

Year Three Evaluation Report

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Background

Soccer Girls Rule is a program developed by Starfinder Foundation as a physical activity and education intervention for urban middle school girls in Philadelphia. The program's aim is to address the precipitous drop in physical activity among middle school girls by engaging them in a program that includes soccer, health education and self-esteem building exercises.

The goals of Soccer Girls Rule are to:

- Enhance participants self-esteem and resilience;
- Increase their knowledge about physical development, healthy behaviors and interpersonal relations; and
- Increase the likelihood that participants will engage in and remain with a program of physical activity.



Program Evaluation

Evaluation of the Soccer Girls Rule program was initiated at the start of the program in fall of 2010 and has continued throughout the course of the program. This approach enabled the accumulation of longitudinal data, which will allow the tracking of changes as participants move through the Soccer Girls Rule program. Programmatic evaluation involves both process and outcomes evaluation components. The process evaluation allows results to be fed back to the program in real time, so that any necessary changes to the program can be made. The outcome evaluation is based on the goals of the program as outlined above, and includes measures of:

- Knowledge regarding the benefits of physical activity and healthy behaviors;
- Self-efficacy, self-esteem and resilience;
- Enhanced interpersonal relationships and adult/peer relationships;
- Leadership abilities;
- Awareness of body-centered issues surrounding physical activity and participant's own athletic self-image; and
- Increased physical activity.

During the program, the following evaluations were performed.

- **Key Informant Interviews**

- o Interviews with key informants were performed to help identify barriers to physical activity unique to this minority, urban population. These were conducted during the summer of 2010 with 12 girls in Starfinder's Senior Leader program, aged 15-17 year of age. Participants were asked a series of open-ended questions about barriers to physical activity encountered by middle-school girls. Starfinder staff asked participants about previously identified barriers (self-confidence, body centered issues, competing social demands, the effects of peers on inhibiting physical activity, competition, transportation, and financial), as well as explored other possible unidentified barriers unique to this population.

“[Soccer Girls Rule] makes me feel like I can do anything.”

- **Participant Intake Survey/Pre-Test**

- o A survey administered during the fall season collected basic demographic data from each participant, as well as baseline information about current level of physical activity, knowledge regarding healthy behaviors, and attitudes regarding identified barriers to physical activity, as well as baseline measures of outcome measures.

- **Participant Interviews**

- o Interviews were conducted in small groups at the end of the winter session of each year. Qualitative data was gathered about attitudes toward physical activity and identified barriers, as well as real-time feedback about the Soccer Girls Rule program.

- **Participant Survey/Post-Test**

- o A survey was administered at the conclusion of each spring segment of the program once again collected basic demographic data, as well as asked about current level of physical activity, knowledge regarding healthy behaviors, and attitudes regarding identified barriers to physical activity, as well as baseline measures of outcome measures.

- **Parent Survey**
 - o A survey was administered to parents at a weekend Soccer Girls Rule events at the Manayunk facility. During the fall of 2013, 28 parents were surveyed.

- **Coaches Survey**
 - o Coaches involved with the Soccer Girls Rule program were asked to complete an online survey. Feedback from the coaches was gathered regarding changes in participant's attitude and behavior during the course of the program, as well as any suggestions for improving the program. During the spring of 2013, four coaches completed the online survey.

- **Administrator Survey**
 - o Administrators at schools where the program was implemented were asked to complete an online survey. School personnel were asked about changes in the outcomes measures observed among participants, as well as programmatic measures. During the spring of 2013, five administrators completed the online survey. All administrators surveyed reported having daily activity with the participants.

Definition of Measures

Outcome Evaluation Measures

Knowledge regarding the benefits of physical activity and healthy behaviors



We assessed participants' baseline knowledge about the benefits of healthy behaviors, such as physical activity. These were assessed in an online survey with questions such as 'I think exercise is important for my health.' The benefits of physical activity were also explored in the participant interviews with open-ended questions regarding the benefits of physical fitness and how being physically active has impacted their lives.

