	33.3	8.3	33.3
2d	1	-	8.3	33.3	-	-	-	8.3	-
	2	-	-	-	16.7	-	-	-	-
	3	13.3	16.7	-	-	6.7	16.7	16.7	16.7
	4	26.7	50.0	50.0	33.3	46.7	58.3	58.3	66.7
	5	60.0	25.0	16.7	50.0	46.7	25.0	16.7	16.7
2e	1	6.7	-	50.0	-	13.3	-	-	-
	2	6.7	-	-	-	-	-	-	-
	3	6.7	33.3	-	16.7	-	-	16.7	16.7
	4	33.3	33.3	33.3	66.7	33.3	75.0	75.0	50.0
	5	46.7	33.3	16.7	16.7	53.3	25.0	8.3	33.3
2f	1	13.3	-	25.0	-	-	8.3	8.3	-
	2	-	-	-	-	-	-	-	-
	3	-	25.0	-	33.3	13.3	-	8.3	16.7
	4	33.3	41.7	66.7	33.3	33.3	58.3	83.3	66.7
	5	53.3	33.3	8.3	33.3	53.3	33.3	-	16.7
3a	1	6.7	25.0	-	-	-	8.3	8.3	-
	2	-	-	-	-	-	-	-	-
	3	13.3	8.3	16.7	16.7	6.7	8.3	16.7	33.3
	4	26.7	25.0	66.7	50.0	46.7	41.7	58.3	50.0
	5	53.3	41.7	16.7	33.3	46.7	41.7	16.7	16.7

TABLE Q-1 (continued)

Health & Physical Fitness		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
3b	1	6.7	33.3	50.0	-	-	-	-	-
	2	6.7	-	-	33.3	-	-	-	-
	3	20.0	16.7	-	16.7	6.7	16.7	8.3	33.3
	4	33.3	33.3	41.7	33.3	40.0	50.0	83.3	33.3
	5	33.3	16.7	8.3	16.7	53.3	33.3	8.3	33.3
3c	1	6.7	33.3	58.3	-	-	-	-	-
	2	-	8.3	-	33.3	6.7	-	-	-
	3	33.3	16.7	-	50.0	13.3	8.3	16.7	16.7
	4	20.0	33.3	33.3	16.7	26.7	50.0	75.0	50.0
	5	40.0	8.3	8.3	-	53.3	41.7	8.3	33.3
3d	1	6.7	25.0	58.3	-	-	-	8.3	-
	2	6.7	-	-	33.3	-	-	-	-
	3	26.7	33.3	-	33.3	20.0	25.0	-	-
	4	26.7	25.0	25.0	16.7	26.7	33.3	83.3	50.0
	5	33.3	16.7	16.7	16.7	53.3	41.7	8.3	50.0
3e	1	6.7	25.0	58.3	-	-	8.3	-	16.7
	2	-	-	-	16.7	-	-	-	-
	3	26.7	25.0	-	33.3	13.3	-	-	50.0
	4	26.7	16.7	25.0	16.7	33.3	58.3	91.7	16.7
	5	40.0	33.3	16.7	33.3	53.3	33.3	8.3	16.7
4a	1	-	25.0	50.0	16.7	-	8.3	8.3	-
	2	6.7	-	-	16.7	-	-	-	-
	3	26.7	16.7	-	33.3	6.7	8.3	-	16.7
	4	20.0	33.3	41.7	-	20.0	50.0	8.3	66.7
	5	46.7	25.0	8.3	33.3	73.3	33.3	8.3	16.7
4b	1	13.3	25.0	25.0	16.7	-	8.3	8.3	16.7
	2	-	8.3	8.3	-	-	-	-	-
	3	20.0	-	-	16.7	20.0	8.3	-	33.3
	4	20.0	33.3	3.3	50.0	33.3	33.3	91.7	50.0
	5	46.7	33.3	3.3	16.7	46.7	50.0	-	-
5	1	13.3	16.7	25.0	-	6.7	16.7	8.3	16.7
	2	-	16.7	8.3	16.7	-	-	-	-
	3	33.3	8.3	-	33.3	-	-	-	-
	4	26.7	16.7	33.3	50.0	33.3	41.7	83.3	50.0
	5	26.7	41.7	33.3	-	60.0	41.7	8.3	33.3
6a	1	20.0	25.0	41.7	-	-	-	8.3	-
	2	-	-	-	-	-	-	-	-
	3	13.3	16.7	-	-	-	-	-	-
	4	20.0	50.0	41.7	50.0	26.7	16.7	41.7	66.7
	5	46.7	8.3	16.7	50.0	73.3	83.3	50.0	33.3
6b	1	13.3	8.3	16.7	-	-	-	8.3	-
	2	-	-	-	-	-	-	-	-
	3	6.7	33.3	-	16.7	6.7	-	-	-
	4	26.7	25.0	50.0	50.0	33.3	25.0	50.0	33.3
	5	53.3	33.3	33.3	33.3	60.0	75.0	41.7	66.7
6c	1	13.3	8.3	16.7	-	-	-	8.3	-
	2	13.3	-	-	-	6.7	-	-	-
	3	6.7	25.0	-	50.0	13.3	-	-	-
	4	20.0	33.3	50.0	33.3	20.0	25.0	41.7	33.3
	5	46.7	33.3	33.3	16.7	60.0	75.0	50.0	66.7
12	1	13.3	16.7	41.7	-	-	-	-	-
	2	13.3	8.3	-	-	6.7	-	-	-
	3	20.0	16.7	-	-	6.7	-	16.7	16.7
	4	13.3	41.7	33.3	66.7	26.7	41.7	33.3	50.0
	5	40.0	16.7	25.0	33.3	60.0	58.3	50.0	33.3

TABLE Q-1 (continued)

