



The Students
Commission
Centre of Excellence for
Youth Engagement

SHARING THE STORIES



Power to Girls Foundation: Aggregate Report



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Origin Story

Power to Girls Foundation is a non-profit organization that provides mentorship, community interaction, and fun activities that build confidence, self-esteem, and connectedness among Afro-diaspora girls. The purpose of Power to Girls is to guide the youth participants to be cultivated and flourishing members of society. The Power to Girls Foundation hosts four main projects:

- Personal Development
- Mentorship & Relationship Building
- Healing and Art
- Community Outreach

This specific report will focus on the Mentorship and Relationship Building project. This program was created to connect youths with positive role models through setting up mentorships with individuals who share similar personal stories or career aspirations. Another element of this program is that it connects the participants with each other, building a community between the girls. The program also works with the mothers of the participants in order to strengthen their relationships.

Given the common goals of guiding youth into flourishing adults, the Students Commission of Canada and the Power to Girls Foundation have partnered to assess the concrete impact that the Power to Girls Foundation has had on some of their participants, specifically through the Mentorship & Relationship Building program. With the help of the Students Commission, this report was created to celebrate the success of the Power to Girls Foundation. #PowerToGirls!

Executive Summary

The purpose of this report is to examine the impact that the Power to Girls Foundation has had on youth participants, specifically in terms of their perceptions of relationships and connectedness, as they were participating in the Mentorship and Relationship Building program.

The Power to Girls Foundation was created in order to provide Afro-diaspora girls the opportunity to build self-confidence, self-esteem, and healthy relationships with those around them (particularly women).

In order to assess the youth participants' perceptions of their relationships, the Healthy, Close Relationships module was completed by said youth and compared across the previous two years. Additionally, their results were compared to the StS Aggregate sample. Quotes from the Power to Girls participants were collected and presented throughout the report in order to highlight the quantitative findings.

On average, the participants of the Power to Girls Foundation have consistently agreed that they have positive perceptions of their relationships and feelings of connectedness. The Relationship Connectedness and Skills portion of the questionnaire showed significant increases from year 1 to year 2, suggesting that the participants have more positive perceptions of their intimate relationships, such as friendships.

Specific to program connectedness, Power to Girls participants from year 2 had significantly higher levels of program connectedness than the StS Aggregate sample. This finding suggests that the Power to Girls Foundation has been significantly more successful than average StS programs at encouraging connectedness between the participants and the program.

These findings appeared to parallel the thoughts of the Power to Girls participants' qualitative responses, which reflected on the truly positive impact the Power to Girls program has had on their experience as a youth.

Overall, given that the one aspect of the Power to Girls Foundation is to promote healthy relationships, it seems that this objective is being achieved. Based on participants' quotes, future recommendations include promoting more respect between group members when others are sharing.

Process and Tools to Date

The Power to Girls program chose one *Stepping Up* quantitative survey module to discover trends and outcomes of the program. Sixty-five participants completed the module used to evaluate the program over the past two years (over two time periods).

- The Healthy, Close Relationships tool examines the extent to which youth form and maintain healthy, close relationships.

Program	Stepping Up Modules	Other Sharing the Stories Tools
The Power to Girls program	- Healthy, Close Relationships Module (n=65)	Qualitative quotes

The module contained 16 questions, separated into three sub-sets.¹ All of the questions within the module used a 5-point scale (ex: 1= Strongly disagree, 5= Strongly agree) to determine how much participants agreed or disagreed with the statements.

The current year's Power to Girls program data is graphed alongside the past year of program Power to Girls data and the StS aggregate dataset, which includes youth voices from other programs. The StS aggregate provides a useful comparison to contextualize the results. Differences between the Power to Girls program and StS aggregate have been tested statistically² (if $n > 30$).

The participants submitted 36 statements based on different prompts about the Power to Girls program, which will be displayed throughout as quotes.

¹ Questions are grouped into statistically reliable sets. Reliability is a measure of internal consistency of a set of questions. In other words, each set of questions is good at measuring the related, but different aspects of what is being studied.

² If a result is statistically significant, it means that it is very unlikely that it occurred randomly. In other words, if the difference between your program and the StS aggregate is statistically significant, it means that there is a meaningful difference between your program and other programs.