Increased physical activity

We assessed participants' levels of physical activity throughout program through participants' self-evaluation. During both the pretest and the posttest, participants were asked to report how many times per week they engaged in various levels of physical activity. Qualitative data was also collected regarding the perceived benefits of physical activity.

“[Soccer Girls Rule] taught me not to give up, to achieve all of your goals that you have.”

Self-efficacy, self-esteem and resilience

We assessed participants' baseline attitudes regarding their own feelings of self-efficacy and self-esteem, which was measured via a series of questions in the pretest/posttest such as:

- I am able to do things as well as most other kids.
- I am happy with who I am.
- Compared to other people, I can do things very well.

Self-esteem was also assessed in the interviews, with questions asking how participation in Soccer Girls Rule affected how respondents feel about themselves, as well as general questions regarding how they handle challenges in their life.

Resilience was also measured in both pretest/posttest and participants interviews. Measures such as following through on goals and their ability to handle challenges were assessed.

Enhanced interpersonal relationships and adult/peer relationships

We assessed participants' attitudes regarding their interpersonal relationships and the effect of adult/peer support for physical activity using both qualitative and quantitative methods. Respondents were asked about who they have to talk to in their lives, if they feel supported by both adults and peers, if they feel like part of a team while at Starfinder and how they handle conflict both on the field and at home.

Leadership abilities

Participants' attitudes regarding their leadership abilities were assessed with closed-ended questions such as 'I am a good leader when a task needs to be done' and open-ended questions such as 'What makes a leader on the soccer field?'

Awareness of body-centered issues surrounding physical activity

Participants' attitudes regarding their appearance and comfort level with physical activity were asked, as well as a self-characterization of their weight.

Athletic self-image

Athletic self-image was assessed during both participant interviews and the online survey. Athletic image was operationalized via measures such as 'Do you consider yourself an athlete?', 'In my culture, girls don't play sports.', 'My parents like me to be an athlete', and 'Many of my friends are athletes'.

Process Evaluation

Program Administration

Key informant participants were asked to identify barriers to physical activity among middle school girls unique to this population of urban minority girls. Results of these interviews directly affected program structure.

Participants were also asked if they felt like they were part of the Soccer Girls Rule program. Parents, coaches and administrators were also asked about strength and weaknesses of the program.

“The girls are taught how to work together and have an opportunity to participate in a sport.... I love this program and wish there were more like it.”

Attendance data

Demographic data was collected upon program entrance to track participants over time throughout the program. Attendance data was collected over the course of the program to assist in examining the overall effect of the program.

Participant Feedback

Interviews conducted with participants during the project, with questions centered on the structure of specific program elements. Participant's assessment of both the positive and negative aspects of the program was assessed.

Exit interviews were conducted with both parents and participants who exited the program during the year to ascertain their feedback about the program. These exit interviews were informal conversations conducted by the program director and did not occur for all participants who exited the program, due to lack of continued contact.

Participants

Participants in the Soccer Girls Rule program are urban middle school girls who attend two Philadelphia schools, Jay Cooke Elementary School and Girard College.

The fall 2012 program began with 63 participants, with 45 girls from Cooke and 18 girls from Girard. During the course of the fall program, 10 participants exited, leaving 53 participants who completed the fall session. Of those who participated, 46 completed the participant intake survey. Fifty-three girls participated in the winter 2012 session of Soccer Girls Rule. During the course of the winter program, 17 participants exited and 10 were added, leaving 46 participants who completed the winter session. Of those participants, 33 contributed to the participant interviews. For the spring 2013 session, 46 participants were involved in the program, with 5 additions and 11 exiting the program and during the spring session. Of those spring participants, 27 completed the participant posttest. Ultimately 72 girls participated in the program over the course of the school year.