Sexuality Education		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
7	1	20.0	8.3	16.7	-	-	-	16.7	-
	2	6.7	8.3	-	-	-	-	-	-
	3	13.3	16.7	-	33.3	13.3	-	-	-
	4	20.0	16.7	50.0	33.3	26.7	16.7	50.0	16.7
	5	40.0	50.0	33.3	33.3	60.0	83.3	33.3	83.3
8	1	13.3	8.3	41.7	-	6.7	-	8.3	-
	2	-	-	-	-	6.7	-	-	-
	3	26.7	25.0	-	16.7	13.3	-	-	-
	4	13.3	25.0	50.0	50.0	20.0	16.7	41.7	33.3
	5	46.7	41.7	8.3	33.3	53.3	83.3	50.0	66.7
9a	1	13.3	25.0	33.3	-	13.3	-	-	-
	2	6.7	-	-	-	6.7	-	-	-
	3	13.3	16.7	-	16.7	6.7	-	8.3	-
	4	20.0	33.3	41.7	33.3	26.7	25.0	41.7	16.7
	5	46.7	25.0	25.0	50.0	46.7	75.0	50.0	83.3
9b	1	20.0	8.3	41.7	-	-	-	-	-
	2	6.7	-	-	-	6.7	-	-	-
	3	20.0	8.3	-	16.7	13.3	-	-	-
	4	26.7	41.7	33.3	33.3	40.0	25.0	33.3	16.67
	5	26.7	41.7	25.0	50.0	40.0	75.0	66.7	83.3
9c	1	13.3	8.3	33.3	-	-	-	-	-
	2	20.0	-	-	-	6.7	-	-	-
	3	13.3	8.3	-	-	6.7	8.3	8.3	-
	4	26.7	33.3	41.7	16.7	40.0	16.7	33.3	33.3
	5	26.7	50.0	25.0	83.3	46.7	75.0	58.3	66.7
9d	1	20.0	8.3	25.0	-	-	-	-	-
	2	6.7	8.3	-	-	6.7	-	-	-
	3	13.3	8.3	-	-	6.7	8.3	8.3	-
	4	26.7	25.0	41.7	33.3	33.3	8.3	25.0	33.3
	5	33.3	50.0	33.3	66.7	53.3	83.3	66.7	66.7
9e	1	20.0	8.3	33.3	-	-	-	-	-
	2	6.7	8.3	-	-	6.7	-	-	-
	3	13.3	-	-	-	13.3	8.3	8.3	-
	4	20.0	41.7	25.0	33.3	40.0	16.7	33.3	33.3
	5	40.0	41.7	41.7	66.7	40.0	75.0	58.3	66.7
9f	1	6.7	16.7	41.7	-	6.7	-	-	-
	2	6.7	-	-	-	6.7	-	-	-
	3	26.7	-	-	-	13.3	-	8.3	-
	4	6.7	33.3	25.0	33.3	20.0	33.3	41.7	66.7
	5	53.3	50.0	33.3	66.7	53.3	66.7	50.0	33.3
9g	1	13.3	25.0	33.3	-	6.7	-	-	-
	2	6.7	-	-	-	6.7	-	-	-
	3	20.0	-	-	16.7	20.0	8.3	8.3	-
	4	6.7	33.3	41.7	16.7	40.0	25.0	50.0	33.3
	5	53.3	41.7	25.0	66.7	26.7	66.7	100.0	66.7
10	1	13.3	8.3	33.3	-	-	-	-	-
	2	6.7	16.7	-	-	6.7	-	-	-
	3	26.7	-	-	-	6.7	8.3	8.3	-
	4	13.3	33.3	41.7	83.3	33.3	25.0	41.7	-
	5	40.0	41.7	25.0	16.7	53.3	66.7	50.0	100.0
11	1	13.3	25.0	41.7	-	-	8.3	-	-
	2	6.7	-	8.3	-	6.7	-	-	-
	3	13.3	25.0	-	-	6.7	16.7	8.3	-
	4	13.3	16.7	25.0	33.3	20.0	16.7	41.7	33.3
	5	53.3	33.3	25.0	66.7	66.7	58.3	50.0	66.7

TABLE Q-1 (continued)

Practical Lifeskills & Cultural Enrichment		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
1a	1	6.7	-	41.7	-	-	-	-	-
	2	13.3	8.3	-	-	6.7	-	-	-
	3	20.0	8.3	-	33.3	13.3	8.3	8.3	16.7
	4	20.0	41.7	50.0	33.3	33.3	41.7	58.3	33.3
	5	40.0	41.7	8.3	33.3	46.7	50.0	33.3	50.0
1b	1	6.7	-	33.3	-	-	-	-	-
	2	6.7	8.3	-	-	6.7	-	-	-
	3	13.3	8.3	-	16.7	-	8.3	16.7	33.3
	4	13.3	50.0	41.7	50.0	26.7	25.0	50.0	16.7
	5	60.0	33.3	25.0	33.3	66.7	66.7	33.3	50.0
1c	1	6.7	8.3	58.3	16.7	-	-	-	-
	2	6.7	-	-	-	6.7	-	-	33.3
	3	6.7	8.3	-	16.7	-	16.7	25.0	-
	4	13.3	41.7	33.3	33.3	20.0	41.7	41.7	50.0
	5	66.7	41.7	8.3	33.3	73.3	41.7	33.3	16.7
1d	1	6.7	-	58.3	-	-	-	-	-
	2	13.3	8.3	-	16.7	-	-	-	-
	3	-	25.0	-	16.7	6.7	8.3	-	33.3
	4	6.7	33.3	25.0	16.7	33.3	41.7	75.0	33.3
	5	73.3	33.3	16.7	50.0	60.0	50.0	25.0	33.3
1e	1	-	-	41.7	-	-	-	-	-
	2	-	-	-	-	-	-	-	-
	3	6.7	33.3	-	16.7	20.0	8.3	-	33.3
	4	20.0	41.7	33.3	50.0	20.0	58.3	66.7	66.7
	5	73.3	25.0	25.0	33.3	60.0	33.3	33.3	-
1f	1	-	-	33.3	-	-	-	8.3	-
	2	-	-	-	-	-	8.3	-	-
	3	6.7	25.0	-	50.0	-	16.7	8.3	-
	4	20.0	50.0	25.0	33.3	46.7	33.3	50.0	66.7
	5	73.3	25.0	41.7	16.7	53.3	41.7	33.3	33.3
1g	1	6.7	16.7	33.3	-	-	-	8.3	-
	2	-	25.0	-	-	-	-	-	-
	3	-	8.3	-	-	6.7	16.7	16.7	33.3
	4	40.0	16.7	33.3	50.0	33.3	33.3	50.0	50.0
	5	53.3	33.3	33.3	50.0	60.0	50.0	25.0	16.7
1h	1	-	-	16.7	-	-	-	-	-
	2	-	8.3	-	-	-	8.3	-	-
	3	6.7	8.3	-	-	6.7	8.3	-	33.3
	4	33.3	33.3	75.0	100.0	46.7	25.0	75.0	33.3
	5	53.3	50.0	8.3	-	46.7	58.3	25.0	33.3
1i	1	6.7	-	25.0	16.7	-	8.3	-	-
	2	-	8.3	-	16.7	6.7	8.3	-	-
	3	13.3	8.3	-	16.7	6.7	8.3	-	16.7
	4	33.3	50.0	58.3	33.3	46.7	25.0	91.7	50.0
	5	46.7	33.3	16.7	16.7	40.0	50.0	8.3	33.3
1j	1	-	8.3	50.0	-	-	-	16.7	-
	2	-	25.0	-	-	-	8.3	-	-
	3	33.3	33.3	-	33.3	13.3	8.3	-	16.7
	4	20.0	25.0	41.7	50.0	33.3	33.3	58.3	50.0
	5	46.7	8.3	8.3	16.7	53.3	50.0	25.0	33.3
1k	1	13.3	8.3	41.7	-	-	-	25.0	-
	2	13.3	25.0	-	16.7	6.7	-	-	-
	3	6.7	16.7	-	50.0	6.7	8.3	-	33.3
	4	20.0	33.3	50.0	16.7	20.0	41.7	58.3	33.3
	5	46.7	16.7	8.3	16.7	66.7	50.0	16.7	33.3

