



## End of Year Report 2019-2020 Program Year

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In the 2019-2020 program year, SWSG Pittsburgh worked with **over 1,000 girls, college women, and professional women** in the Pittsburgh area. All three groups noticed positive changes during their time in SWSG. One parent summed up the impact on her girl saying,

***“She can make a difference even if people doubt her.”***

This year, **SWSG worked in 39 schools and community centers to bring a revised curriculum to over 650 girls.** Girls read biographies in the form of journal entries, Instagram captions, and stories about women and girls including the Shoni Shimmel (a WNBA player), Winter BreeAnne (a youth advocate), and Haben Girma (a disability advocate). SWSG rolled out the **Role Models in Residence Program to additional sites reaching 151 girls** in the program during the year. This year, girls met role models who curate art museums, manage FedEx delivery, and work in information technology.

This was the second year of SWSG’s new Monitoring, Evaluation & Learning plan which has allowed us to better understand change over the past two years with high-quality data. SWSG Pittsburgh also conducted studies of the content of girl journals at three sites and a full-scale study on middle-school programming in preparation for a pilot in the coming year.

The following report summarizes what we learned this year about, not only the impact of our program, but the experience of the SWSG community.

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## I. SWSG Community

The SWSG community is made up of three main groups: girls, college women, and professional women. Women and girls come from diverse backgrounds by age, race and ethnicity, and field of study. This year, we collected additional data to better understand how we serve girls and women with disabilities.

**In the 2019-2020 Program Year, SWSG partnered with:**



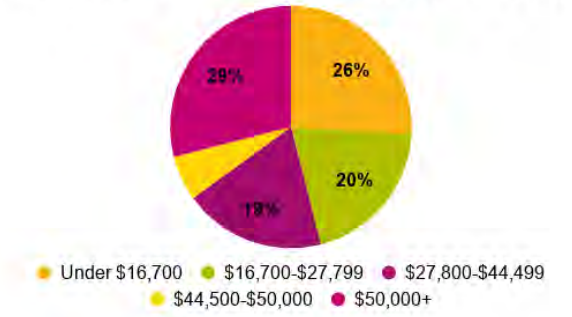
**The SWSG Community represented:**



### Girls

Girls were fairly evenly distributed between 3rd grade (34%), 4th grade (37%), and 5th grade (29%). The majority of girls identified as Black/African American (57%) and nearly half of the girls (46%) in the program live in households earning less than \$27,800 per year. This year, we learned that nearly one in four girls (24%) have either an Individualized Education Plan or some other disclosed disability. The most common disabilities were developmental and learning disabilities including: ADHD, anxiety, and autism.

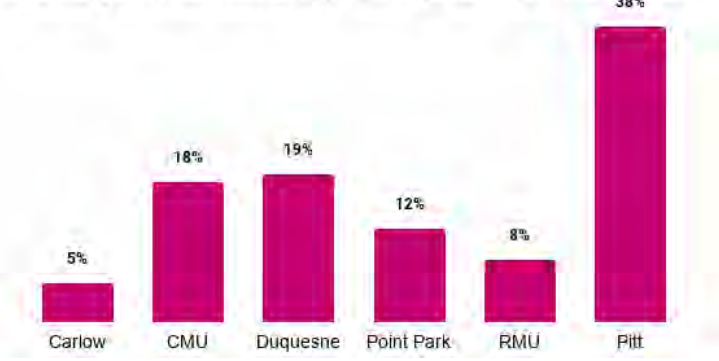
Household Income, Girls 2019-2020



### College Women

College mentors came from 6 local colleges ranging from the largest chapter at the University of Pittsburgh (38%) to the smallest chapter at Carlow (5%). Just over 1 in 10 (16%) are first generation college students. College women represented diverse fields of study with Business & Marketing, Biological Sciences, and Psychology most represented. 203 college students actively mentored at sites each week, 47 held a leadership role, and 45 were advocates. Among college women, 6% disclosed a disability.

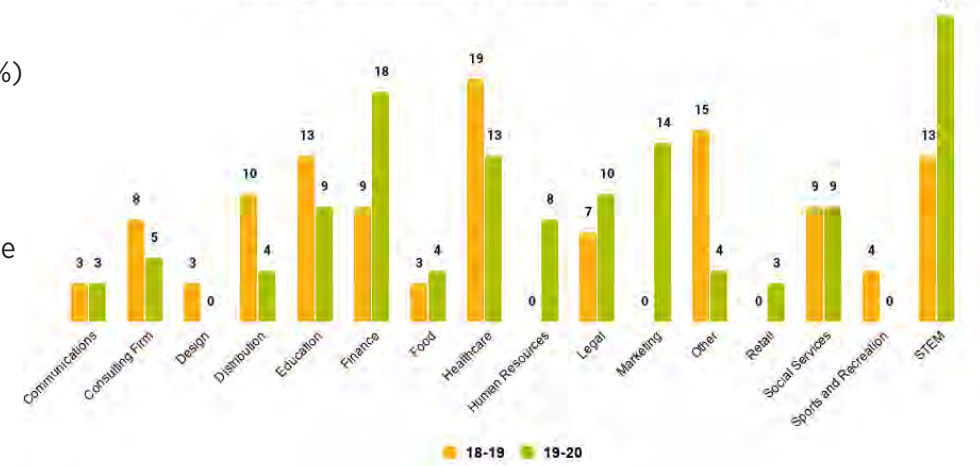
College Mentors by Chapter, 2019-2020



### Professional Women

Most Professional women were between the ages of 25-34 (43%). More than one third (38%) were first-generation college students. The majority worked in STEM and Finance fields, closely followed by Marketing and Healthcare. The graph to the right shows increased diversity of fields between last year and this year. (Note: Last year's data is based on open-responses and this year is based on finite categories.)

Strong Leaders by Field, 18-19 and 19-20





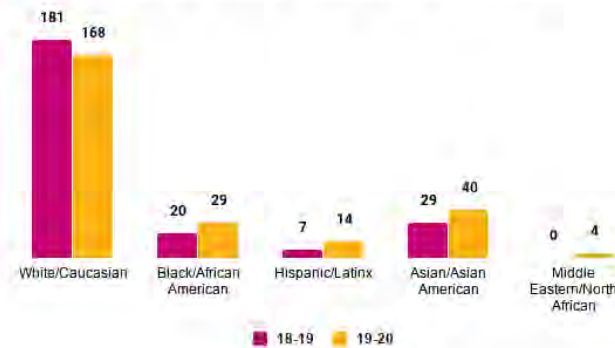
## II. Diversity & Inclusion

SWSG understands **Diversity, Equity and Inclusion** as valuing a broad range of human differences and similarities, promoting opportunities for all people and groups to thrive, and providing space for diverse perspectives and experiences. While our mentoring volunteer opportunities are reserved for individuals identifying as women, we provide equal opportunity to people of all races, ethnicities, religions, sexual orientations, abilities, incomes, marital statuses, ages, geographic locations, philosophies, and veteran statuses.

### Race/Ethnicity Changes Over Two Years

Knowing that ethnic representation matters, especially in mentorship, and noticing a discrepancy between girls and mentors, SWSG has focused on increasing the racial/ethnic diversity among college mentors over the past 2-3 years to more directly represent the girls served. This is the second year of SWSG's new Monitoring, Evaluation & Learning Plan which has provided us two years of high-quality data to compare.

