



Annual Outcomes Report: 2015-2016 Programs

Crittenton Services of Greater Washington (Crittenton) empowers the most vulnerable teen girls to overcome obstacles, make positive choices, and achieve their goals through school-based programs in Washington, DC and Montgomery County, MD. Our mission: ensuring that every teen girl has the support, knowledge, and skills she needs to thrive. Through the experiences our programs provide, girls learn to recognize and value their gifts and develop invaluable life and leadership skills. Most importantly, they attain a belief in their ability to succeed, even in challenging situations.

During the 2015-2016 school year, Crittenton delivered two positive youth development programs in Washington, DC and Montgomery County, MD:

- » **SNEAKERS**, empowers vulnerable girls to navigate the choices and challenges of adolescence.¹
- » **PEARLS**, enables pregnant and parenting teens to succeed as students and parents.²

Shattuck and Associates, an independent evaluation firm with extensive experience evaluating youth development programs in the Washington area, evaluated these programs. To do so, they used a variety of methods, including participant pretest and posttest surveys to measure changes in knowledge, attitudes, and behavior; participant focus groups; weekly implementation reports completed by program leaders; and content review of program documents.

This report summarizes the combined evaluation findings for Washington, DC and Montgomery County programs that served 353 teen girls in 23 SNEAKERS groups and 8 PEARLS groups at 15 public schools (See Table 1).

¹ SNEAKERS is the acronym for Self-efficacy, Nurturance, Expectations, Assertiveness, Knowledge, Empowerment, Responsibility, and Success.

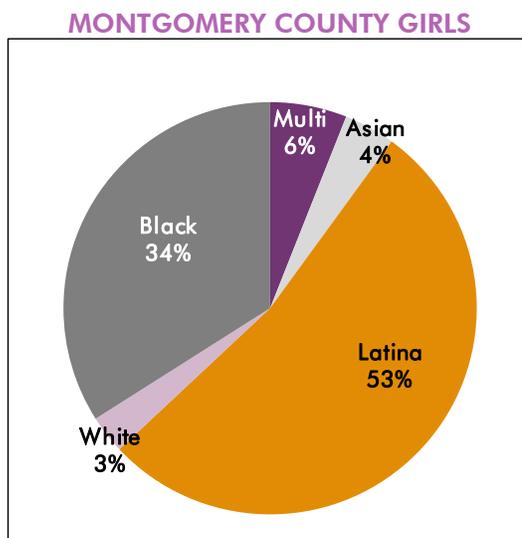
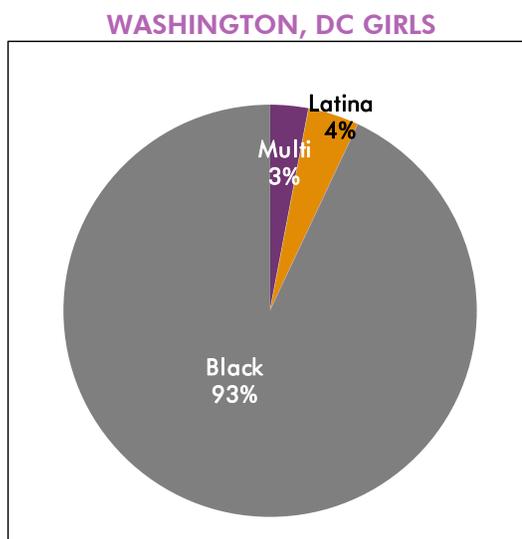
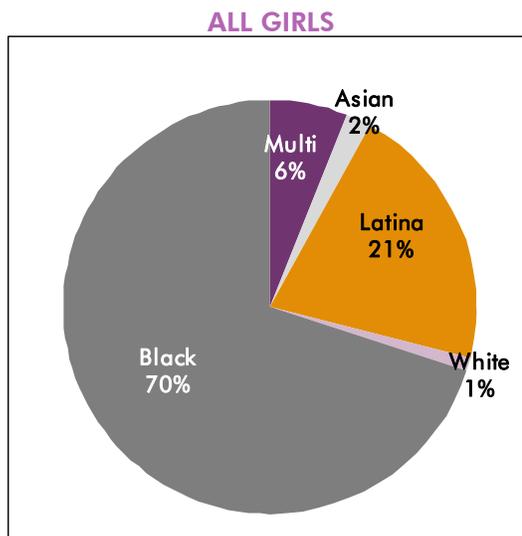
² PEARLS is the acronym for Parenting, Education, and Responsive Life Skills.