TABLE Q-1 (continued)

Practical Lifeskills & Cultural Enrichment		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
11	1	6.7	8.3	41.7	-	-	-	25.0	-
	2	6.7	8.3	-	50.0	6.7	8.3	-	-
	3	13.3	41.7	-	33.3	-	-	8.3	16.7
	4	20.0	33.3	50.0	-	26.7	16.7	58.3	66.7
	5	53.3	8.3	8.3	16.7	66.7	75.0	8.3	16.7
1m	1	-	8.3	25.0	-	6.7	-	25.0	-
	2	13.3	33.3	-	16.7	-	-	-	-
	3	26.7	16.7	-	33.3	6.7	8.3	16.7	16.7
	4	13.3	33.3	58.3	50.0	6.7	33.3	25.0	50.0
	5	46.7	8.3	16.7	-	80.0	58.3	33.3	33.3
2	1	13.3	8.3	41.7	-	-	-	8.3	-
	2	-	25.0	-	-	-	-	-	-
	3	13.3	-	8.3	33.3	-	8.3	-	-
	4	20.0	33.3	41.7	33.3	20.0	25.0	66.7	33.3
	5	53.3	33.3	8.3	33.3	80.0	66.7	25.0	66.7
3	1	6.7	8.3	25.0	-	-	-	8.3	-
	2	-	8.3	-	-	-	-	-	-
	3	13.3	-	-	16.7	-	8.3	8.3	-
	4	26.7	41.7	50.0	50.0	20.0	16.7	41.7	16.7
	5	53.3	41.7	25.0	33.3	80.0	75.0	41.7	83.3
4	1	20.0	8.3	33.3	-	-	-	16.7	-
	2	-	8.3	-	-	-	-	-	-
	3	20.0	16.7	8.3	-	6.7	-	-	-
	4	20.0	8.3	33.3	83.3	20.0	50.0	58.3	50.0
	5	40.0	58.3	25.0	16.7	73.3	50.0	25.0	50.0
5	1	6.7	8.3	25.0	-	-	-	8.3	-
	2	6.7	8.3	-	-	-	-	-	-
	3	13.3	8.3	-	50.0	6.7	-	-	-
	4	20.0	50.0	41.7	33.3	13.3	16.7	50.0	33.3
	5	53.3	25.0	33.3	16.7	80.0	83.3	41.7	66.7
6	1	6.7	8.3	16.7	-	-	-	8.3	-
	2	6.7	25.0	-	-	-	-	-	-
	3	13.3	-	-	33.3	-	8.3	-	-
	4	13.3	41.7	50.0	50.0	33.3	25.0	33.3	66.7
	5	60.0	25.0	33.3	16.7	66.7	66.7	58.3	33.3
7	1	13.3	8.3	25.0	-	-	-	8.3	-
	2	-	16.7	-	-	-	-	-	-
	3	20.0	25.0	-	33.3	-	-	-	16.7
	4	13.3	25.0	58.3	50.0	33.3	25.0	66.7	50.0
	5	53.3	25.0	16.7	16.7	66.7	75.0	25.0	33.3
8	1	6.7	-	16.7	-	-	-	8.3	-
	2	-	16.7	-	16.7	-	-	-	-
	3	13.3	25.0	-	33.3	6.7	-	8.3	-
	4	26.7	25.0	75.0	16.7	40.0	25.0	41.7	66.7
	5	53.3	33.3	8.3	33.0	53.3	75.0	41.7	33.3
9	1	13.3	-	25.0	-	-	-	8.3	-
	2	6.7	16.7	-	-	-	-	-	-
	3	20.0	16.7	-	16.7	-	-	8.3	-
	4	13.3	25.0	66.7	50.0	20.0	16.7	25.0	83.3
	5	46.7	41.7	8.3	33.3	80.0	83.3	58.3	16.7

TABLE Q-1 (continued)