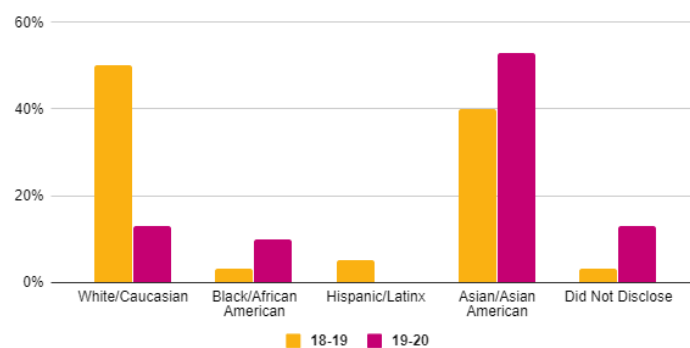
College Mentor Race  
2018-2019 and 2019-2020



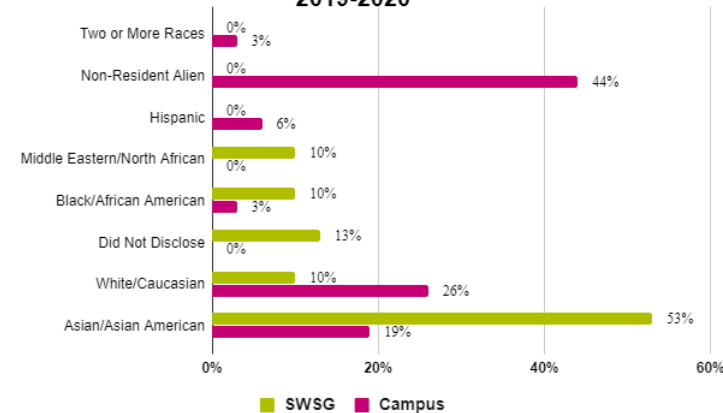
Between 2018-2019 and 2019-2020, SWSG's college mentors became 55% more racially and ethnically diverse (as seen in the graph above).<sup>1</sup> The increased diversity is a result of the work of the Diversity Committee and college students serving as Diversity Chairs at their respective chapters to partner with Black Student Unions and other multicultural groups on campus for events.

Across every college, the SWSG chapter was more diverse than the campus, and for four of the five largest campuses, there was more racial and ethnic diversity in the SWSG chapter this year as compared to last year.<sup>2</sup> The example of Carnegie Mellon University is presented below showing that this SWSG chapter (like most chapters this year) was more racially/ethnically diverse than the campus. Further, there was increased diversity across specific racial/ethnic groups between this year and last year.

SWSG CMU Chapter Diversity Change  
2018-2019 to 2019-2020



CMU Race and Ethnicity: SWSG Chapter vs. Campus  
2019-2020



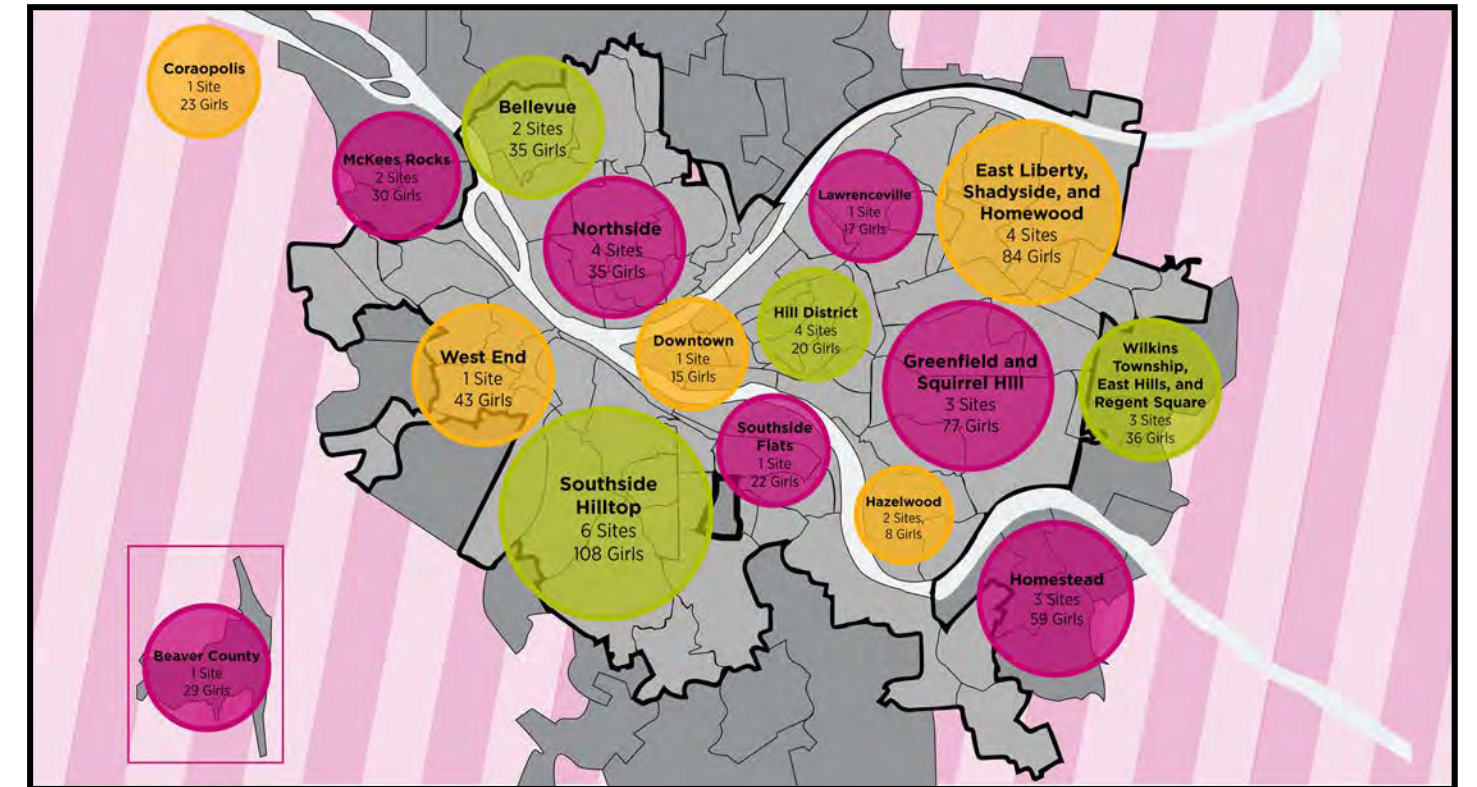
Though there has been marked progress to increase diversity among college women, there is still a ways to go. In the last program year, 57% of girls identified as Black/African American and 12% of mentors identified in the same way (compared to 7% last year).

<sup>1</sup> In addition, more mentors responded to the race/ethnicity demographic question, elevating the response rate from 76% of mentors to 87%.

<sup>2</sup> CMU, Duquesne, Point Park, and RMU.

## III. SWSG Sites & Site Evaluation

In the 2019-2020 program year, SWSG held programming at 39 sites and worked with 653 girls. The number of girls served in each neighborhood is represented below. The largest proportion of girls continue to come from South Side communities (17%) and East Liberty/Homewood/Shadyside neighborhoods (13%).



