



HEALTHY GIRLS
SAVE THE WORLD
Summer Experience



2017 Healthy Girls Save the World Summer Experience

Evaluation Report

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We have to express our appreciation to HGSW's Board of Directors for sharing their pearls of wisdom with us during the course of our Summer Experience and evaluation. We are also immensely grateful to our funders who helped with Summer Experience implementation including the SHAUN Robinson Foundation for Girls, the Kenan Charitable Trust and countless contributions from our community partners.



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Abbreviations

AA	African American
AAMSGs	African American Middle School Girls
BMI	Body Mass Index
FGD	Focus Group Discussion
GOTR	Girls on the Run
HGSW	Healthy Girls Save the World
NM	New Moves
PA	Physical Activity
SE	Summer Experience
SEF	Socioecological Framework
SES	Socioeconomic Status
STEM	Science-Technology-Engineering-Math

Executive Summary

Healthy Girls Save the World (HGSW) is a 501(c)3 non-profit that promotes healthy bodies, healthy minds and healthy relationships for middle school girls in North Carolina by providing a positive space in the community that fosters the development of healthy habits. HGSW programming revolves around three pillars of healthy minds, bodies, and relationships.

The HGSW Summer Experience is an opportunity for African American middle school girls (AAMSGS) in the surrounding community to immerse themselves in a full-day, week-long day camp that utilizes the three pillars of HGSW, combined with innovative, project-based programming that captures the unique theme of the camp. This year's theme, "Tech Queens of NC", was designed to encourage campers to explore and engage in Science, Technology, Engineering, and Math (STEM) through workshops, guest lecturers, tours of UNC's Eshelman School of Pharmacy and Gillings School of Global Public Health, and finally, the creation and pitch of a health-enhancing app or website. To ensure fun and learning for the campers, and to provide programmatic growth in coming years, this year's Summer Experience centered on the following five activities: project-based learning, implementation of New Moves lessons, structured fun and physical activity, an increased focus on data, and diverse speakers and immersive activities to encourage girls to have fun, learn and be introspective.

The process evaluation of the HGSW Summer Experience focused on programmatic implementation and camper satisfaction. Campers were given pre- and post-surveys to measure their behaviors and attitudes regarding fruit and vegetable consumption, exercise attitudes and behaviors, self-esteem, screen time, and perceived parental support. Counselors and Summer Experience Directors filled out daily checklists that documented key processes to ensure programmatic fidelity. Focus group discussions (FGDs) with campers explored girls' ideas around social media, technology use, and how HGSW can better use these platforms to promote its programs and engage with the communities it serves. It also explored campers' thoughts on the Summer Experience, including ways to build upon its strengths for future camps. Post-camp, counselors and parents filled out surveys to understand the camp's strengths and weaknesses from their perspective.



Campers, counselors, and parents were satisfied overall with the HGSW Summer Experience. Campers showed improvements in all outcome areas post-camp. Although the differences were slight, these changes suggest even a week's worth of HGSW programming can impact the behaviors and attitudes of girls. Parents and campers enjoyed the opportunity to explore STEM careers and the work that was put into the pitch competition. In addition to the hard skills of STEM, girls learned soft skills including presentation skills, public speaking, and teamwork.

The HGSW Summer Experience builds from a strong existing program that prioritizes an evidence-based, culturally relevant curriculum to empower AAMSGSs to achieve personally and professionally by building health from the inside out. Extending the camp to three weeks would allow for stronger impacts in main outcome areas and allow campers to dive deeper into camp themes, as well as have more time for physical activity and play. Improved data collection methods, more detailed counselor checklists, and in-depth interviews with camp staff would all provide a stronger framework for evaluation in the future.

Infographic

2017

HGSW Summer Experience

at a glance...



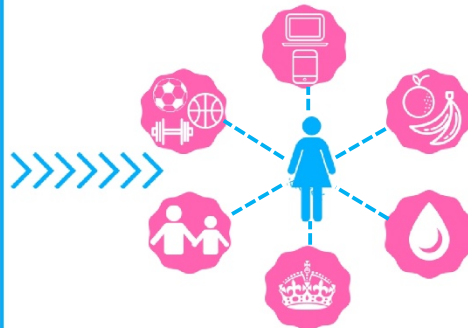
STEM Activities

Activity highlights included:

- Pitch competition
- BEAM Maker space
- Introduction to Math careers
- UNC School of Pharmacy tour
- UNC School of Public Health tour

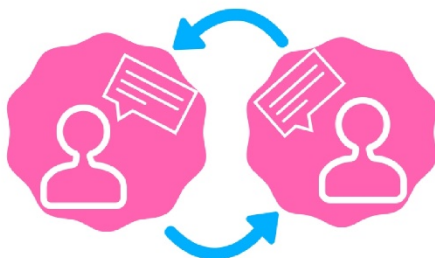
Health & Wellness Outcomes

Campers reported improvement in main outcomes related to fruit and vegetable consumption, exercise confidence and hours, positive body image, screen time, and perceived parental support.



Parent Satisfaction

- ✓ 95% of parents surveyed were "Extremely satisfied".
- ✓ 100% would bring their child back to future Summer Experiences and would recommend the Summer Experience to others.



Counselor Experience

- ✓ 100% of counselors surveyed felt the Summer Experience provided them the opportunity to be a role model & develop valuable leadership skills.



HGSW Overview

Background

Disparities in both health and academic achievement stem from similar backgrounds, including social determinants of race, socioeconomic status, neighborhood location, gender, and further social stratifications. **Low-income, African American girls are at an unequivocal disadvantage to perform well in school and to complete college.** The 2010-2011 National Health and Nutrition Examination Survey reported that 42.5% of African American (AA) girls ages 12-19 qualified as overweight or obese. According to the National College Board, only 5.2% of African American girls (K-12) are considered academically gifted compared to 35% of Caucasian girls, a measure that may say more about how we conceptualize academic intelligence than actual potential.

Research shows that taking a multi-disciplinary approach that transcends multiple levels of the socio-ecological framework (SEF) may be most efficacious to help close the achievement gap. In response to the disparities in health and achievement among African American middle school girls (AAMSGSs), and the subsequent lack of culturally relevant programming for this population, Healthy Girls Save the World was born.