Table 1. 2015-2016 Schools

Washington, DC	
Ward 5	Browne Education Campus Dunbar High School McKinley Tech Middle School Wheatley Educational Campus Luke C. Moore High School
Ward 7	Kelly Miller Middle School Sousa Middle School Woodson High School
Ward 8	Anacostia High School Ballou High School Hart Middle School
Montgomery County, MD	
Clarksburg	Clarksburg High School
Gaithersburg	Gaithersburg High School
Silver Spring	Blair High School Kennedy High School

PROGRAM PARTICIPANTS

Figure 1. Crittenton Girls



Crittenton serves a diverse group of teen girls, primarily from low-income families. Nearly 70.3% of all participants were Black, African, or African American; 21% were Latina or Hispanic; 6.2% were multiracial; 1.7% were Asian; and 0.8% were White (See Figure 1). At home, 65% of participants spoke English only, 19% spoke English and another language, and 8% spoke a language other than English only. Almost 90% were born in the U.S.; and 10% were born in Latin America, Africa, the Caribbean, and Asia.

More than 70% of participants were from low-income and/or single parent families (See Figure 1). Fewer than 8% of participants' mothers and 6% of their fathers had a four-year college degree or higher.

Participants' ages ranged from 13 to 19; and 31% were in the 8th grade, 19% were in the 9th grade, 24% in the 10th grade, 13% in the 11th grade, and 14% in the 12th grade.

PROGRAM OUTCOMES

The evaluation found the following statistically significant changes in knowledge, attitudes, and behavior:

- » At the end of the school year, Crittenton girls **knew more about healthy relationships and safer sex.**
- » They were **more confident in their ability to abstain from sex or practice safer sex.**
- » They held more **positive attitudes toward education.**
- » They were more confident in their **ability to determine if a relationship was healthy or unhealthy.**
- » They were **better at appropriately communicating their feelings.**
- » They knew more about **how to attain their goals.**

SNEAKERS Years 3 and 4 participants were also **less likely to engage in physical fighting** and had **greater self-control.**

The girls also reported that because they had participated in Crittenton programs they:

- » Were **more committed to working hard in school.**

- » Knew more about **college and career options**.
- » Had **goals and action plans for post-secondary education**.

At posttest, the majority of sexually active participants indicated that they used condoms alone or in conjunction with another form of birth control when they last had sex.

Moreover, every senior in a SNEAKERS or PEARLS group reported that she would graduate; and 99% of girls in the 8th to 11th grades were promoted to the next grade.

Safer sex and healthy relationships

Knowledge

Participants showed statistically significant increases in their knowledge regarding safer sex, sexually transmitted infection (STI) prevention, and healthy relationships as measured by a comparison of pretest and posttest scores for a series of knowledge questions.

At pretest and posttest, all participants were asked to answer eight questions regarding reproductive and sexual health and healthy relationships, drawn from program curricula. At posttest, 46% more SNEAKERS Years 1 and 2 participants correctly answered a question regarding healthy relationships; 28% more correctly answered questions regarding birth control methods; 26% more correctly answered a question on STI symptoms; and Overall, the mean change from pretest to posttest was a 21% increase in correct answers.

For SNEAKERS Years 3 and 4 respondents, the percentage of correct answers to their questions was substantially higher at both pretest (82%) and posttest (84%), indicating that the longer girls remained in the program, the more their knowledge increased.

For both SNEAKERS Years 1 and 2 and Years 3 and 4 participants, there was also a statistically significant increase in their ability to determine if a “relationship is healthy or unhealthy.”