Organization of the Report

This report will be broken down into three sections. The sections will be as follows:

- 1) Demographics: This section will give an overview and breakdown of the various demographics who took part in the program. The information in this section will be displayed as an infographic to allow for a visual representation of the data.
- 2) Healthy, Close Relationships Module results: These results will be graphed to illustrate multiple time points to see change over the course of the program cycle, from the previous year to the current. The results will also be compared to the StS aggregate.
- 3) Discussion and Conclusion: Main takeaways and recommendations will be presented in this section.

A reference list and appendix can be found at the end of this document.

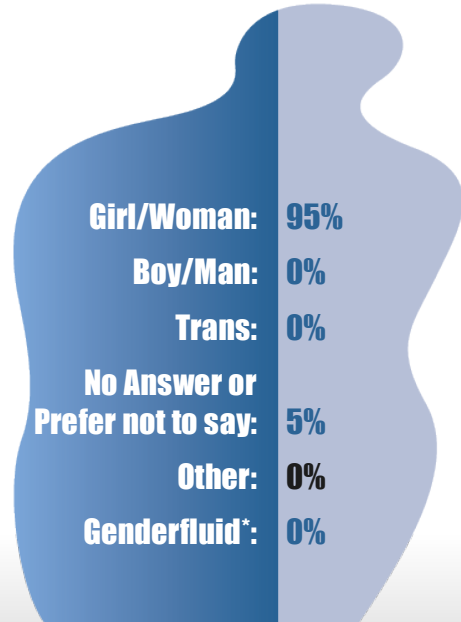
Demographics

12.7

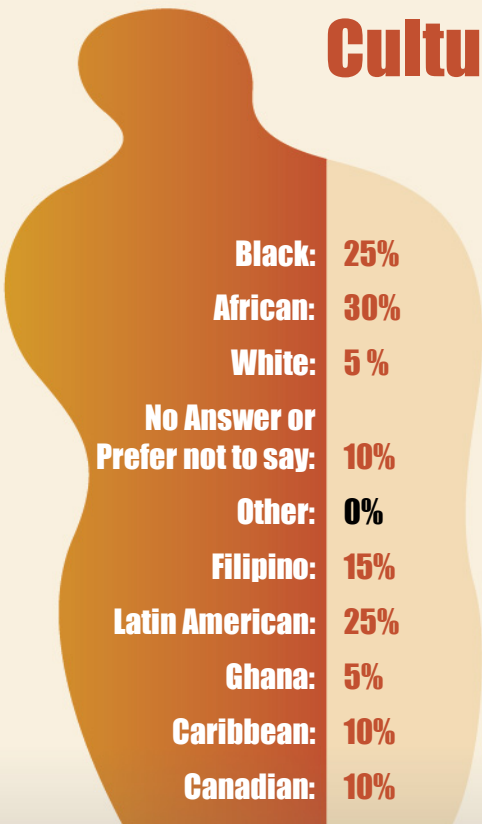
Average Age

This section outlines the demographic breakdown of the Power to Girl's program: The Girl Project