Organization Overview

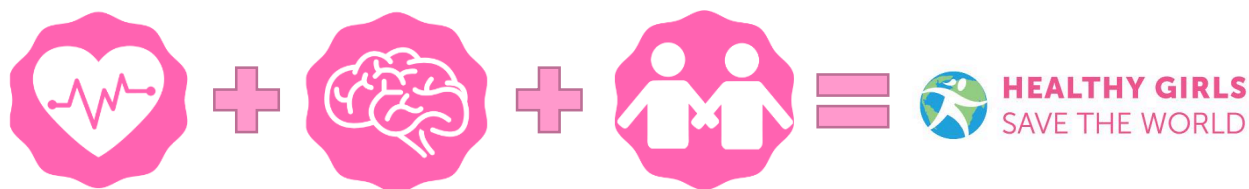
Healthy Girls Save the World is a 501(c)3 non-profit that promotes healthy bodies, healthy minds and healthy relationships for middle school girls in North Carolina by providing a positive space in the community that fosters the development of healthy habits. HGSW inspires girls to be healthy and confident achievers by utilizing the distinct wealth of resources available on a college campus to organize dynamic and interactive events where girls meet and engage with NCAA Division I college athletes, cook and eat healthy foods, develop their self-confidence, participate in physical activity, and a host of other health & wellness enhancing activities. It is our hope that our participants will grow and learn to have a healthy mind and body, and also participate in a healthy relationship with herself and with others.

Three pillars of health guide all HGSW programming.

1. **Healthy Bodies:** A lot of girls associate having a healthy body with being thin. But being “healthy” does not mean you are thin or overtly muscular; instead it is having consistent daily practices that contribute to living a healthier lifestyle. Examples of these practices would be exercising for thirty minutes a day, having 4-5 servings of vegetables and fruit every day, and/or, drinking 8-10 cups of water every day. These practices will contribute to a healthier body, and they also can all be SMART goals. HGSW wants to teach young girls these practices and show them that there is positivity to be found in treating your body well. When you nourish your body well you feel good, and when you exercise your body you feel even better.
2. **Healthy Minds:** In today’s day and age, being a young girl is even harder than it used to be. Having a healthy mind can be complicated and frustrating because of what young girls are exposed to every day. During this period in girls’ lives, many suffer from low self-esteem, which can be debilitating. Studies show that about 75% of girls suffering from the negative feelings associated with low self-esteem engage in cutting, bullying, smoking, drinking, or develop eating disorders. According to the “Do Something Campaign,” 75% of girls with high self-esteem would, unsurprisingly, not participate in any of those negative self-inflicting activities. We want girls to have high self-esteem! Healthy Girls Save the World is a positive environment

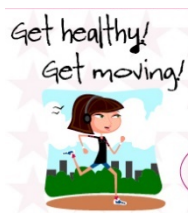
where we provide young girls with a safe space to learn and express themselves. Having a healthy mind is crucial to their development because with a positive self-image and the knowledge to make positive choices they can become powerful young women in the future. Having a healthy mind is all about knowing how and when to make positive choices, recognizing your worth, and projecting that self-value onto the rest of the world.

3. **Healthy Relationships:** Girls should recognize their own worth so that they can establish positive relationships with themselves, but they should also find meaning in positive relationships with others. Whether it be their parents or peers, we want to teach girls how to treat other people well, because knowing how to do this will take them very far in school, in the workplace, and throughout life. This can be tough because girls are products of the environments they come from. Some have seen positive relationships displayed in their households, and some have not. These conversations may have an added layer of depth because this is also a time developmentally where girls may develop romantic feelings for another person. We want to teach girls not only how to treat other people, but also how they should be treated. It is important that they know this so that they may gain valuable teamwork and collaboration skills that will undoubtedly contribute to their future leadership.



In addition to promoting these health pillars among its participants, HGSW staff and leadership uphold the tenets of these pillars in all interactions with participants, parents, and community partners.

HGSW is rooted in two evidence-based interventions that target physical activity and empowerment among middle school-aged girls: **New Moves** and **Girls on the Run**.

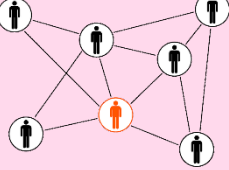



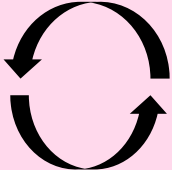


New Moves is an innovative school-based program for high school girls who are **overweight or at risk for becoming overweight due to not being physically active**. Funding for New Moves – its development, implementation, and evaluation – was received in the fall of 2005 from the National Institute of Diabetes and Digestive and Kidney Diseases, National Institute of Health (Grant R01 DK063107). New Moves was originally funded by the American Heart Association in 2000-2001. Healthy Girls Save the World truly believes in New Moves and the power it has to change the lives of young girls.



Girls on the Run (GOTR) is a youth development program headquartered in Charlotte, North Carolina. The organization has a specific program for middle school girls, called the Heart and Sole program. It aims to create a “**positive, structured space for middle school girls to learn about themselves, explore new ideas, cultivate empathy, strengthen connections, and develop life skills**” through addressing participants’ “body, brain, heart, spirit, and social connection” and culminates in a 5K run.

HGSW provides opportunity for AAMSGS from low-income families, to participate in high-quality, organized physical activity and health/wellness programs. Through evidence-based and culturally relevant programs, HGSW provides a step in the right direction for sustainable obesity/weight reduction and improved educational performance in the following ways:

				
REGIONAL AND UNIVERSITY BASE	PARTNERSHIPS WITH MIDDLE SCHOOLS	HGSW AFTERSCHOOL & SUMMER EXPERIENCE	HGSW PARTICIPANT TRACKING & RETURN	HGSW'S NEXT GENERATION & SUSTAINABILITY
HGSW establishes a regional headquarter office and creates partnerships with local universities to provide part-time jobs and service opportunities to graduate and undergraduate students.	HGSW establishes partnerships with local Title I Middle Schools and in some cases, programs that serve low-income youth (i.e. Boys & Girls Clubs or after-school programs of local public housing authorities).	HGSW coordinates an 8 week after-school program with the partnering middle school(s) (fall/spring) and a 3-week summer camp at a local university for the girls who were served during the school year (65 summer participants).	HGSW participants matriculate throughout the program in 6th-8th grade. Upon completion HGSW alumni receive an annual survey until age 24 to track their life outcomes. HGSW alumni will can rejoin during the summer of their Junior HS year as a Junior Summer Counselor.	As HGSW Alumni go to college they will have the opportunity to join their school's chapter or to pioneer a HGSW program at their school. This will develop HGSW's next generation and will lend to sustainability efforts.

