



**GIRLS' CLUB AT VERDUN ELEMENTARY:
Evaluation Report 2004-2005**

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1. CONTEXT

Girls' Club is a school-based program using girls' critical education and engagement to prevent violence. Conducted as a partnership with Verdun Elementary School since 2003, the program now also has a component at Beurling High School to provide ongoing support to Girls' Club participants in the high school transition.

GC currently involves between 15 and 25 girls in grades five, six and secondary 1 in weekly or bi-weekly activities, either after school (in the elementary school) or during lunch hour (at the high school). The program aims to create safe spaces, encourage the development of supportive relationships, and empower girls to recognize and act on violence and oppression in their lives. Through creative, physical and information activities, girls become involved in thinking about, questioning and discussing issues such as relationships, communication, body image, sexuality, decision-making and conflict resolution. The activities are led by young women working as volunteer facilitators, and coordinated by staff from Power Camp National.

This document reports on a participatory evaluation process and results for Girls' Club in 2004-2005. It is the first report in a series that will be part of an ongoing evaluation process from 2004-2005 through 2006-2007.

2. EVALUATION PROCESS

The aims of the participatory evaluation process for Girls Club are to: 1) continue to build on Power Camp's internal strengths for evaluation, 2) satisfy requirements for evaluation and accountability, and 3) facilitate organizational learning.

The evaluation was led by an Evaluation Team composed of two girls from Girls' Club, a behavioral technician from Verdun Elementary, three representatives of Power Camp National (the program coordinator, a facilitator, and the evaluation coordinator) and the external evaluator.

The Evaluation Team met in January 2005 to develop evaluation questions for the evaluation, and again in February to develop a concrete data collection plan. As shown in the table below, the evaluation questions were aligned with those proposed by the program funder, and the interpretation of these made by the Power Camp team, to ensure that all stakeholders' questions would be addressed.

Evaluation Questions

Evaluation Team's evaluation questions	Power Camp's/funders' evaluation questions
Participation	
1. Who goes to Girls' Club? Who goes to Girls' Club and who doesn't? Why do they go/not go? What makes them show up/not show up?	
Program implementation	
2. What happens at Girls Club? What do girls like/not like? Are girls happy? Do girls feel safe at Girls' Club? How do girls feel about the rules at Girls' Club? What are girls learning at Girls Club?	
Impacts	
3. What happens to girls who go to Girls Club? Do they have as many/more friends? Will they be bullied for coming? 4. What happens to girls in Girls' Club when they go to high school? Do they want to be part of Girls' Club?	1. Do the girls who participate in Girls Club become self-advocates & agents of positive change (try new things, take healthy risks, speak up, have confidence in themselves)? 2. What skills do girls gain or build? (what kind of skills do they get? how do they use them?) 3. Do the girls develop: - critical thinking? - self and community awareness? - ability to cope with violence in their lives? 4. Do their girls' social interactions change? - with boys? - with their families? - With their friends? 5. Do the girls' communities?: - work towards reducing violence in girls' lives? - have less violence or less factors that could lead to violence?
Futures	
5. Will Girls' Club continue? Will it shut down if not enough girls go? How long will it be there? How long will the facilitators be there?	

The number of interviews and the interviewers are shown in the table below.

Interviewees	Interviewer
Girls from Girls Club at Verdun Elementary (group interview with 4 participants, all in Grade 6)	External evaluator
Grade 6 teachers at Verdun Elementary: (2)	Power Camp evaluator
School vice-principal	External evaluator
Parents of Girls' Club participants (2)	Power Camp evaluator

3. INTERVIEW FINDINGS

The interview notes were used to produce the summary shown in the following sections. Each main issue in the evaluation questions is addressed in turn, according to the perspective of the three main stakeholder groups: (The order of presentation is varied so as to not give the impression of a hierarchy of respondents.)

3.1 Participation

Reasons for participation and non-participation

Girls. The girls interviewed said girls have many reasons for attending Girls' Club (GC): they want to have fun, to see what it was like, some because girls who had participated last year had told them it was fun. One girl said girls participate because they want *"more girl time, less boy time"*.

