

2020-2021

State Compensatory Education (SCE)

Purpose

According to the Texas Education Agency (2020), “the goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.”

Fort Worth ISD has several processes and procedures to ensure these allocations are used appropriately, including a guidebook and scheduled training. Campus and district improvement plans guide the hiring of staff and/or implementation of supplemental services and programs designed to reduce disparities.

With nearly 75,000 students, Fort Worth ISD enjoys a diverse student population and strong community partnerships. Under the leadership of the superintendent and the Board of Education, the District continues to redesign, transform, and revitalize Fort Worth ISD Schools. In Fort Worth, the district, community organizations, and individuals come together and listen and learn with the goal of improving student outcomes in every school in every zip code including services to students at risk of failure to prepare ALL students for success in college, career, and community leadership. Ongoing initiatives include:

- FWISD's Gold Seal Early College High Schools are graduating students with two diplomas - their high school diploma and an associate degree from Tarrant County College.
- FWISD now offers Gold Seal P-TECH (Pathways in Technology) Academies at eight schools. P-TECHs provide opportunities for students to earn a high school diploma, industry-recognized certifications, and an associate degree, all while getting relevant work experience in a high-demand job field, and making connections with industry partners. Job fields include cloud convergence, web applications programming, cybersecurity, architecture, construction, medical, aviation, alternative energy, education, and more.
- More than 40 companies and organizations have officially pledged to participate in preparing Fort Worth ISD students for college and career success. New Gold Seal partners include American Airlines, Facebook, and UNT Health Science Center at Fort Worth.
- A groundbreaking partnership with Texas Wesleyan University that allows the District's five Leadership Academies to sustain recent academic gains
- An all-hands-on-deck push for Pre-K and Kindergarten that includes online registration drives, door-to-door visits, and strategic social media ads to give as many children as possible a great start to their education journey.
- Fort Worth ISD's new mobile STEM lab is pulling up to elementary and middle schools with gadgets and games to excite every child. The hands-on activities include robotics, 3D electronics, and more. It is an interactive introduction to the wonders of science, technology, engineering and math. It is also an introduction to Gold Seal Programs and Schools of Choice with a STEM focus and possible future careers.
- The District is working to provide Wi-Fi connectivity to neighborhoods with inadequate internet service. The District is continuing to deploy service by getting modems to students' homes and by beginning the process of putting up more cell towers, which will extend connectivity to more neighborhoods.

COVID-19 continued to be a major disruption to education across the country the 2020-2021 school year. Instructional practices and major continued to provide a virtual platform for conducting education and providing for student learning in addition to offering in-person instruction at all campuses. Though that was a hard transition and created gaps, Fort Worth ISD continued to provide technology and internet services to thousands of families across schools, as well as continue food service, remedial instruction, mental health, and other services to ensure students were able to continue

learning. Multiple innovations occurred in SCE funded programs that allowed for services to continue through the end of the school year. Most of these innovations included virtual platforms and phone contacts to ensure continuation of critical intervention, mentoring, and counseling services.

Methodology/ Approach: The purpose of the evaluation was to comply with the TEC §29.081 evaluation requirement that shows the effectiveness of SCE programming in reducing any disparity in:

1. Performance on assessment instruments between students at risk of dropping out of school and all other district students; and
2. High school completion rates between students at risk of dropping out of school and all other district students
3. Evaluation reports for programs and/or initiatives funded through SCE to target at-risk populations

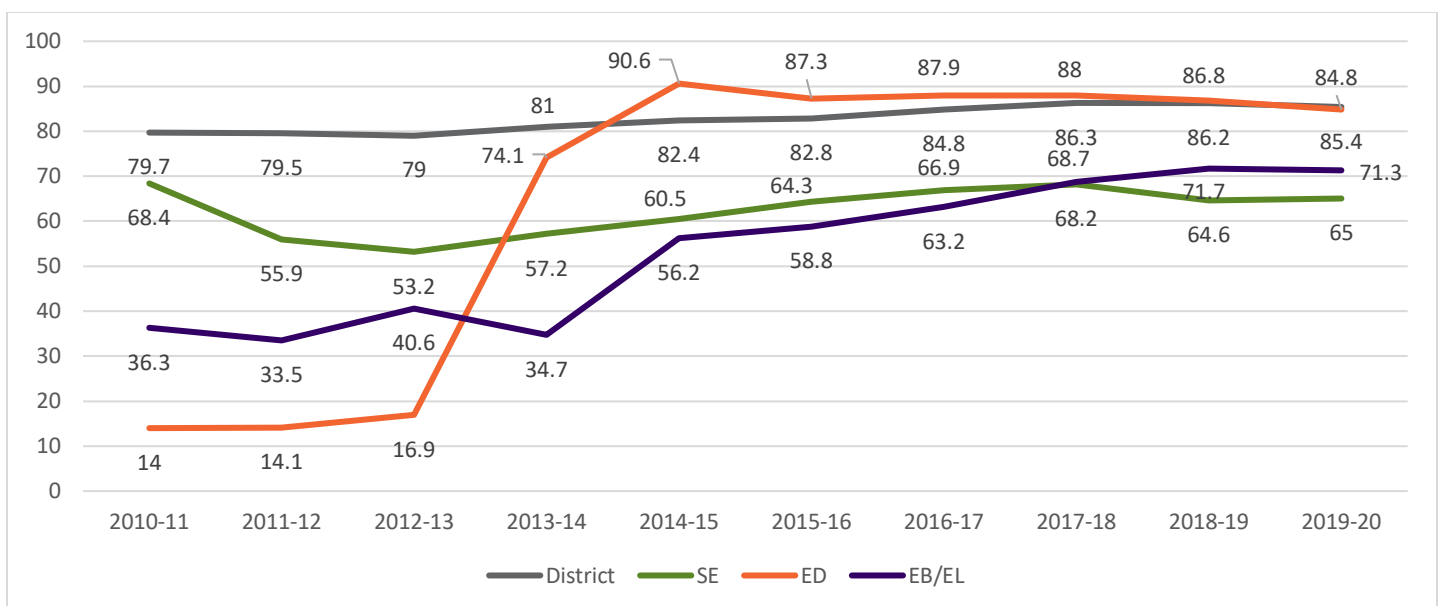
Summary Data

Through the last several years, the SCE report has reported graduation and dropout rates, as well as comparing the dropout rates across sub-groups. COVID interruptions during the Spring of 2019-2020 show 0.8% drop in 4-year graduation rates with a subsequent drop in graduation rates for economically disadvantaged (2.0%) and English language learners (0.4%), while special education students had a slight increase (0.4%). Graduation rates have remained relatively stable over the last five years after making large gains over prior years.

Table 1. Fort Worth ISD 4-Year Federal Graduation Rate

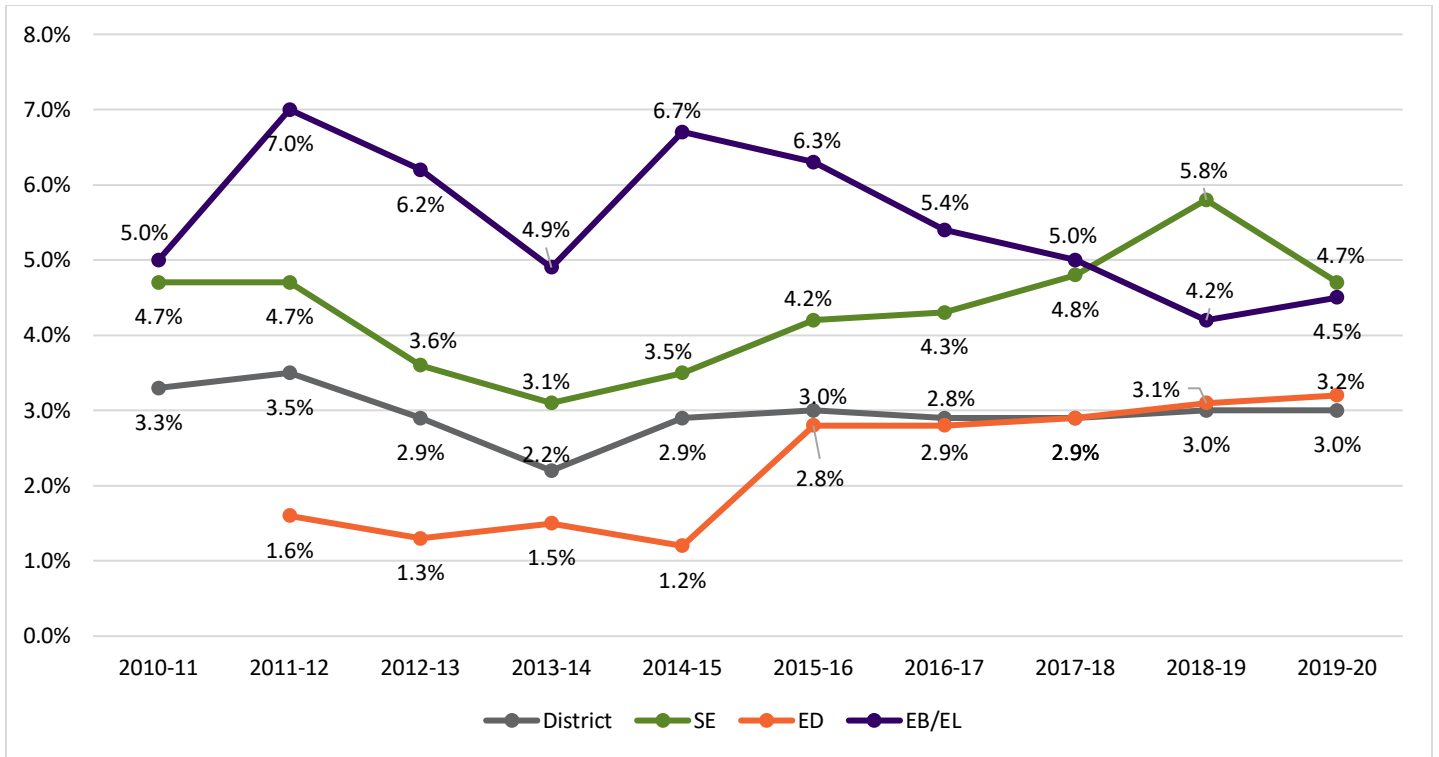
Year	State	Region	District	Black	Hispanic	White	Native American	Asian	Pacific Islander	2 or More	SE	ED	EB/EL
19-20	90.3	90.9	85.4	78.6	87.8	86.4	100	80.0		81.8	65.0	84.8	71.3
18-19	90.0	90.8	86.2	80.8	87.7	87.7	90.9	91.2		80.8	64.6	86.8	71.7
17-18	90.0	90.6	86.3	83.5	87.4	84.7	91.7	84.3	83.3	91.2	68.2	88.0	68.7
16-17	89.7	90.5	84.8	80.5	86.4	85.8	66.7	81.6	83.3	80.0	66.9	87.9	63.2
15-16	89.1	89.6	82.8	81.6	83.1	87.3	71.4	63.3		90.7	64.3	87.3	58.8
14-15	89	89.3	82.4	78.8	83.7	87.5	66.7	64.4	50	78.9	60.5	90.6	56.2
13-14	88.3	88.7	81	74.3	82.6	85.7	77.8	75.8	100	88.1	57.2	74.1	34.7
12-13	88	88.3	79	72.7	81.2	82.9	87.5	68.7		79.7	53.2	16.9	40.6
11-12	87.7	87.6	79.5	71.8	82.5	83.3	66.7	66.3		77.9	55.9	14.1	33.5
10-11	85.9	86.6	79.7	74.4	80.2	86.5	65.7	84.3		79.2	68.4	14.0	36.3