### Why Site Evaluations

Once a semester, site evaluations are conducted at each program location by staff and trained volunteers to observe the quality of the physical space for programming, interactions between mentors and girls, and to identify if additional support is needed for the site facilitator. The purpose is primarily to identify the best way for SWSG to support each site. Through this process, evaluators have witnessed site facilitators adapt and support girls in a variety of ways.



Mrs. Flewellen is the site facilitator at Pittsburgh Westwood K-5. She has one of the largest program sites with 43 girls who attended in the last program year. Mrs. Flewellen worked with mentors to divide girls into two classrooms by grade so they would have more one-on-one time with mentors. She has served as a panelist for mentor trainings and won the "SWSG Above and Beyond Site Facilitator Award."



### III. SWSG Sites & Site Evaluation (cont.)

SWSG continues to strive for a diverse and inclusive program at all levels. In the last program year, SWSG staff prioritized establishing baseline measures to better understand how girls with disabilities were included and supported within the program. To that end, SWSG evaluators assessed site accessibility for the first time this year based on three accessibility types: physical, audio, and visual.

Based on a sample of 20 sites, sites performed best in the area of visual accessibility with the most room for improvement in physical accessibility. When broken down between schools and community centers, schools tend to score more highly than community centers likely due to their added infrastructure, accessibility regulations, and resources.

#### How was accessibility measured?

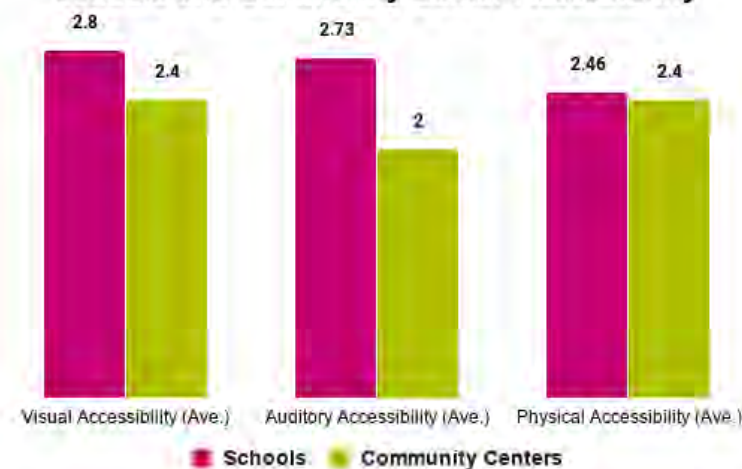
- **Visual Accessibility** was measured based on the light in the room such that kids with visual impairments can see and read
- **Audio Accessibility** was measured in terms of noise (including ambient noise) in the space such that kids with hearing impairments can hear clearly
- **Physical Accessibility** was measured in terms of entry to the space including ramps and even grounding such that kids with supportive devices can access the space

#### Site Accessibility



Data represent the number of sites scoring in each of the three categories for physical, audio, and visual accessibility.

#### Schools and Community Center Accessibility



Data represent average scores on a scale of 1 (disappointing) to 3 (great) with 5 community centers and 15 schools reported.



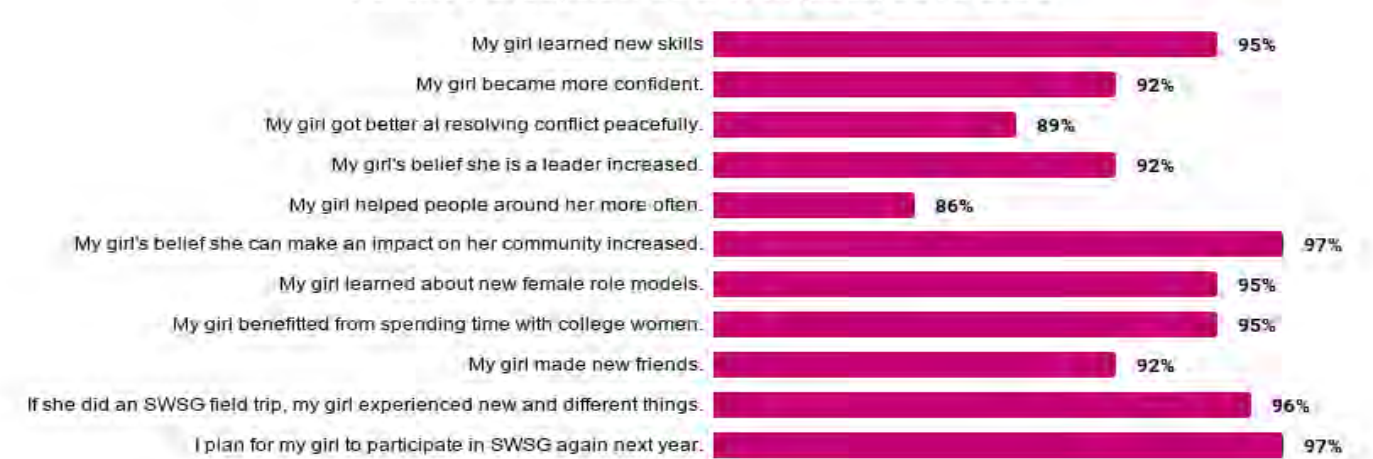
### IV. Program Impact: Girls

SWSG uses the 6 Cs of Positive Youth Development to evaluate the impact of our programming. This is an evidence-based framework used widely in youth programs across the U.S. and around the world that focuses on youth strengths rather than deficits. During the 2019-2020 program year, 292 pre-surveys were collected for girls on the 6 Cs, however, we were unable to conduct post-surveys with girls due to school and program closures around COVID-19.

Although we do not have pre- and post-impact data from the girls for the 2019-2020 program year, we do have a small sample of data on the impact of the program on girls from the perspective of parents and college mentors. Parents who responded overwhelmingly agreed that their girls had a greater belief she could impact her community (97%), learned new skills (95%), and learned about new female role models (95%).

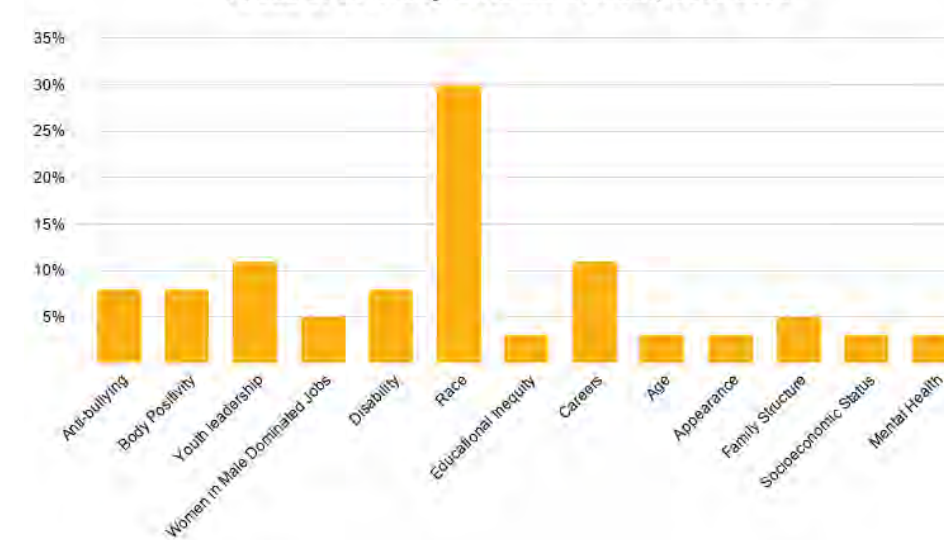


#### Parent Perception of Girl Impact, 2019-2020



Data Note: Based on 38 responses to the parent survey completed in March 2020.