When asked why some girls don't attend or stop coming after a while, the girls interviewed pointed out some issues related to adults' decisions: some girls *"are not allowed to"* because they have to go home after school, some have other activities they *"have to go to"*, and some have been kicked out of GC for breaking the rules. They also mentioned that they think some girls stay away because of rumours they have heard about GC. Two examples were given: that last year a lesbian facilitator had made advances on the sister of a girl in GC (which participants were quick to point out was an example of what they had learned about prejudice and exclusion); and beliefs that participants were forced to talk about subjects that made them uncomfortable, such as sex and condoms.

Teachers and school administrators. From the perspective of teachers and school administrators, the participants in GC consist of a core group with others that attend less regularly, according to the topic or activity. According to the administration, they are a diverse group, not necessarily seen as popular, and have in common the lack of a strong friendship network outside of GC. According to one teacher, the GC participants are generally more confident and better *"able to achieve the demand of extra-curricular activities."* This teacher feels that GC *"enhances their leadership. It's a place to feel confident about this skill they have"*.

According to school staff, the girls' reasons for attending vary: in large part it is because of peer influence – wanting to be with friends who attend, in part it is because they are interested in the activities, in part to be able to express feelings, and in part to interact with the facilitators – older girls who act as mentors. Some are also attracted to particular topics that they are not able to discuss at home (sexuality, sexual abuse issues). Although teachers did not necessarily encourage girls to participate, the behavioral technician was active in promoting the program to girls.

Parents. The daughters of the two parents interviewed were both regular attendees of GC. One parent stated that her daughter joined *"because she joins everything"*, while the other said that in fact it was her and a social worker who wanted her to attend to help deal with some issues that she had faced over the summer. Both parents were supportive of their daughters' participation, one because

“they talk about things they would be too shy to talk about with boys”, and the other because “its an outlet” for her daughter, who was experiencing some difficulties with other girls in the school.

3.2 Program implementation

Satisfaction

Parents. The parents interviewed felt that their daughters like GC. They had not heard any negative comments about it, and noted that if their daughters were not enjoying it, they would not go.

Girls. The girls had much to say about what they enjoyed more and less at GC. They first described all the different activities that they do, showing the schedule posted on the door. In their words, their activities are “music, dance, arts and crafts, stuff outside” and “talking about serious stuff”. With respect to the latter, they noted that their preferences were respected as the “(facilitator) said we don’t have to do sex education”. This was echoed when they spoke about what they like best at GC, one of which was “you can choose what you want to do”. As an example, the girls said that they play games sometimes but “you don’t have to play the games if you don’t want to”. This led to another observation about what they liked best at GC: “mostly its how they let you be responsible, they don’t treat you like a little kid. You tell them what’s wrong and they tell you what’s wrong.”

When asked what they didn’t like, the participants noted that “it’s a tiny bit boring”, and “sometimes we finish and there is nothing else to do but its not time to leave”. They also said it was “boring when people are not talking to each other” and “when someone has a fight”. When this happens “we all have to talk about it” – this was described as boring.

Another example, that came up in response to the question about what girls did not like about GC, was a situation where some people left an activity because of a perception of racial insults (it was not clear whether this was among the girls or a reaction to a film they had been watching).

Finally, girls recounted that they did not like having to keep the windows closed in their room, which apparently was a requirement stemming from a complaint that had been received about girls being too far out on the windowsill.

Teachers and school administrators. Neither the teachers nor the administrators felt that they know very much about the activities in GC, although the administration has “a perception that a lot of good creative things go on”. Some concern was expressed about the nature of the activities, which at times seemed to generate a lot of involvement, but at other seemed more like “a drop-in center that the girls might not be ready for”. The administration was concerned that the monitoring was somewhat loose for these girls, and would be more comfortable if it were “a little tighter”. Creating more of a sense of responsibility in the girls was also desired, for example so the “the room was better taken care of”.

According to the teachers, girls do not talk much about what they do in GC, and the teachers do not necessarily ask them: “its their thing”.

Feelings and feeling safe at GC

Teachers and administrators. One teacher felt that the girls felt that CG was “*an enjoyable place to be*”, and that the girls liked the arts and crafts activities.

Parents. The parents interviewed were asked if their daughters felt safe at GC, and both were sure their daughters did feel safe.