Figure 1. Federal Four-Year Graduation Rate



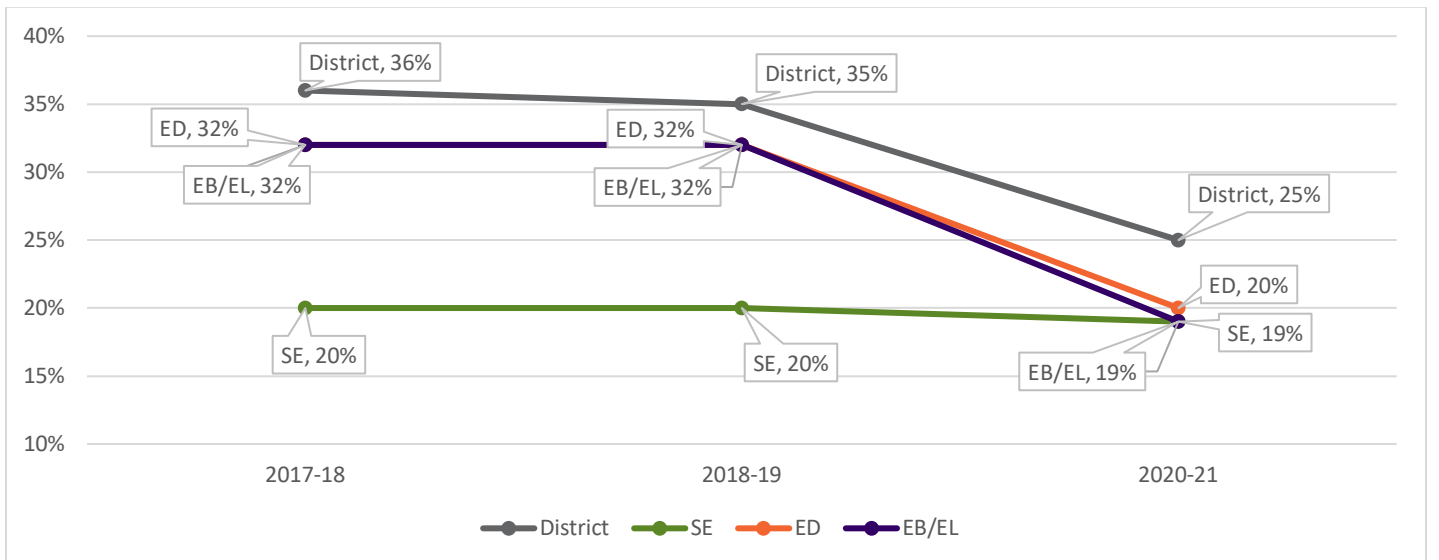
District dropout rates remained relatively stable, though the dropout rate for special education dropped 1.1%. The percentage of English Language learners had a slight increase (0.3%) and economically disadvantaged percentage increased 0.1%.

Figure 2. Annual Dropout Rate Grades 9-12



Finally, STAAR rates are the percentage of students who Met Grade Level or Above – All Students All Subjects. TEA cancelled the Administration of STAAR tests across the state of Texas in the spring of 2020 due to the COVID pandemic and subsequent school cancellation and move to virtual learning for most districts. The loss of learning is apparent slide in the percentage of students meeting grade level across the district and groups. The group with the least learning loss in Figure 3 were students participating in special education services with 1% fewer students meeting grade level or above compared to larger percentages at the district (10% fewer students), economically disadvantaged (12%), and English language learners (13%).

Figure 3. STAAR Performance - Meets Grade Level or Above - All Grades All Subjects



Position Control Summary for 2020-2021

Based on district and campus needs assessment, part-time and full-time positions nearly doubled from 2019-2020 (572 total positions) across campuses as well as support programs due to increased need in learning loss from the pandemic. Most of these positions were added to support academic progress for at risk Pre-K students, dyslexic students, and expanding AVID to teach better study and writing skills.

Sub-Object	FT	PT	Grand Total
ACADEMIC ACCELERATION	4	1	5
ARTS		1	1
AVID	176	5	181
BASIC	236	16	252
BILINGUAL/ESL	1		1
CAREER LADDER	2	1	3
DYSLEXIA	12	115	127
ENGLISH AS A SECOND LANG	2	11	13
ENGLISH/LANGUAGE ARTS	5	12	17
FOREIGN LANGUAGES	3		3
HEALTH		1	1
IN-HOUSE SUSPENSION	1		1
INSIGHTS AT DeZavala ES	2		2
MATHEMATICS	11	2	13
ON CAMPUS INTERVENTION	31	6	37
PHYSICAL EDUCATION	40	1	41
PLATO LAB	10	2	12
PRE-KINDERGARTEN	1	235	235
READING	3	4	7
SCIENCE	20		20
SOCIAL STUDIES	10	1	11
TRUANCY COURT	18		18
TURNAROUND PLAN	1		1
Grand Total	587	399	983

Reports for funded SCE initiatives in appendix:

- Fort Worth After School
- Intervention Services
- Student Engagement and Student Completion
- Restorative Practices
- Adolescent Pregnancy Project Reach
- My Brother's Keeper
- Con Mi Madre
- Girl's Inc.

Adolescent Pregnancy Services

Project Reach Program

Data Summary 2020-2021

Project Reach assists pregnant and parenting students, both male and female, to remain in or return to the educational setting until graduation. Pregnancy and birth are significant contributors to high school dropout rates among girls. Only about 50% of teen mothers receive a high school diploma by 22 years of age, whereas approximately 90% of women who do not give birth during adolescence graduate from high school (Division of Reproductive Health, National Center for Chronic Disease Prevention and Health Promotion, November 15, 2021).

Project Reach is open to any pregnant and/or parenting female student or school-age male who has fathered a child and enrolled or is eligible to enroll in FWISD and willing to participate in the program. Staff serve all students on their home campus in order to support continued enrollment and graduation. Project Reach staff include 14 full-time, licensed and degreed Social Workers, one Counselor, one Director, and one Administrative Associate. The 13 social workers are assigned to district traditional high school campuses and one social worker is assigned to serve middle school students. The counselor serves all students enrolled in Project Reach. Services provided to students are outlined in Figure 1.

Figure 1. Project Reach Program Services



APS Services

- Assessment of Individual Needs in the Areas of Medical/Health, Academics, Social services, etc.
- Development of an Individual Plan to Meet Student Needs
- Counseling - Individual, Peer, Self-help, Career
- Information, Referral and Follow-up - What Information/Needs Do You Have?
- Regular Monitoring of Grades and Attendance
- Childcare and Transportation Assistance
- Prenatal and Parenting education - Taught In-Person & Virtually
- Coordination of Services, Such as Medical/Health, Academics, Social, Childcare, etc.
- Job Readiness - Counseling Session with APS Counselor
- Compensatory Education Home Instruction - Academic Tutoring While Student is Out of Regular Attendance Due to Pregnancy Complications or Delivery
- Attendance Incentive Program
- District-wide Scholarship Program

Program Evaluation

The Project Reach program has two performance standards that determine program success. This summary provides data to determine whether students graduate, obtain a GED, or remain enrolled in school either in FWISD or in another district.

Performance Standard 1:

- Seventy percent (70%) of the Project Reach students will graduate or obtain a GED.

Adolescent Pregnancy Services

Project Reach Program

Data Summary 2020-2021

Performance Standard 2:

- Seventy percent (70%) of the Project Reach students will continue in school.

Program Data

During 2020-2021, the program served 235 students, including 193 females and 42 males. Students served were predominantly Hispanic (66%) and Black (31%) and the remaining 3% were White, Two or More race or Other race. Ninety-seven percent (97%) were high school students and 3% were middle school students (grades 7 & 8). Sixty-nine students (29.4%) received tutoring services, 43.4% received pregnancy related services, and 83.4% received parenting related services during the school year. Table 1 provides the number of students served by campus and Table 2 provides an overview of students served by grade, gender, and race.

Table 1. Students served by campus

School	APS Total	PRS Total	Parenting Total	Tutoring Total
001-Amon Carter-Riverside HS	21	12	13	6
002-Arlington Heights HS	13	3	12	5
003-South Hills HS	16	7	10	3
004-Diamond Hill-Jarvis HS	9	4	7	2
005-Paul Laurence Dunbar HS	11	4	11	4
006-Eastern Hills HS	15	4	14	3
008-North Side HS	22	10	16	7
009-Polytechnic HS	18	9	14	5
010-R. L. Paschal HS	15	5	12	4
011-Green B. Trimble Technical HS	10	7	7	5
014-Southwest HS	16	9	10	5
015-Western Hills HS	21	4	20	4
016-Oscar Dean Wyatt HS	17	6	14	5
021-Success High School	17	9	13	9
024-Detention Center	1	0	1	0
044-J.P. Elder MS	1	0	1	0
047-Handley MS	1	1	0	0
050-W.P. McLean MS	1	1	1	1
056-Riverside MS	3	2	1	0
062-International Newcomer Acad. MS	3	2	2	1
071-Benbrook Middle High School MSHS	1	0	1	0
082-Texas Academy of Biomedical	2	0	2	0
085-Marine Creek Collegiate HS	1	0	1	0

Adolescent Pregnancy Services Project Reach Program Data Summary 2020-2021

Table 2. Students served by grade, gender, and race

Grade	Gender	Total	Black	Hispanic	Two or More	White	Other
7th	Female	1		1			
	Male						
8th	Female	4	1	3			
	Male	1		1			
9th	Female	19	8	11			
	Male	4	2	2			
10th	Female	38	19	17		2	
	Male	9	1	6	2		
11th	Female	44	10	33			1
	Male	10	1	9			
12th	Female	87	23	60	1	2	1
	Male	18	7	11			
Total		235	72	154	3	4	2

Performance Standard 1 Results

Performance Standard 1 indicates that 70% of the Project Reach students will graduate or obtain a GED. In 2020-2021, there were 105 seniors. Of those, 92 have a leaver code of 1 indicating graduation, while 7 were still enrolled for a graduation rate of 87.6% (Table 3 provides graduation rates by campus).

Performance Standard 2 indicates that 70% of the Project Reach students, not eligible for graduation, will continue in school. In 2020-2021, there were 143 students that did not graduate. Of those, 142 were still in the district (one student left for GED). Of the 142, 88.7% were still enrolled at the end of the school year in FWISD or other district or private school. In 2021-2022, 79.6% of these students enrolled in FWISD (Table 4 provides continuation data by campus).

Overall, the program met both performance standards indicating that the program supports students in a way that allows them to continue in school, graduate, and maintain a graduation rate above the national average.

Intervention Services

Intervention Services serves students who are experiencing difficulties either on or off the school campus. Staff work collaboratively with students to develop healthy coping strategies and solutions, that enables them to return to a healthy level of functioning in life and to improve performance in the classroom.

Each Fort Worth ISD secondary campus and several elementary school campuses have at least one full-time, dedicated Intervention Specialist. In addition, staff support students at the District Alternative Education Placement (DAEP) campuses, the new Leadership Academies, and provide case managers at several campuses.

Staff includes professionals with training and experience in the areas of social work, marriage and family therapy, counseling, prevention and chemical dependency. All are licensed and/or certified in their areas of expertise. Each works closely with school personnel and students can be referred for services by their teacher, counselor, parent, friend or self. Measures are taken to ensure confidentiality and parents are engaged in services as necessary or as requested by the student. The Case Managers work closely with a caseload of 10-15 students, providing a higher level of support to engage parents, provide access to needed services, and reduce risk of failure or expulsion due to behaviors.