Self-efficacy for safer sex

At end of the school year, participants were more confident in the ability to say “no” to unwanted or unsafe sex. At pretest and posttest, SNEAKERS Years 1 and 2 participants answered four

“I have a friend who is sexually active and wants me to be. In SNEAKERS, [I learned] you should always wait.”

— SNEAKERS focus group response

“I know and understand how to say ‘no’ to a boy when I don’t want to get involved in having sex with him.”

— SNEAKERS posttest response

“PEARLS helped me to make the decision to use birth control.”

— PEARLS focus group response

“I have birth control, and I don’t have sex without a condom.”

— SNEAKERS posttest response

questions on their comfort level regarding talking about sex, using contraception, resisting unwanted sex, and resisting unsafe sex. **The changes from pretest to posttest were statistically significant.**

SNEAKERS Years 3 and 4 answered five similar questions. Their mean scores on a five-point scale were extremely high at both pretest (4.8) and posttest (5.0).

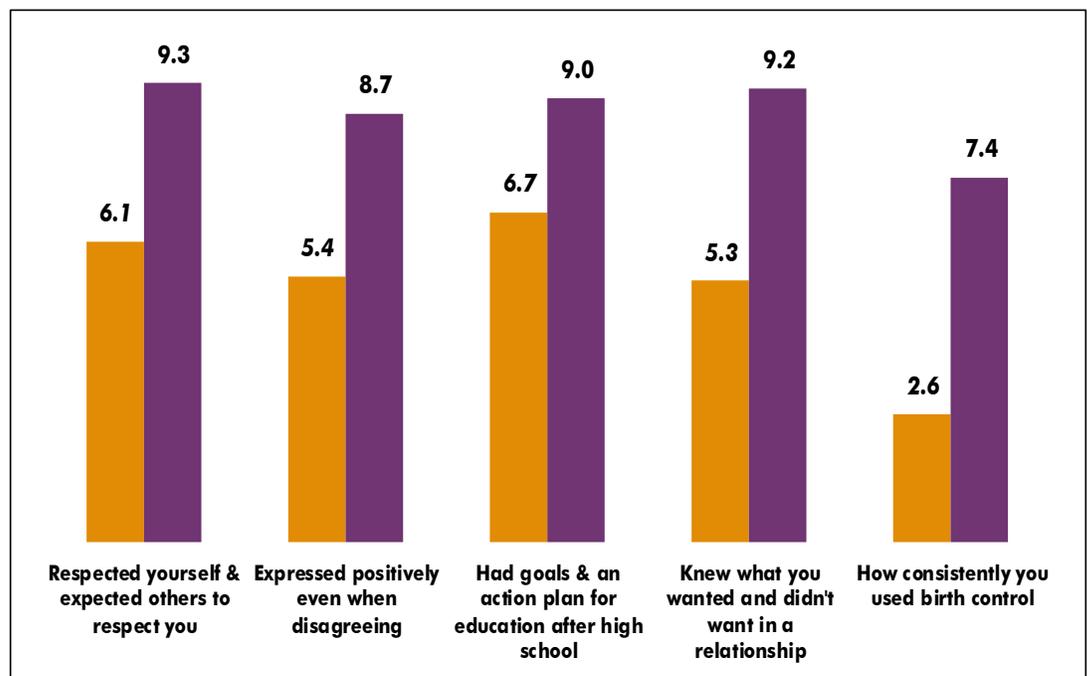
Behaviors

At pretest, 95% of SNEAKERS Years 1 and 2 respondents reported never having consensual sex or not having sex in the past three months. At posttest, the percentage of sexually active participants had increased from nearly 5% to about 12%. About 77% of sexually active respondents reported using condoms and/or some form of birth control the last time they had sex.

Not surprisingly, SNEAKERS Years 3 and 4 participants were more likely than their younger counterparts to have had consensual sex in the past three months: 48% at pretest and 49% at posttest. Nearly 79% reported using condoms and/or another form of birth control the last time they had sex at posttest.