Citizenship/Leadership		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
1	1	6.7	-	16.7	-	-	-	8.3	-
	2	6.7	-	-	-	-	-	-	-
	3	26.7	8.3	-	16.7	6.7	8.3	25.0	-
	4	-	41.7	41.7	66.7	20.0	33.3	41.7	100.0
	5	60.0	50.0	41.7	16.7	73.3	58.3	25.0	-
2	1	6.7	8.3	33.3	-	-	-	8.3	-
	2	-	-	-	-	-	-	-	-
	3	20.0	8.3	8.3	16.7	-	-	-	-
	4	26.7	41.7	50.0	50.0	20.0	33.3	66.7	66.7
	5	46.7	41.7	8.3	33.3	80.0	66.7	25.0	33.3
3	1	6.7	8.3	25.0	-	6.7	-	-	-
	2	13.3	-	-	-	-	-	-	-
	3	-	-	8.3	-	6.7	-	-	-
	4	13.3	50.0	66.7	100.0	13.3	33.3	66.7	66.7
	5	66.7	41.7	-	-	73.3	66.7	33.3	33.3
4	1	6.7	8.3	25.0	-	-	-	8.3	-
	2	13.3	8.3	-	-	-	-	-	-
	3	6.7	-	8.3	16.7	-	8.3	16.7	-
	4	6.7	50.0	50.0	66.7	20.0	25.0	50.0	83.3
	5	66.7	33.3	16.7	16.7	80.0	66.7	25.0	16.7
5	1	-	-	41.7	-	-	-	-	-
	2	6.7	8.3	-	-	6.7	-	-	-
	3	13.3	25.0	-	-	-	8.3	8.3	-
	4	13.3	25.0	41.7	66.7	6.7	16.7	58.3	83.3
	5	66.7	41.7	16.7	33.3	86.7	75.0	33.3	16.7
6	1	-	-	33.3	-	-	-	-	-
	2	20.0	8.3	-	-	-	-	-	-
	3	6.7	25.0	-	16.7	6.7	8.3	-	-
	4	13.3	25.0	41.7	50.0	40.0	25.0	15.0	33.3
	5	60.0	41.7	25.0	33.3	53.3	66.7	25.0	66.7
7	1	-	-	41.7	-	-	-	-	-
	2	20.0	8.3	-	-	6.7	-	-	-
	3	6.7	25.0	-	-	-	-	-	-
	4	20.0	41.7	41.7	50.0	26.7	25.0	66.7	66.7
	5	53.3	25.0	16.7	50.0	66.7	75.0	33.3	33.3
8	1	13.3	8.3	16.7	-	-	-	-	-
	2	20.0	-	-	-	-	-	-	-
	3	-	16.7	-	16.7	-	-	8.3	16.7
	4	33.3	50.0	58.3	66.7	40.0	58.3	50.0	50.0
	5	33.3	25.0	25.0	16.7	60.0	41.7	41.7	33.3
9	1	6.7	16.7	16.7	-	-	-	-	-
	2	20.0	-	-	-	-	8.3	-	-
	3	13.3	8.3	-	-	-	-	8.3	-
	4	6.7	33.3	50.0	83.3	33.3	41.7	66.7	50.0
	5	53.3	41.7	33.3	16.7	66.7	50.0	25.0	50.0
10	1	6.7	-	25.0	-	-	-	8.3	-
	2	6.7	8.3	-	-	-	-	-	-
	3	13.3	8.3	-	50.0	6.7	-	-	33.3
	4	20.0	50.0	66.7	50.0	13.3	50.0	75.0	33.3
	5	53.3	33.3	8.3	-	80.0	50.0	16.7	33.3
11	1	13.3	-	33.3	-	-	-	-	-
	2	-	8.3	-	16.7	-	-	-	-
	3	13.3	-	-	16.7	6.7	8.3	8.3	16.7
	4	33.3	66.7	50.0	50.0	46.7	41.7	66.7	50.0
	5	40.0	25.0	16.7	16.7	46.7	50.0	25.0	33.3

TABLE Q-1 (continued)

Citizenship/Leadership		Response Percentages							
		Degree of Importance				Extent of Accomplishment			
Question	Response	Member	Alumni	Board	Mgt.	Member	Alumni	Board	Mgt.
12	1	6.7	25.0	25.0	-	-	-	-	-
	2	13.3	-	-	-	-	-	-	-
	3	6.7	8.3	-	16.7	-	-	-	-
	4	26.7	33.3	66.7	50.0	40.0	25.0	75.0	50.0
	5	46.7	33.3	8.3	33.3	60.0	75.0	25.0	50.0
13	1	-	25.0	25.0	-	6.7	-	8.3	-
	2	-	-	-	16.7	-	-	-	-
	3	13.3	8.3	-	16.7	6.7	8.3	-	16.7
	4	40.0	50.0	66.7	33.3	26.7	41.7	66.7	66.7
	5	46.7	16.7	8.3	33.3	60.0	50.0	25.0	16.7
14	1	20.0	25.0	25.0	16.7	6.7	-	-	-
	2	-	-	-	-	-	-	-	-
	3	20.0	16.7	-	16.7	6.7	8.3	-	-
	4	13.3	33.3	58.3	33.3	33.3	41.7	66.7	66.7
	5	46.7	25.0	16.7	33.3	53.3	50.0	33.3	33.3
15	1	-	25.0	33.3	-	-	-	-	-
	2	20.0	-	-	16.7	-	-	-	-
	3	6.7	25.0	-	33.3	6.7	-	-	-
	4	33.3	25.0	50.0	16.7	20.0	16.7	66.7	33.3
	5	40.0	25.0	16.7	33.3	73.3	83.3	33.3	66.7
16	1	6.7	-	16.7	-	-	-	-	-
	2	13.3	-	-	33.3	6.7	-	-	-
	3	-	8.3	-	16.7	-	-	-	-
	4	20.0	50.0	75.0	33.3	20.0	25.0	58.3	50.0
	5	60.0	41.7	8.3	16.7	73.3	75.0	41.1	50.0

Mgt. - Management

N=45 Members=15 Alumni=12 Board=12 Management=6

APPENDIX R

DIRECTION OF POSITIVE RESPONSES MATRICES BY QUESTION

Figure R-1. Direction of positive responses matrices by question.

The matrices show the direction of the positive response percentages for both response scales by question.

The horizontal scale is the degree of importance.

The vertical scale is the extent of accomplishment.

A = agree, which indicates a greater percentage of category 5 (very important, very well) responses than category 4 (important, satisfactory) responses.