Participants were fairly evenly distributed throughout the grades served by the program, with 23% of participants in 3rd grade; 27% in 4th grade; 23% in 5th grade; 18% in 6th grade and 9% in 7th grade. Most participants identified themselves as being either of Hispanic origin or African American. Exit interviews were completed for 19 of the 37 girls who dropped out of the program during the course of the first year. Reasons for discontinuation of the Soccer Girls Rule program included having moved, having competing demands after school, that the program took time away from participant's studies, the number of injuries involved with participants and having behavioral issues at the program.

“Since I was 5, I always wanted to play soccer. When I joined--I was so happy.”

Key Findings

Key Finding: Participants in Soccer Girls Rule reported an increase in their physical activity during Year Three of the program.

Sixty percent of participants reported participating in hard exercise every week in the pretest, while 67% participated in hard exercise every week in the posttest. The percentage of participants who strongly agreed with the statement “exercise is important for my health” increased from 94% on the pretest to 100% on the posttest. Although these changes are not statistically significant, the trend toward increased physical activity may become significant as the program grows and the sample size increases.

“[Soccer Girls Rule] taught us about eating healthy and being fit.”

One hundred percent of coaches and 75% of administrators noted an improvement in participant’s attitude toward exercise as a result of Soccer Girls Rule. Additionally, nearly half (40%) of administrators and 75% of coaches who were surveyed noted an improvement in participant’s physical fitness levels. Noted one coach:

“Over the year, they were able to run and play for longer periods without getting tired.”

Participants also reported being more physically active after their involvement with Soccer Girls Rule:

“I always knew exercise was important but [Soccer Girls Rule] encouraged it.”

“Yes, [I am] more active at school and at home.”

“Last time, I was lazy then I joined and now I am active.”

All of the parents surveyed reported that their daughters were more likely to exercise as a result of participation in Soccer Girls Rule, and nearly half of parents (47%) report that their daughters exercise every day or nearly every day when she’s not at the program. Parents also report an increase in their daughters’ motivation to exercise:

“She’s more active now. She’s always on the move.”

“She loves to play more sports and she is always talking about how much fun she has and how she loves to play.”

Key Finding: Soccer Girls Rule appeared to have a positive impact on participant’s self-esteem and resiliency.

Improvements in participant’s self-esteem and resiliency were reported by participants, parents, coaches and school administrators, although some measures yielded mixed results.

Many of the participants who were asked about changes in their self-esteem since they were involved in the program reported an improvement in their self-esteem. Soccer Girls Rule...

“Before, I thought I couldn’t do soccer, it was too much for me. But I realized I could and it changed me.”

“Makes me feel like I can do anything.”

“Taught me not to give up, to achieve all of your goals that you have.”

“When I get ready to play a game, I feel ready to play anything.”

“Makes you feel free, not like you are in a cage like in school.”

“When I started I felt like a superstar. It taught me I can be in a world cup.”

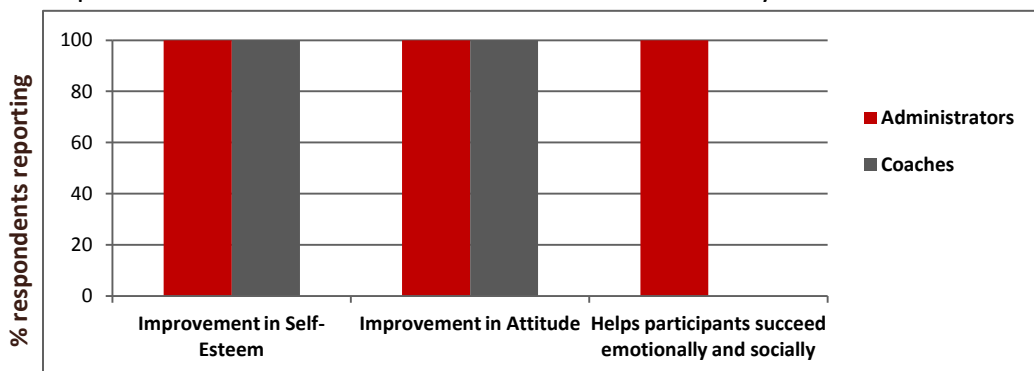
When asked about changes in their daughter’s self-confidence as a result of Soccer Girls Rule, 93% of parents agree or strongly agree that their daughter feels better about herself as a result of the Soccer Girls Rule program.