SNEAKERS Years 3 and 4 participants were also asked how often they used condoms or birth control when they had sex. At

Figure 2. Ratings before and after participation in SNEAKERS Year 3 and 4



posttest, 59% of respondents answered “every time,” 18% said “most of the time,” and 14% “some of the time.” At posttest, only 9% answered “none of the time,” compared with 18% at pretest.

The posttest also asked SNEAKERS Years 3 and 4 respondents to compare how consistently they used birth control “before” and “after” program participation, using a ten-point scale. **The change was substantial — from 2.6 “before” to 7.4 “after” — and statistically significant** (See Figure 2).

Nearly 63% of PEARLS respondents answered that they had had consensual sex in the past three months; and 53% had at posttest. All sexually active respondents answered that they had used condoms and/or another form of birth control the last time they had sex. About 56% reported that they used condoms or birth control “every time” or “most of the time,” and only 22% said “none of the time.”

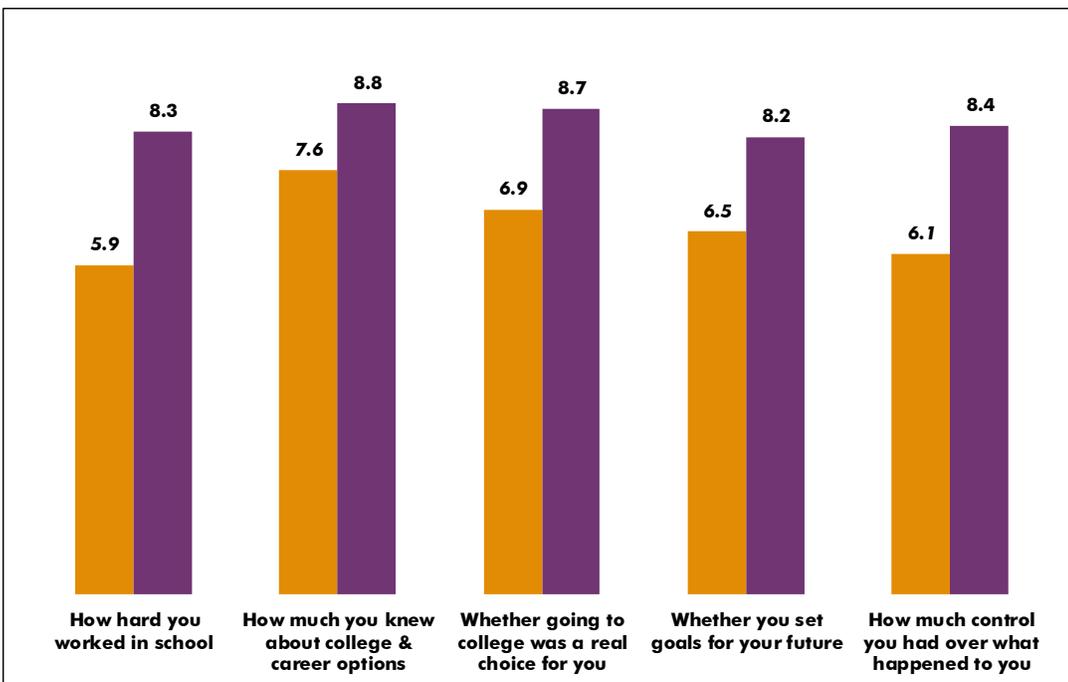
Pregnancies

Program leaders reported that 2% of SNEAKERS participants had become pregnant during the 2015-2016 school. **No** PEARLS participants become pregnant a second or third time after becoming a program participant this school year.

“I don’t want to get pregnant again. I have goals.”

— PEARLS focus group response

Figure 3. Ratings before and after participation in SNEAKERS Years 1 and 2



“Since we made our vision boards, I’ve seen that school is important to achieve my goals.”

— PEARLS focus group response

“School is now my #1 priority.”