Gender

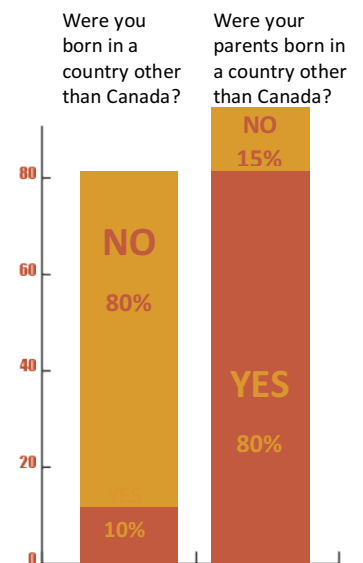


Cultural and Racial Backgrounds

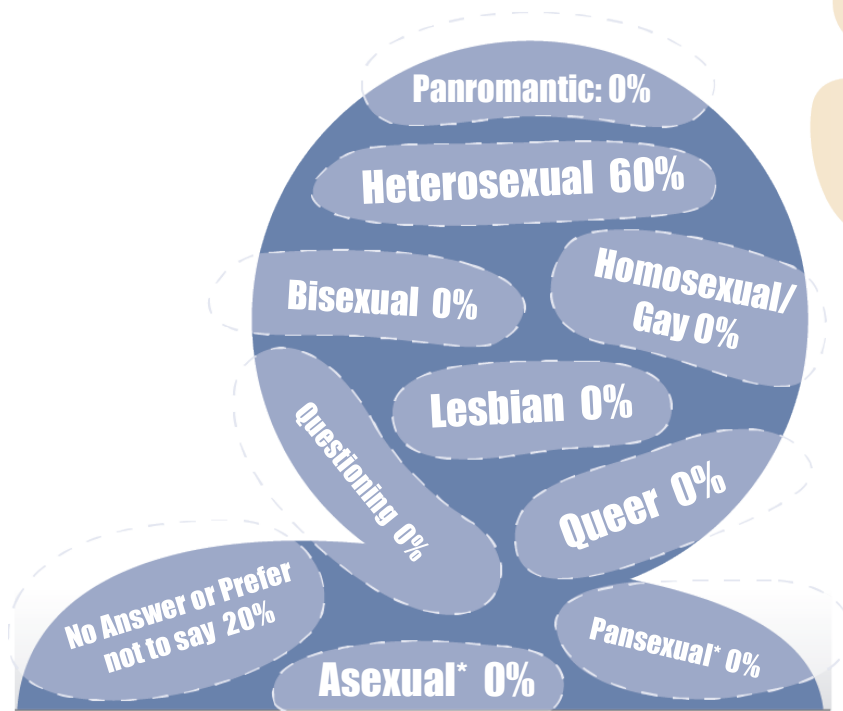


Country of Origin

Participants were asked two questions to determine their country of origin.



Sexual Orientation



60% English
0% French
40% Speak another language

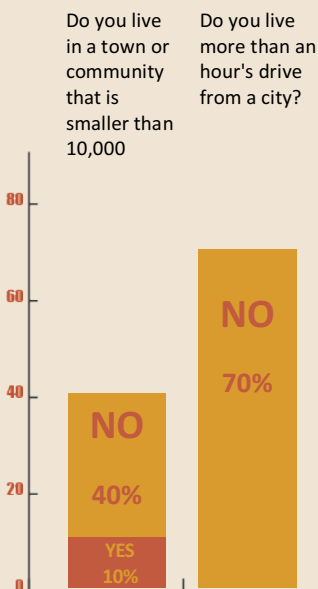
Amharic 5%, Italian 5%, Patois 10%, Polish 5%, Portuguese 5%, Spanish 20%, Tagalog 10%, Twi 20%, Vietnamese 5%

Languages spoken at home



Rural or Urban

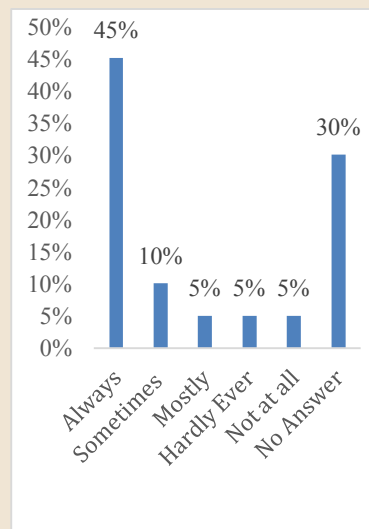
Participants were asked two questions to determine whether they lived in rural or urban areas.



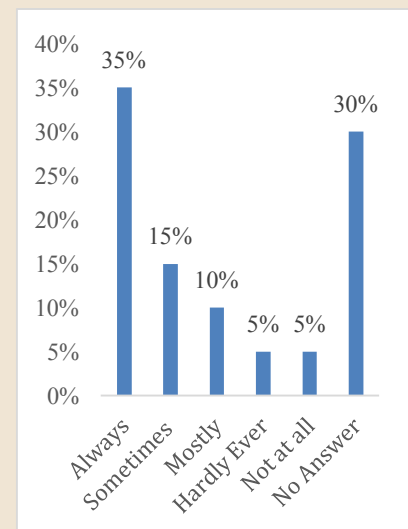
Money for Basic Needs & Fun Activities

Finally, participants were asked the degree to which they had enough money to meet their basic needs and participate in fun things

Meet your basic needs (food, housing, clothing, health care)?



Do you have enough money (from a job, parents/guardians, etc.) to do the fun things you'd like to do?