Girls. When asked how they feel when they are at GC, the girls had several responses. The first conveyed a sense of having a place to go to: “*really that I have somewhere where I can go. Not hanging around on the street, like a second home*”. A second theme seemed to indicate feelings of social support and validation: “*a place for when you are not noticed, no one talks to you: It helps you, cheers you up.*” For other girls, GC gave them feelings of having a haven: “*so you can get away from the rest of your life*”.

Girls were asked if girls feel safe at GC, and they all said yes without hesitation.

Rules of GC

Girls. The girls were asked how they feel about the rules at GC. The girls are very aware of the rules about fighting and that “*we have to respect them otherwise we have to talk about it*”. They did not seem to have an opinion about whether the rules were fair or unfair, but were well aware that the sanction for fighting was to be excluded for a week, and that girls had been asked to leave GC because of physical fighting.

Fit with the school

Teachers and administrators. The teachers and administrators were asked how well GC fit with the school’s values and philosophy. All respondents felt that GC fit in very well in terms of approach, emphasizing that “*it backs up what we are doing*” and “*that any group we have in the school is a benefit for us*”. In the context of the lives of women in the surrounding community, who face de-valuing, abuse, violence and are often living in situations of young single parenthood in a cycle of intergenerational poverty, the school staff see GC as part of a solution: “*if this can show other ways, express other routes, it’s one of the most valuable groups we can have in the school*”.

Some issues were raised, however, with respect to GC’s fit within the school organization. For both teachers and the administrator, communication with the GC personnel was an ongoing issue. All respondents felt they would like to know more about what was going on at GC: “*communication between teachers and the club could be more clear. Or a teacher could be a representative at meetings. I do not have a clue what the girls do. What are the objectives? GC could be part of a staff meeting where they share the objectives for the year*”. Similarly, the administration felt that “*as we had last year, we should meet more often, more regular contact should be re-established, with monthly meetings... expressing our feelings about how things are going. The GC people can talk about what they’re noticing, keeping us updated*”.

In addition, several incidents over the past year had raised concerns about the adequacy of the supervision and judgments of the facilitators (attributed to their youth and thus lack of experience in anticipating and dealing with the complex administrative and legal issues that can surround

interventions with children in the school setting). Both teachers and the administrators felt that greater involvement and more frequent contact would be desirable, and that this would help ensure that any incidents were either prevented or discussed immediately and openly.

3.3 Impacts

Impacts on interactions

Parents. Parents did not feel that GC had changed anything about their daughters' friendships: *"Hard to say. They're never here long enough."* However, at a later point, a parent noted that her daughter was getting along differently with other people in that *"she seems to be showing more respect. Accepting people more for who you are"*

Teachers and school administrators. The two teachers interviewed had seen different impacts on the GC girls' friendships. One teacher noted that the GC participants in her class had difficulties in the social domain, and that GC had particularly exacerbated the challenges faced by one of the girls in getting along with the others: *"It put one of the participants into a situation she could not handle"*. This teacher felt that girls with social difficulties should have additional support to prepare them for integration into a new group, in a staged process: *"pre GC, group interaction, evaluation of the interaction"*.

In contrast, the other teacher felt that overall, GC had had positive effects on the girls' friendships: *"They're sharing more together. Cooperation, teamwork, communications. GC enhances that too. Through that they practice and develop these skills. They then take initiatives in sports, its channeled into something positive....GC girls are confident, they play sports."* One respondent noted that GC had supported the development of some new friendships, and through these, *"the girls tend to count on each other more"*.

Girls. The girls interviewed felt that being in GC resulted in them both keeping friends and making new friends, and that now many of their friends were going to GC. GC helped them to develop stronger friendships: *"you talk to them more, know them more"*. They also spoke about the safe space created by GC: *"Some kids don't like to talk. If you are in a room with just the same girls, you're not afraid that that the boys are going to make fun of you"; "If you have a really big secret, you would come here to tell it, you wouldn't be afraid"* (with an example given of a secret that a girl did not know how to swim). They are also differentiated between friendships: *"good friends try to help you, bad friends will make fun of you"*.