D = disagree, which indicates a greater percentage of category 4 responses than category 5 responses.

See Appendix F for survey questions.

PERSONAL DEVELOPMENT

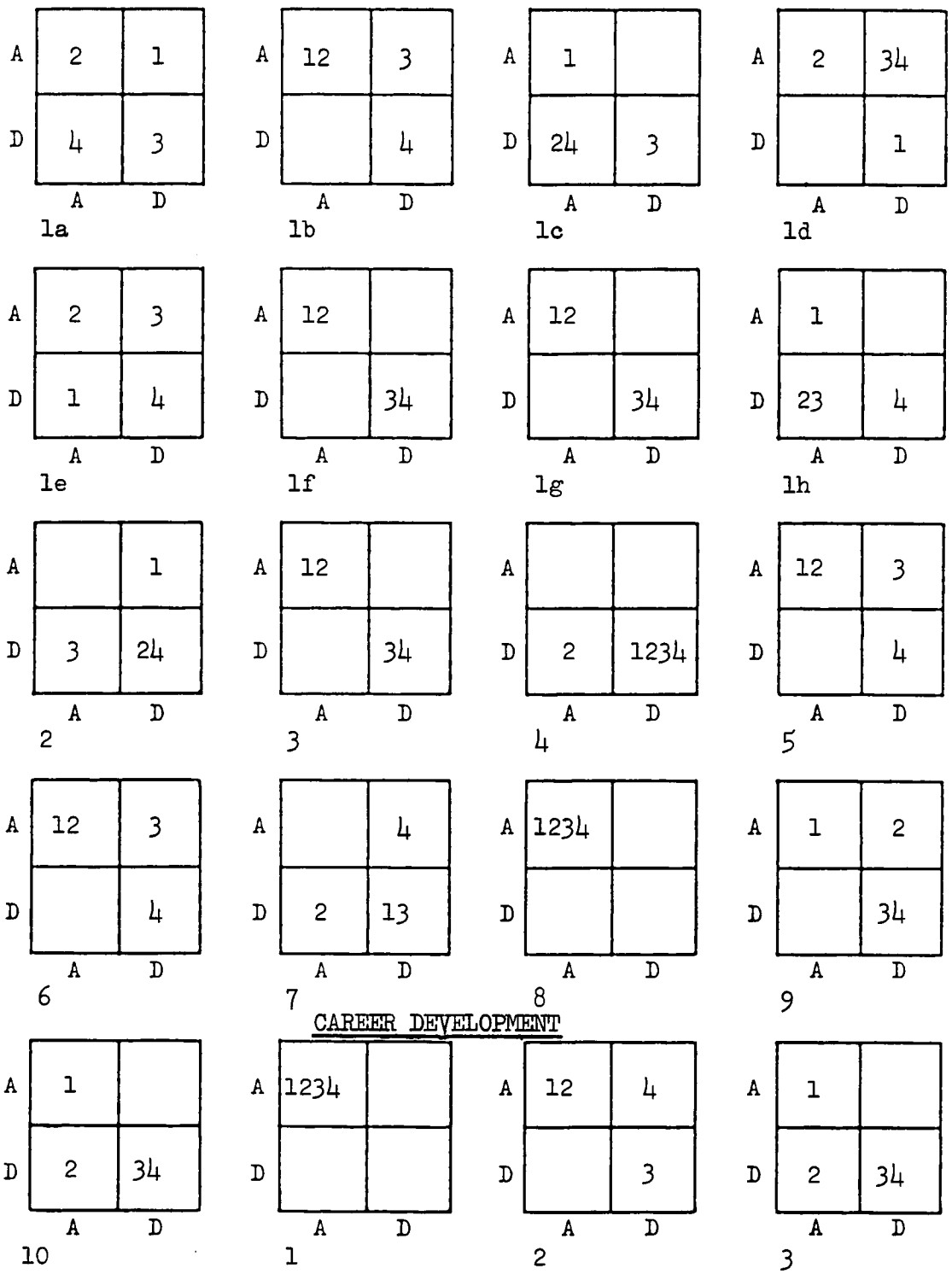


Figure R-1. Direction of positive responses matrices by question.

