

Annual Outcomes Report: 2017–2018 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 is to ensure 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 2017–2018 school year, Crittenton served 482 teen girls. We delivered two positive youth development programs at ten schools in Washington, DC, and four schools in 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

In Montgomery County, Crittenton also delivered **Goal Setting Girls**, a social and emotional development program for sixth- and seventh-grade girls, at three schools.

HOW WE EVALUATE

Shattuck and Associates, an independent evaluation firm with extensive experience evaluating youth development programs in the Washington area, evaluated these programs. The Shattuck team used a variety of methods, including confidential pretest and posttest surveys to measure changes in participants' knowledge, attitudes, and behavior; retrospective pretest questions that asked participants to rate themselves before and after program participation; focus group discussions and open-ended posttest questions to add depth to the quantitative findings; and program leaders' weekly implementation and attendance reports used to assess the fidelity of curriculum delivery, track participant attendance, and document lessons learned from program implementation.

This report summarizes the evaluation findings for programs in both the District and Montgomery County that served teen girls in twenty-eight SNEAKERS groups, four

“Before, school was what I did. It’s not an option in my house. Now, I’ve learned how important it is and the benefits of going to school and what you can learn if you use communication and leadership skills in class.”

—Goal Setting Girls focus group response

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*.

PEARLS groups, and three Goal Setting Girls groups during the 2017–2018 school year (see Table 1).

Table 1. 2017–2018 Schools

Washington, DC		
Ward 5	Browne Education Campus SNEAKERS Grade 7/8	
	Dunbar High School SNEAKERS Grade 9 SNEAKERS Grade 10	
	McKinley Middle School SNEAKERS Grade 7/8	
	<hr/>	
Ward 7	Kelly Miller Middle School SNEAKERS Grade 7 SNEAKERS Grade 8	
	Sousa Middle School SNEAKERS Grade 7 SNEAKERS Grade 8	
	Woodson High School SNEAKERS Grade 9 SNEAKERS Grade 10 SNEAKERS Grade 11	
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	Ward 8	Anacostia High School SNEAKERS Grade 12
		Ballou High School SNEAKERS Grade 9 SNEAKERS Grade 10 SNEAKERS Grade 11 SNEAKERS Grade 12 PEARLS
Hart Middle School SNEAKERS Grade 7 SNEAKERS Grade 8		
Kramer Middle School SNEAKERS Grade 7 SNEAKERS Grade 8		
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Montgomery County, MD		
Clarksburg		Clarksburg High School SNEAKERS Grade 9 SNEAKERS Grade 10
		<hr/>
Gaithersburg		Forest Oak Middle School Goal Setting Girls Grade 6
		Gaithersburg High School SNEAKERS Grade 9 SNEAKERS Grade 10 SNEAKERS Grade 11 PEARLS
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	Silver Spring	Argyle Middle School Goal Setting Girls Grade 6
Blair High School PEARLS Spanish PEARLS English		
Kennedy High School SNEAKERS Grade 9 SNEAKERS Grade 10 SNEAKERS Grade 11 SNEAKERS Grade 12		
E. Brooke Lee Middle School Goal Setting Girls Grade 6		

WHO WE SERVE

During the 2017–2018 school year, Crittenton served a diverse group of 482 registered program participants (see Table 2, p. 3). Nearly 57% lived in the District; and 43% lived in Montgomery County. Almost 66% of participants were black or African-American, 24% were Latina or Hispanic, 6% were multiracial, nearly 2% were Asian, and less than 2% were white or Native American.

Although nearly 87% were born in the United States, 33% of participants spoke a language other than English at home. Almost 74% were eligible for, or recipients of, Free and Reduced Price Meals (FARMS) at school.³

Over 54% of participants lived in single-parent households; and 5% lived in a foster home, shelter, or transitional housing. Fewer than 4% of participants' parents had both completed a college or higher degree.

Participants' ages ranged from eleven to nineteen; and 9% were in the 6th grade and in the 12th grade; 16% each were in the 7th, 10th, and 11th grades; and 17% were in either the 8th or 9th grade.

EMPOWERING RESULTS

Independent evaluations of our programs found the following statistically significant changes in knowledge, attitudes, and behavior. At the end of the school year, **SNEAKERS** girls:

- **Knew more about reproductive health, abstinence, contraception, and safe sex.**

Girls in grades 7 and 8 knew more about puberty and development; abstinence; and safer sex, condoms, and contraception with an increase in knowledge score from 14% to 41%. Grades 9 to 12 participants also demonstrated increased knowledge regarding condoms and contraception with an average score that increased from 53% to 71%.

- **Were more confident in their ability to determine if a relationship was healthy or unhealthy.**

More than 87% of ninth- to twelfth-graders agreed that they could determine if a relationship was healthy or unhealthy at posttest.