#### Areas of Diversity Girls Care About, 2019-2020



Data Note: based on 37 responses in the college mentor end of year survey in May 2020.

We asked college mentors which areas of diversity they thought girls cared about most. The graph to the left represents their responses.

Mentors considered a variety of areas of diversity, reflecting SWSG's definition of the concept on page 4 of this report.

Mentors shared that race, diverse careers, and youth leadership were the most important areas of diversity to girls from their perspective specifically related to diversity in the curriculum.

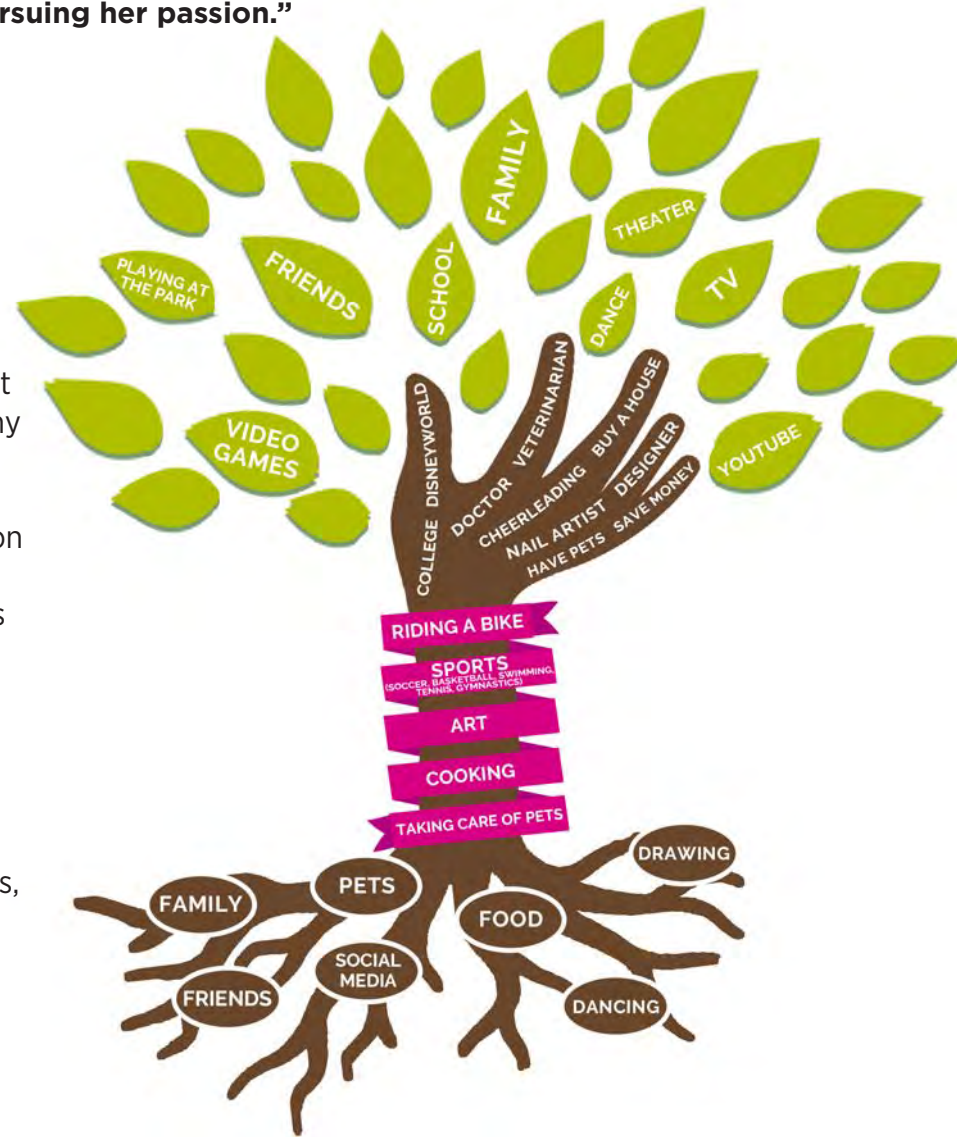


## IV. Program Impact: Girls (cont.)

When parents were asked what girls gained from SWSG, the most common responses were knowledge of female role models, confidence, and teamwork. One parent said her girl learned **“she can make a difference even if people doubt her.”** Another said, **“I believe she learned that she also has the capability of not feeling afraid of pursuing her passion.”**

Parents shared that girls most enjoyed roses and thorns, field trips, and the human knot game. And when asked how to improve, the most common constructive comments were to make the program more than one day and to include more activities and information about strong female leaders. One parent also recommended incorporating healthy eating and exercise.

We also conducted arts-based evaluation in the fall semester in which girls decorated images of trees with qualities about themselves and their lives. The image to the right represents some of the most common responses girls drew on their trees. The roots represent the things that make girls most happy, the trunk their strengths, the big branches directions they want to take in their lives, and the leaves things they do for fun.

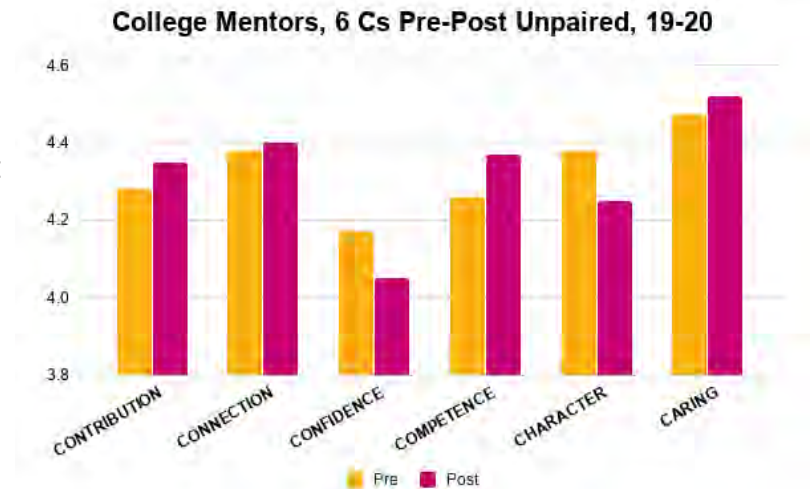


**Girls have beautiful dreams for themselves when they grow up. These are just a few of their responses:**

“High school, college, someone that helps people, a doctor”  
 “I want a new phone, I want to be in college, I want to have kids, I want to be a mom”  
 “Scientist, Nurse, Break a world record, college”  
 “I want a tree, a pet doctor, to go to Florida”  
 “Tik Tok famous, be a nail artist”  
 “Being a doctor, meeting Obama”  
 “Go to college, buy a house, save money”  
 “Be a teacher, dye my hair purple”  
 “Olympics, never give up, always believe in yourself”  
 “Paris, I want to be a chemist”

## IV. Program Impact: College Mentors

In the 2019-2020 program year, mentors (on average) improved in 4 of the 6 Cs of Positive Development: Caring, Competence, Connection, and Contribution.<sup>1</sup> As seen in last year’s data, mentors declined in Character scored within the last program year. However, when we look at the length of mentor involvement, we see there is a statistically significant, positive change in mentor’s Character scores when comparing those who have been involved for less than one year to those who have been involved for more than one year.<sup>2</sup> This demonstrates that while we may see a decline within a single year, Character scores may improve with additional years in the program.