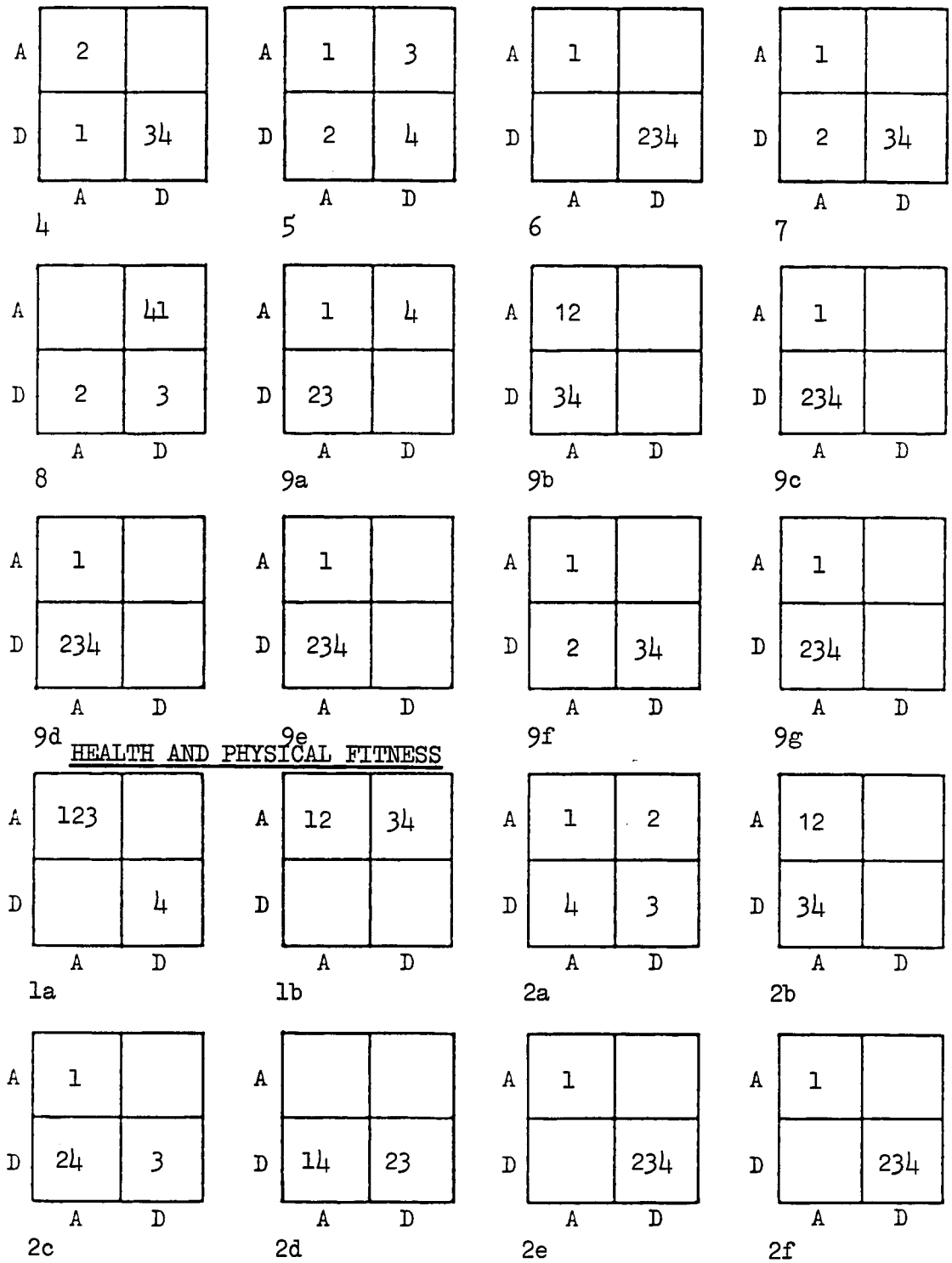


Figure R-1 (continued)