Services include:

- Individual and group counseling
- Crisis Intervention
- Peer Mediation
- Nurture Groups
- Restorative Circles
- Social Skills Instruction
- Life Skills Instruction
- Leadership Development
- Consultation referrals to community resources
- Referrals to community resources
- Limited case management and/or home visits
- Transitional support for returning students
- Staff Development
- Student retreats
- Participation on various campus-based teams

Primary Services	Students	Contacts	Hours
Attendance Conference/Review	1,259	1,685	1,826
Check-In	9,843	26,289	7,104
Classroom Assistance	3,765	12,557	12,697
College/Career Readiness Education	521	941	786
Community Event	1,024	1,382	1,410
Conference	1,938	3,286	3,046
Cool Down	665	1,321	602
Crisis Intervention	562	959	640
Financial Aid	172	463	154
Financial assistance	396	744	183
Group Counseling	1,330	3,596	2,635
Home Visit/Attempt	864	1,059	353
Individual Counseling	1,569	3,640	1,795
Info/Referral/Follow Up	7,124	23,261	4,340
Job/Career Readiness Training	33	79	124
MTSS services	41	44	27
Nurture Group	94	223	130
Observation	547	1,531	3,455
OCI Orientation/Discharge Meeting/Follow Up	35	47	21
OCI/ISS Group Counseling	699	2,163	2,626
Parent Notification	104	110	32
Peer Mediation/Conflict Resolution	632	857	402
Program Introduction (APS)	84	85	24
Relationships Skills	3,444	7,546	6,256
Responsible Decision Making	4,769	9,895	3,759
Restorative Circle	427	689	345
Safety Check Follow Up	388	440	190
Self Awareness	4,133	24,078	6,857
Social Awareness	3,431	7,720	4,539
Student Assessment of Coping Skills	21	21	13
Student Health Education/Training	191	239	184
Student Support Plan Development	206	230	122
Student Support Plan Review	89	99	33
Student Voice/Leadership Development	214	1,007	615
Suicide Prevention Education	11,695	18,455	10,886
Suicide Risk Assessment	174	187	180
Telephone Call/Telephone Call Attempt	3,243	5,072	903
Violence Risk Assessment	51	57	51

Restorative Practice 2020-2021
Department of Equity and Excellence

Department Overview:

Restorative Practices (RP) is a framework for building the community and for responding to challenging behaviors. Based on restorative principles instead of punishment, it is an evolution in how we think about student discipline and is used as an additional and alternative way of dealing with discipline in schools.

"The mission of the Restorative Practices Initiative is to positively impact the culture and climate in Fort Worth ISD with a focus on fidelity and intentionality. Through the process of restorative practices, we further aim to engage social and emotional wellness, restoration, repair, and the ability to manage conflict, while building and sustaining relationships."

Throughout a majority of the 2020-2021 school year, the RP team conducted training and modeling practices via online platforms like Zoom, Teams, and Google Meet to accommodate the district’s virtual learning platform as well as support teachers during the COVID-19 pandemic. In addition to regular job duties, the team assisted campuses during the peaks of the COVID-19 pandemic as substitutes and front office staff across the district to support ongoing learning for at risk students. As support staff for district campuses, the team went above and beyond during the 2020-2021 school year to support teachers and campus administration in supporting the districts’ at risk population.

School Year	2020-2021
Employees	5 FTE
Number of Teachers Trained	2761
Number of Support Visits/Meetings	≅140
Number of Campuses Implementing RP	39

Campuses supported by program staff:

School Year: 2020-2021		
Southwest HS	Sunrise-McMillan ES	Sunrise-McMillan ES
Wedgwood 6th	Meadowbrook MS	Meadowbrook MS
Wedgwood MS	Jean McClung MS	Jean McClung MS
Hazel Harvey Peace ES	West Handley	West Handley
Bruce Shulkey ES	Eastern Hills ES	Eastern Hills ES
Westcreek ES	Meadowbrook ES	Meadowbrook ES
J.T. Stevens ES	Atwood McDonald ES	Atwood McDonald ES
Woodway ES	Bill J. Elliott ES	Bill J. Elliott ES
Leonard MS	Carroll Peak ES	Carroll Peak ES
Dunbar HS	T.A. Sims ES	T.A. Sims ES
Christene C. Moss ES	Riverside MS	Riverside MS
A.M. Pate ES	J.P. Elder MS	J.P. Elder MS
Maudrie M. Walton ES	Carter Park ES	Carter Park ES

School Engagement and School Completion: Stay in School Coordinators

The mission of the Department of Student Engagement and School Completion (SESC) is to engage all the stakeholders in implementing initiatives to ensure students graduate from high school fully prepared for post-secondary education.

We Believe:

- Every student has a dream that is achievable
- Every student has the capacity to learn
- Every student deserves an education
- Every student has a voice that should be heard
- Every student benefits from a positive mentor
- Every parent should be engaged in their child's education
- Every staff member makes a difference in a student's life

Primary Service	Students	Contacts	Student Hours
Academic Learning (Progression Plans)/6 Year Plans	289	289	288
Attendance Conference/Review	5,518	11,970	7,343
Check-In	402	447	155
Conference	1,047	1,461	462
Court Action	24	32	29
DAEP Orientation/Enrollment	103	103	75
Data review	1,092	2,169	1,108
Financial assistance	44	44	22
Home Visit/Attempt	1,754	1,965	694
Info/Referral/Follow Up	18,054	41,003	26,058
Mentoring	4	18	16
Monitoring Behavior	39	39	20
Program Introduction (APS)	43	43	12
Responsible Decision Making	83	166	83
SART meeting	3,459	5,547	2,708
Student Support Plan Development	20	21	9
Telephone Call/Telephone Call Attempt	2,591	4,087	1,137
Uniform Assistance	39	39	29
Warning Letter	24,575	41,971	24,829

CON MI MADRE & FWISD



YEAR IN REVIEW

Con Mi MADRE programming went completely virtual for the 2020-2021 academic year. Instead of meeting with students on campus, our programming coordinators hosted sessions in the evening for them. Each grade level received at least 8 sessions (once per month) during the year. These sessions centered around Social-Emotional Learning and College Readiness and Success. However, the feedback gathered at the beginning of the year from our students in their needs assessment was the primary drive for how we conducted services. Our coordinators increased outreach and helped connect families with resources and support. We became flexible and modified our content to better meet the needs of our mothers and daughters. There was much uncertainty and struggle within our families, so our primary goal for the upcoming year is to reengage them, continue to support them, and uplift their motivation and drive to succeed.

- Isabella Vasquez (Fort Worth Program Director)



PROGRAMMING EVENTS

- Con Mi MADRE Orientation (October)
- Virtual College Field Trip (October)
- Virtual Parent Speaker Series- Difficult Conversations LGBTQIA+ (November)
- Balance Living Conference (December)
- Virtual Group Meetings & Workshops with students 6th-Undergraduate (October-June)
- National #CollegeForAll Fair (June)
- Con Mi MADRE Graduation (June)
- Family Summer Events (July)

SCHOOLS SERVED

- Kirkpatrick Middle School
- Riverside Middle School
- Rosemont Middle School



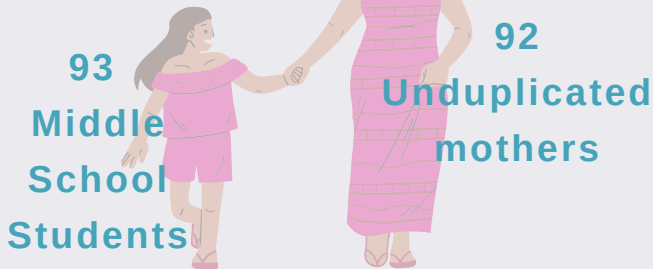
Con Mi **MADRE**
Mothers And Daughters Raising Expectations

2020-2021



"THIS PROGRAM IS AN EXCELLENT EMPOWERMENT OPPORTUNITY FOR OUR DAUGHTERS AND ALSO FOR MOTHERS WHO NO MATTER WHERE WE COME FROM, THE LANGUAGE WE SPEAK, WE CAN ACHIEVE DREAMES." - FW PARENT

185 PARTICIPANTS SERVED!



- 97%** Students of color
- 81%** Qualify for free/reduced lunch
- 75%** First Generation students



OUR IMPACT

Students stated Con Mi MADRE helped them with the following concerns/needs this year:*



48% Creating a space at home to practice self-care



52% Feeling better about themselves



54% Improving communication

58% Setting goals and reaching them

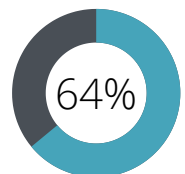


60% Understanding graduation requirements

83% Planning their future after high school

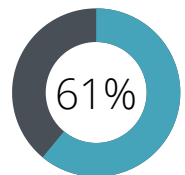
AVERAGED A 3.0 GPA OR HIGHER

Fall Semester Data



ENROLLED IN ADVANCED/DUAL CREDIT COURSES

Fall Semester Data



• 58 students surveyed in FW and Central TX



Con Mi MADRE
Mothers And Daughters Raising Expectations

FORT WORTH PROGRAM DIRECTOR
Isabella Vasquez
isabella@conmimadre.org

During the 2020-2021 school year, Girls Inc. partnered with Fort Worth ISD Equity & Excellence department to provide social & emotional learning, academic support, and leadership development through mentoring for students at:

- William Monnig Middle School
- Forest Oak Learning Academy
- J.P. Elder Middle School
- Riverside Middle School
- Eastern Hills High School
- O.D. Wyatt High School
- Southwest High School
- Polytechnic High School

Through 2020, most programs were offered virtually and transitioned to in-person programming throughout the spring semester.

Mentoring was a key component to all programming provided during this untraditional school year. With students and families experiencing trauma due to the health pandemic and economic crisis, mentoring, both one-on-one, with families, and in small groups, helped girls address their most critical needs and stay engaged academically.

The program staff who worked with the families and girls have a background in social work and are trained in Youth Mental Health First Aid (YMHFA). The direct care staff also partnered in the community to provide appropriate referrals for the families’ and students’ most critical needs.

Girls Inc. is an outcome-driven organization tracking with data collected annually through our Strong, Smart, & Bold Outcome Survey which evaluates the impact of Girls Inc. on participants’ academic and behavior outcomes. Due to the nature of this academic year, Girls Inc. (nationally and locally) did not administer this assessment during the 20-21 academic year and instead focused on partnering with organizations who were assessing the needs of youth and families to help us respond with impact.

A third-party research study regarding the impact of Girls Inc. programs (Stronger, Smarter, Bolder: Girls Take the Lead) has been included. This research was completed by American Institute for Research (AIR) in 2019 and published in early 2020. This research was made possible through our partnership with Fort Worth ISD. On 24 dimensions, Girls Inc. participants were significantly more prepared than students who had not had the Girls Inc. Experience. They were more likely to engage in pursuits and express beliefs that lead to physical and mental wellbeing, academic achievement, and strong character and leadership. The full report is attached.

Attachments:

- Stronger, Smarter, Bolder: Girls Take the Lead (American Institute for Research Report)*
- 2021-2022 Scope of Work for Girls Inc./Fort Worth ISD Partnership*

Pictured below are two of the participants of the Girls Inc. program at Southwest HS and OD Wyatt at the 2021 College Shower.



STRONGER, SMARTER, BOLDER: GIRLS TAKE THE LEAD



**girls
inc.** Inspiring all girls to be strong, smart, and bold

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REPORT ON GIRLS

FOREWORD

Girls are innately powerful. In recent years many examples of impressive girls and young women—Emma Gonzalez, Jazz Jennings, Yara Shahidi, Greta Thunberg, Malala Yousafzai, and many others—have demonstrated the kind of leadership that girls can provide, once they get the support and experience that helps them make the most of their potential.

For the first time in history, we can state with certainty that **our next generation of leaders will be a generation of women leaders**—particularly women leaders of color, many of whom will start out at a socioeconomic disadvantage. This means that more girls, and more girls of color, need to be prepared to step into leadership roles. Girls Inc., along with a number of other organizations that focus on young women, works with girls throughout the United States and Canada, inspiring them to lead healthy lives, succeed academically, and advocate for themselves and others.

And yet, **despite the inherent promise that girls represent, tremendous challenges still stand in their way:** obstacles to their physical and socio-emotional wellbeing, inequities in educational opportunities, and discouragement, even outright suppression, when they try to speak for themselves and others. At their root, many of these challenges result directly from poverty, bias, health challenges, and trauma. In 2020—a year that practically begs for clear vision—too many girls still face the oldest dilemmas for women, and too few can see a way forward.