— SNEAKERS posttest response

“My PEARLS group has helped me stay in school. I’ve been trying to quit, but the group says ‘no, don’t give up, keep coming’.”

— PEARLS focus group response

Attitudes toward education

After joining SNEAKERS, participants were more committed to working harder in school, were more likely to believe that they were “college material,” and had set both short-term and long-term education goals. For SNEAKERS Years 1 and 2 participants, the evaluation found a statistically significant pretest to posttest change in attitudes toward education.

The posttest also asked SNEAKERS Years 1 and 2 respondents to use a ten-point scale to rate themselves “before” and “after” program participation. Their ratings showed statistically significant improvements in “working harder in school,” “knowing more about college and career options,” and being “more convinced that college was a real choice for them” (See Figure 3).

What’s more, in responding to an open-ended posttest question, 22% of SNEAKERS Years 1 and 2 participants indicated that “working harder in school” was the most significant change they had made since joining the program as did 10% of SNEAKERS Years 3 and 4 participants (See Figure 4).

Similarly, 81% of SNEAKERS Years 1 and 2 and 70% of SNEAKERS Years 3 and 4 respondents listed education-related goals in response to the posttest-only question, “What important goal have you set for yourself this year?”.

During their focus groups, PEARLS participants in both the District and Montgomery County credited the program with keeping them in school and with giving them the tools they needed to plan for continuing education after high school graduation. They also described how parenthood had increased their focus on education because they wanted to be role models for their children.

Graduation and promotion to the next grade

In responding to a posttest question that asked if they were being promoted at the end of the school year, 99% of girls in the 8th to 11th grades reported that they were being promoted to the next grade. A little more than half (54%) of SNEAKERS Years 3 and 4 participants were being promoted and nearly 45% were graduating seniors. All but one of the PEARLS participants reported that they were being promoted or graduating. Only 1% of participants in all groups were being held back.

Nearly 50% of all SNEAKERS and PEARLS graduating respondents reported that they would be attending a four-year college, 35% would be attending a two-year or community college, and 3% would be attending a technical or vocational school.

Social and emotional skills

Participants attributed personal growth in a variety of areas to their programs, including improvements in their attitudes toward self and in critical life skills, such as self-management, communications, and goal-setting.

Self-respect and self-empowerment

A pretest to posttest response comparison found a statistically significant improvement in SNEAKERS Years 1 and 2 participants' respect for themselves. The percentage of respondents who reported that "I wish I could have more respect for myself" was "not at all like them" or "a little like them" increased from 39% at pretest to 57% at posttest. Nearly 26% also indicated that "believing in myself" was the most important change they had experienced since joining the program (Figure 3).

Likewise, almost half (48%) of SNEAKERS Years 3 and 4 participants said that they believed in themselves more (See Figure 4). The change in their "before" and "after" rating on "Respecting yourself and expecting others to respect you" was statistically significant (See Figure 2).

SNEAKERS Years 1 and 2 participants were also more confident in their ability to "control what happened" to them (Figure 3).