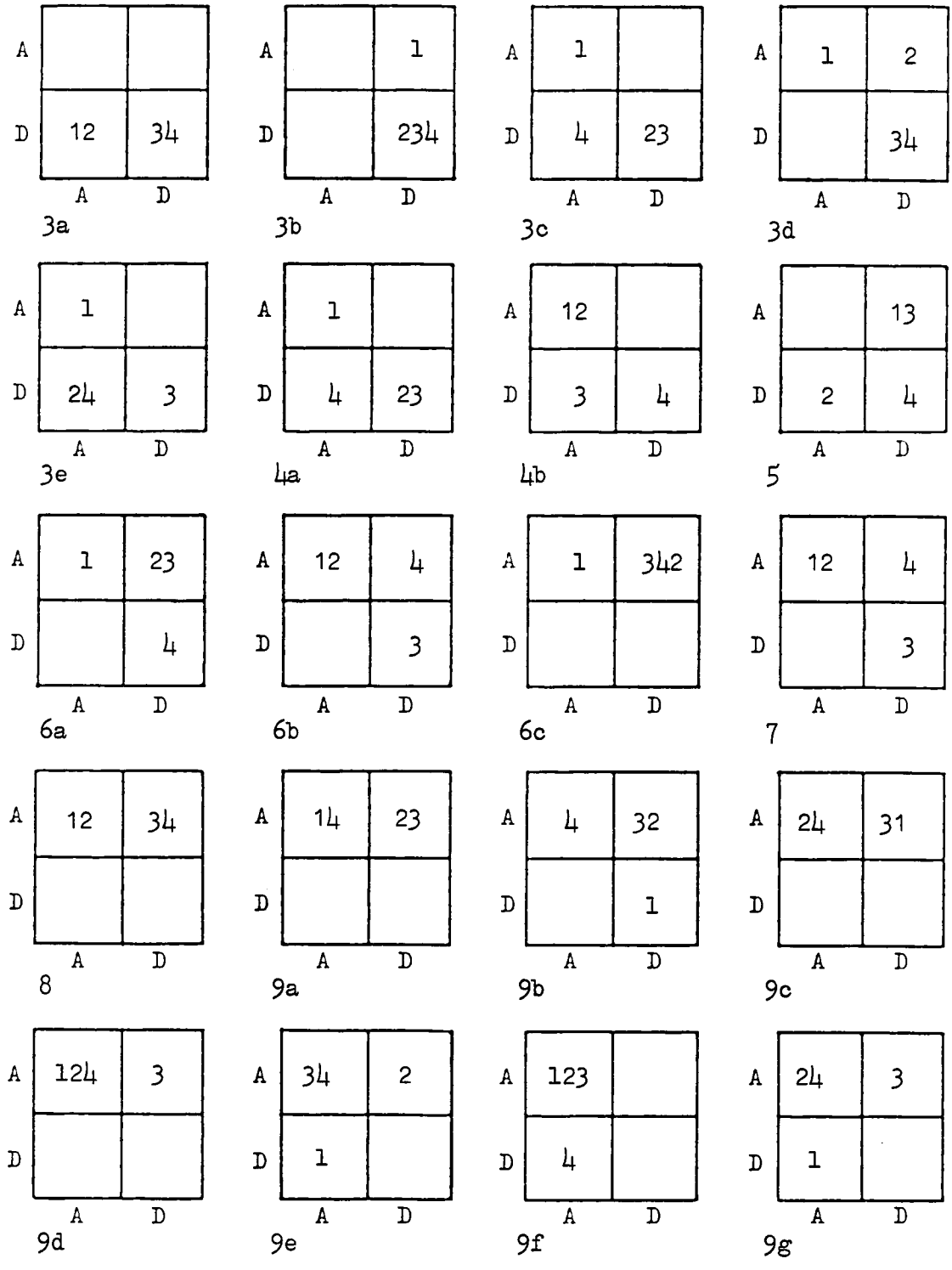


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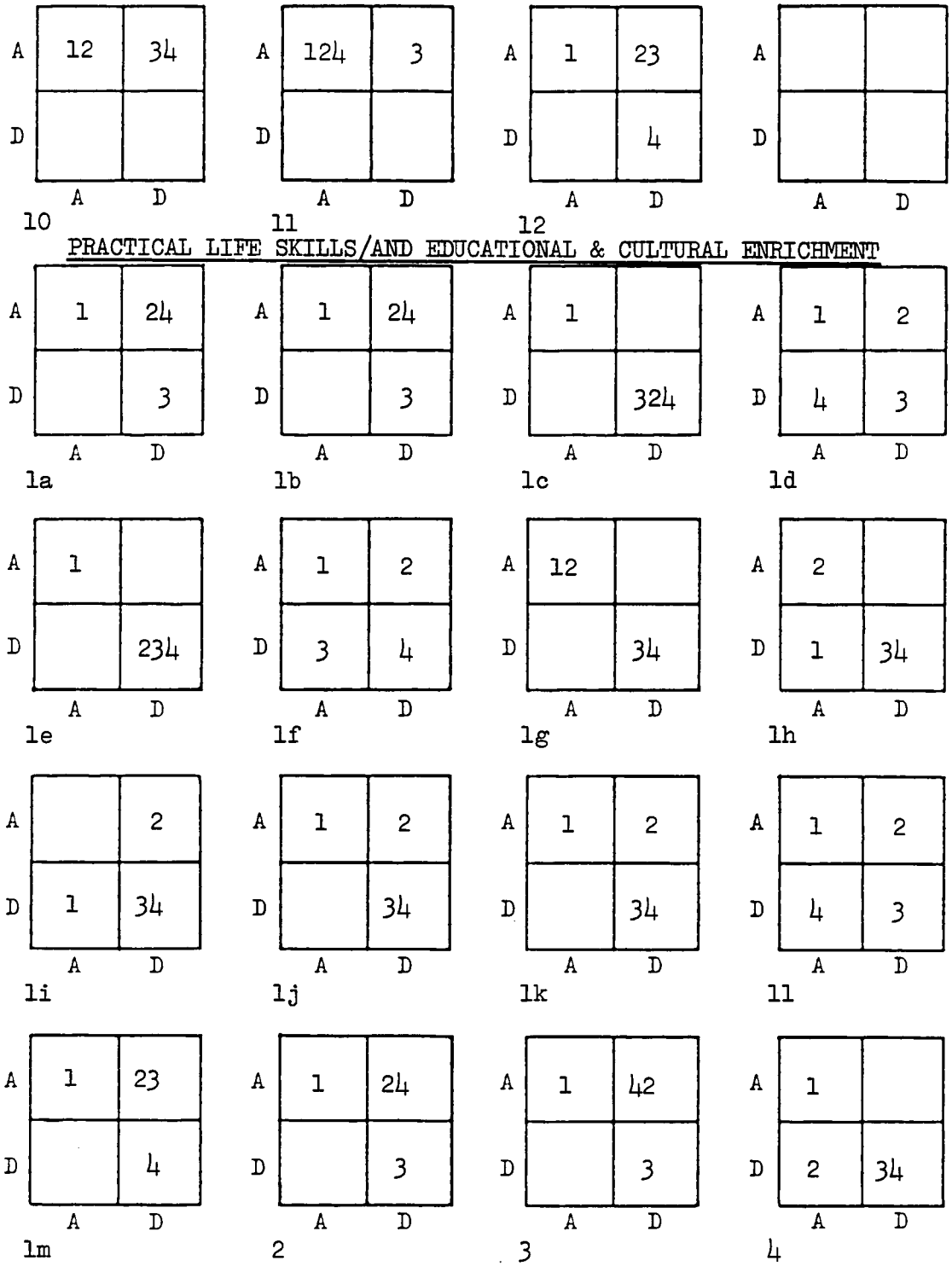


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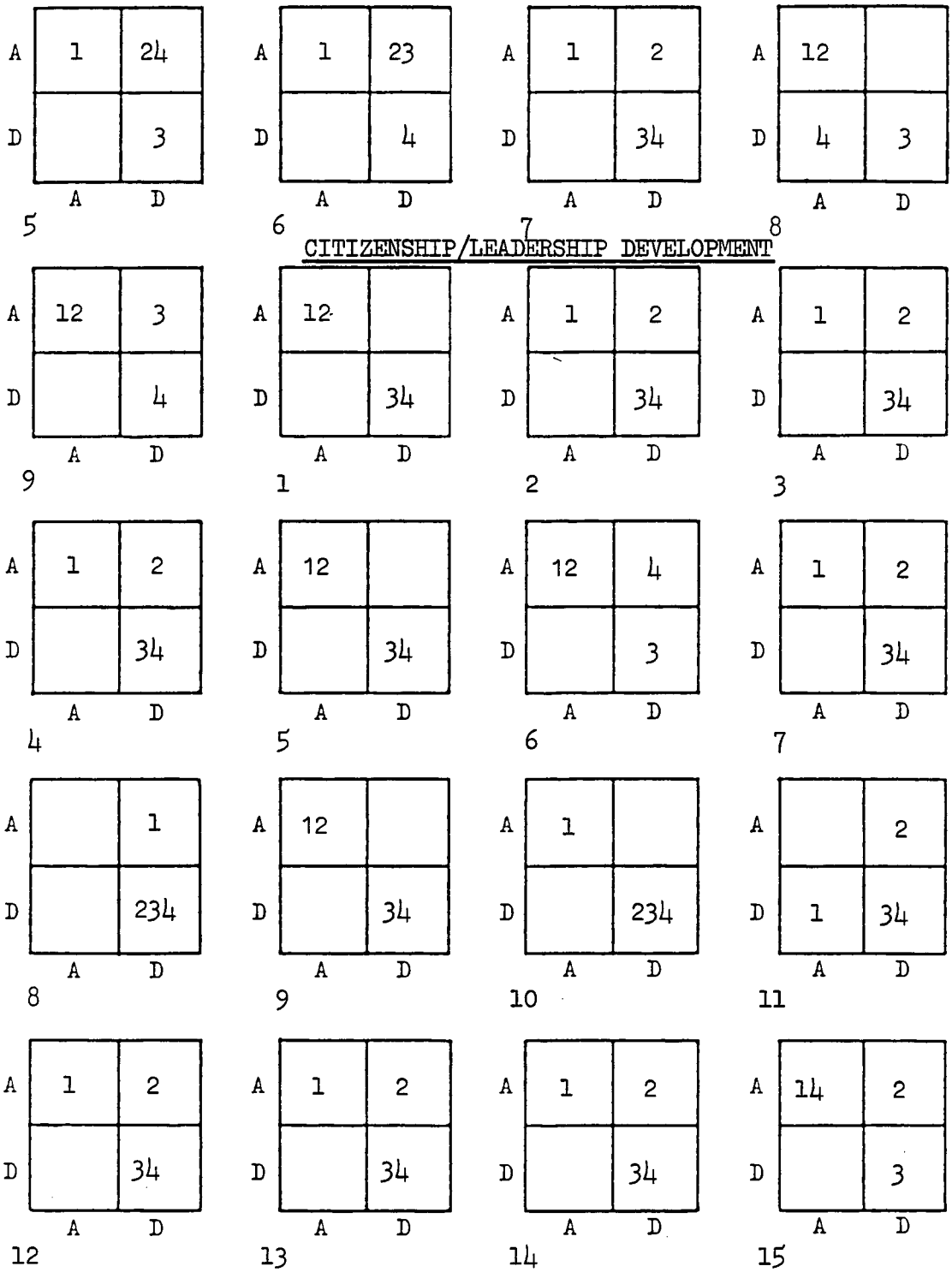