Target Population

HGSW targets low-income AAMSGs in North Carolina, specifically from Durham, Wake, and Orange Counties, with focus on Title I middle schools for our after-school programs. The girls who participate in our after-school programs are given preference for our summer camps. HGSW defines "low income" as girls who qualify for free and reduced lunch. Unfortunately, there are very few states with programs that cater to the holistic health needs of AA female students and low-income AAMSGs. HGSW provides high-quality programming that responds to the health, wellness, and educational needs of this population.



Summer Experience Overview

The HGSW Summer Experience is an opportunity for AAMSGS in the surrounding communities to immerse themselves in a week-long, full-day camp that utilizes the three pillars of HGSW, combined with innovative, project-based programming that captures the unique theme of the camp.

This year's theme, "Tech Queens of NC," strived to encourage campers to explore and engage in Science, Technology, Engineering, and Math (STEM) through workshops, guest lecturers, tours of UNC's Eshelman School of Pharmacy and Gillings School of Global Public Health, and finally, the creation and pitch of a health-enhancing app or website.



This year's Summer Experience centered on the following five activities to ensure fun and learning for campers, and to provide programmatic growth in coming years:

1. **Project-based learning** through team-centered creation of health enhancing app/website ideas, culminating in a project pitch that was presented in front of a panel of judges.
2. **Implementation of New Moves** lessons, with the integration of a culturally responsive pedagogy that counselors used to make the lessons their own.
3. **Structured fun** through interactions with female college athletes and dynamic physical activity.
4. **Increased focus on data** to provide outcomes and feedback to strengthen the Summer Experience in coming years.
5. **Diverse speakers and immersive activities** to encourage girls to have fun, learn, and be introspective.

Watch the 2017 Summer Experience YouTube video [HERE!](#)

Evaluation Methodology

There are seven HGSW goals with accompanying objectives and indicators that were used to guide the evaluation's implementation and subsequent analysis. The three process goals are listed below, with the remaining outcome goals, indicators, and evaluation components outlined in **Appendix 1**.

1. **Goal:** Ensure complete delivery of key aspects of programmatic components.
 - **Objective:** Counselors and leadership will deliver 100% of key aspects of each session's programmatic components.
 - **Indicator:** Number of programmatic components delivered and completed in a session.
2. **Goal:** Ensure complete participation for all components of the daily session.
 - **Objective:** 95% of participants will be present for all components of the daily session.
 - **Indicator:** Number of participants present and number of programmatic components completed for each session.
3. **Goal:** Ensure participants' complete satisfaction with Summer Experience.
 - **Objective:** At least 80% of participants will rate satisfaction with the weekly session as "somewhat satisfied" or "highly satisfied."
 - **Indicator:** Number of participants rating satisfaction as "somewhat satisfied" or "highly satisfied."

On the first and last days of the HGSW Summer Experience, campers took online surveys designed to understand their knowledge and attitudes regarding eight domains:

- Summer Experience expectations and satisfaction
- SMART goals
- Fruit, vegetable, and water consumption
- Exercise attitudes and commitment
- Body image
- Screen time
- Perceived parental support



The first set of questions served to ensure the HGSW Summer Experience process was, above all, meaningful and that campers who participated were happy with their experience.

The second set of questions pertained to SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) goals, a concept introduced to campers on the first day. These goals were recorded each day by campers and amended throughout the week. Evidence has shown that goalsetting is a strategy for health behavior change among youth, especially as it relates to physical activity and healthy eating.

The last five areas are outcome indicators established by the HGSW leadership team, and serve to measure core areas of HGSW programs, including nutrition, physical activity, body image, sedentary screen time, and family environment. You can see all HGSW's Summer Experience goals and evaluation components in **Appendix 1**. All survey questions were adapted from evidence-based surveys that have been established as gold-standards in measurement of each respective goal.

Camper pre- and post-surveys were developed in Qualtrics and based on pre-validated surveys centered on the current evidence for each evaluation indicator. These original surveys can be found in Appendix 1. Surveys were adapted, keeping in mind camper age, education level, and the goals of the Summer Experience. Campers were given ID's to de-identify their information on each survey and to protect their privacy.

On the fourth day of camp, counselors led their respective campers through a half-hour long focus group discussions (FGDs) to understand in more detail how campers use technology, social media sites, and what they would like to see out of a health app designed for girls their age, specifically from HGSW. This was not only in line with the tech theme for the week, but it served to explore how HGSW could grow its social media and technology presence to reach more girls and promote health. In addition, campers were asked what they liked about the HGSW Summer Experience, and ways it could be improved for future camps. Counselors followed an interview guide developed by the Evaluations Director, which included an introduction, verbal consent, and the creation of group norms that would promote confidentiality and a respectful conversation. The complete interview guide can be found in **Appendix 2**.

Below is the logic model for the HGSW Summer Experience that guided the direction of this evaluation.