This report seeks to clarify some of the key challenges that girls face, especially girls of color, and to offer recommendations about the kinds of supports and experiences that help them push past those obstacles. There is no question: When they are healthier physically and emotionally, when they have the intellectual tools and persistence they need, when they feel confident about engaging with others and know how to stand up and speak out—that's when girls succeed.

A range of recent studies has pointed out just how persistent the barriers to success are, as summarized in this report. For instance, despite dramatic decreases in teen pregnancy rates, girls who get pregnant as teenagers—and they are disproportionately urban and rural girls, girls of color, and girls with low self-esteem—are far less likely to finish high school. Girls are increasingly more likely to have encounters with the juvenile justice system for minor offenses, and statistically, that sets them up for future encounters, as well as makes them more likely to become victims of violence. Girls who are highly sexualized at an early age are at greater risk of valuing themselves in terms of their relationships, which, research shows, generally means less self-confidence and overall poorer mental health.

Such factors, of course, also make girls far less likely to be fully employed, to stay healthy, to vote, or to run for office. The waste of human possibility is tremendous. The waste of potential for women's leadership is devastating.

So what does it take not only to stem these losses, but to create the conditions for girls to become strong leaders? Following a research study conducted by the American Institutes for Research (AIR), Girls Inc. recommends four crucial supports that allow girls to realize their potential:



THE RIGHT RELATIONSHIPS.

When girls have models of success and the perspectives of strong women, they thrive. Robust peer networks and safe environments also help them create positive relationships with others. Compared to other girls in their communities, girls who have had the mentoring relationships and the all-girl, pro-girl environment that Girls Inc. offers are **more likely to have positive relationships with adults and see them as allies, as well as to see themselves as leaders.**

ENCOURAGEMENT TO DEVELOP AND USE THEIR VOICES.

Girls' thoughts and opinions matter. They are amazing advocates for themselves, for each other, and for important causes when they know how, when, and where to get their point across. Girls Inc. engages girls in externships and advocacy work, enabling them to develop their voices and build self-confidence. They are **more likely to stand up for their beliefs and for fairness, and they are also more likely to believe that they can influence and improve their local communities.**

A POSITIVE SELF-IMAGE.

Successful girls appreciate their bodies (and all kinds of bodies), and they make choices that keep them healthy and allow them to manage stress. They experience the sheer joy that comes from being comfortable with themselves, both physically and emotionally. They are thoughtful and careful in taking ownership of their sexuality, and in making choices that will help them lead satisfying, safe, and healthy lives. The opportunities that Girls Inc. girls receive—whether learning about nutrition and exercise or simply developing a stronger self-image—make them **more likely to participate in sports teams and exercise regularly.**

INTELLECTUAL CONFIDENCE.

For these girls who are ready to lead, education is not just preparation for the next milestone in life. It is a habit of mind that will allow them to learn all their lives, across all fields. Girls Inc. girls are **more likely to attend school and be positively engaged in school. In fact, their school suspension rates are 79 percent lower. They are also more likely to show affinity and curiosity for STEM subjects, have self-confidence in reading and STEM, and see themselves in STEM careers in the future. They have higher standardized math test scores. They are more prepared for life after high school (whether college or work).**

Women have always been about half of the population, but they have never, until the current generation, had the seat at the table that they deserve. Now that opportunities for leadership are beginning to open to women in unprecedented ways, all girls should be prepared to lead. What is more, the proportion of women of color within the population of women is increasing in the U.S. and Canada. Within our lifetimes, easily a third of all Americans will be women from underrepresented minorities—to whom leadership opportunities have for too long been denied. We cannot afford any longer to waste this human capital. In fact, we never could.

In truth, the work that best supports girls is more a matter of providing them with opportunity than of empowering them. The latter suggests they need us to give them power they do not have. But girls are already powerful. They are leaders. They are strong, smart, and bold. To the extent that poverty, prejudice, and inequity continue to hold girls back, we can and must invest in their promise, so that they can make a difference in their lives. When we give girls tools and opportunities, not only do they change their own circumstances, they also change the circumstances of others around them. They change the world.



INTRODUCTION

Many of the challenges that girls face today—especially girls of color—are longstanding. Some have seen improvement in recent decades, but all still need attention. This report offers an overview of the latest data on some of those challenges and where girls stand with respect to them. Together, these data provide a set of indicators of girls’ wellbeing today in the U.S. and Canada.

Because Girls Inc. inspires girls to be **strong, smart,** and **bold**, the indicators presented are aligned with these aspirations:

STRONG:

- physical wellbeing
- emotional wellbeing and mental health
- avoidance of teen pregnancy
- avoidance of substance use
- low levels of interaction with the juvenile justice system

SMART:

- high levels of educational attainment
- high rates of graduation and postsecondary readiness
- good school attendance and school discipline histories
- success in overcoming historical barriers, such as representation in the fields of science, technology, engineering, and mathematics

BOLD:

- demonstrated leadership
- self-advocacy and advocacy for others
- self-confidence and successful navigation of bullying and other environmental challenges
- healthy relationships with peers and adults

The short profiles of these topics that follow assess how American and Canadian girls are doing on each of these dimensions. In most of these areas, the proven programming that Girls Inc. offers can demonstrate significant advances.



EVALUATING THE GIRLS INC. EXPERIENCE:

At the heart of Girls Inc. is a comprehensive approach to whole girl development that equips girls to navigate gender, economic, and social barriers and to grow up healthy, educated, and independent. This approach—the Girls Inc. Experience—is the foundation of Girls Inc. programming, and engages girls in opportunities and activities that develop skills and instill leadership characteristics. As shown in a recent assessment by the American Institutes for Research (AIR), the Girls Inc. Experience makes a measurable and marked difference in the lives of girls.

RESEARCH PARTNERSHIP & OVERVIEW

Girls Inc. leadership and affiliates have long known through daily observation, as well as internal evaluation, that the Girls Inc. Experience has positive and lasting effects for the girls who participate. In 2017, to back that anecdotal knowledge with independent research, Girls Inc. entered into a partnership with the [American Institutes for Research \(AIR\)](#).

The American Institutes for Research is a not-for-profit research organization with best-in-class experts focused on social science research, evaluation, and technical assistance. With funding from the Lilly Endowment, Inc., the Cummins Foundation, and the Girls Inc. National Board, the AIR research team, led by Principal Investigator Dr. Allison Dymnicki, examined the role of Girls Inc. in helping girls attain various outcomes. This study documents the ways in which girls are benefitting from Girls Inc. programming. The ultimate intent: to show what difference a high-quality Girls Inc. Experience makes in the lives of girls.

RESEARCH STUDY

From 2017 to 2019, AIR implemented a quasi-experimental research study with four Girls Inc. affiliates and their school districts in small, medium, and large communities that were reflective of the larger Girls Inc. network.

The data from the study came from two main sources:

- a self-reported outcomes survey taken by girls age 9–18 that measures indicators of success in three areas (Strong/Healthy Living, Smart/Academic Success, and Bold/Life skills or Character, Social, and Emotional Development), and
- school-related academic and behavioral data from partner schools.

To examine the impact of Girls Inc. on participants' academic and behavioral outcomes, compared to similar non-participating girls, AIR followed a three-stage approach. First, researchers used propensity score matching to identify a group of non-participating girls who were similar to Girls Inc. participants in the four selected districts. Second, AIR conducted multilevel regression models to examine differences in academic and behavioral outcomes between Girls Inc. girls and similar non-participating girls, separately for each district. Third, the research team pooled the individual district effects for each outcome across the four districts using meta-analysis. Statistical sampling techniques ensured that the groups of girls were as similar as possible, allowing for confidence that any positive results are due to Girls Inc. programming rather than other factors.

“**In a rigorous comparison study, we found that girls who participate in the Girls Inc. Experience demonstrated improved academic performance, school-related behaviors, physical activity, and leadership outcomes.**”

Dr. Deborah Moroney, Managing Director of the American Institutes for Research



RESEARCH OUTCOMES

On 24 dimensions, Girls Inc. girls did significantly better than girls who had not had the Girls Inc. Experience. They were more likely to engage in pursuits and express beliefs that lead to physical and mental wellbeing, academic achievement, and strong character and leadership. The following issue profiles provide context for these research outcomes (see also the Summary of Findings in Appendix). Research outcomes based on other studies and sources in the field are summarized in these profiles, without full citations; full citations are available on request for those interested in more detail.

The research indicators that this report comprises cover a range of topic areas. While not all focus directly on leadership and leadership development, all of them correlate with the physical, mental, and socio-emotional well being that makes for strong future leaders. Girls who grow up healthy, educated, and independent are girls who are ready to take the lead.

STRONG

PHYSICAL ACTIVITY

OVERVIEW

Girls' confidence to lead rests on the foundation of their wellbeing. **Girls who are physically active tend to have improved cognition, higher self-esteem, and a more positive body image.** They report lower rates of depression and anxiety, and lead more active lifestyles as adults. In the United States and Canada, it is recommended that children and youth engage in at least one hour of active play or participation in an organized sport daily. In the U.S., 20% of girls report that they are not meeting this target, as compared to 26% of boys who report engaging in an hour of activity. In Canada, girls are a bit more active, but boys are still nearly twice as likely to meet the daily requirement (52% of boys vs. 26% of girls). Insufficient physical activity is a risk factor for other conditions, including obesity, which can have long-term health effects.

GIRLS INC. GIRLS SPORTS PARTICIPATION AND FAMILY INCOME



SPORTS	TOTAL COST
Basketball	\$660
Cross country	\$421
Gymnastics	\$1,580
Soccer	\$537
Softball	\$613
Swimming	\$786
Tennis	\$1,170
Track and field	\$191
Volleyball	\$595

CHANGING TRENDS

Despite increasing awareness of the value of physical activity, the percentage of girls in the US engaging in at least 60 minutes of physical activity every day has decreased from 23.9% in 2007 to 20.2% in 2016. In both the US and Canada, activity levels tend to decrease as a girl gets older. **Participation in organized sports remains an important way for children to meet physical activity requirements,** but several factors make participation in team sports harder for girls, especially those attending public schools.

Girls ages 6–12 are less likely than boys to participate in team sports (52.8% vs 61.1%). Girls tend to start sports at a later age than boys (7.4 years old vs. 6.8 years old) and they drop out of sports at a higher rate, twice as fast by age 14. And schools are offering fewer sports programs—from 2000 to 2015, the number of schools that offered no sports program nearly doubled.

There is some good news: child and adolescent obesity rates have plateaued since the early 2000s in both the U.S. and Canada, although obesity prevalence remains quite high, especially for girls. Not surprisingly, higher obesity rates are linked to lower income, 18.9% for children from the lowest income group compared with 10.9% for children from the highest income group. Black girls have the highest rate of obesity (20.7%) while Asian girls have the lowest rate of obesity (5.3%).

GIRLS AFFECTED

Girls of color and girls from low-income neighborhoods have reduced levels of physical activity when compared with White girls; one study found that Black girls were the least active among all racial/ethnic groups. In addition, **girls living in urban areas are less likely to get the daily recommended physical activity as a result of attending under-resourced schools.** Living in high-crime neighborhoods could also lead to less participation in physical activities, since going to and from sports facilities in the early morning and late evening hours may be less safe for girls traveling alone.

SCREEN TIME

For many children, the allure of technology and television is strong, and there has been an increase in sedentary behaviors, defined as activities that are done while sitting, reclining or lying down and have low energy expenditure. Screen time is often used as a proxy for measuring sedentary behavior, and current American Pediatric Association screen time guidelines recommend 2 hours a day or less. Only 38% of girls in the U.S. and 33% of girls in Canada meet this requirement. Numerous studies have linked sedentary behaviors to an increased risk of being overweight or obese among teens.