The girls were asked about being bullied and whether this had happened to them for coming to GC. They had experienced bullying, but this did not seem to be in direct relation to GC. The bullying experiences seemed to be related to the recent merging of the school and another primary school and the re-establishment of social hierarchies in the new school: *"Some people get chosen for everything. They need to have everyone look up to them"*. There was an indirect relation to GC, in the sense that some of the negative perceptions and consequent rumors about GC were linked to the students involved in the bullying.

Impacts on girls' self-advocacy and agency for social change

Girls. The girls interviewed had noticed many types of changes and learnings over the course of the year. One change was in how participation opened them to new self-perception and new people:

“At the beginning of the year, people think they’re so cool. They come to GC and they make new friends, and they learn that no one is perfect”; “its telling us by giving us chances. And we can recognize the person for who they are. Like I didn’t know (girl), I knew her but I didn’t know who she was until at GC.” This was linked to a sense of responsibility that GC was fostering: *“Its great responsibility and punishment at GC”*. Another type of change the girls noted was a greater self-awareness, coupled with a new understanding of social exclusion issues: *“Before people said something about me calling one of my friends a faggot. I know now why no one calls people that, that no one says that”*.

It was noted that girls’ behavior is not always consistent, depending on their circumstances; *“Some girls change their behavior when they’re here, but when they go outside, they still act like they’re perfect”*. *“Some are just hyper, they don’t hear what adults say”*.

One participant noted that: *“my mom says I’ve changed since I’ve come here”*.

When asked about the specific types of skills and capacities that GC aims to reinforce, the girls were able to provide examples:

Trying new things and taking healthy risks. According to the girls, GC exposed them to new things that would otherwise not have experienced: for example, it let them try different games *“even when we think they’re retarded”*, as well as new foods: *“there are kids that don’t like apples. They can get apples at GC and then they like them”*.

Speaking up and having confidence in themselves. The girls agreed that GC helps girls speak up for themselves, for example, to stand up to others’ images of girls: *“people say girls can’t do it, but girls can prove the guys are wrong. Like for example that girls can’t play Champ. Someone would say girls can’t play Champ”*. In this case, the girls were able to show the boys that they were as good at this game and could play it if they wanted to.

Critical thinking. Several interview questions aimed to assess the impacts of GC on girls’ capacity for critical thinking. The girls interviewed felt that they were better able to understand other peoples’ behaviour: *“Yeah it taught us that not everyone is the same. Its not good to criticize people”*. While they weren’t sure if being in GC had helped them understand their own actions better, they did feel it helped them be more reflective: *“we are like asking why in our heads we are saying things”; “Some people tell us one way to do something, but some kids don’t want to do it that way. We ask why is that, is it because they don’t want to get in trouble”*.

Dealing with stress and violence. The girls related this question to be able to stand up to other people, and were able to give an example of a change in this direction: *“Yes some girls are afraid of what other boys or girls will say. Like (girl) is shy. But now (girl) actually speaks up to (other girl), she actually tries.”*

Parents. Parents also saw some differences in their daughters. One said: *“She’s a lot more outgoing now. She was very closed for the last two years. Now she won’t hold back, she will say what she needs to say when she needs to say it. More liable to confront someone that confronts her rather than back down”*. The other felt that GC hadn’t really changed her daughter, but had *“opened her eyes to new areas, learning things she doesn’t know about”*.

When asked about the specific skills and capacities, parents had observed some changes, but they did not always attribute them to GC:

Trying new things and taking healthy risks. One parent said that her daughter always wanted to try everything, so this was not an effect of GC. The other felt that participation in GC had led her daughter to try new things: *“She went out for the math Olympics She’s doing the talent show again. She helps with little kids more. Schoolwork has improved a lot. She’s not as uptight”*.

Speaking up and having confidence in themselves: Both parents felt their daughters were more able to speak up for themselves: *“Just I guess more cause she feels she has a voice now when its a subject she knows about now”*, but in one case this was seen to be a result of a combination of factors: *“Oh yeah! Yeah! A combination of GC and her father not being here anymore”*. One parent also thought her daughter had gained more confidence: *“A whole lot more. Before she started if you asked her to do something she was doing wrong she would just pout and leave. Now she’s more challenging”*.