HGSW Summer Experience Logic Model				
Inputs	Activities	Outputs	Short-term Outcomes (Now – 1 Year)	Long-term Outcomes (1 – 5 Years)
Human Resources: Board Leadership team Counselors Judges Partnerships: UNC – Chapel Hill UNC athletic departments Resources: Program Materials Financial Resources: Donations Kenan Grant Parental fees	Develop & implement adapted curriculum (New Moves) Community Partner Activities (ex. cooking demo, PA sessions, sport competitions, educational activities) Social Media & PR engagement Fundraise Monitor fidelity Train counselors	# Participants # Programming Days # Evidence-based Activities completed # Community Interactions/Activities # Official Community Partners # Hours/mins engaging with role models and athletes # Participant assignments completed # Skills taught # SMART goals set Process evaluation	Increase average # of minutes/week of PA to at least 60 Improve participants' attitude, awareness, knowledge, and skill set aligned with HMBR Increase access to positive role models Increase participants' average number of family meals/week Increase number of families setting rules for screen time Improve family & peer attitudes, awareness, knowledge, and skill sets aligned with HMBR Participants set and achieve HMBR SMART goals	Participants maintain 60+ minutes of PA/week Increase % of girls with healthy BMI in NC Decrease overweight and obesity among middle school girls in NC Improve participants' HMBR skills and behaviors and maintain positive health habits and choices Develop second generation of participants and HGSW Chapter Leadership & Counselors/Role models Consistent use of SMART goals to sustain healthy habits Improve participants' body image & confidence Increase in perceived social support for exercise and limited screen time from family and peers Increase number of participants transitioning from summer experience to after school program. Increase HGSW awareness in community Increase mutually beneficial SCO activities

Results

Camper Demographics

Forty-eight campers took the pre- and post-surveys, which did not capture the entire cohort of 52. Campers were designated to one of four groups: H, G, S, or W. Summer Experience campers were evenly distributed over age, with a mean age of 12 years. Campers represented seven counties in North Carolina, with two campers participating from West Palm Beach, FL. Thirty-five percent of campers received a scholarship to attend the camp. Most girls surveyed attended public school, at 79%.

Camper Survey

HGSW Summer Experience Expectations & Satisfaction

One of the first questions campers were asked the first day was “What is one thing you look forward to learning or doing during the HGSW Summer Experience?” Answers included excitement around playing sports and being active, while others were excited to explore STEM fields and the chance to learn about new technology through the pitch and the BEAM Maker’s Lab. Some of the campers’ expectations are highlighted below.

Table 1. HGSW Summer Experience Camper Demographics (n = 48)

Age (Years)	Frequency	Prevalence (%)
10	5	10%
11	8	17%
12	16	33%
13	11	23%
14	8	17%
Grade (2017-2018)		
6 th	13	27%
7 th	14	29%
8 th	11	23%
9 th	10	21%
School Type		
Public	38	79%
Private	10	21%
Scholarship		
Yes	17	35%
No	31	65%

“I am looking forward to learning about all the athletic choices that us women are able to do and learning how to keep our bodies in good health.” – 6th grader

“I look forward to learning about how to sustain a healthy lifestyle with my mind, body, and relationships” – 7th grader

“I am looking forward to learning about stem and technology and how it can be incorporated being healthy and other health related corporations.” – 8th grader

“Learning how to work together with other girls in HGSW.” – 9th grader

Figure 1. Counties Represented by HGSW Summer Experience

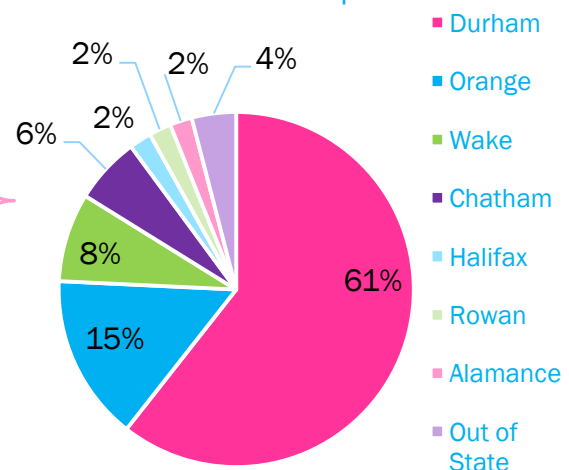
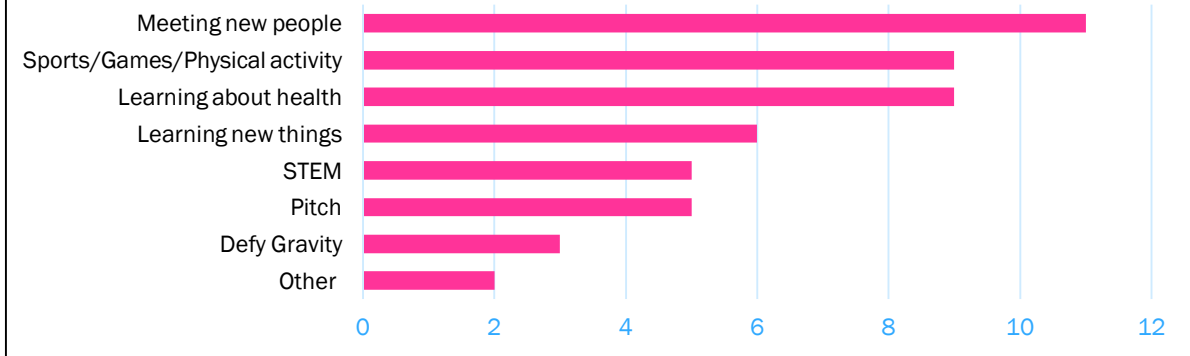


Figure 2. What is one thing you look forward to learning or doing during the HGSW Summer Experience?



Seventy percent of campers answered “Yes” when asked, “Would you come back to the HGSW Summer Experience again next year?”, with another 27% responded “Maybe.” Eighty-four percent of campers said they would recommend the Summer Experience to a friend, with the other 16% responding “Maybe.” **Every camper who said they would come back next year also said that they would recommend the Summer Experience to a friend.** Eighty-eight percent of campers were somewhat or extremely satisfied overall with the HGSW Summer Experience

Figure 3. Would you come back to the HGSW Summer Experience next year?