- **Believed they were more able to abstain from sex or practice safer sex.**

At posttest, 78% of seventh- and eighth-grade girls agreed with the statement, "I plan to delay sex until I am older." Almost 78% of high

³ In 2017, the income ceiling for FARMS eligibility for a family of four was \$43,568.

Table 2. Crittenton Girls

Program Participants			
	TOTAL	DC	MOCO
Number (%)	482 (100%)	273 (57%)	209 (43%)

Girls in Each Program			
	TOTAL	DC	MOCO
SNEAKERS	394 (82%)	265 (97%)	129 (62%)
PEARLS	41 (9%)	8 (3%)	33 (16%)
Goal Setting Girls	47 (10%)		47 (22%)

Girls in Each Grade			
	TOTAL	DC	MOCO
Middle Schools			
6th Grade	42 (9%)		42 (20%)
7th Grade	76 (16%)	71 (26%)	5 (2%)
8th Grade	84 (17%)	84 (31%)	
	202 (42%)	155 (57%)	47 (22%)
High Schools			
9th Grade	82 (17%)	41 (15%)	41 (20%)
10th Grade	78 (16%)	25 (9%)	53 (25%)
11th Grade	77 (16%)	36 (13%)	41 (20%)
12th Grade	43 (9%)	16 (6%)	27 (13%)
	280 (58%)	118 (43%)	162 (78%)

Race/Ethnicity			
	TOTAL	DC	MOCO
Asian	9 (1.9%)		9 (4.3%)
Black	319 (66.2%)	253 (92.7%)	66 (31.6%)
Latina	117 (24.3%)	3 (1.1%)	114 (54.5%)
Native American	2 (0.4%)	1 (0.4%)	1 (0.5%)
Multiracial	29 (6.0%)	15 (5.5%)	14 (6.7%)
White	6 (1.2%)	1 (0.4%)	5 (2.4%)

Girls live with . . .			
	TOTAL	DC	MOCO
One parent	262 (54%)	180 (66%)	82 (39%)
Two parents	182 (38%)	74 (27%)	108 (52%)
Other	38 (8%)	19 (7%)	19 (9%)

FARMS eligibility			
	TOTAL	DC	MOCO
Yes	358 (74%)	235 (86%)	123 (59%)
No	45 (9%)	4 (1%)	41 (20%)
Not Sure/No answer	79 (16%)	34 (12%)	45 (22%)

“Before SNEAKERS, I would have given up on achieving my goals.”

—Focus group response

“I would be a wild child, in the streets, doing anything and everything.”

—SNEAKERS focus group response

“I am more motivated to try in school. Without SNEAKERS, I would have dropped out of school.”

—Focus group response

school SNEAKERS participants and 70% of PEARLS participants **disagreed** with the statement, “Sometimes, I end up having sex because I can’t find a way to stop it.”

- **Held more positive attitudes toward education.**
At posttest, nearly 90% of SNEAKERS high school participants agreed that going to college was a realistic option for them, that the way to get ahead in life is to get a good education, and that they had a clear plan for going to college or technical school after high school graduation.
- **Had learned essential “adulting” skills such as budgeting for life after high school.**
SNEAKERS Grade 12 participants also demonstrated increased knowledge in a range of life skills, including balancing a checkbook (from 19% to 52%) and setting up a budget (from 19% to 78%).

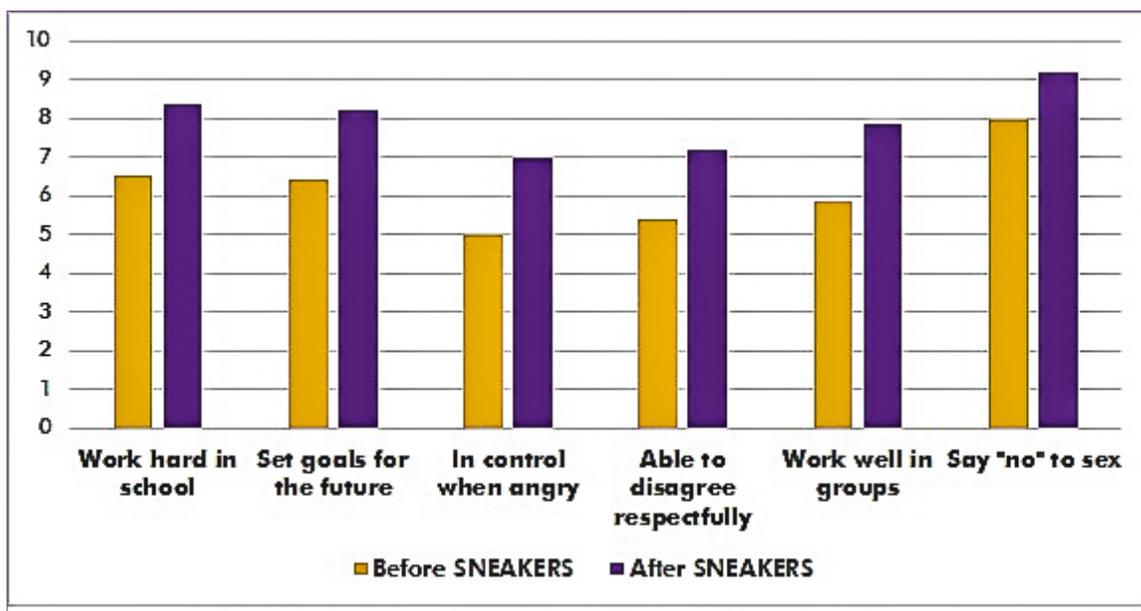
Self-reported changes in attitudes and behavior