Results: Youth voice

Module 1: Healthy, Close Relationships

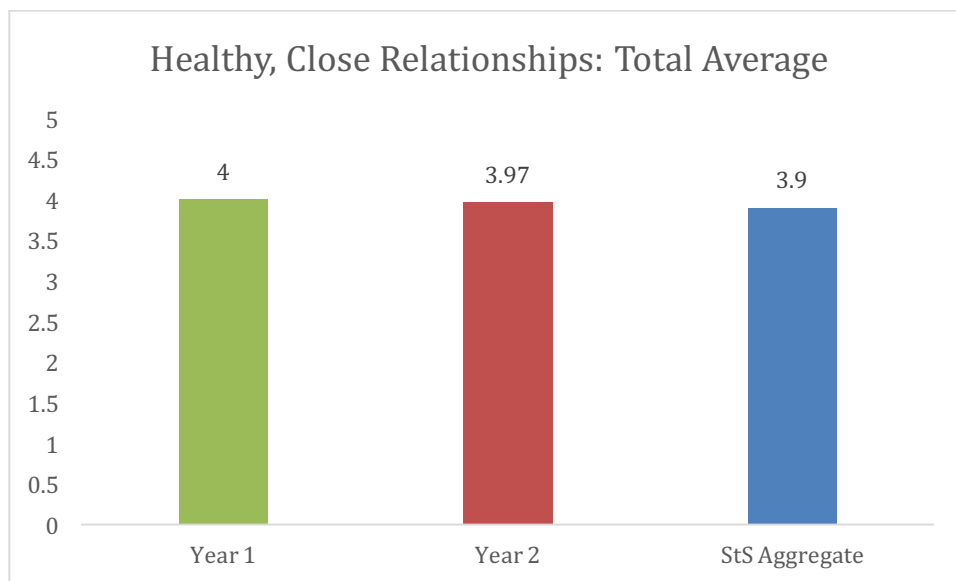
“The program has been great. This program has allowed me to open up to people.”

“I love the program and I have benefited greatly after attending classes. Such as not to compare yourself to others and not to follow stereotypes.”

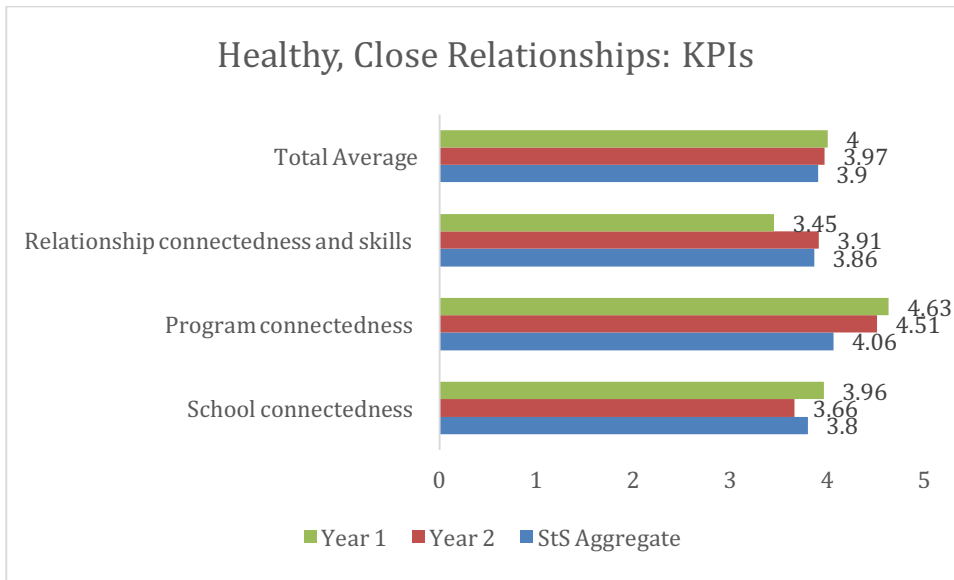
“At this program, I feel comfortable being around other people. I have made new friends and I feel more confident in myself”

Sample Sizes		
Year 1	Year 2	StS Aggregate
N = 19	N = 44	N = 1416

The Healthy, Close Relationships module is a 16-item StS tool designed to assess youth perceptions of their connectedness to several areas of their life. The module is broken down into three sub-categories: relationship, program, and school connectedness.



Takeaway: When examining the total average of the Healthy, Close Relationships module, it is clear that the Power to Girls program continues to positively impact young girls, as their score was nearly the same from year 1 (4) to year 2 (3.97). Given that the StS Aggregate was 3.9, there were no significant differences between time points or compared to the aggregate.