Note: Mentors responded on a scale of 1-5. Data based on 125 pre-surveys, 57 post-surveys (a decrease of 33% of pre-surveys and increase of 21% for post-surveys from last year). None of the changes were statistically significant.

As seen on the graph, there was also a decline in Confidence. We did not observe this decline in Confidence within the previous program year, and we suspect this year’s decline could be a reflection of the post-survey being conducted after 2-3 weeks of quarantine during COVID-19. When Confidence is analyzed in the context of mentor years of involvement, while we see a positive change in Confidence after more than one year, it is not statistically significant.<sup>3</sup> More longitudinal data and qualitative data is needed to better understand these changes over time.

When mentors reflected on their own growth and improvement throughout their involvement, their feedback was overwhelmingly positive.



**98%** of mentors said SWSG impacted their personal and professional development<sup>4</sup>

<sup>1</sup> The proportion of respondents by chapters shows that CMU and Duquesne are slightly underrepresented and Point Park and RMU are overrepresented with Pitt represented accurately.

<sup>2</sup> Spring 2020 Post-Survey, unpaired t-test of mentors with less than one year experience and mentors with more than one year experience, p-value .0625, on average mentors with more than one year scored 10% higher on character

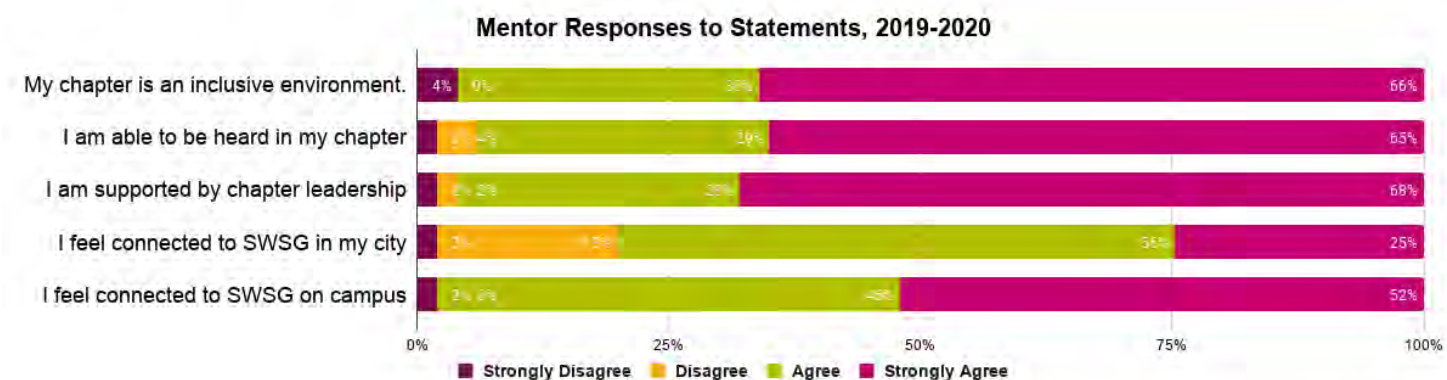
<sup>3</sup> Spring 2020 Post-Survey, unpaired t-test of mentors with less than one year experience and mentors with more than one year experience, p-value .56, on average mentors with more than one year scored 4% higher on confidence

<sup>4</sup> Based on Mentor Year End Survey, December 2019, 52 mentors responding



## IV. Program Impact: College Mentors (cont.)

We asked mentors to reflect on how supported and included they felt within SWSG on their campus and in their city. The graph below shows the breakdown of responses among 57 reporting mentors.



### Mentors also shared that:

*"I had so much fun getting to know the girls and navigating my first year with SWSG. I feel like I've **learned a lot about myself, about leadership/mentorship, and about the Pittsburgh community.** This year, moving from Florida to Pittsburgh for college, SWSG made me feel connected to the new community around me and helped me feel a sense of belonging and fulfillment outside of my regular school responsibilities."*

*"I could not be happier with the relationship I have with my mentor. Every once in a while we meet to have dinner and just update each other about what is going on in our lives, which is so fun for us! **I also get the opportunity to ask her career questions without feeling any sort of pressure or nerves.**"*

Most college mentees within the one-on-one Strong Leader mentorship program said they met with their strong leader mentors one or two times per semester. 85% said the new Mentoring Guide was helpful in their mentoring relationship with their strong leader, but a handful of mentors said they never received the guide. One mentor shared that the matching event was especially effective for her and her strong leader:

*"I highly encourage people interested in getting a mentor to attend the mentorship speed dating event. It was so much fun to hear from these professional women, and they really enjoyed coming out to meet us."*

**Note: As a result of COVID-19, we do not have enough data from professional women this year to report impact.**

## V. Specialty Programming: Middle School Pilot Research

For many years, SWSG has heard from girls and parents that they would like to continue the program past 5th grade into middle school. In the 2019-2020 Program Year, SWSG conducted a research project and produced a report as a first step towards a middle school pilot program.

As a result of the data collected, driven by the voices of 6th grade youth at Barack Obama Academy of International Studies and Environmental Charter School, the following were recommended as central components for SWSG's middle school program.

- 1. Youth Choice:** a program in which young people can exercise choice for their activities
- 2. Safe, Special Atmosphere:** a physical space that feels special and safe for girls
- 3. Opportunities for Creativity:** opportunities for girls to develop social media content
- 4. Healthy Relationships with Self & Others:** mechanisms to discuss self- and group-identity
- 5. Field Trips:** continued exploration outside of the classroom

In the 2019-2020 program year, SWSG had 188 fifth grade girls across its program sites. The research shows that in the middle school years that follow fifth grade, self-esteem declines.<sup>1</sup> The decline is most dramatic for girls as between the ages of 8 and 14, girls' confidence falls by 30%.<sup>2</sup> Middle school is also a time when many girls begin puberty. As their bodies and hormones change, the world also begins to interact with girls in different ways and they are more often targeted in cyberbullying attacks and microaggressions that focus on their sexuality.<sup>3</sup> Thankfully, research also demonstrates that interventions like afterschool programs can lead to an increase in self-esteem and self-concept in addition to connecting girls to trusted adults outside of school and their home.<sup>4</sup>

**When we asked 6th graders about their transitions to middle school they shared ways in which they were both excited and nervous:**

*"I was nervous because [so much was] changing. I didn't know it'd be not that big of a deal. I was crying, it was bad."*

*"I was excited about meeting new people and figuring out what the different activities there were. I was also excited to learn different languages."*

*"I was worried about being bullied."*

### Data collected included:

- Quantitative data about SWSG's fifth grade girls,
- Middle schoolers experiences from a desk review and as heard through the voices of 6th grade focus group participants in Pittsburgh, and
- Best-practices from the perspective of six experts in the field.