The posttest asked participants to use a ten-point scale to compare their behavior before and after participation in the program. The difference between before and after was statistically significant for all programs (see Figures 1–3, pp. 4–5).

SNEAKERS Grades 7 and 8 participants reported that because they had participated in the program, they:

- Were working harder in school
- Found it easier to set goals for their future
- Were better able to control their temper when angry
- Were better at disagreeing respectfully
- Found it easier to tell a boy they did not want to have sex

Figure 1. Self-Reported Outcomes Before and After SNEAKERS 7–8



SNEAKERS Grades 9 to 12 participants reported that because of participation in the program, they:

- Knew more about college and career options
- Were more likely to believe that college was a real option for them
- Knew more about what they wanted and did not want in a relationship
- More consistently used birth control
- Knew more about budgeting and planning for life after high school

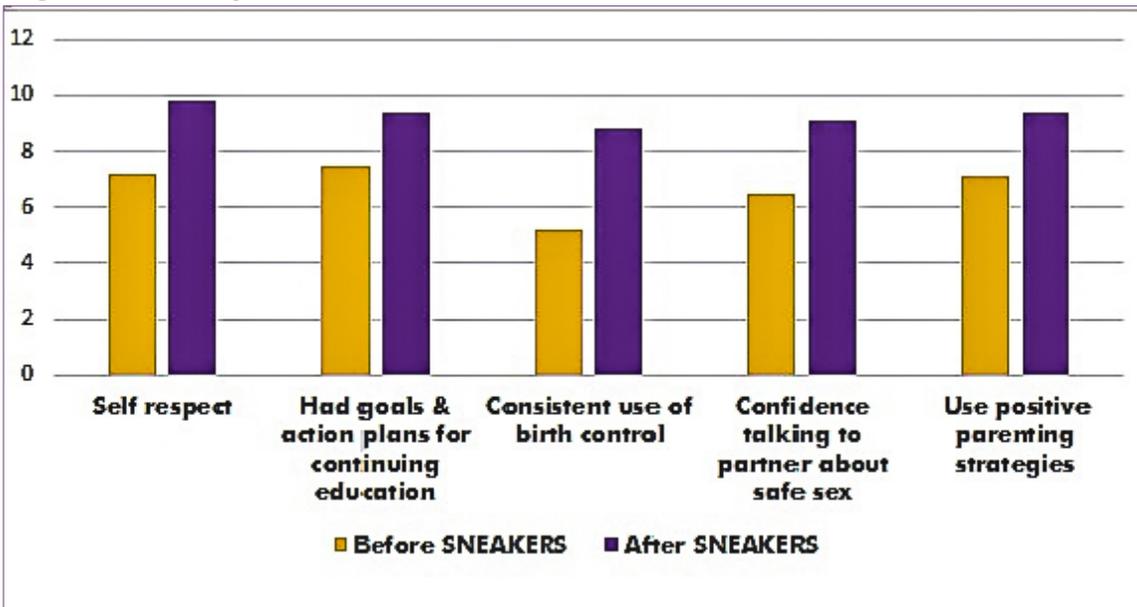
“I had bad grades during the first semester, but now I am striving with my grades and becoming a better me. Before I didn’t care, but now I totally do.”

—SNEAKERS focus group response

Figure 2. Self-Reported Outcomes Before and After SNEAKERS 9-12



Figure 3. Self-Reported Outcomes Before and After PEARLS



“Being in Goal Setting Girls made me want to work harder because I know I have a future if I go to school.”

—Focus group response

“If I wasn’t in PEARLS, I would probably be failing classes, having people take advantage of me, in a lot of fights, and getting suspended.”

—Focus group response

“I am a better mother because each time I went to group I learned something new.