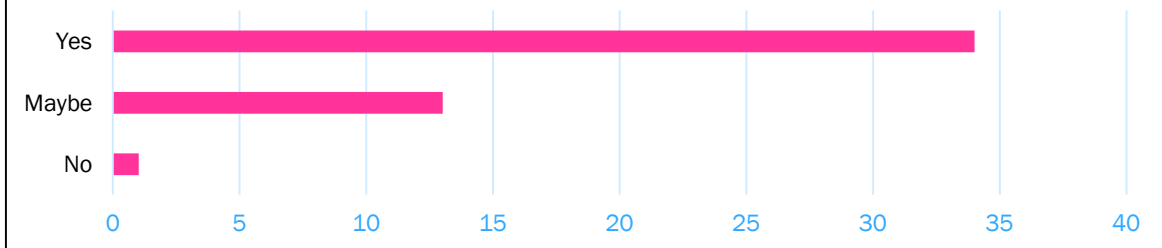
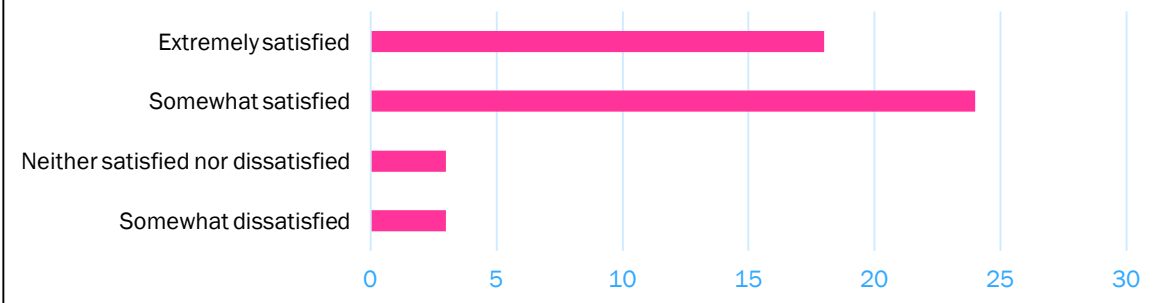


Figure 4. Overall, how satisfied were you with the HGSW Summer Experience?





Sixty-nine percent of campers surveyed said that their definitions of health had changed over the week. Many campers noted that they now saw health as more than exercise and eating fruits and vegetables, it includes challenging your mind and developing/maintaining healthy relationships. Ways in which their health definitions changed included:

"It has changed to focus around the three pillars of health instead of just focusing on a healthy body and mind I got to incorporate the healthy relationships as well." – 9th grader

"It has changed because I figured out that being healthy is not just eating fruits and vegetables, it is about having good relationships and positive minds." – 7th grader

"When I thought about healthy minds, I assumed it had to mean positive thoughts. During the week I was taught that healthy minds could also be demonstrated by reading because it's a way to relax while also being a stimulant for the brain." – 9th grader



SMART Goals

Campers were also asked about their three SMART goals for the week, each goal reflecting their healthy mind, healthy body and/or healthy relationships. Below are some of the goals the girls set at the start of the Summer Experience:

"I will drink 8 cups of water everyday for the next week. I will rest my mind by sleeping 7-8 hours each day. I will make 1 new friend everyday and try to stay in touch with them." – 7th grader

"Drink 2 of my blue water bottles, get at least 10,000 steps everyday of this week... Meditate for 10 minutes everyday, before I go to bed. Also get 9 hr of sleep. Stay humble and kind frequently everyday. And keep touch with my friends, by calling and texting... asking how they day has gone." – 8th grader

"To learn how to be a strong girl, to get new friends, to learn about UNC." – 6th grader

Core Health Outcomes

Changes were seen in all core health outcomes measured by the pre- and post-test. While these changes were not statistically significant, they are still noteworthy. Since the camp was only five days long, it is ambitious to expect measurable behavior change. What is exciting are the small changes seen even after such a short period of time, as outlined in **Table 3**. Changes are designated as either (+), indicating an increase in an outcome, or (-), indicating a decrease in an outcome

These shifts in attitudes and beliefs are important for the more lasting changes that HGSW hopes to instill during its after-school program this fall, as well as the extended Summer Experience in 2018.



Daily Fidelity Checklists

The HGSW Summer Experience is hundreds of hours of planning on the part of the HGSW leadership team and the Summer Experience counselors. **Each part of the day was planned to ensure campers' safety, to promote an environment where campers could grow and learn about holistic health, and to ensure the goals and values of HGSW were reflected in all activities.** Fidelity checklists served to document the key processes taking place each day to ensure the Summer Experience is executed as intended.

At the end of each day, counselors and the leadership team were sent checklists via Qualtrics to document key Summer Experience processes. **These checklists included daily tasks in addition to those for specific key events, such as setting ground rules and SMART goals on the first day, to implementing New Moves lessons, to facilitating the focus group.** Table 4 summarizes those processes that were documented each day, and the degree to which all counselors complete them. Counselors were given space in the surveys to explain why any given fidelity element was incomplete. Many reasons for incomplete activities had to do with lack of time and the realities that come with running a camp.

Leadership fidelity checklists ensured accurate program execution as well as counselor support. Both camp directors filled out similar Qualtrics surveys at the end of each day to capture higher level camp functioning, such as camp set-up, counselor debriefs, and file organization. Both Summer Experience directors maintained 100% fidelity in these areas. Counselor completion of Fidelity Checklists varied, ranging from 6 on Day 5 to 11 on Day 1.

Table 3. Core Health Outcomes

Outcome Indicator	Change (%)
Fruit and Vegetable Consumption	+5%
Water Intake	+14%
Exercise Confidence	+3%
Negative Exercise Attitudes	-2%
Exercise Hours	+11%
Positive Self-Esteem	+8%
Screen Time	-13%
Perceptions of Parental Support	+5%

Table 4. HGSW Summer Experience Counselor Fidelity Checklists

Environment	Percent Completed
<i>Ensure clean camp space at all times</i>	82%
<i>Maintain an inviting camp environment through music and color</i>	100%
<i>Maintain hygienic food service practices</i>	92%
Counselor Practices	
<i>Punctuality</i>	89%
<i>Camper nametags present</i>	89%
<i>Camper notebooks</i>	100%
<i>Daily physical activity</i>	87%
<i>SMART goal reflection</i>	87%
Special Activities	
<i>HGSW rules discussion</i>	100%
<i>First day icebreaker</i>	100%
<i>SMART goals lesson</i>	100%
<i>"Hidden Figures" movie discussion</i>	100%
<i>Focus group discussion</i>	90%
<i>New Moves lesson</i>	92%



Camper Focus Groups

Technology and Social Media Use

Campers gave great insight into the types of technology used by themselves and by other girls their age. Most had more than one electronic device that they used at home, including laptops and desktop computers, smart phones, tablets, and e-readers. Campers reported that they use tablets and smart phones most often for fun and keeping in touch with friends, with computers being primarily used for school work.