<sup>1</sup> Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/Documents/Afterzones-Creating-Citywide-System-to-Support-and-Sustain-High-Quality-After-School-Programs.pdf>

<sup>2</sup> Lory Hough. Girlhood. <https://www.gse.harvard.edu/news/ed/19/01/girlhood>

<sup>3</sup> American Girls. Time. <https://time.com/americangirls/>

<sup>4</sup> Coelho, V.A., Marchante, M. & Jimerson, S.R. J Youth Adolescence (2017) 46: 558. <https://doi.org/10.1007/s10964-016-0510-6>



## V. Specialty Programming: Middle School (cont.)

We asked girls to envision what the ideal program would look like for them. They drew pictures (including those pictured below) and talked about key elements for a middle school program. There are two sample illustrations from girls below. The most common items drawn were field trips (11), food and snacks (10), cooking (8), fundraising/small business activities (7), and making social media content (6).



Our experts in the field recommended frameworks that work well for middle school youth including: arts-based activities, embodied movement, youth choice, non-judgemental conversations, experiential learning and reflection, and the creation of a safe and special atmosphere.<sup>5</sup>

<sup>5</sup> Interviewees included: Jose Garth (Planned Parenthood), Dr. Britney Brinkman (Point Park), Dr. Mary Ohmer (Pitt), Katie Keane (Adagio Health), Dr. Jocelyn Horner (SWSG), Dr. Alicia Angemeer (SWSG).

## V. Specialty Programming: Journal Research

One of the cornerstones of the SWSG program model are journal entries exchanged between girls and college women. Each journal entry coincides with a prompt from the curriculum that week. Over the course of the following week, college women respond to girls' entries personally. These entries provide rich qualitative information about how girls experience the program that had never previously been studied by SWSG in a concerted way.

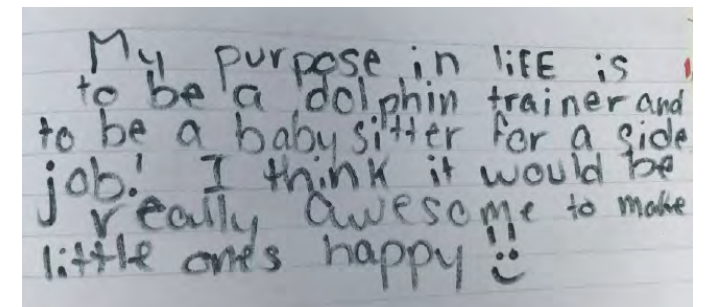
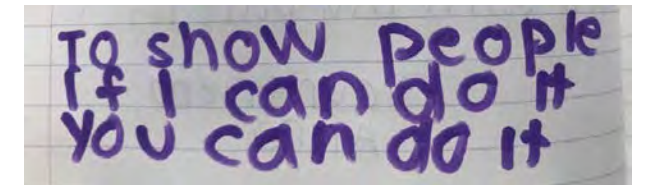
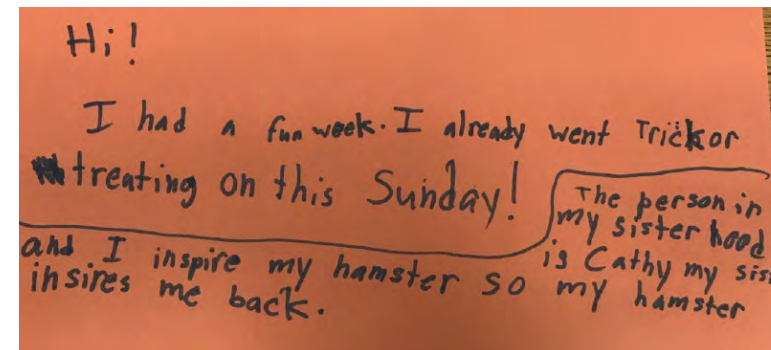
In the Fall of 2019, SWSG did a small study of anonymous girl journal entries from three program sites at two different points during the semester. Based on which week journals were collected, girls responded to varying prompts and their responses were analyzed by three SWSG staff members separately, coded, and discussed together.



Though responses varied significantly based on prompt and site and no generalizable conclusions can be drawn from such a small study, we did learn a bit more about the things girls care most about and how they express themselves in their journals.



In response to a lesson about Gwendolyn J. Elliott, police chief, girls reflected on who was included in their sisterhood. Common responses included family (13), friends (5), and SWSG (3). Some girls also wrote about their connection to their pets.



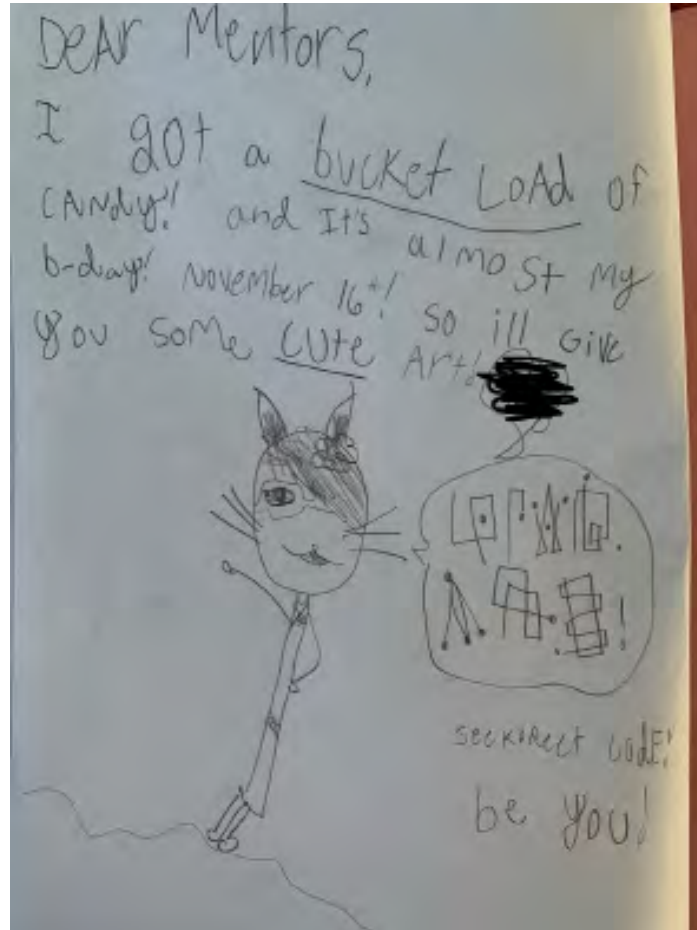
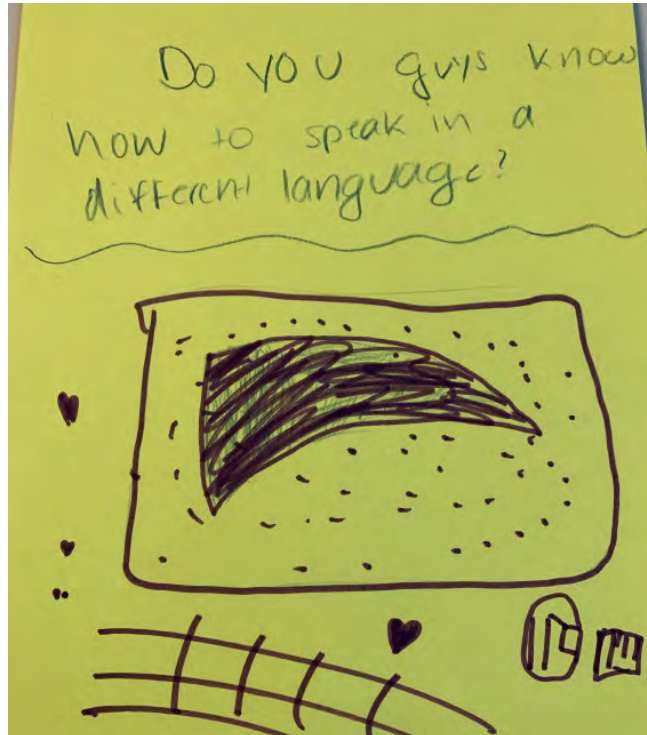
In response to the lesson about Shoni Shimmel, a basketball player, girls reflected on their own purpose in life. The most common responses at one site were academic goals (4) or career goals (4), as well as goals related to caring for animals (4) and caring for other people (3).