“She is less reserved and has the ‘don’t quit’ attitude I’ve always hoped she’d have.”

“ [Soccer Girls Rule] gives hope and encouragement to challenge inner strength.”

“It builds confidence.”

Improvements in self-confidence were also identified by both coaches and administrators.



The coaches and administrators also commented on the improvements in self-esteem that were observed:

“The girls who are in the program and stay in the program have a great sense of self. Some of the girls who left the program or were suspended tend to have more negative attitudes.”

“The girls who stayed in the program seem self-assured and confident in who they are.”

Participants’ pre- and post-test scores on measures of self-esteem had varied results, as demonstrated below. Although there were improvements in one measure of self-esteem, there was no change or a decrease in other measures of self-esteem.

| Measure | Strongly Agreed on Pretest | Strongly Agreed on Posttest |
|--|----------------------------|-----------------------------|
| I do not give up when I am doing something. | 40% | 59% |
| I am willing to take on new challenges. | 77% | 78% |
| I am happy with who I am. | 89% | 89% |
| I am able to do things as well as most other kids. | 64% | 63% |
| I am able to depend on myself more than anyone else. | 64% | 64% |
| Compared to other people, I can do things very well. | 67% | 52% |

Overall, there were decreases in selected measures of self-esteem between the pre- and posttests, but there appeared to be a larger drop at Girard College. The difference between the pre- and posttest on select measures are presented below:

| Measure | Difference in ‘Strongly Agreed’ Cook | Difference in ‘Strongly Agreed’ Girard |
|--|--------------------------------------|--|
| When I make plans, I follow through with them | -3% | -30% |
| I do not give up when I am doing something. | 26% | 0% |
| Compared to other people, I can do things very well. | -3% | -23% |

Key Finding: Participants, parents and coaches all reported improved behavior in school and at home.

Improvements in participants' behavior during the course of the program were reported by participants, parents, school administrators and coaches.

A vast majority of parents agreed that their daughters were getting in less trouble at home and school (86%), were doing better at school (82%) and has an easier time getting along with other kids (100%). Parent feedback included:

"She is getting more organized in school...she seems to feel good about herself."

"She's very motivated and has an energy outlet and is making friends."

"She feels more confident, healthier and has somewhere to release tension and anxiety."

"It teaches them independence and also helps to learn to communicate better with others and learn to work in a team environment."



These findings were echoed in the coach and school administrator surveys. Eighty percent of administrators felt that Soccer Girls Rule helped participants succeed academically. Additionally, 75% of administrators saw improvements in behavior as a result of the program. Said one administrator:

"The girls in the program like school and want to be successful. Some participants have seemed to gain confidence that shows in their participation in class."

All of the coaches involved with the program saw improvements in behavior during the course of the program. All coaches report improvements among in participant's willingness to participate in activities, following directions, enthusiasm about the program, having positive interactions with fellow participants and having respect for coaches. They also report positive changes in participant behavior, including:

"For most girls with negative attitudes coming in, they improve. Some greatly and others have minor changes and improvements, but are less consistent."

Key Finding: Participants reported an improvement in their problem-solving skills during the program.

During participant interviews, the girls repeatedly spoke of the techniques being taught by coaches to resolve problems that arise between girls. Not only do participants utilize these skills during Soccer Girls Rule, but many reported that they have carried these skills over into other areas of their lives.

“I feel better because if I have a bad day, I come here and take my anger out on the ball.”

“I feel better because if I have a bad day, I come here and let my anger out on the ball.”

“They taught us to say sorry, to shake hands, to give hugs and to talk it out.”

“I use that with my friends all the time.”

“I use ‘brush it off’ in school.”

“I use it at home. I tried to be a leader with my brothers at home.”