Critical thinking. The parents felt their daughters were better able to understand others’ behaviour, and gave some examples of this: *“The strongest one was about the prejudice around homosexuals, She was shocked to find this out”*; *“oh yeah. For the first year she understands why (girl) acts the way she does. There was a bullying incident (this girl bullied her daughter). She knows how to deal with the situation better. She is better able to measure people up.”* Parents also felt that GC was helping their daughters understand and accept themselves: *“Puberty is really hitting... its helping her understand that the way she is normal, she’s not different, its not wrong”*; *“Yeah. If she blows up and she’s not sure why or she finds out she was wrong, she’ll say it”*.

In terms of being able to raise critical questions, one parent remarked that lately her daughter had been much more likely *“to ask “why is it different”, to speak up about it”*, but wasn’t sure whether this was attributable to increasing maturity or GC.

Dealing with stress and violence. Parents did not notice any changes in their daughters in this regard.

Teachers and school administrators. When asked about changes in capacities and skills among GC participants, school staff recounted several observations they had been able to make.

Trying new things and taking healthy risks. Teachers and administrators had not really observed any changes in this domain.

Speaking up and having confidence in themselves: In response to the question about impacts on girls speaking up, one respondent gave an example of a girl that had been frequently crying because of being bullied, but whose behaviour had changed: *“I hear her say now, “stop it, leave me alone” Maybe she’s maturing, maybe GC has helped her to do that by the relationships. I don’t know for sure but I’d like to think so.”* Another noted that the girls were better able to resolve their disputes without violence: *“Nowadays instead of fighting, they talk about their issues more.”* However, a respondent noted that these effects were associated with regular participation: *“the two that went occasionally, I don’t know if it helped.”*

In terms of self-confidence impacts, teachers' observations were mixed. One gave an example of a girl with a diagnosed social difficulty "*that cannot be overcome by weekly visits to GC*". Nevertheless, GC had seems to have helped this girl: "*Giving her the opportunity to practise in a controlled situation (rather in the school year) has helped. She is calmer for longer periods now.*".

One respondent felt that she had seen changes in the girls' cohesion: "*It's a strong tight group. They do things together. Move together, not like a gang (which is negative). They resemble more of a group.*" This was echoed by another respondent, who described that the girls seemed very protective of the GC space, not liking anyone else to use it. She interpreted this as "*it's a safe haven for them, they cherish it, want to keep it. They can express themselves freely there*" (Note that this response closely mirrors the girls' responses about their feeling about GC).

Critical thinking. The staff interviewed had noticed clear differences in girls' capacity to understand others' perspectives and take them into consideration, for example: "*they try to be bit more conscious about how they are interacting with other people*"; "*One of the good things is that GC seems to reinforce the idea of problem solving and conflict resolution. They seem to want to solve things, be part of a group rather than blow off steam without thinking of the impact on the group.*" They were also more equipped to put issues into perspective. An example given was of a teacher whose teaching style was not appreciated by the students, but now the students in this class (where there are many GC participants) "*the students remain calm and patient. Last year there would have been a rebellion. They have a better understanding of what they are dealing with, what's going on... there is much more maturity.*" The group sessions had increased their capacity to reflect on problems or issues and remember the procedures to try to think things through before acting. According to staff, one girl had gained self-insight: "*being part of a group made her aware of her inability to deal with lots of girls at once. She would come to me and say: we had problems but we worked it through*".

Dealing with stress and violence. As many of the above examples testify, GC had the effects of increasing capacities for conflict resolution through discussion and negotiation. There seem to be two main sources of conflict among the girls, according to the school staff: boys (who was dating whom), and the leadership hierarchy among the girls. Both teachers noted that there had been a reduction in violence throughout the year, for example: "*I don't see them fighting, especially one girl compared to last year and considering what has happened in her life ... its night and day for her.*"

3.4 Futures

All respondents were asked if they thought GC should continue, and all responses were positive. Respondents were also asked in what ways it could be improved.

Parents: Both parents were in favor of GC continuing: "*Certainly. I think girls need more of an outlet than boys do. They need to have groups to talk and feel that they can say things and not be judged.*" One parent suggested that CG be continued on into high school. It was also suggested that there needs to be an emphasis for the girls on "*the dangers out there and how to stay safe. Not to trust so much, keep a guard up and question who's talking to you*".