## V. Specialty Programming: Journal Research (cont).

Some girls shared new experiences from their lives with mentors, asked mentors questions about themselves, and created artwork like you see in the right column.



Occasionally, girls also shared when they were struggling with self-esteem or bullying. Sometimes they expressed themselves in words like "I am nice not mean and I get bullied too!" and other times in artwork like the drawing above.



## V. Specialty Programming: Role Models in Residence

The Role Models in Residence (RMIR) Program connects professional women in various fields with young girls and college women. Professional women create lessons about themselves in the style of SWSG curriculum including a biography and activity related to their career. During the 2019-2020 program year, the Role Models in Residence Program was rolled out to six additional sites reaching a total of 105 girls.

***"I think this program is fabulous and opens the girls' eyes to different careers they can do."***

***-Role Model***

### Fall 2019

In the Fall 2019 semester, the program was held at four sites (three community centers and one school) reaching 71 girls. Each of the four sites concluded with a field trip to the role model's place of work or out into the field. We asked girls to complete short surveys after their field trip to reflect on the impact of the program on them.

**74%** of girls learned about a new type of job from their role model.

**83%** of girls enjoyed the field trip.

**68%** of girls tried something they had never tried before on the field trip.

Sample: 53 girls, 3 sites (out of 4 total RMIR sites)

**105  
Girls**



**9 Role  
Models**



**6  
sites**



**4 field  
trips**

### Spring 2020

In the Spring 2020 semester, four new groups of role models were trained and prepared for the program. Role models ranged from an art museum curator, to the FedEx team, an American Eagle engineer, a scientist, and a professor of literary arts and social justice. At the two school sites role models visited before program was closed for the semester, 34 girls were reached.





## V. Specialty Program: Role Models in Residence (cont.)

When we asked college women what benefits are there, if any, to this program for you and for the girls, they responded:

- “Exposure to a new occupation, break from the norm”
- “Meeting new people and learning about new career fields!”

When we asked the role models about their experience, **100% said RMIR impacted them personally and professionally and allowed them to get to know SWSG better as an organization.**

- “The girls were so excited to do all of the activities that we had planned. Some girls even exclaimed, ‘Wow I want to do this when I grow up!’ or ‘This is so cool, can I work here?’”
- “I believe RMIR inspired the girls we worked with to reach for the stars in spite of the inevitable obstacles and challenges that lie ahead. After our final session, I remember asking the kids what they learned, and one girl said, **“I learned I can be anything I want in spite of what others may say about me.”**
- “On a personal level, this project gave me an opportunity to do some soul searching. Initially, I wasn’t sure what ‘special’ skill or talent I could share with the girls that would connect with them. Even though I love my job, compared to being a ballerina or musician, what skill or talent could I share that would be of interest or benefit to the girls? Having an opportunity to highlight the possibilities that developmental skills, like typing and knowledge of software applications, could lead to in the future seemed like a great message to share with both the elementary and college girls.”



*“I was impressed with the girls’ willingness to participate in all the activities respectfully and the takeaways they offered. For example, after participating in the Walk the Line activity, we asked them what they learned. One of the girls shared the importance in listening and another girl shared the importance in learning to trust others.”*

**-Role Model**

## VI. Data Sharing

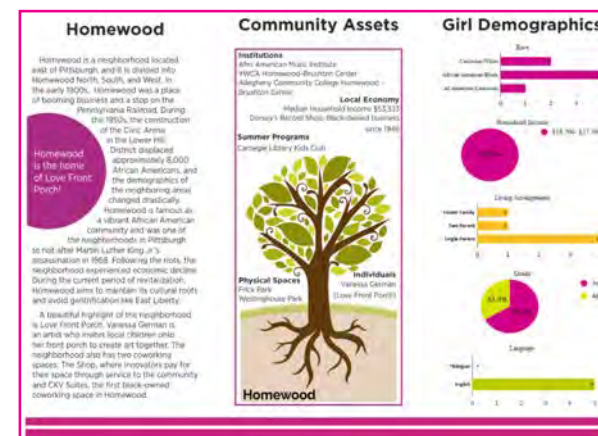
In the 2019-2020 Program Year, SWSG Pittsburgh continued to prioritize sharing data with stakeholders and getting their feedback and input in creative ways.

### SWSG Parent Newsletters

For the first time this year, SWSG Pittsburgh sent parent newsletters home with girls. This effort of the Program Team to continuously share updates and information with parents and guardians included MEL updates as well.

### Data Galleries at Mentor Summits

SWSG Pittsburgh continued to use Mentor Summits as an opportunity to share data with hundreds of college women and professional women in attendance. This was an opportunity for mentors to see data about the impact of the program on all three generations, information about each program site, and the results of special evaluation initiatives like the girl journal study and the middle school pilot research.

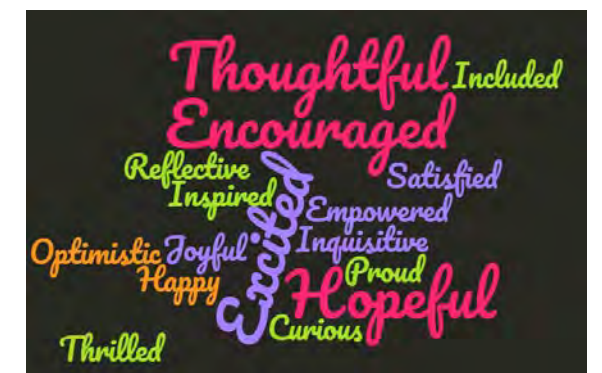
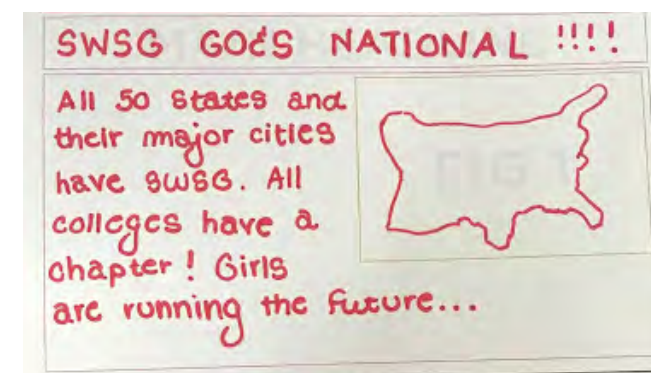


### Asset-Based Site Profiles

This year, SWSG Pittsburgh updated site profiles which provide information about a program site, the history of the neighborhood, and the resources in the community to college mentors in a brochure format. This year, site profiles centered around a new page featuring a “Community Assets Tree” focused on the strengths and resources of each neighborhood.