This was echoed in the parent surveys, where a majority of parents who were surveyed (86%) felt that their daughters were more likely to talk about problems when a problem came up as a result of Soccer Girls Rule. Said one parent:

“She really expresses her more and seems more involved in creating activities/opening up about issues and addressing concerns or needs.”

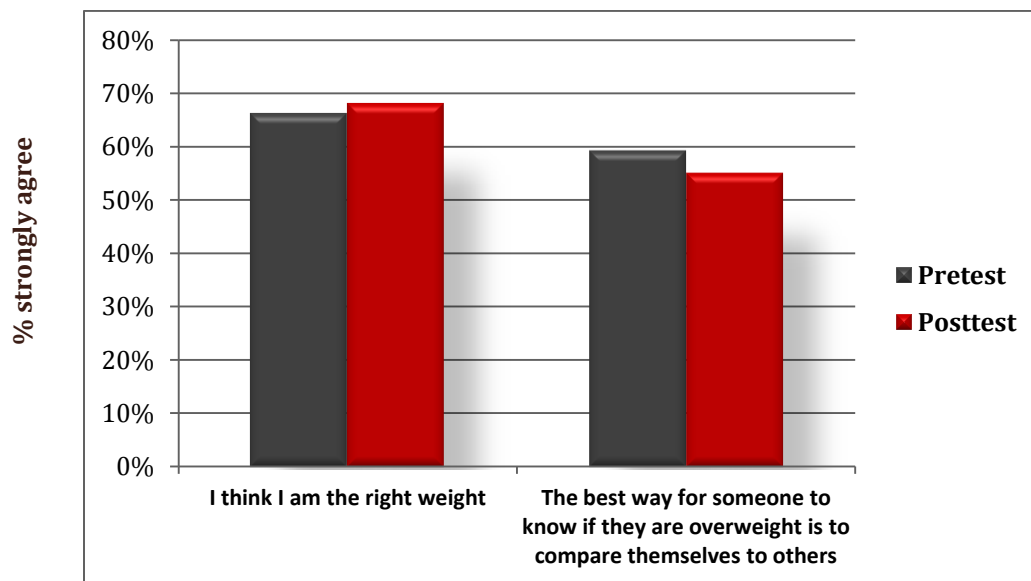
Administrators also highlight the conflict resolution skills learned through the program, with 75% seeing an improvement in participant’s conflict resolution skills.

“Most of the girls love the program and seem to learn cooperating skills that carry over into school.”

“One girl sticks out. She stuck to herself. Since joining soccer, she is friendly with everyone and stays out of the conflicts. If she involves herself at all, it is to attempt to let others vent or calm them down.”

Key Finding: Soccer Girls Rules appears to have a positive influence on body image and athletic image among participants.

Although only modest improvements were seen in body influence measures in pretest/posttest measures (as shown below), there were qualitative responses gathered that indicated an improvement in body image.



Participants surveyed stated that as a result of playing sports:

“I wanted to lose weight and I came here and I did.”

“It makes you be strong and exercise a lot. “

“I feel my muscles growing.”

Participants also think of themselves as an athlete and reported that the Soccer Girls Rule program changed their self-perception. This was seen both in the select quantitative measures and the qualitative responses. Seventy percent of respondents on the posttest consider themselves athletes, which increased from 66% on the pretest. Additionally, while 37% feel that their culture didn’t support girls playing sports in the pretest, this proportion decreased to 19% on the posttest. Additionally there was a slight drop in the proportion of girls who strongly agreed that they hated getting sweaty when they exercised between pre and post testing, although none of these changes reached statistical significance.

Qualitative data also support an improvement in participants' image of themselves as an athlete.

"[When I come to the program] I feel athletic."

"Playing sports keeps you healthy."

"Being happy when I play."

"All of my uncles play soccer and now I can play with them."

The Soccer Girls Rule program also impacted parental attitudes about their daughter's athleticism. Seventy-five percent of parents surveyed thought that sports were very important to their daughter.

This process also helped to identify some of the barriers that exist in this community to girls playing sports. When asked why more girls don't play sports, parents overwhelmingly highlighted a lack of parental and cultural support.