Self-management

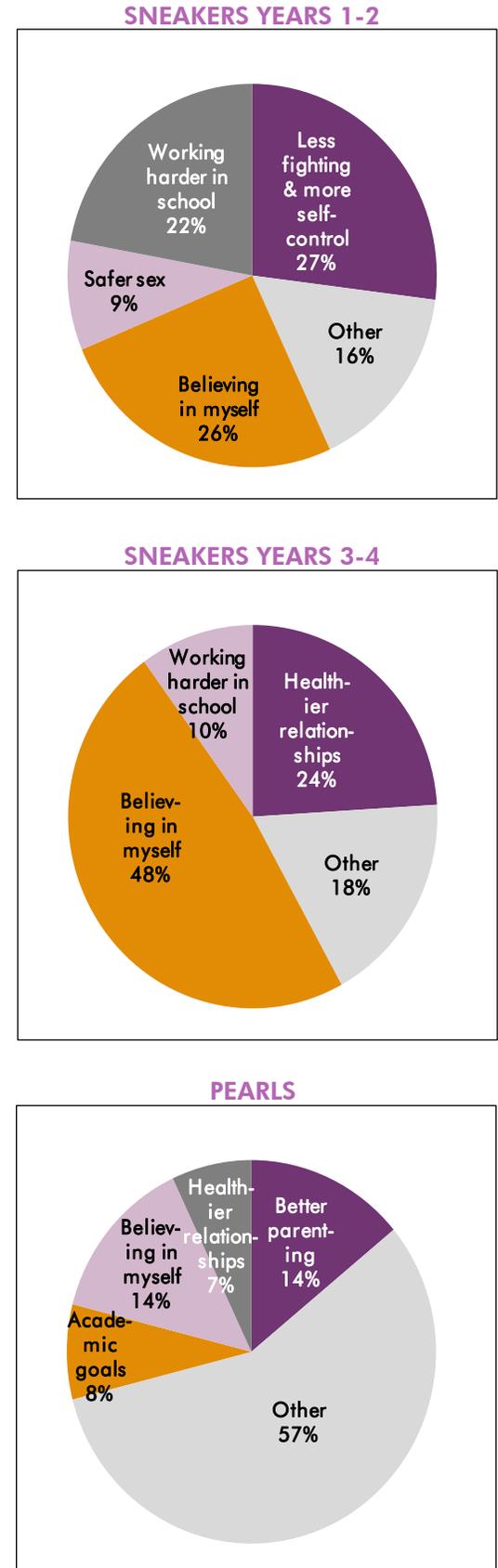
The evaluation found statistically significant changes in SNEAKERS participants' self-management. In response to the "most significant change" question, nearly 27% of SNEAKERS Years 1 and 2 participants reported that they were "fighting less" and had "more self-control."

For SNEAKERS Years 3 and 4, two items showed statistically significant improvement: "sometimes I have to physically fight to get what I want" and "I lose control if I don't get my way."

Communications

The evaluation also found improvements in SNEAKERS participants' communication skills. Both SNEAKERS Years 1 and 2 and

Figure 4. Most important changes



I've learned to handle things in a respectful way instead of getting loud and getting frustrated.

— SNEAKERS posttest response

"In PEARLS there is a game of cards. It helped us figure out good ways to punish my child. It gave me good ideas to get him to obey me, and it worked."

— PEARLS focus group response

"Last year, I was more of a fighter; but this year, I realized if I want to succeed, I need to stop."

— SNEAKERS posttest response

Years 3 and 4 participants were more able to communicate their feelings appropriately. Their "before" and "after" ratings documented a statistically significant increase in SNEAKERS Years 3 and 4 participants ability to "express themselves positively even when disagreeing with someone."

In focus groups, participants from both programs and jurisdictions also spoke at length about being better able to handle difficult situations more "respectfully," to understand the impact that their words had on others, and to manage their "attitudes."

Goal setting

Participants in all programs learned more about goal setting and action planning. The posttest asked SNEAKERS Years 1 and 2 respondents to rate "whether they set goals for the future" "before" and "after" program participation. The reported increase was statistically significant (See Figure 3). A pretest to posttest comparison also found a statistically significant increase in "knowing how to make their goals happen."

SNEAKERS Years 3 and 4 participants reported a statistically significant increase "before" and "after" participation in having goals and action plans for continuing their education after high school (See Figure 2). Nearly 8% of respondents reported that "having academic goals was the "most significant change" they had made since joining PEARLS (See Figure 4).

Moreover, on the posttest almost every respondent was able to report an important goal they had set for themselves and the steps taken to reach those goals.

Parenting

The evaluation found that PEARLS participants had become more confident and better parents because they had acquired positive parenting skills and learned about child development. Posttest respondents stated that their parenting styles had improved and that they were using the discipline strategies taught in group. In fact, nearly 14% of PEARLS respondents reported that "better parenting" was the most important change they had made since joining their groups (See Figure 4).

In their focus groups, participants also described how learning about child development had made them more patient because it enabled them to understand the perspectives and developmental needs of their children.