Figure R-1 (continued)

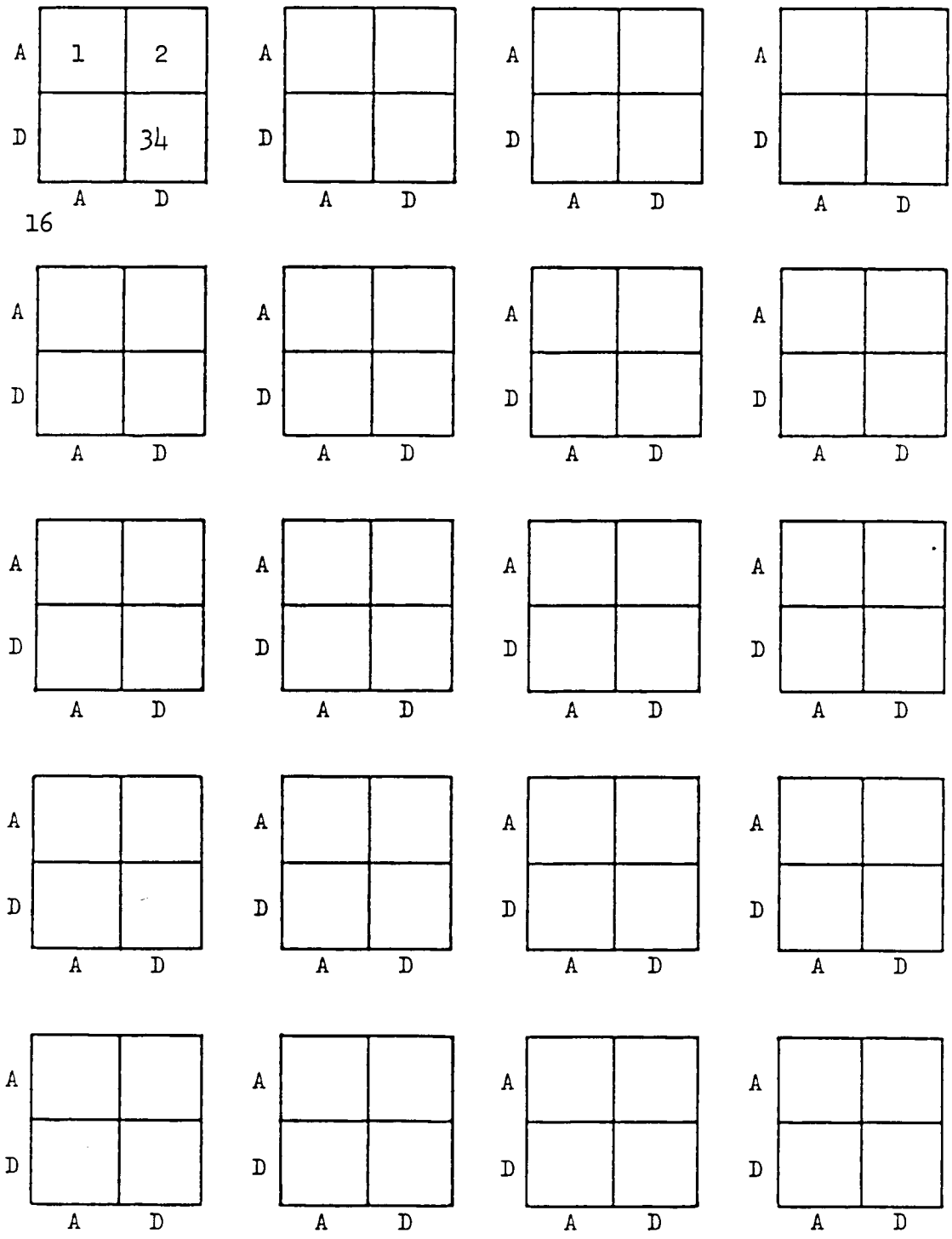


Figure R-1 (continued)

VITA

Diana Rae Steinfeld-Hicks was born in Brooklyn, New York on May 17, 1948. She attended schools in that city and was graduated from Andrew Jackson High School in June 1966. The following September she entered The City University of New York and in May 1971 received a Bachelor of Arts degree with a major in Sociology.

In May 1978 she received the Master of Education degree from Teachers College, Columbia University with a major in Family and Community Studies. In the fall of 1978, she accepted an assistantship at The University of Tennessee, Knoxville and began study towards a Doctoral degree. She received the Doctor of Education degree with a major in Curriculum and Instruction in March 1985.

The author is currently employed as the Executive Director of The Girls Club of Morristown, Tennessee.