EFFECTS ON GIRLS' OUTCOMES

Engaging in physical activity as a teen helps girls maintain healthier lifestyles as adults. Conversely, physical inactivity in girls has been linked to a number of poor health-related outcomes. Physical inactivity is a risk factor for obesity, which has a number of negative associated health effects, including placing girls at higher risk of developing Type 2 diabetes, high blood pressure, low self-esteem, depression and distorted body image. Additionally, overweight children are at higher risk of becoming overweight adults, which places them at heightened risk for developing chronic conditions like heart disease. **Girls who participate in physical activities receive a number of health benefits, including improved cognition and higher self-esteem. Girls who play on a sports team report greater life satisfaction and feel healthier than girls who don't.** Ultimately, physical and mental wellbeing underpin girls' ability to lead.

THE VIEW FROM GIRLS INC.

While a little less than half of all high school girls in the U.S. played on a sports team in 2017 (49%, YRBS), 56% of **Girls Inc. high schoolers played on one or more teams in 2019, up from 49% the year before.** Given the negative correlation between family income and sports participation, that's a significant victory!

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For girls in urban areas, 84% report having no PE classes in 11th and 12th grades, while 68% of girls in rural areas did not have access to PE classes in these grades.

CONTRIBUTING FACTORS

There are several theories as to why physical activity in girls declines as they get older; some researchers have attributed the decline to pervasive gender stereotypes that lead adolescent girls to view sports as a "male" activity while others have cited the increased costs of sports participation, a declining quality of experience, and lack of access. A study that looked at participation in high school sports found that 53 athletic opportunities were offered for every 100 boys, compared with 41 opportunities for every 100 girls. What's more, **the cost of sports participation is increasing. 33% of Black parents reported that their daughter either had never participated in sports or had to stop participating due to the cost of participation.**

STRONG

MENTAL HEALTH

OVERVIEW

To lead and thrive, girls need to be emotionally strong. **Yet the prevalence of depression and anxiety is increasing among teen girls in the U.S. and Canada.** In the U.S. today, 1 in 5 teenagers has a mental health episode in a given year. And although the prevalence of mood disorders such as depression is roughly the same for pre-teen girls and boys—3% to 5%—by mid-adolescence, 14% to 20% of girls are diagnosed with a mood disorder. That's twice the prevalence of such diagnoses for boys.

While many mental illnesses can be managed with treatment, treatment rates remain low for girls and teenagers with mental health issues. In some communities, seeking treatment for mental health is stigmatized, and girls are afraid to ask for help. Other times, lack of insurance coverage or qualified providers can prevent girls from getting treatment. In fact, the majority of the U.S. faces a shortage of child and teen psychiatrists, with fewer than 17 providers available per 100,000 children. While estimates vary, it is predicted that less than 60% of children with anxiety receive care; among children living below the federal poverty level, this estimate drops to 15%. In Canada, only one in five is treated. **This is especially concerning given that mental health issues are more pronounced for girls living in low-income communities, where access to healthcare is limited and where living conditions can have a significant impact on mental health.**



CHANGING TRENDS

A recent study found that when compared with teens in previous decades, more teens today are experiencing major depression, suicidal thoughts, and psychological distress. For girls, these issues are especially acute. From 2005 to 2014, the prevalence of major depressive episodes increased from 13.1% to 17.3% in girls. In 2017, 22% of high school girls reported that they had considered attempting suicide. Once again, these mental health challenges that have intensified for all teens are disproportionately difficult for girls: Pew Study found that 36% of teen girls say they feel tense or nervous daily or almost daily, compared to 23% of teen boys.

GIRLS AFFECTED

For girls living in poverty or low-income communities, stressors such as food and housing insecurity, high crime, and poor school systems are all associated with poor mental health outcomes. Furthermore, these communities see higher rates of mental health and substance issues among parents, which can diminish their capacity for positive parenting practices and lead to child abuse and neglect. **Girls who are exposed to violence, abuse, or neglect are at greater risk of developing depression, post-traumatic stress disorder, and anxiety.**

CONTRIBUTING FACTORS

The rise in mood disorders and mental health illnesses among teenagers and girls can be partially attributed to the increased use of digital media and electronic communications, which affects not only social interactions but also exposes teens to cyberbullying. The sexualization of girls has also played a role in the decline in girls' mental health. Exposure to sexualized images—in which value and self-worth are attributed to appearance rather than intelligence or other qualities—leads to low self-esteem, depression, and disordered eating for girls.

EFFECTS ON GIRLS' OUTCOMES

Untreated mental health issues can lead to serious and irreversible consequences for girls. Suicide remains the second leading cause of death in youth ages 10–24 in the U.S. and Canada, and the U.S. suicide rates among teen girls doubled from 2007 to 2015, reaching an all-time high of 5.1 deaths per 100,000. Girls with mental health issues may also miss school more, affecting their academic performance. Furthermore, teens with mental health issues are more likely to engage in substance abuse, exposing them to all of the negative consequences that behavior brings. Leadership, for girls, has to be grounded in a strong and healthy sense of self.

SOCIAL MEDIA

Girls are more likely than boys to be on social media: 50% of teen girls report they are online “almost constantly,” compared to only 39% of teen boys. The risks are greater for girls, with a quarter of Canadian girls and 21% of U.S. girls reporting being victims of cyberbullying (compared with 14% and 7% of boys, respectively). For girls, social media usage has been linked to higher rates of depression, and recent evidence suggests that females are more likely than their male counterparts to internalize the harmful effects of cyberbullying and shaming.



The U.S. **suicide rates among teen girls doubled** from 2007 to 2015, reaching an all-time high of 5.1 deaths per 100,000.

THE VIEW FROM GIRLS INC.

Girls Inc. girls struggle with the stigma of mental health like other girls, giving of themselves, but reluctant to receive help: While **93% of Girls Inc. girls surveyed said they would offer help to a friend who was sad, stressed, or depressed**, only 71% said they would reach out to a friend for help if they felt the same way.



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STRONG

SUBSTANCE USE

OVERVIEW

Confidence and the ability to stay grounded in the face of social pressures are key for girls who lead. Without these two qualities, substance use may loom as a larger challenge for girls. Despite a **global increase in substance use by women and girls**, the literature on substance use—the use of illegal substances and repeated misuse of legal substances—still focuses primarily on boys and men. This lopsided focus ignores a troubling trend: that substance use disparities between men and women are narrowest among young people. **When it comes to substance use, girls are catching up and may soon surpass boys.**

CHANGING TRENDS

Overall, the percentage of female students who have used illicit drugs—cocaine, inhalants, heroin, methamphetamines, hallucinogens, or ecstasy—declined from 2007 (22.3%) to 2017 (13.3%). However, **girls in eighth and tenth grade drink more than boys of the same age, and they are more likely to use inhalants, stimulants, and cigarettes at a younger age.** Despite declines in teenage cigarette smoking, e-cigarettes pose a major threat to today's teens, as recent news of vaping-related illnesses has made clear. Rates of e-cigarette use doubled between 2017 and 2019. As of 2019, 25% of twelfth graders, 20% of tenth graders, and 9% of eighth graders report smoking e-cigarettes.

GIRLS AFFECTED

Girls with substance use disorders are more likely to have suffered from mood disorders, such as depression, or to have experienced physical or sexual abuse. Moreover, girls who have been sexually abused are more likely to use substances at higher and earlier rates. Generally speaking, substance use knows no bounds. It plagues all communities. Still, **ethnic background and socioeconomic status impacts what drugs girls use and when.** Latinx teens (54%) report having used an illicit drug at higher rates than Black teens (45%) and Caucasian teens (43%). Smoking in young adulthood correlates with lower childhood family socioeconomic status, while alcohol and marijuana use tracks with higher childhood family socioeconomic status. This trend exists in Canada, too, as 45.5% of British Columbia's Indigenous youths, who tend to have lower childhood family socioeconomic status, reported smoking. More troubling, Indigenous girls (48.5%) smoke earlier and more than Indigenous boys (42.7%).

LATINX TEENS

54%

BLACK TEENS

45%

WHITE TEENS

43%

Reported having used an illicit drug

CONTRIBUTING FACTORS

Peer pressure matters for girls, as they are more likely than boys to smoke, drink, and use drugs when they feel overly concerned with peer approval. Childhood trauma, especially sexual abuse, registers as a significant factor as to whether women will abuse alcohol or drugs later in life. **Girls who suffer from depression or lack confidence in their body image tend to use substances at higher rates. Further, studies list after-school care, self-perception, friends, family messaging on drugs, and strength of mother-daughter relationship as significant factors** in girls' use—or avoidance—of alcohol, inhalants, and prescription drugs.

EFFECTS ON GIRLS' OUTCOMES

Using drugs at a young age serves as a significant predictor of whether one will develop a substance use disorder later in life. The likelihood is greatest for those who begin using drugs in their early teens. For example, people who start drinking by age 14 are seven times more likely to develop alcohol abuse or dependence. Such statistics spell even more trouble for girls, as women tend to develop substance use disorders more quickly than men. Additionally, researchers have linked substance use during adolescence with negative outcomes like STDs, experiencing violence, mental health issues, and suicide risk. When girls develop substance use disorders, it can impair their brain development, leading to decreased memory or thinking ability. **Girls who postpone their first drink greatly diminish chances of alcohol addiction.** In comparison to boys and men, girls and women—both in the U.S. and in Canada—experience a greater stigma associated with substance abuse than do men. Such stigma prevents some women, especially mothers or pregnant women, from accessing treatment. **Girls and women can be ostracized by their family or community, subjected to violence, or coerced into sex work as a result of substance use disorders.**

Girls Inc. high school girls are using substances at **lower rates** than high school girls. Their **overall use is also declining.**



THE VIEW FROM GIRLS INC.

An outcomes survey of Girls Inc. girls (an internal survey conducted independently of the AIR study) found that, compared to U.S. high school girls nationwide, **Girls Inc. girls were more likely to abstain from substance use**—including alcohol, marijuana, prescription drugs, cigarettes, and e-cigarettes. Being able to say no to these pressures is a powerful step toward leadership for girls.

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TEEN PREGNANCY

OVERVIEW

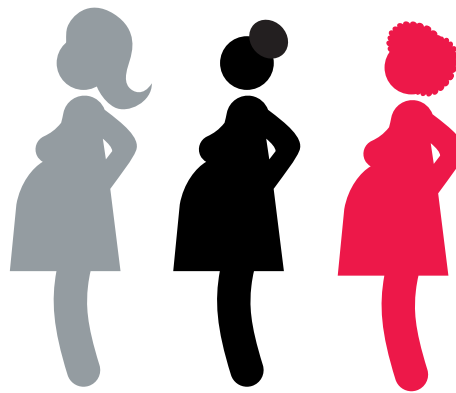
Girls are only able to lead if they make thoughtful, healthy choices. From this perspective, teen pregnancy remains a major concern in girls' wellbeing. **For teen mothers, pregnancy and childrearing have significant and troubling effects on education and employment, as well as the child's educational readiness.** There's good news overall: From 1990 to 2013, the U.S. teen pregnancy rate fell by more than 63%, and by 2018, the teen birth rate had dropped to 17 births per 1,000, a 71% decrease from 1990. These are historic lows, and the decline can be seen across all states and racial/ethnic groups. Still, the United States has one of the highest teen birth rates among OECD nations, and the vast majority (77%) of these pregnancies are unplanned. Canada has historically had a lower teen birth rate compared with the U.S. and the country has also experienced an overall decline in teen births, with the rate dropping to 6.6 births per 1,000 in 2018.