Relationship connectedness and skills (Lawford et al., 2012)

“I love the program so much. What I have learned from this program is that I should always be myself, don’t listen to the haters. Always love yourself no matter what and that I am beautiful no matter what.”

This sub-scale measured participants’ relationships on a more general spectrum, rather than specific to the program or school.

The youths’ scores significantly increased from year 1 (3.45) to year 2 (3.91), $t(63) = -2.27, p = .027$.³ This finding suggests that the youths’ perceptions of their relationships has positively increased from the first to second year. Given that the Power to Girls program is based on a relationship-building model, this finding suggests that the program is accomplishing its goals.

There was no significant difference between the Year 2 scores (3.91) and the StS Aggregate (3.86). This suggests that during year 2, Power to Girls participants’ perceptions of their relationships had improved in such a way that they were now on par with the average StS participant.

³ This result was found through a statistical analysis called a t-test. The scores and their averages are compared to see if there was a meaningful difference between the groups, based on both the mean and how the scores differ from each other. If the probability level (p value) is equal to or less than .05, it means that the scores are significantly different from each other (the differences are not from random variations but a consistent difference across many scores). This means that there was a concrete change.

Program connectedness (Blum, 2002; Zeldin, Krauss, Collura, Lucchesi & Sulaiman, 2014)

“I feel very safe in this program and I feel more comfortable in my own body now.”

The program connectedness portion of the questionnaire measured how the Power to Girls youth felt about the program, specifically in terms of their connection to various aspects of the program.

There was no significant difference in scores from Year 1 (4.63) to Year 2 (4.51), implying that Power to Girls participants continue to feel very connected to the program (as these scores are out of a total of 5).

Compared to the StS Aggregate (4.06), year 2 Power to Girls youths (4.51) had significantly higher perceptions of program connectedness, $t(1261) = 4.21, p < .001$. This result suggests that Power to Girls is doing an excellent job at including their participants and promoting intimacy and safety in the program.

School connectedness (Blum, 2002; Zeldin, Krauss, Collura, Lucchesi & Sulaiman, 2014)

“This program has taught me to love myself in anyway, and the food was blessed and I made friends with both the teachers and students and I had a very fun time in the Power 2 Girls Program. #PowerToGirls!”

There was no significant difference from year 1 (3.96) to year 2 (3.66) in terms of how connected the Power to Girls participants felt towards their school environment. This suggests that the program may not be impacting the youths' relationships towards school.

Similar to the comparison across year 1 and year 2, there was no significant difference between the year 2 Power to Girls participants and the StS Aggregate.

Discussion: Making meaning of the findings

In relationship to the Healthy, Close Relationships Module, Power to Girls participants reporting quite positive perceptions of their relationships.

From the previous year to the current, the girls' perceptions of their relationship and relational skills improved significantly. This may suggest that youth are feeling more connected to each other in the group than when they first started.

In comparison to the StS Aggregate sample, the Power to Girls participants reported significantly stronger perceptions of how connected they felt to the program. This suggests that the goal of nurturing the youths' ability to form close, healthy relationships has been successfully reached (and hopefully will continue to be).

Conclusion

The purpose of this report was to examine if there was an increase in perceptions of relationship quality by the Power to Girls youth participants over the previous two years, as well as to compare their scores to the StS Average.

On average, the Power to Girls youths reported high levels of healthy, close relationships. Perceptions of their personal relationships significantly increased over time, while their year 2 program connectedness was significantly higher than the StS aggregate.

Given the objective of empowering girls to be their best selves, be it personally or relationally, it seems that the Power to Girls Foundation is doing an excellent job at what they sought out to achieve.

Several quotes have been displayed as suggestions or future changes to the program:

“This program has helped me reveal stress and help me vent about life. I love the program as is and you shouldn’t change it.”

“Steps for improvement: more time for the program”

“What has to change is our talking-to much problem.”

“The thing I liked about this program is that we get to talk about all the things about our day, bullying and many more. We get to know each other more. The thing I don’t like about this program is that we only have 1 hour and 30 mins.”