"So I use my phone for social media, talk with friends, and call my parents to make sure everything's good. And for the computer, I use it usually for school and only school."

All campers reported having Internet at home, and many indicated that some rules existed in the house to limit screen or phone time, including:

- No electronic devices before or after a certain time
- No electronic devices at the dinner table
- Parental controls on certain sites and Internet access

Instagram and Snapchat are overwhelmingly the most popular social media sites used by campers. When asked about using other social media sites, specifically Facebook, campers unanimously reported that they did not use it, and it was not popular among their friends. The most popular reason being that they felt like it was "more for parents".

"Um...I like Snapchat because of the filters. And...I like Instagram because you get to post pictures of yourself and you get to look at other people's. And um it updates you on a whole bunch of stuff that's going on in the world."

HGSW Website and Application Ideas

Campers suggested that they would not be likely to engage with a HGSW website, because they mostly search the web for sites related to school work. In general, apps on tablets or phones are a much more popular way for them to interact with peers and topics that are important to them. Campers were particularly interested in HGSW getting more involved with Snapchat.

"Like honestly the only time people go on the internet and search for something it would probably be for school. But if they had an Instagram page and had a theme for it so it was visually appealing then they could do more interactive stuff like contests or giveaways then it would get their name out there cause if you were doing a contest or a giveaway more people would post it and get them more exposure."

"If HGSW had SnapChat, I would definitely watch it. Because if I wasn't a camper or I didn't know what it was, it'd be nice to see it. Because we do a lot of fun stuff. So it'd be really interesting. Plus, now with Snapchat you can search up anything and it will show you different stories if you make it public. So, if someone wanted to know more about HGSW or stuff like that or there were people who didn't know about us they could easily look us up and see."



Specifically, multiple campers proposed that HGSW should make their social media presence more interactive, with contests and competitions. Some examples of competitions included having girls design and send in backgrounds, art, or music, with winners having their designs displayed on the app. Other ideas included using Instagram celebrities to post a video or photo promoting HGSW. A camper noted that HGSW would be more popular if they integrated with existing apps like Snapchat or Instagram, instead of creating their own, as it would reach a broader audience.

"If they had a giveaway or a competition then it would make it more interesting cause everybody wants to win something. If they would only try to get into it. So if they make it more interactive. If they just had an app I would download it and then probably just delete it."

Looking toward the future, campers were eager to share ideas for themes and activities they would like to see. Many would like more activities centered around mental health, positivity, and body image. Others would like to expand upon the STEM theme and focus on engineering projects that campers could work on as a group. Still others would like to see more sports integrated into the curriculum.

"I really like the idea of like engineering and building things. So like next year if we had a lab where we built something together as a project to see who got the best building and stuff like that. That would be cool."

HGSW Summer Experience

Campers supported what they reported in the surveys, stating that overall they really enjoyed the camp and the activities throughout the week. Going to the BEAM makers lab and meeting student athletes from UNC athletic teams were highlights for many of the girls.

"Something I liked was that I got a feel for what I'd like to do in the future and I just got to learn about a lot of new things."

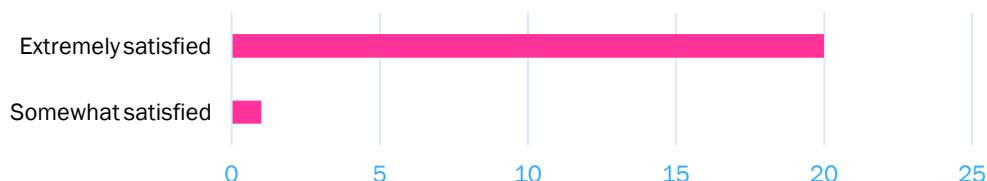


Many of the girls who attended the Summer Experience last year noted differences relating to field trips and the amount of sports that were played. Some noted that this year felt more sedentary than last year, which may have been due to the theme, as last year was more sports oriented. Campers really enjoyed the speakers, and would have liked to do more interactive activities with them in order to better understand the material they were teaching.

Parent Survey

Ninety-five percent of parents surveyed reported being "Extremely satisfied" with the HGSW Summer Experience, with the remaining 5% being "Somewhat satisfied." In addition, 100% of parents surveyed reported that they would not only have their daughter attend future HGSW Summer Experiences, but would recommended it to other parents.

Figure 5. How satisfied were you overall with the HGSW Summer Experience?



When asked “What has been the most valuable thing your daughter received from participating in the HGSW Summer Experience?”, parents had this to say:

“Leadership observance and practice, especially team work and self-advocacy.”

– Parent of 9th grader

“The networks and following a project from start to pitch.” – Parent of 6th grader

“The importance of eating healthy, being physically active, and the science activities (strawberry DNA extraction).” – Parent of 8th grader

“Getting to meet other girls who are also interested in the sciences. Also, the pitch learning opportunity I think gave the girls some confidence. Thanks!” – Parent of 9th grader

Counselor Survey

Six out of 13 counselors completed the post-camp survey. All agreed that they felt they had enough training prior to the start of the camp, and **all strongly agreed that the HGSW Summer Experience provided them with an opportunity to be a role model and develop valuable leadership skills.** All felt strongly or somewhat confident implementing the New Moves lesson, which was a new evidence-based activity that the HGSW Summer Experience piloted. Sixty-six percent of counselors felt the daily fidelity checklists were useful in helping make sure they completed the essential components of each day. All counselors felt the amount of activities in the schedule each day were just right. Half of counselors surveyed specifically mentioned the BEAM makers lab when discussing the week’s most impactful activities. When asked what they felt was the most impactful part of the HGSW Summer Experience for their campers, counselors also had this to say:

“Getting to know the girls and be around them was really insightful. Being around them showed me how important it is to raise the next generations to be stronger than the ones before.”