CHANGING TRENDS

While it's hard to pinpoint the cause of the declining teen birth rate, trends suggest that fewer teens are engaging in sexual intercourse and more are using contraceptives. In 2011–2015, 42% of teen girls reported engaging in sexual intercourse. Alternatively, in 2017, 38% of high school girls reported engaging in sexual intercourse compared with 51% percent in 1988. Some observers speculate that greater social media use is leading to fewer face-to-face interactions between teens (and therefore less direct sexual contact). Among those girls who are sexually active, the number who used contraceptives during their first sexual encounter increased from 74.5% to 81% between 2002 and 2015, and use of the morning-after pill rose from 8% to 23% over that same time period. **Policy changes have made it easier to access contraception, but there are still disparities.** Rural teens are less likely to use contraceptives. So are girls who express concern about the confidentiality of accessing contraceptive services.

GIRLS AFFECTED

Although the U.S. teen birth rate has declined across almost all demographic categories, the 2017 birth rates for Latina and Black girls are still more than double the rates for non-Latina White and Asian girls, while Native American/Alaska Native girls had the highest birth rate. Birth rates also vary based on region: The U.S. teen birth rate is lowest in the Northeast and highest in the South, and is higher in rural counties compared with large urban counties (30.9 vs. 18.9). In Canada, similar regional disparities exist, with the most populous provinces—Ontario, Quebec, and British Columbia—having the lowest teen birth rate. Lastly, teens from disadvantaged backgrounds are more likely to become pregnant. Studies have shown that experiencing a range of childhood adversities—including abuse and poverty—contributes to the risk of teen pregnancy. Girls in foster care are especially vulnerable, and they are twice as likely to get pregnant compared with girls not in foster care.



The 2017 birth rates for Latina and Black girls are still **more than double** the rates for non-Latina White and Asian girls, while Native American/Alaska Native girls had the highest birth rate.

CONTRIBUTING FACTORS

The reasons for teenage pregnancy are complex and numerous; however, unfavorable socioeconomic conditions at the family and community level play a role. A 2013 literature review of the social determinants of teen childbearing in the U.S. found that low income and low education levels of a girl's family, underemployment, neighborhood physical disorder (such as abandoned buildings, graffiti, and litter), and neighborhood income inequality were all linked to teen birth rates. **At the individual level, teens who engage in drug or alcohol use, lack future-oriented goals, and have low self-esteem are at greater risk for teen pregnancy.**

EFFECTS ON GIRLS' OUTCOMES

Teenage pregnancy and child rearing have immediate and long-term impacts on girls and their children, especially on educational outcomes. For teen mothers, graduating high school and obtaining a college degree becomes increasingly difficult. **Only 51% of teen mothers will earn a high school diploma by age 22 compared with their childless peers (89%), and 30% of girls who drop out of high school report that pregnancy or parenthood was a key factor in their decision. Obtaining a college degree also becomes more unlikely—only 1.5% of teen mothers will get a college degree by age 30.** Furthermore, there are significant effects on the children of teenage mothers. One study on children in the Canadian province of Manitoba showed that school readiness—as defined by social behaviors, numerical knowledge, ability to communicate, and other early childhood competencies—was highest among children for whom neither their mother or grandmother was an adolescent mother. **Among kindergarten-age kids born to adolescent mothers, 41% were deemed not ready for school.**



THE VIEW FROM GIRLS INC.

The **declining teen birth rate is a reason for optimism**, and it is important to build on the approaches that have helped to reduce it significantly in some populations. When girls have access to the kind of mentoring and education that Girls Inc. provides—not just about pregnancy prevention but about choosing healthy sexuality and cultivating personal potential—they understand better **how to achieve ambitious academic and personal goals**, becoming leaders in many aspects of their lives.

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EDUCATIONAL ACHIEVEMENT

OVERVIEW

Education is an area in which girls are already taking the lead. On a number of measures, **girls continue to outperform boys in school.** A recent meta-analysis found that girls have earned better grades than boys across all subjects for decades. Compared with boys, **girls are less likely to repeat a grade and are more likely to like school and say good grades are important. They also graduate from high school at higher rates and are more likely to attend college when compared with boys.** In 2017, 71.7% of young women in the U.S. who had recently graduated from high school were enrolled in a two- or four-year college, compared with 61.1 % of men. However, **racial and socioeconomic disparities in girls' educational achievement persist.**

GIRLS AFFECTED

Despite girls' overall academic success, low-income girls and girls of color continue to face barriers. **Girls of color remain more likely to attend underresourced schools and face harsher discipline at school, which affects their academic performance. They are also more likely than boys and White girls to miss school due to safety concerns.** In 2017, 7.1% of all girls reported missing school because of safety concerns—but 9.5% of Black girls and 9.3% of Latina girls said they had missed school for such reasons. Absenteeism, in turn, has been linked to a range of negative educational outcomes.

Across all income categories, Latinx and Black children are also more likely to live in households without high-speed Internet compared with their White peers, which affects their ability to complete homework. In a 2018 survey, **25% of Black teenagers reported that they were unable to complete homework due to lack of Internet at home,** and 21% of Black teens reported having to occasionally use public Wi-Fi to complete their homework.



CONTRIBUTING FACTORS

There is significant research—biological, sociological, psychological, and more—on gender differences in educational achievement. Much of the research has focused on traits that position girls for success in the school environment. Researchers have found that girls are better at self-regulation. In the school context, this means **girls are better at demonstrating behaviors like raising their hands, paying attention, and listening to instructions. They are also better at self-discipline, and they prioritize completing homework and persisting at assignments, which helps explain better grades.**

However, girls also face a number of biases early in their education that negatively affect their educational performance and career choices. In one study, researchers found that **among girls and boys who behave and perform similarly, elementary school teachers rated the math skills of boys higher. Starting at age 6, girls were less likely than boys to believe that other girls are “really, really smart” and they were more likely to shy away from activities that were deemed appropriate for “really, really smart” children.** Encountering these biases at an early age can make a difference in the type of classes and careers girls go into and can steer girls away from “traditional male” fields like math.

For girls overall, the news about educational achievement and academic promise is already quite good, barring internalized bias: girls clearly outperform boys at school. Now it is time to address the lingering racism, gender bias, lack of confidence, and absenteeism that disproportionately affect some girls, so that girls of all backgrounds succeed.



THE VIEW FROM GIRLS INC.

Girls Inc. girls are significantly **more likely than girls in a control group to attend school and to be engaged in school**, according to AIR. In schools where girls can sometimes face challenges, the Girls Inc. pro-girl, all-girl environment—as well as Girls Inc. mentoring—gives girls a safe space to lead, academically and socially.

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STEM ENGAGEMENT

OVERVIEW

A solid foundation in elementary and secondary math and science is critical for success in post-secondary education, as well as in careers and leadership roles related to science, technology, engineering, and mathematics, or STEM. **Girls have made gains in these fields in recent years, and they continue to perform academically on par with their male counterparts in the subjects of math and science.** But in spite of their obvious talents, they are underrepresented in STEM majors in college as well as in STEM-related careers.

DOWNWARD TRENDS

In their K–12 years, girls and boys take math and science courses at roughly the same rates. While historically boys have outperformed girls in math, the gap between girls' and boys' performance on math and science assessments is closing. Many state and national test scores show no or only slight differences in performance that favor boys. However, **on a 2018 national standardized test that assesses proficiency in technology and engineering, girls scored higher than boys in every category.** Girls should be well positioned for success in these fields, but sadly, this is not the case. Despite their achievements, by the time they enter high school, fewer girls take STEM-related advanced math and science courses. They are less confident in their math and science skills. Among girls in elementary school, 81% believe they are good at math and science, but this number drops to 67% by high school, and the trend continues downward.

Once in college, women are less likely to major in STEM. While 45% of girls report they are considering a career in math or science, only 35% of women graduate with a bachelor's degree in a STEM field. Furthermore, while there has been an increasing amount of focus in recent years on reducing the gender disparity in STEM, some fields still continue to see a decline in female representation. In 1984, women represented 37.1% of all computer science degrees, but by 2015 this number fell to 18%.

GIRLS AFFECTED

There is unequal access to math and science courses, and girls of color and low-income girls are particularly affected.

One study found that Native American girls are most likely to attend high schools without key math and science courses. For these girls, 38.6% had no access to a chemistry class or calculus class, and 30.1% had no access to a physics class. For Black girls, 28% did not have access to chemistry classes, 28.4% did not have access to calculus, and 18.6% did not have access to physics in high school. Furthermore, girls attending high-minority and high-poverty schools have less access to math and science courses. Of schools with the highest concentration of Black and Latinx students, one-quarter did not offer Algebra 2 and one-third did not offer chemistry. High-minority schools, those with over 75% minority enrollment, are also less likely to be staffed by certified teachers. In these schools, only 84% of teachers are certified in math, compared with 92% of teachers at schools with low minority enrollment.

Research has consistently shown that social class is one of the most significant predictors of educational success, and social class is a predictor of whether students will take advanced math and science classes. Substantial demographic disparities exist: 56% of students from the bottom SES quintile were taking Algebra 2 or higher, compared to 83% of students from the top SES quintile.



CONTRIBUTING FACTORS

Girls face a number of biases about their abilities, especially in math and science, and they encounter these biases at an early age. More than just a social challenge, these biases may actually decrease their likelihood of going into STEM. A recent study of 6,000 girls and young women across the U.S. also shed light on attitudes towards STEM. In this study, researchers found that many girls have a hard time picturing themselves in STEM roles. Perhaps more than in other instances, here the lack of female role models is a real issue: Compared with girls who don't know a woman in STEM, girls who know a woman in STEM report feeling more powerful while doing STEM (61% vs. 44%). More of these girls know how to pursue a STEM career (74% vs. 51%), and more of them understand how STEM is relevant and know of STEM jobs (73% vs. 53%).

Another possible setback for girls is that they do not view STEM as a creative field: 91% of girls ages 5–12 describe themselves as creative, and an interest in STEM might not align with their self-perception.



VIDEO GAMES & STEM

So how might these ingrained perceptions be usefully challenged? Video games and game design may be an important pathway for girls to get involved in STEM, as 83% of girls report playing video games. A recent study linked heavy gaming among girls with a greater likelihood of studying STEM during the undergraduate years, and other studies have shown that creating video games can help kids learn STEM skills. However, girls remain underrepresented among video game characters, and they are often depicted in sexual ways, not as powerful characters. A look at 126 games that were featured at a prominent gaming event in 2019 found that only 5% of video games featured a female protagonist. It would not be surprising for girls to conclude that they are not welcome as contributors in the gaming and computing world.

EFFECTS ON GIRLS' OUTCOMES

These are trends well worth reversing, for obvious reasons. Students who take advanced STEM courses in high school and perform well are more likely to major in a STEM degree in college. STEM fields are among the highest paying, and with women being the primary earners for 40% of U.S. households with children, being employed in a STEM field can help set up women—and their families—for economic success.

THE VIEW FROM GIRLS INC.

Girls Inc. girls **scored higher on standardized math tests** than their peers and were more likely than their peers to believe they **could handle harder math or science content**, to say they were **curious about science, computers, or technology** or to want to **have a computer or science job in the future**.

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GRADUATION RATES

OVERVIEW

Personal, professional, and social leadership roles for women today generally assume successful completion of at least a high school education. Across a number of different performance indicators, the high school graduation rate for all students is improving—and more girls than boys graduate on time. Girls are also less likely to be high school dropouts: perhaps because they have high educational and career aspirations. The majority of girls report that they are somewhat or very interested in four-year college (86%) and graduate school (67%). In a survey of 15-year-olds in the U.S., 73% of girls reported that they expected to work in managerial, professional, or technical jobs, compared with 53% of boys. All of this is good news, especially for girls.

In 2012–2013, the average freshman graduation rate, which estimates the percent of high school students who graduate on time, was 85.2% for females and 78.8% for males. In 2016, the status dropout rate, defined as the percentage of students ages 16–24 who have not earned a high school credential or are not currently enrolled in school, was 5.1% for females compared with 7.1% for males.