—PEARLS focus group response

PEARLS participants reported that because of their participation in the program, they:

- Had both greater self-respect and expected others to respect them
- Were more likely to have goals and action plans for post-secondary education
- Used contraception more consistently
- Were more confident in their ability to talk with a partner about safe sex and birth control
- Were more likely to use positive parenting techniques

Practicing safer sex

At posttest, the majority of sexually active **SNEAKERS** and **PEARLS** participants reported that they used condoms alone or in conjunction with another birth control method. Nearly 85% of high school SNEAKERS participants “almost always” or “always” used condoms or birth control when they had intercourse with a male partner—as did 72% of PEARLS participants.

Although two SNEAKERS participants—one in the eighth-grade and a second in the eleventh-grade—were pregnant when they joined a group in September, no other participants reported becoming pregnant during the school year.

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. At posttest, nearly 86% of respondents **disagreed** with the statement, “It’s hard for me to soothe my baby when she or he is crying.” Nearly 90% **disagreed** with the statement, “It’s hard for me to discipline my child without getting angry or yelling.”

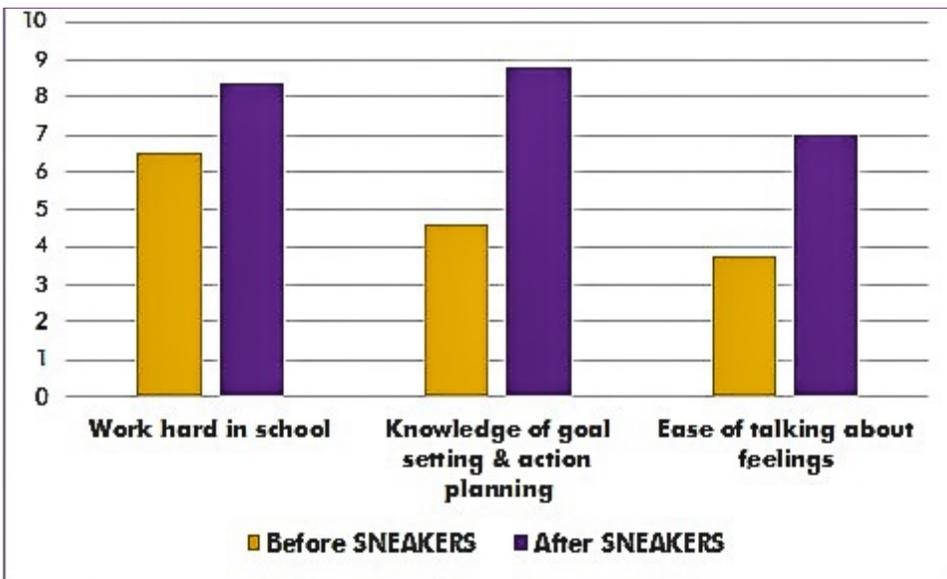
In their focus groups, participants also described how learning about child development had made them more patient because it enabled them to understand the perspectives and developmental needs of their children.

Promotion and graduations

Every senior in a SNEAKERS or PEARLS group reported that she would graduate; and 98% of girls in the seventh to twelfth grades were promoted to the next grade.

The majority of graduating seniors in SNEAKERS groups planned to continue their education after graduation: 47% reported that they planned to attend a four-year college, 39% a community college, and 4% a vocational or technical school.

Figure 4. Self-Reported Outcomes Before and After Goal Setting Girls



PEARLS graduates also planned to attend four-year colleges (18%), community colleges (41%), and vocational or technical schools (6%).

Goal Setting Girls

Goal Setting Girls produced statistically significant changes in participants' attitudes toward education. At posttest, 97% of participants agreed that they planned to go to college and that college was a realistic goal for themselves.

Participants' problem-solving and goal-setting skills also improved. At posttest, 78% often or almost always tried "to talk out a problem instead of fighting." Nearly 98% of participants often or almost always had "goals in my life." More than 87% of participants often or almost always took "action to meet" their goals and often or always felt that it was important to reach their goals.

The Goal Setting Girls posttest also asked participants to use a ten-point scale to compare their behavior before and after participation in the program. All responses were statistically significant (see Figure 4). Participants reported that they:

- Were working harder in school
- Knew more about how to set goals and create action plans
- Found it easier to talk about their feelings appropriately

Moreover, participants reported that they knew more about bullying and how to prevent it, how to solve problems, and how to use different ways to calm themselves.

Lastly, 100% of Goal Setting Girls participants were promoted to the next grade.

"Since starting PEARLS, I started to come to school regularly, I'm doing better in classes, and I'm more involved in my community."

—Focus group response

"I didn't know what goals I wanted. I didn't know the difference between long, short, and SMART. I learned that."

—Goal Setting Girls focus group response

"I learned how to properly cope with stress and bullies so I don't become the girl who fights off her problems."

—Goal Setting Girls focus group response



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