Teachers and administrators. All those interviewed were definite that GC should continue in the school, but with more teacher involvement, better coordination and improved communication

(involving all the teachers whose students are involved in GC, including those with split grade 5 and six classes). The administration would like to see the program continue with tighter monitoring of the girls, and better understanding of school's responsibility for ensuring the safety and well-being of the girls while they are in the program. It was also suggested that involvement of some more mature women in the program, to complement the many strengths of the existing facilitator team, for example involving resources from the CLSC such as the nurse and social worker. Finally, teachers suggested that the program should be expanded, because *"kids who participate in after school programs have less chance of dropping out"*.

Girls. The girls interviewed thought GC should continue because *"its really fun"* and *"all the adults are fun"*. They were very supportive of the facilitators and wanted to be able to continue the program into high school. They had some suggestions about the types of activities they would enjoy doing more of: more arts and crafts and more dodgeball.

4. CONCLUSIONS

The results of this evaluation show that Girls Club is succeeding in fostering a positive climate for change in the direction of its desired outcomes, both within the Girls Club space and within the school as a whole. Moreover, there is evidence that many of those outcomes are beginning to be achieved. GC has created a cohesive, generally supportive group dynamic, and a safe space for girls to deal with issues that otherwise would be expressed with difficulty, with violence, or not at all. The interviews showed that the girls participating in GC girls, as seen by school staff, their parents, and themselves, are developing capacities for self-awareness, perspective-taking and, to some extent, critical thinking. They are also learning non-violent means to conflict resolution, and applying them in ways that are observably benefiting their relationships and their overall outcomes.

Interestingly, while there is much convergence among the accounts of school staff, parents and girls about the impacts of GC, there are also some areas where the girls are more aware of impacts than are their parents or the staff. These are in parts of the girls lives that are not very accessible to adults but that are central to the kinds of changes GC is trying to work: how the girls really feel about things, such as how they feel about really opening up to get to know someone or how they feel about being able to trust a group enough to tell a big secret that is bothering them. Conversely, there are some areas where the adults have a stronger sense of the changes that are occurring, especially in being able to compare the girls' observable behavior over time and relativize GC's impact in the context of the various other forces that are present in their lives. Overall, these few interviews seem to provide a relatively complete initial sense of the ways GC is working for its participants.

Despite some apparent challenges in maintaining close communications with the school, GC is seen very positively by the school administration and by the teachers of girls who participate in GC. There is a high level of convergence between the long-term prevention aims and vision of both GC and the school, and GC is seen as an important contribution to long-term outcomes for the participating girls as they move through adolescence and into adulthood. All of those involved in CG believe that it should continue, and see avenues for potential improvement as it moves forward.

Appendix: Interview Guides

Interview Guide for Girls in Girls' Club

- 1) How often do you go to *Girls' Club*?
- 2) Why did you decide to sign up for *Girls' Club*?
- 3) Why do you go to *Girls' Club*?
- 4) Not all girls go to *Girls' Club*. Why do you think that is?
- 5) Sometimes girls are signed up for *Girls' Club* but don't go to it every time. Why do you think that is?
- 6) What do you do at *Girls' Club*?
- 7) What you like best about what happens at *Girls' Club*?
- 8) What do you not like about what happens at *Girls' Club*?
- 9) How do you feel when you are at *Girls' Club*? What are the kinds of feelings you have had when you are there?
- 10) Do you feel safe at *Girls' Club*, or do you sometimes feel scared?
- 11) How do you feel about the rules at *Girls' Club*?
- 12) When girls go to *Girls Club*, do they have fewer friends? More friends?
- 13) Do girls who come to *Girls Club* ever get bullied for coming? Has this ever happened to you?
- 14) (for high school only) What happens to girls in *Girls' Club* when they go to high school? Do they want to be part of *Girls' Club*?
- 15) Do you think that being in *Girls' Club* changes how the girls are? If yes, how do they change?
- 16) Does coming to *Girls Club* ever:
 - a. Make girls want to try new things, or not? Can you give an example?