The average freshman graduation rate has risen steadily over the years, from 71% in 1995–1996 to 81.9% in 2012–2013. From 1976 to 2016, the status dropout rates declined from 14.1% to 6.1%, with the dropout rate decreasing more for girls than boys. In 1976, the dropout rate was 14.1% and 14.2% for males and females, respectively. By 2016, that number had decreased to 7.1% for males and 5.1% for females. Still, in 2016 there were around 2.3 million dropouts in the U.S. between ages 16 and 24.

But the bad news is that **there are still significant disparities—some girls are more likely than others to drop out of school.** Students from low-income families are three times more likely to drop out of high school. Girls in foster care are at a higher risk of not graduating from high school, as are girls who are homeless, involved in the juvenile justice system, or pregnant. Compared with White girls, a higher percentage of Black and Latina girls are more likely to be held back a grade, which negatively affects their chances of graduating from high school. In addition, many girls do not feel prepared for college. While 91% of girls report wanting help applying to college, less than half (49%) of girls report that someone at their school is, in fact, helping them explore their educational plans for after high school.

CONTRIBUTING FACTORS

There are a number of factors that influence whether or not a girl will graduate from high school, and researchers have classified these into “pull-out factors” and “push-out factors.” Pull-out factors take into account the larger context and non-school aspects affecting a girl’s life. Among these factors, researchers have found that girls are more likely than boys to drop out to focus on taking care of their family, including younger siblings and/or older relatives as well as their own children. Among girls, Latinas were the most likely to leave school for this reason.

Push-out factors refer to the school-specific factors that contribute to students dropping out of school, including harsh school policies and unwelcoming environments. Many of these factors disproportionately affect girls of color, including suspension and expulsion. Compared with White girls, Black girls are five and a half times as likely to be suspended, and Native American girls are three times as likely. In the Midwest, this number spikes even higher: In those states, Black girls are ten times as likely to be suspended, compared with White girls.

Average on-time graduation rates





EFFECTS ON GIRLS' OUTCOMES

Girls who drop out of high school are at greater risk for economic insecurity throughout their lives. Women ages 25–54 who dropped out of high school are 2.3 times more likely to be unemployed compared with women who graduated. Those who are employed earn on average \$6,000 less annually than women with a high school diploma. In 2016, full-time workers ages 25–34 who did not graduate high school earned a median income of \$21,900 compared with a median income of \$28,000 for those who graduated high school. As the population ages, the labor force in some of the most advanced economies is shrinking, but research shows that as more women participate in the workforce, they not only help offset this trend, but also improve finances at the level of both households, through their wages, and the national economy.

THE VIEW FROM GIRLS INC.

Education is an area in which girls generally have the wind at their backs; they are better positioned than boys to complete high school and pursue postsecondary education. While disproportionate challenges remain for some groups of girls, there are ways to counteract these forces. The AIR research shows that Girls Inc. girls **have better attendance rates** than their counterparts, are **more likely to be engaged in school**, and are **better prepared for life after high school**. Particularly when exposed to programming that emphasizes college readiness, girls have all the necessary tools to thrive and lead.

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JUVENILE JUSTICE

OVERVIEW

Girls who are at risk in other ways also are at risk of entering the juvenile justice system. They are typically arrested and detained for non-violent and non-weapons-related offenses. In the U.S., three-quarters of these cases are dismissed or receive informal sanctions, referral for service, or probation. Girls are overrepresented in certain arrest categories, including prostitution—often a marker of trafficking—and girls of color and LGBTQ girls are disproportionately represented in the juvenile justice system. It requires tremendous courage and self-efficacy to make choices that lead down more promising paths.

CHANGING TRENDS

Girls' share in the overall U.S. juvenile justice system is growing. In 1996 the number of teens in the U.S. juvenile justice system reached an all-time high, with 2.7 million arrests. By 2017 that number had fallen by 70%—but declines have been greater for boys. Arrests of girls have been on the rise since 1980, from 18% of all teen arrests then to 29% in 2017. Between 1992 and 2013, the share of girls arrested increased by 45%. The proportion of girls in probation and placement also increased over this time frame.

Despite this increased involvement in the system, studies show that there has not been a significant change in girls' behavior; in other words, girls today are not more violent nor are they engaging in more criminal activity than in the past. Instead, girls are more likely to be detained for minor offenses, such as status offenses—defined as offenses that would not be considered a crime if committed by an adult, such as missing curfew or running away from home—and violations of probation.

GIRLS AFFECTED

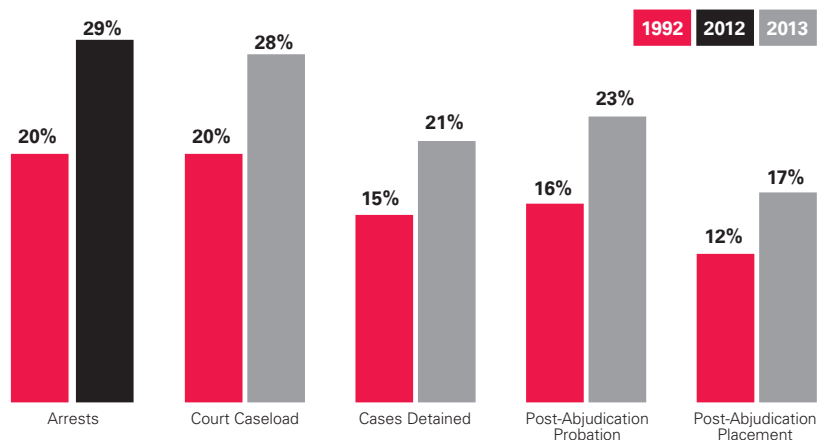
Girls of color are disproportionately represented in the juvenile justice system. While Black girls make up 14% of the under-18 population, they represent 33% of girls in the system. Girls who identify as LGBTQ+ are also overrepresented and make up nearly 40% of girls in the system.

Many of the girls in the juvenile justice system have been victims of sexual abuse and violence. Some 42% of girls in custody report being the victim of physical abuse, while 31% reported past sexual abuse. Compared with boys, girls in the juvenile justice system are 4.4 times more likely to have been sexually abused.

In 2013, 25% of boys were detained for status offenses, while 37% of girls were detained on such charges. Greater enforcement of these non-serious offenses has translated into higher involvement in the juvenile justice system for females.



Girls Increasing Share of the Juvenile Justice System, 1992 to 2012/2013



CONTRIBUTING FACTORS

A number of factors place girls at risk of entering the U.S. juvenile justice system. “*Beyond the Walls*,” a recent report by Rights4Girls and the Georgetown Juvenile Justice Initiative, discusses six of the most common pathways that lead to girls’ involvement in the juvenile justice system:

- 1. The Abuse to Prison Pipeline:** Sexual abuse has been shown to be a primary predictor for girls’ involvement in the juvenile justice system. For example, girls are likely to enter the system for offenses that are related to being victims of abuse, such as running away from home.
- 2. Criminalization of Girls for Status Offenses:** Girls are disproportionately arrested for non-violent crimes, with girls representing more than 50% of runaway arrests. Girls are also frequently arrested for truancy and prostitution. Runaway behavior, truancy, and prostitution are all indicators of abuse and exploitation.
- 3. Crossover—From Child Welfare to Juvenile Justice:** Girls represent 33% to 50% of crossover youth, a term used to refer to the passage of children from the welfare system into the juvenile justice system and vice-versa. Child welfare agencies may refer youth in their care to the courts if girls are demonstrating problematic behavior.
- 4. Domestic Violence and Mandatory Arrest Policies:** Misbehavior in girls is commonly linked to abuse within the home. Changes in mandatory arrest policies have meant that girls are increasingly arrested for conflicts within their homes.
- 5. School Push-out:** Girls, especially girls of color, are often targets of school disciplinary actions. Black girls are 5.5 times more likely to be suspended from school compared with white girls, while American Indian and Alaskan Native girls are three times more likely. Being suspended places girls at greater risk of juvenile justice involvement.
- 6. Poverty and Housing Instability:** Poverty and housing instability are risk factors for increased contact with the juvenile justice system. Girls might engage in survival behaviors, like sleeping in public places (loitering) or stealing to pay for food (theft), that lead to justice involvement.

GIRLS IN CANADA

The overall youth crime rate in Canada dropped 42% between 2000 and 2014.

Of youth accused in criminal offenses, 28% were girls. Girls made up the majority of those accused of prostitution, as well as more than 35% of those charged with assault, criminal harassment, and disturbing the peace.

Compared with boys, girls were less likely to be charged for both violent and non-violent offenses. They are more likely to be cleared without charge, with a warning or caution.

EFFECTS ON GIRLS’ OUTCOMES

Involvement with the juvenile justice system can have long-term, harmful consequences for girls. In court, the practice of shackling during courtroom proceedings can re-traumatize girls who have suffered from past physical or sexual abuse and can lead to low self-esteem. Once out of the system, previously incarcerated girls are five times more likely to die by age 29 compared with girls who had not been incarcerated. Lastly, court involvement and incarceration of youth may actually increase the risk of future delinquent behavior and involvement in the adult justice system, setting girls up to repeat many of these experiences as adults. Having the necessary independence and clarity to avoid these traps is crucial for girls—especially low-income girls and girls of color.

THE VIEW FROM GIRLS INC.

According to the AIR research, Girls Inc. girls are **79% less likely than other girls** in similar settings to be involved with the juvenile justice system.

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HEALTHY RELATIONSHIPS—HARASSMENT

OVERVIEW

Forming healthy and safe relationships with peers, romantic partners, parents, and other family members is critical for girls' overall health and well-being, as well as for their development as leaders. Too many girls are still victims of sexual harassment—unwelcome sexual advances, sexual comments (including comments about sexual orientation), unwanted touching, and coercion.

CHANGING TRENDS

In a given school year, girls are more likely than boys to be the target of sexual harassment and to experience this harassment both in person and digitally via text messages, email, and web postings. This gender gap widens with age. By Twelfth grade, 62% of girls and 39% of boys report they experienced sexual harassment during the school year. **The most common form of harassment experienced by girls in the U.S. and Canada includes unwelcome sexual jokes, comments, or gestures.** U.S. victims of sexual harassment identified boys as the main perpetrator (66% compared with 19% reporting girls as the main perpetrator, and 11% saying both girls and boys were perpetrators).

GIRLS AFFECTED

Girls who are deemed “too sexual” are at heightened risk of sexual harassment. So are girls who reach puberty earlier. In one survey, 58% of middle and high school students said that girls with more developed bodies were either likely or very likely to be sexually harassed at school, while 41% of students reported that girls who are considered pretty were likely to be harassed.

Research also shows that **students from low- or moderate-income homes are more likely than more privileged students to report that sexual harassment had had a negative impact on them, and suggests that students of color may be affected more by harassment than their white peers.** Latinx students were more likely to stay home from school due to sexual harassment compared with White students. Black students were more likely than their White peers to report that they had stopped doing a sport or activity and found it hard to study due to sexual harassment.



CONTRIBUTING FACTORS

For many students, sexual harassment is not seen as a big deal. Among those who reported sexually harassing other students, 44% claimed that sexual harassment was “just part of school life / no big deal,” while 39% reported that they thought it was funny. Furthermore, many girls do not report incidents of harassment, although girls are more comfortable than boys in discussing incidents of harassment with friends and family.

EFFECTS ON GIRLS’ OUTCOMES

Overall, seven out of eight students who experienced sexual harassment said it had a negative effect on them, and girls were more likely than boys to report that they had been negatively affected by sexual harassment. Girls were more likely than boys to say that sexual harassment left them wanting not to go to school, having a hard time studying, and having issues with sleeping.

Furthermore, sexual harassment is a risk factor for other psychological problems in teens. One longitudinal study of Canadian teens found sexual harassment victimization was associated with an elevated risk for thoughts of suicide, self-harm, maladaptive dieting, early dating, substance use, and feeling unsafe at school.

THE VIEW FROM GIRLS INC.