"Parents put more boys in sports."

"Parents don't push them to do good at sports."

"Lack of encouragement, lack of financial resources."

"People telling them they shouldn't or they can't."

The parent survey also highlighted the belief that girls shouldn't play sports:

"Because a lot of female were brought up to believe that sports are only for male and that female are sometime afraid of being hurt."

"Because most people think girls sports are not as important as boys."

"Parents think they're too cute and might get hurt."

"They believe that it interferes with their feminine ways."



Key Finding: The importance of role models is highlighted.

The all-female coaching staff of the Soccer Girls Rule program appears to be a strength of the program. This theme was highlighted among participants and parents in the program, although there were no significant improvements seen in pretest/posttest comparisons of measures that addressed this measure.

“Women understand the problems you go through at home and at school.”

“Better having women coaches because if you have your period you can talk to a woman about it.”

“When I get older, I can teach other people and coach like they do. When I’m a mom, I can teach my kids to play soccer.”

“When I get older I can teach other people and coach like they do. When I’m a mom, I can teach my kids to play soccer.”

“Good, you can talk about girls stuff.”

“I like having just women coaches.”

“...my daughter believes she can be inspiring to kids like the coaches here and go to college.”

Key Finding: Participants reported that the nutrition education received at Soccer Girls Rule changed their dietary behavior.

Responses from participant interviews suggest that education regarding a healthy diet provided by Soccer Girls Rule has led to a change in knowledge and behavior.

“I’m starting to eat healthier. I look at how much sugar is in the stuff you eat.”

“Soccer Girls Rule taught me to eat healthy and bad foods makes your body not strong.”

“They taught us to look at the health information on the package of foods.”

“Taught us about eating healthy and being fit.”

“They taught us by giving us healthy snacks.”

“It helps give us strength.”

Key Finding: Interpersonal relationships may suffer as a result of the program.

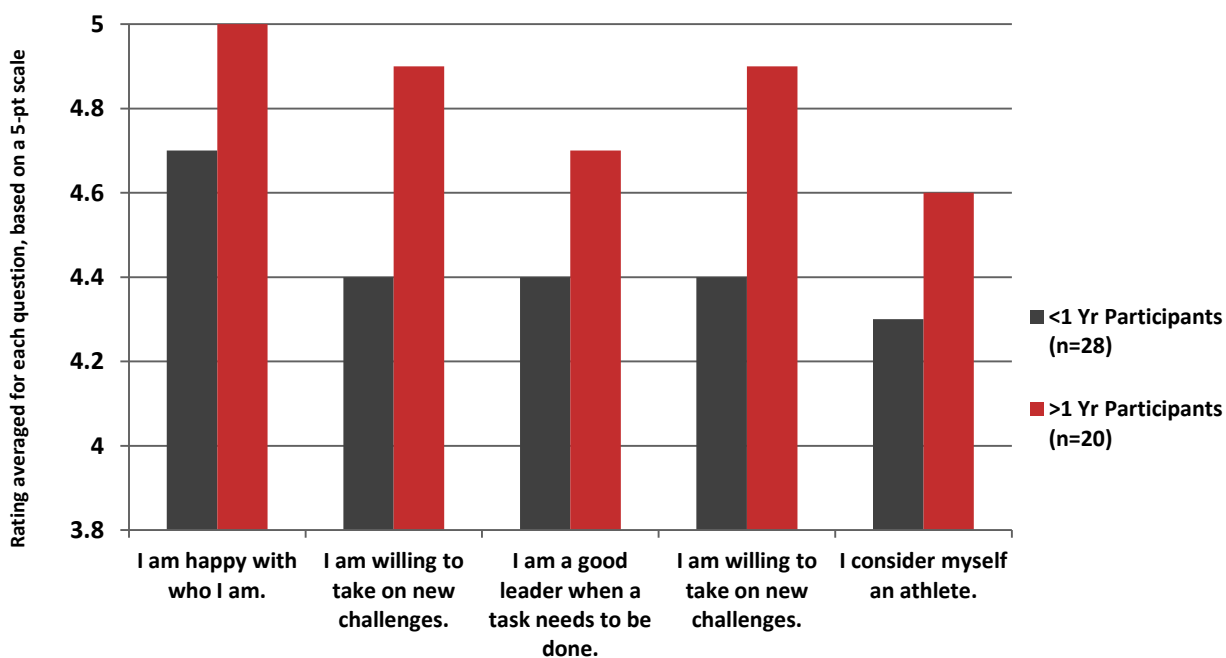
As suggested by measures from the participant survey, it appears that participation in Soccer Girls Rule may negatively affect interpersonal relationships, although these results were not echoed in participant interviews. Decreases in measures of interpersonal relationships from pretest to posttest were observed, although none reached the level of statistical significance. For example, 50% of respondents strongly agreed that their friends always help them through problems on the pretest, while only 22% chose always on the posttest. A small decrease was seen in the question 'When we talk about things, my parents care about what I think' (66% strongly agreed on pretest; 62% on posttest). Conversely, 77% of participants strongly agreed that "There is an adult in my life who cares about me" on the pretest, while 89% did on the posttest.