“BEAM and showing young ladies that they can be a part of fields that are male dominated.”

“I would have to say the New Moves lessons because they learned a lot more than they were expecting to especially when it came to the lesson about breakfast.”



When asked what they would change about the HGSW Summer Experience from a counselor’s perspective, all suggested different ways they would improve on a program they already feel very strongly about. Counselors looked ahead to next year, where a three-week camp will be implemented, and proposed shorter days to keep the energy up for both the campers and counselors. Pre-camp meetings were proposed (in addition to the post-camp debriefs that counselors and the leadership team already have) to set expectations for the day prior to campers’ arrival. Another counselor suggested more time for ice-breakers on the first day so they could get to know their campers better before the camp began.

When asked for final reflections on the week, counselors had nothing but praise for the Summer Experience.

"I think that this past week was awesome and I really enjoyed my time there. The process of everyday from breakfast to pick up went accordingly and we as counselors and co-directors were able to get objectives checked off." - Counselor

Discussion

Overall, based on feedback from campers, parents, and counselors, the 2017 HGSW Summer Experience was a success. Campers had fun and gained important hard skills in STEM, team building, presenting, public speaking, and healthy life skills. They also gained important soft skills, including self-confidence related to making healthy choices and exploring STEM. Counselors felt well-prepared for camp and confident to implement the New Moves lessons piloted during the week.



Goal: Ensure complete delivery of key aspects of programmatic components.

Counselors were not always able to ensure delivery of all programmatic components. Some of these reasons were out of control of the counselors, such as keeping all spaces clean and tidy at all times. Other reasons had to do with time and space. Fidelity checklists, while helpful for counselors in documenting general programmatic adherence, were not comprehensive enough to adequately reflect the specific components of each day. In addition, these checklists were completed once the day had ended and saw uneven response rates throughout the week.

Goal: Ensure complete participation for all components of the daily session.

All girls who were in attendance of each Summer Experience day participated in all components of that day's activities. Attendance was not taken throughout the day, so accurate accounts of which girls arrived late or left early were not documented.

Goal: Ensure participants' complete satisfaction with Summer Experience.

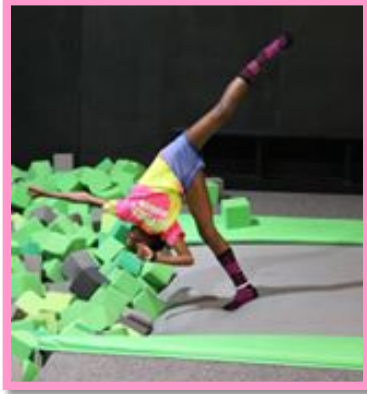
HGSW met the programmatic objective of at least 80% satisfaction among campers, with 90% indicating they were "Somewhat" or "Extremely" satisfied with the Summer Experience.

Although the Summer Experience was not long enough to see significant changes in attitudes and behaviors, the week proved long enough to see the start of significant shifts in core outcome indicators. Some of the most significant changes occurred in more subtle ways that were exposed during FGDs with campers.

FGDs also exposed important ways in which HGSW can grow its social media presence from the perspective of its key audience, adolescent girls. Using social media to engage the public through competitions and giveaways not only provides the opportunity to focus on the key skills HGSW aims to foster, it also boosts the organization's signal among those previously unfamiliar with HGSW. Campers also clearly expressed their need to be actively engaged with whatever activities they do, whether it is learning about STEM, playing sports, or teambuilding.

Overall, there were low response rates for both parent and counselor post-surveys. Higher response rates would have more adequately captured the opinions of both key stakeholder groups.

Programmatic Recommendations



The HGSW Summer Experience builds from a strong existing program that prioritizes an evidenced-based, culturally relevant curriculum to empower AAMSGS to achieve personally and professionally by building health from the inside out. As this was the first year of evaluations, the process shed light on areas of improvement that can help strengthen an already robust program and set it up for future evaluations.

Firstly, there are multiple improvements that can help support the collection of the best data possible. For future camps, groups should be distributed relatively evenly based on multiple factors, including age, grade level, and scholarship status. This allows girls to learn from each other and build from each other's strengths the duration

of the camp. In addition, each counselor group leader should have sign-in sheets to record camper attendance each day. This will not only help with data collection, but to ensure fidelity in regards to reach. To accurately match surveys to campers in a confidential manner, and accurately record who has participated in the pre- and post-surveys, campers will have identification numbers printed on to their nametags. This will provide the opportunity for more detailed analysis on individual as well as group change.

Additionally, fidelity checklists should be tailored to be more specific to the itinerary of each day. As each day is different, it is important to capture what went according to plan, what did not, what worked, and what didn't. In addition to making the fidelity checklists more specific, it is recommended that counselors are given paper versions at the start of each day. This way, they can record the completion of activities as they happen, and have better recall to record why things did or did not go according to plan. This will also ensure a higher response rate from all counselors in attendance.

More emphasis should be placed on the completion of surveys by both counselors and parents. It is vital to capture every voice involved in the HGSW Summer Experience, not just for stronger data, but because we believe it takes a village to raise a child, and we want to hear from the entire village. To better understand the perspective of Camp Directors, in-depth interviews should be conducted. These interviews can serve to clarify themes from fidelity checklists and counselor surveys, as well as get a deeper understanding of the camp's success from an organizational perspective.

While themes are important drivers of each Summer Experience, messages from campers during FGDs suggests that it's important to remember what girls expect from a camp: action! No matter the theme or activity, it is vital that the HGSW staff keep it engaging, interactive, play-directed, and fun! Continuing to provide engaging and empowering programming, while building capacity for process and outcome evaluations, will strengthen HGSW and the Summer Experience for years to come, and help build communities with strong girls who are ready to face life's challenges head on.