“There is a lot of talking and yelling and going on their phones alot of disrespect”

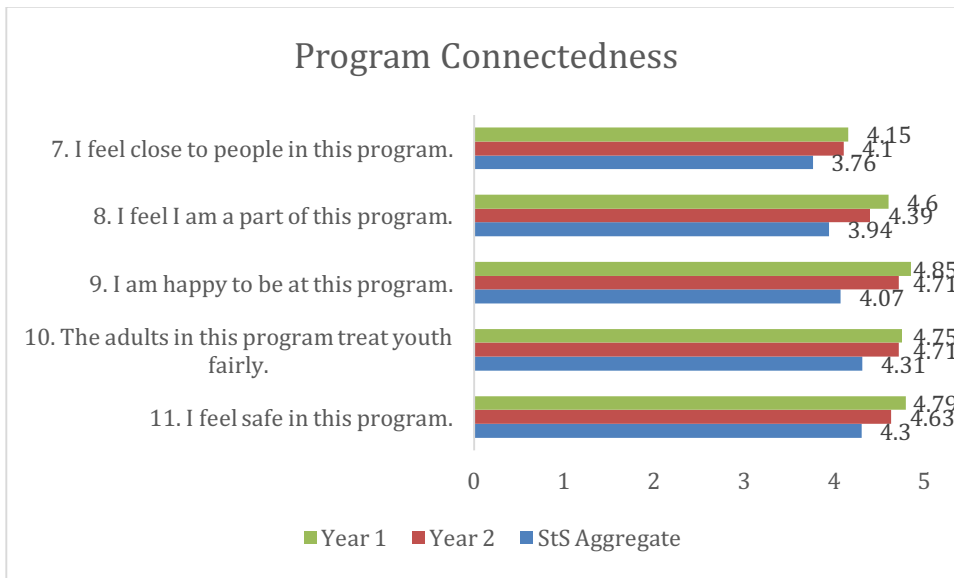
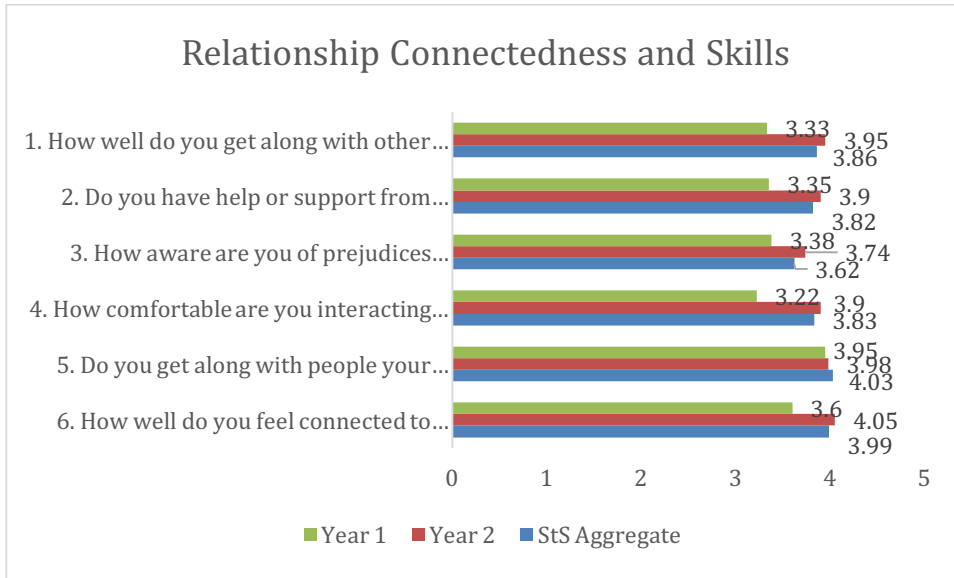
Based on these quotes, the program could improve in terms of availability, as well as respect between the participants. That said, many participants said that they would not change a thing about the program and were extremely satisfied.

Hopefully, the Power to Girls Foundation will continue to make as positive an impact on future participants as it has on those who participated in this questionnaire.

References

- McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the national longitudinal study of adolescent health. *Journal of school health, 72*(4), 138-146.
- Lawford, H., Ramey, H., Rose-Krasnor, L., & Proctor, A. (2012). Predictors of adolescent successful development after an exchange: The importance of activity qualities and youth input. *Journal of Adolescence, 35*, 1381-1391.
- Zeldin, S., Krauss, S. E., Collura, J., Lucchesi, M., & Sulaiman, A. H. (2014). Conceptualizing and measuring youth–adult partnership in community programs: A cross national study. *American Journal of Community Psychology, 54*(3-4), 337-347.

Appendices



School Connectedness