Although these changes are evident on the written surveys, these results were not reinforced by the interviews. In fact, many participants described how Soccer Girls Rule helped them in their interpersonal relationships, as described in previous sections.

Key Finding: The longer participants are enrolled in Soccer Girls Rule, the greater the effect the program appears to have.

Soccer Girls Rule appears to have greater benefit for those who participate in the program for multiple years. This was measured by examining baseline pretest scores for those participants who completed the Year 3 pretest. As demonstrated below, participants who self-identified as having been in the program more than a year have a higher score on measures of self-esteem, leadership and athletic image, although these differences were not significantly different. The participants who have been with the program over a year were slightly older than those who were newer to the program, but the average grade difference was less than one year (average grade was 5.1 for those involved in program greater than a year and 4.4 for those involved in program less than or equal to one year, among those who answered the question).

Baseline Scores of Selected Measures Based on Length of Enrollment



Additionally, we analyzed the differences in selected measures between participant’s initial pretest and their most recent posttest. Although the numbers were small, a difference between the scores of participants who had been involved in the program for 3 years and those who had been involved in the program just one year was observed, but not reported since the sample size was small.

Key Finding: The implementation of the Soccer Girls Rule program receives positive feedback from all sources.

The execution of the Soccer Girls Rule program received positive feedback from participants, parents, coaches and administrators, including:

- 100% of parents who were surveyed strongly agree that the program is valuable for their daughters.
- 100% of parents who were surveyed would allow their daughters to participate in the program again.



The program is implemented in a way that makes its goals clear to both coaches and administrators:

- All of the coaches surveyed have a clear understanding of the program goals.
- All of the coaches surveyed feel like they have input into the program.
- All of the school administrators surveyed have a clear understanding of how Soccer Girls Rule works.
- All of the school administrators surveyed strongly agree that they understand the program goals.

Coaching staff get high marks from administrators, parents and participants:

- Four out of the five school administrators strongly agree that Soccer Girls Rule staff is cooperative and easy to work with.
- The positive response to the coaching staff was highlighted in the parent survey:

“[The best thing about Soccer Girls Rule] is the coaches taking time out with the children after school. It takes a village to save the children.”

“[There are] not enough young ladies like the coaches around. My family loves these young ladies for make a difference and modeling productivity in our younger ladies lives.”

“...I think the girls have a strong leader.”

Another positive aspect highlighted was that participants feel connected to the program:

"Yes, I feel like [I'm] in a family."

"Yes, girls from my school go here."

"Most girls don't think they are a part of something. This makes me feel like you're a part of something and cared about."

"I love this program because [she] really enjoys it. Hopefully [Soccer Girls Rule] will stay around for a long time."

Connection to the program is an area that is also highlighted by an administrator:

"[The best thing about Soccer Girls Rule is] the excitement that it raises in the girls and the sense of belonging it gives them."