- b. Speak up for themselves more, or not? Can you give an example?
- c. Have more confidence in themselves, or not? Can you give an example?

17) What have you learned at Girls Club?

18) Have you used anything you learned at Girls' Club somewhere else? What, and where?

19) Since coming to Girls' Club, do you think you:

- a. Understand better why other people act the way they do, or not? Can you give an example?
- b. Understand better why you act they way you do, or not? Can you give an example?
- c. Are more able to question why things are the ways they are, or not? Can you give an example?
- d. Are more able to deal with bad things that happen to you, or not? Can you give an example?

20) Since coming to Girls' Club, do you think you get along differently with other people? How? Do you get along differently with:

- a. boys?
- b. your family?
- c. Your friends?

21) Do you think Girls' Club should continue?

22) How do you think Girls' Club could be improved?

Thanks for your help!

Interview Guide - for parents of girls in Girls' Club

1. When did your daughter start going to Girls' Club? How often does she go?
2. Why do you think she decided to sign up for Girls' Club?
3. Did you think it was a good idea that she go to Girls' Club? Why or why not?
4. What has she told you about what they do at Girls' Club?
5. What do think she likes best about Girls' Club?
6. Do you think there are some things she does not like about it? If so, which?
7. Do you think she feels safe at Girls' Club?
8. Do you think that going to Girls' Club has changed anything with her friends? If so, what? (who they are, what they do)
9. Do you think that being in Girls' Club has changed your daughter in any way? If yes, how?
10. Do you think that coming to Girls Club has made your daughter:
 - a. Want to try new things, or not? Can you give an example?
 - b. Speak up for herself more, or not? Can you give an example?
 - c. Have more confidence in herself, or not? Can you give an example?
11. Have you noticed that your daughter has used anything she learned at Girls' Club somewhere else? What, and where?
12. Since coming to Girls' Club, do you think your daughter:
13. Understands better why other people act the way they do, or not? Can you give an example?
14. Understand better why she acts the way she does, or not? Can you give an example?
15. Is more able to question why things are the ways they are, or not? Can you give an example?
16. Is more able to deal with bad things that happen to her, or not? Can you give an example?

17. Since coming to *Girls' Club*, do you think your daughter gets along differently with other people? How? Does she get along differently with:
- a. boys?
 - b. her family?
 - c. Her friends?
18. Do you think *Girls' Club* should continue?
19. How do you think *Girls' Club* could be improved?

Thanks for your help!

Interview Guide – teachers and administrators

1. How many of your students attend *Girls' Club*?
 2. What do you think are their reasons for attending? Why did they sign up?
 3. Who attends *Girls' Club* and who doesn't? What factors determine who is interested in it?
 4. What have the girls told you about their activities at *Girls' Club*?
 5. How do you think they feel about *Girls' Club*?
 6. Do you think that going to *Girls' Club* has had any effects of the *Girls'* friendships? If so, what? (who they are, what they do)
 7. Do you think that being in *Girls' Club* has changed the participants in any way? If yes, how?
 8. Do you think that coming to *Girls Club* has made the participants:
 9. Want to try new things, or not? Can you give an example?
 10. Speak up for themselves more, or not? Can you give an example?
 11. Have more confidence in themselves, or not? Can you give an example?
 12. Have you noticed that the girls in *Girls' Club* have used anything she learned at *Girls' Club* somewhere else? What, and where?
 13. Since coming to *Girls' Club*, do you think the participants:
 - e. Understand better why other people act the way they do, or not? Can you give an example?
 - f. Understand better why they act the way she does, or not? Can you give an example?
 - g. Are more able to question why things are the ways they are, or not? Can you give an example?
 - h. Are more able to deal with stress and violence in their lives? Can you give an example?
- 11) How does *Girls Club* fit in with the school here:

- a. in terms of organization?
- b). in terms of philosophy or values?

12) Since coming to *Girls' Club*, do you think the participants get along differently with other people? How? Does they get along differently with:

- a. boys?
- b. Their family?
- c. Their friends?
- d. Other girls?

13) Do you think *Girls' Club* should continue?

14) How do you think *Girls' Club* could be improved?

Thanks for your help!