### SWSG 2020 Vision

This year’s data sharing culminated with a multistakeholder event called “SWSG 2020 Vision” planned by the MEL Manager and MEL Advisory Board and held at the Federal Home Loan Bank downtown. There were 37 people in attendance from across the SWSG community: parents, former girls, board members, professional women, and site facilitators. During the event, participants discussed this year’s data and imagined where they would like to see SWSG in 5 years. After the event, participants shared in one word how the event made them feel. Some of the words they shared, as seen in the black word cloud below were: included, inspired, and encouraged.





## VII. MEL Improvements

The 2018-2019 Program Year was the first year SWSG Pittsburgh rolled out the new MEL plan, designed and led by the new MEL Manager. In the past program year, a number of improvements have been made based on the first year's work.

### Survey Frequency

In the first program year with the new MEL plan, we conducted four surveys throughout the year for all three groups (girls, college women, and professional women). This allowed us to understand there is a statistically significant positive change for girls after just one semester in the program. However, the burden of four surveys was too much for girls and college mentors to maintain. So this program year, we reduced survey frequency to just collect two surveys: one at the start of the fall semester and one at the end of the spring semester for all three groups.

### Arts-Based Evaluation Rollout

In the first program year with the new MEL plan, we pilot tested a simple arts-based evaluation at two program sites. In the second program year, we were able to rollout arts-based evaluation to all 39 sites through the "Tree that is Me" (as seen on page 8).

### Specialty Evaluation: Role Models, Middle School & Journals

In the past program year, we expanded MEL specialty studies and conducted a study of middle school programming (page 11) and a qualitative study of girl journals (page 13). We also improved the Role Models in Residence data collection by creating the girl survey on index cards with stickers for girls to quickly respond to questions after their field trips (to the right).

### Salesforce Integration

In the first program year with the new MEL plan, we continued to use an outdated database system to track participants and impact. In the second program year, we were able to transition historic data into Salesforce and customize the system to better collect participant and impact data. This has allowed for greater ease of reaching our community and understanding impact overtime.



### MEL Cross-City Alignment

In the first program year the new MEL plan was limited to the Pittsburgh SWSG program. Over the course of the past year, the MEL Manager has worked closely with Boston colleagues to align data collection related to the 6 Cs of Positive Youth Development. This year is the first year in recent memory that the two cities have aligned their pre- and post-surveys for girls and a few items on college mentor surveys to produce nationally comparable data.



## VIII. MEL Advisory Board Statement

The **MEL Advisory Board of SWSG Pittsburgh** is a diverse group of members of the SWSG community who provided specific advice and feedback to the MEL Manager, thus guiding the evaluation of the SWSG program throughout the 2019-2020 program year. MEL Advisory Board members promoted: **participatory evaluation, youth-centered methodologies, trauma-informed data collection, and data analysis and programming for equity.**

The Advisory Board was also responsible for drafting this statement to be included in this report, reflecting the input and contribution of the board to MEL at SWSG during the past year.

Their statement on the above report is presented below:

Throughout the 2019-2020 program year, the Monitoring, Evaluation, and Learning Advisory Board met quarterly to provide insight and guidance for SWSG's MEL activities. In the second year of the advisory board, we built on the success of the previous year's efforts to align data collection between all three generations of women and decided to focus analysis on diversity and inclusion as well as advising for the improvement of the annual data sharing event for SWSG stakeholders to contribute feedback.

There was a lot of positive progress in the MEL space over the past year.

- This was the first year in which SWSG collected data related to disability, allowing us to better understand our SWSG girls and women and thus to plan for inclusive support for them.
- This was the second year SWSG collected high-quality data to better understand racial and ethnic representation of girls among mentors, allowing us to see change overtime.
- And in the fall, the MEL team enhanced site profile brochures for college mentors that provide important information about girls and local communities focused on community strengths.

This year, SWSG continued to evaluate the results of efforts to create a more diverse and inclusive program. We believe this information is crucial to better understand SWSG's reach and allows the organization to more effectively plan for future years and to serve all girls equitably.

This advisory board supported SWSG Pittsburgh's sitewide arts-based evaluation rollout. These methods were utilized at all sites and to research two specialty programs: a middle school pilot and SWSG girl journal research. We believe that these methods effectively allow SWSG to create programming based on what girls experience in their lives by allowing them to express themselves creatively.

Finally, the advisory board supported SWSG's improved data collection efforts through more realistic survey frequency, integrating previous data into the Salesforce database, and working closely with SWSG Boston to begin to align instruments. These efforts will be vital to the continued improvement of SWSG analysis methods as well as in developing safe, effective programming during the current COVID-19 pandemic.



For the program year 2020-2021, and based on this end-of-year report and the uncertainty created by the COVID-19 pandemic, the MEL Advisory Board recommends the following:

1. Utilize trauma-informed data collection methods, especially due to the stresses caused by the COVID-19 pandemic.
2. Continue to collect and analyze data related to site accessibility and analyze it alongside the quality of relationships and interactions between the girls and their mentors at each site.
3. Seek additional data to better understand how college mentors definitions of the 6 Cs may change overtime and create space for them to self-report changes qualitatively.
4. Look to improve data collection from SWSG professional women, which would allow SWSG to better understand its impact across all three generations.
5. Utilize the research gathered to develop a strong middle school pilot program, with the understanding that the pandemic may postpone its roll-out.

Ultimately, SWSG program improvements, innovations, and adjustments are heavily reliant on data. Utilizing both qualitative and quantitative data collection methods allows SWSG to better identify areas of growth and plan for the future, especially given the uncertainty caused by the current pandemic. Implementation of these findings is key to deepening SWSG's impact on women and girls at all levels.

### **2019-2020 MEL Advisory Board Members**

Edoukou Aka-Ezoua, MSW	(SWSG Diversity Committee)
Alicia Angemeer, PhD	(SWSG Program Manager)
Betty Braxter, PhD	(University of Pittsburgh, Professor)
Willa Doswell, PhD	(University of Pittsburgh, Professor)
LaTonia Flewellen	(SWSG Site Facilitator)
Kelsey Waros, MID	(SWSG Program Manager)
Jesse McClean, MA	(Pressley Ridge, Executive Director)
Rachael Reiner	(SWSG College Mentor Alumna)
Savita Narasimhan	(SWSG Board Member)

For questions or comments about this report, please contact SWSG Pittsburgh's Monitoring, Evaluation & Learning Manager, Rachel Vinciguerra, directly at [rvinciguerra@swsg.org](mailto:rvinciguerra@swsg.org).