While many positive aspects of the program were highlighted, areas to improve were also noted by:

- participants, whose major recommendations included:
 - allowing participants to do homework while at program
 - expanding hours
 - expanding enrollment
 - providing uniforms
 - providing more trips
 - providing more tournaments
- parents, whose major areas to improve included:
 - expanding hours
 - providing transportation
- coaches, whose major areas to improve included:
 - the dissemination of curriculum more in advance of sessions
 - to allow greater flexibility in the drills and exercises to be implemented
 - providing more training about after school programs
- administrators, whose only suggestion included providing better communication to parents about program cancellation (such as using school's automated communication system).

Conclusions

Based upon evaluations conducted during the third year of this after school program, the Soccer Girls Rule program appears to have a positive impact on select outcome measures, including level of physical activity, dietary behavior, problem solving, self-esteem, behavior and body image. Although these changes are not statistically significant, the trends observed may become significant as the program grows and the sample size increases.

A key finding of this study is the increase in physical activity among participants as a result of the program. Strong coaching staff, the effect of female role models and the enjoyment of the program’s on-field activities may all add to the increases in physical activity reported.

The improvement in participant attitude and behavior and how the participants handled problems both in the program and in their lives is also a highlight of Soccer Girls Rule. The program appeared to have positive effects on conflict resolution and behavior, on the field, in school and at home, as reported by participants, parents, coaches and administrators.

There appears to be a ‘dose-response’ effect to the program, with participants who have been involved in Soccer Girls Rule for over one year having higher baseline measures of self-esteem, leadership and athletic image. This is supported by the small-sample analysis that the participants who have been with the program for 3 years have bigger pretest/posttest differences, as compared to those girls who have only been involved with the program one year.

An additional key finding of the Year Three evaluation is the success of the administration of the Soccer Girls Rule program. All key stakeholders (participants, parents, coaches and school administrators) felt that the program had clear objectives, had strong leadership and made participants feel connected to the program.

“[The best thing about Soccer Girls Rule] is the coaches taking time out with the children after school. It takes a village to save the children.”

There appears to be a detrimental effect on interpersonal relationships among participants, as shown in the quantitative data collected. This effect has been found all 3 years of the program. But unlike in past evaluations of the program, these results were not echoed in the participant

interviews. In previous years, an overarching theme of the participant interviews has been the conflict between the girls—including how this takes away from the program, ways they have been taught to resolve the conflicts, and ways to decrease the amount of conflicts in the future.

This year, although the conflict resolution skills taught were highlighted in the participant interviews, there were far fewer references to conflicts between participants. It is possible that the change in pretest/posttest scores are due to the timing of posttest, which may allow for participants to have an awareness that conflicts may occur during the course of the program, therefore they are more cognizant of the possibility of conflict.

The importance of role models is highlighted by the program evaluation. The participant survey and interviews highlighted the importance of having women coaches as a way to make physical activity more acceptable to these middle-school girls.

Recommendations

Having completed its third year, the successes of the Soccer Girls Rule program should be highlighted, as well as the areas that are in need of improvement. Overall, the program evaluation is able to point to areas where the goals of the program are being met, including participants' level of physical fitness, healthy nutrition, improvements in behavior and conflict resolution and body image. The improvements in participants' physical activity are among the program's greatest accomplishments. The results strongly encourage the program to increase the involvement of women as role models for the participants, as a way to further increase physical activity by participants.



Parental attitude toward their daughter's participation in sports was also one of the most interesting findings of the Year Three evaluation. Many parents who were surveyed highlighted the fact that parental support is vital in getting girls involved with sports. Parental involvement and buy-in should be emphasized early in the program, and additional activities which allow parents to participate in activities with the girls should be incorporated into the program.

By using this program as a platform for meeting new girls and forming new relationships, this may be a way for participants to improve their interpersonal skills. The problem-solving skills that participants learn through the program's activities and see through the coach's conflict resolution are one of the highlights of the program.