Appendices

Appendix I

HGSW Summer Experience Evaluation Components					
Goal	Objective	Indicator	Data Source	HGSW Survey	Evaluation Question/Component
Body Image					
<i>To promote health body image perceptions of HGSW participants</i>	Increase average body image perceptions of HGSW participants by at least one standard deviation between pre-test and post-test	Improved scores on Body Esteem Scale for Adolescents and Adults	Body Image Scale for Adults and Adolescents	Camper	<i>Dose Received:</i> How do HGSW summer camp participants perceive their body image?
Physical Activity					
<i>To increase PA among girls in HGSW summer camp</i>	80% of HGSW participants will meet CDC recommendations for 60+ minutes of daily PA by end of semester/summer program.	# of minutes of PA logged by participants each week	HGSW Camper Survey	Camper	<i>Dose Received:</i> To what extent did HGSW summer camp participants engage in PA activity?
<i>To increase self-efficacy for exercise behaviors in girls in HGSW.</i>	HGSW will provide participants with weekly exercise mastery experiences during the after-school program and summer experience.	Improved scores on Efficacy for Exercise Behavior scale.	Efficacy for Exercise Behavior scale	Camper	<i>Dose Received:</i> To what extent did HGSW summer camp participants improve self-efficacy for exercise behaviors?
<i>To increase the social support for exercise behaviors perceived by girls in HGSW.</i>	HGSW participants will demonstrate an increase in perceived peer support by at least one standard deviation between pre-test and post-test.	Increase in Friend Support for Exercise Habits Scale score from baseline to post-semester/summer participation.	Friend Support for Exercise Habits Scale	Camper	<i>Dose Received:</i> To what extent did HGSW summer camp participants perceive peer support for exercise?

	HGSW participants will demonstrate an increase in perceived parental instrumental support by at least one standard deviation between pre-test and post-test.	Increase in Parental Instrumental Support Scale score from baseline to post semester/summer participation.	Parental Support Instrument Scale	Camper	<i>Dose Received:</i> How do HGSW summer camp participants perceive parental support for exercise?
<i>To improve attitudes regarding PA among girls in HGSW.</i>	HGSW participants will demonstrate more favorable attitudes toward PA, such that perceived benefits will increase and perceived barriers will decrease by one standard deviation between pre-test and post-test.	Increase in perceived benefits and decrease in perceived barriers to PA on Attitudes Toward Physical Activity Scale from baseline to post-semester/summer participation.	Attitudes Toward Physical Activity Scale	Camper	<i>Dose Received:</i> How are HGSW summer camp participants' attitudes towards PA impacted by the summer camp experience?
<i>To improve the access to PA opportunities for girls in HGSW.</i>	HGSW will provide weekly opportunities for PA during the after-school program and daily opportunities for PA during the HGSW summer experience.	Number of PA opportunities provided with fidelity to protocol	HGSW Summer Camp Counselor Survey	Counselor	<i>Dose Delivered:</i> How many opportunities for physical activity (PA) did your campers receive during the week?
Sedentary Screen Time					
<i>To reduce sedentary screen time among HGSW participants.</i>	80% of HGSW participants will reduce sedentary screen time to less than two hours per day by end of semester/summer program.	# of hours of sedentary screen time/day logged by participants each week	HGSW Summer Camper Survey	Camper	<i>Dose Received:</i> To what extent did campers reduce their screen time?
<i>Increase the percentage of HGSW families that have set rules on sedentary screen time.</i>	80% of HGSW parents will pledge to set and enforce rules regarding family sedentary screen time by the end of the after-school session/summer experience.	Increase in number of parent pledges to set screen time rules.	HGSW Summer Camp Parent Survey	Parent	<i>Reach:</i> How many HGSW families set screen time rules?

Family Environment					
<i>Increase the percentage of HGSW girls with a supportive, kind, and caring home environment.</i>	HGSW summer experience will provide at least 3 opportunities for parents and children to learn about healthy lifestyles and practice collaborative goal-setting.	Increase in parental support subscale score on Social Support for Children and Adolescents Scale from baseline to post-summer experience participation.	Social Support for Children and Adolescents	Camper	<i>Dose Received:</i> How did the HGSW Summer Experience impact campers' feelings of support at home?

Appendix 2

HGSW Summer Experience Focus Group Session Questions

1. **How do you like to use her phone, tablet, and/or computer?**
 - 1.1. Do you have rules at your house for phone/computer use, what are those rules?
 - 1.2. Does you have a phone with internet access? What do you use it for?
 - 1.3. If you have a computer in your home with internet access, what do you use it for most?
 - 1.4. If you do not have a computer with internet access in your home, what are some, if any, problems you encounter when trying to finish school work or keep in touch with friends?
 - 1.5. Do you have an iPad or tablet? What do you use it for?
2. **What are your favorite social media sites?**
 - 2.1. What do you like about them?
 - 2.2. When do you like to do when you're online?
 - 2.3. What are your favorite websites?
 - 2.4. Do you think that a site like Instagram or Facebook for HGSW for girls your age would be used a lot by you and your friends? Why/why not?
 - 2.5. What would you like to see posted on a HGSW Instagram or Facebook page?
3. **If you were able to make a website or social media page online to teach you and your friends about health what would it look like?**
 - 3.1. What would it do?
 - 3.2. What types of topics would you like to see it focus on?
 - 3.3. How would you tell your friends about it?
 - 3.4. How do you think it'll make you and your friends want to make healthy choices?
 - 3.5. Do you think that a game or interactive website promoting health for you and your friends would be used by you and your friends often? Why/why not?
4. **HGSW Summer Experience**
 - 4.1. What have been some of your favorites parts of the HGSW Summer Experience?



- 4.2. What are some things you wish you could change?
- 4.3. What did you **NOT** like about the HGSW Summer Experience? (Reassure girls that it's OK to share)
- 4.4. How have your SMART goals changed this week?
- 4.5. Tell us what you thought about the "New Moves" lesson that you had today.
- 4.6. What is one thing you learned from the "New Moves" lesson?
- 4.7. What are some topics or themes that are important to you that you would like to see HGSW focus on in the future?