The #GirlsToo campaign, launched in October 2018, aims to create a culture where girls and all young people grow up safe, respected, and valued. #GirlsToo **raises awareness of the problem of sexual harassment and violence among youth, with actions aimed at shifting the norms and stereotypes** that fuel these behaviors.

“

#GirlsToo is important to me because I believe that every girl in the world should have the right to feel safe anywhere they go.

Harmonii, 15

”



SOURCES:

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HEALTHY RELATIONSHIPS—SEXUAL ABUSE

OVERVIEW

Physical safety in relationships with others is not only a basic need, but a human right—a right of girls. Rape and sexual abuse remain all too common, with long-lasting effects on girls' physical and mental health, as well as educational outcomes. Despite their prevalence, incidents of sexual assault are among the most underreported crimes. The self-confidence that girls need to lead can be seriously undermined by such incidents. On the other hand, self-confidence can help strengthen a girl's ability to confront, and even avoid, some threats of personal harm.

CHANGING TRENDS

Girls make up 82% of all sexual abuse victims under age 18. Additionally, girls in U.S. high schools are more likely than boys to have been forced to have sex (11.3% vs. 3.5%).

Girls experience sexual assault by other young people as well as adults, and the perpetrators of sexual abuse are often acquaintances or family members of the victim. Up to 90% of victims know their abusers. While the majority of sexual abuse occurs in a place of residence, schools are increasingly becoming the site of sexual assault. In a survey of students across Canada, 15% of girls reported that they had been sexually assaulted by another student, including being forced to touch someone or perform oral sex, and a quarter of girls reported being inappropriately touched at school.



An estimated **1 IN 4 GIRLS** in the U.S. will be victims of sexual abuse or assault by the time they turn 18.

Girls are more likely to be sexually abused than boys.

GIRLS AFFECTED

Girls of color and LGBTQ+ girls are disproportionately affected by sexual violence and abuse. Black children have almost twice the risk of sexual abuse compared with white children, and studies have found that 40% to 60% of Black girls experience sexual assault by the time they reach 18. In a survey of girls ages 14 to 18, 21% of girls reported that they have been kissed or touched without their consent, with this figure rising to 38% for LGBTQ girls. In this same survey, 6% of girls reported being forced to have sex when they did not want to, with the rate rising to 15% for LGBTQ girls and 11% for Native American girls. In Canada, Aboriginal women are more likely to report they were sexually assaulted compared with non-Aboriginal women. Among young Aboriginal women, 22% reported being sexually assaulted.



CONTRIBUTING FACTORS

There are a number of factors that heighten or reduce the risk of sexual abuse. Children are at heightened risk of sexual abuse when they live with a single parent or stepparents, and **children living with a single parent who has a live-in partner are 20 times more likely to be sexually abused compared with children living with both biological parents.** Conversely, children are at reduced risk for sexual abuse when they live with two married biological parents. Sexual abuse perpetrators have reported that they often look for quiet, and troubled, and lonely children from single-parent and/or disrupted households.

EFFECTS ON GIRLS' OUTCOMES

Victims of sexual abuse—who, again, are four times as likely to be girls as boys—are more likely to develop post-traumatic stress disorder, experience depression or anxiety, and attempt suicide. Victims of sexual abuse also struggle to get to school or, once there, to pay attention. One study found that 68% of victims of sexual abuse had difficulty concentrating on schoolwork, while another 30% reported that they had stayed home from school because of safety concerns. It is not always possible for young women to avoid incidents of sexual assault, and such incidents are never their fault. There is strength for girls, however, in knowing that they have options and advocates who can help them find the confidence and courage to seek support.

EXPERIENCES OF SURVIVORS OF SEXUAL VIOLENCE		
	Girls Overall	Survivors of Sexual Violence
Have felt nervous, anxious, or on edge	78%	91%
Have felt down, depressed, or hopeless	66%	86%
Have had repeated memories, thoughts, or images of a stressful experience	49%	82%
Have had trouble concentrating and staying focused in school	46%	68%
Have missed 15 days or more of school in a school year	25%	43%
Have been absent from school because felt unsafe at school or on their way to school	14%	30%
Have been in a physical fight at school	12%	25%
Have experienced exclusionary discipline	11%	25%

THE VIEW FROM GIRLS INC.

Girls Inc. helps girls understand that they have a voice, identify healthy and unhealthy relationships, and learn about healthy sexuality at an age-appropriate level. Girls build **physical self-defense skills, talk about violence** and **identify warning signs** of potential harm, and **develop strategies for improving their personal safety** and that of others, all in a safe environment. Girls are also encouraged to learn to trust their inner voices and intuition. We emphasize that **gender-based violence is a cultural and societal issue for which girls and women are not to be blamed** and that real change requires community- and society-level solutions, for which we all must work together.

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LEADERSHIP

CONTEXT

Girls today play important leadership roles within their families, schools, and communities, and they rightly aspire to be leaders as adults. For today's girls, leadership is defined as bringing people together, standing up for their values and beliefs, and working to change the world for the better. However, there are many barriers that prevent girls from achieving their leadership goals, including gender bias, lack of confidence, and a fear of being perceived negatively.

DIFFERENCES AMONG GIRLS

The majority of girls see themselves as leaders and desire to be leaders, although there are disparities based on race/ethnicity. 75% of Black, 72% of Latina, 66% of Asian-American, and 56% of White girls see themselves as leaders. Meanwhile the desire to be a leader is highest among Asian American (59%), Black (53%), and Latina (50%) girls and lowest among Caucasian girls (34%). Certain subsets of girls face unique challenges in achieving these leadership ambitions. For Black girls, leadership traits like assertiveness can place them at heightened risk for school discipline. Researchers have found that Black girls are more likely to be punished for challenging stereotypical feminine behavior, which could be as simple as being candid or assertive.



75% of Black,
72% of Latina,
66% of Asian-American,
and **56%** of White girls see themselves as leaders.

CONTRIBUTING FACTORS

Girls face a number of biases that affect their leadership aspirations—both from adults as well as from their peers. One study of almost 20,000 middle and high school students in Canada and the U.S. found that 23% of girls and 40% of boys preferred male political leaders over female political leaders. Mothers of these students were also more likely to support student councils led by boys than councils led by girls. Self-confidence is an important component of leadership, and in studies of both parents and girls, it has been identified as a key barrier to girls' pursuing more leadership opportunities. Girls' confidence tends to decline throughout the school years, with 87% of 5th grade girls saying they're confident while only 60% of 9th grade girls report being confident. **Furthermore, girls who are less confident are less likely to voice their opinions or express disagreement.** Lastly, a fear of being perceived negatively affects girls' behavior. While 61% of girls say they like to be in charge, almost half of girls (46%) report not speaking their minds or disagreeing with others because they want to be seen as likeable. Girls are too often afraid of being seen as "too bossy" and thus concerned about taking on leadership, although the good news is that this sentiment is less pronounced for girls in high school than for girls in elementary school.

LEADERSHIP

In a test to uncover implicit leadership biases among U.S. and Canadian students, researchers asked students if they would be in favor of giving more power to their student council depending on the ethnicity, race, and gender of its leaders. Students were least likely to support giving more power to a student council when it was led by White girls and most likely to support giving power to a student council when it was led by White boys. The findings also show that White girls are also biased against other White girls; their average level of support was higher for student councils led by White boys compared with White girls.



While 61% of girls say they like to be in charge, almost half of girls (46%) report not speaking their minds or disagreeing with others because they want to be seen as likeable.

EFFECTS ON GIRLS' OUTCOMES

There is reason to be optimistic about changing this trend: **Encouraging girls to become leaders has a pronounced effect on their leadership aspirations in the future.** The representation of women in top leadership is also important. It will come as no surprise that women are the best role models and sources of inspiration for girls. While there are more women today in key leadership positions than ever before, there still exists a pervasive gender gap in top leadership, and an even larger gap in the representation of women of color. Among Fortune 500 companies, only 33 CEOs (6.6%) are women. Only 1 of these women is a woman of color. In Congress, women make up 23.6% of the House of Representatives and 25% of the Senate.



A KPMG study found that women who were encouraged to be leaders while growing up were more likely to aspire to be the leader of a company (74% vs. 48%) or on the board of a company (66% vs. 39%) compared with those who were not encouraged to be a leader as girls.

THE VIEW FROM GIRLS INC.

AIR reports that Girls Inc. girls are more likely than other girls **to see themselves as leaders, with the skills and capabilities of influencing and improving their local communities.** Girls Inc. girls are also more likely **to have positive relationships with adults, and see them as allies.** The kind of mentoring, modeling, and encouragement provided through research-based Girls Inc. programming shows girls how to become confident, prepared, active leaders.



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WHAT'S NEXT?

Plenty of work remains to erase the inequities that prevent girls from reaching their full potential as successful adults and leaders. By focusing on proven strategies and effective advocacy, organizations like Girls Inc. will play a crucial role in shaping whether and how our society rises to that challenge in the coming decade.

Key to this is a multi-layered understanding of girls and the issues that they face, both at the demographic and the more personal, individual level. Having established itself locally, regionally, and nationally, and having had its outcomes independently evaluated, Girls Inc. is now ideally positioned to address the policy, implementation, and personal challenges that await girls. We inspire them to take charge of their futures and equip them with the skills and tools to achieve their goals. It's a daunting task, in this environment, but not at all an insurmountable one.

To leverage the momentum of this moment, **we must act, and we must act now.**

- **Girls must lead.** The world needs leaders to guide nations through a challenging political and cultural time—and our girls need more examples and role models to look up to in charting their course. Girls Inc. has the ability to use its direct services and advocacy platform to inspire and prepare new generations of leaders—national, regional, and local.
- **We mean all girls.** Even these succinct reviews of current data make it plain that girls, particularly girls of color and girls from families with low socioeconomic status, need tools and opportunities to realize their tremendous potential.
- **It's time for change.** It becomes obvious fairly quickly that many of the approaches of the past are outdated, in part because they have focused on fixing girls rather than inspiring them.
- **And that change needs to come from many angles.** The issues facing girls are multifaceted and interconnected. Taking a holistic and multidimensional view of girls is critical to understanding the barriers to their success and strategizing how to overcome them. An approach that features a number of elements—including mentorship, policy work, school-level interventions, and the like—will be critical for moving the needle on these issues.

Girls from all backgrounds have this in common: They start with talent and confidence to spare. But as they repeatedly confront ingrained biases, inequitable social situations, and outright abuse—all of which place them at a disadvantage—that confidence is slowly (and sometimes quickly) eroded. Whatever the setbacks girls experience, their potential remains unchanged, and the right interventions can reverse even the most pernicious damage.

Pro-girl, all-girl environments, strong mentorship, and proven, research-based programming are the place to start creating these kinds of supports for girls. Recognizing that yesterday's interventions are not serving today's girls fully, Girls Inc. recommends that leaders develop a new set of policy initiatives, structures, and best practices that respond to the unique challenges that girls now face. Girls Inc. and like-minded organizations can use their expertise to ensure that girls not only sustain their healthy confidence, but also become lifelong leaders.





FW MBK End of Year Report 2020-2021

Summary

Strategies to Elevate People (STEP) has partnered with the Fort Worth Independent School District since the 2017-2018 school year. The partnership continues to grow annually. The 2020-2021 academic year concluded with a total of 29 chapters: 15 high school campuses and 14 middle school campuses.

The program used three goals to measure impact from the FWISD school year for FY 2020-2021:

1. **Academic Success Goal** — Assist MBK members to achieve a 5% improvement in academic performance for each GPA Range (2.0 - 4.0).
2. **School Attendance Goal** — Decrease the number of absences for MBK members by 5%.
3. **Behavior Goal** — Decrease the number of behavior incidents for MBK members by 5%.

The MBK program enrolled a total of 291 students of color, 211 males and 80 females. The MBK program also served a total of 400 additional students, 107 successfully registered and 293 pending registration, that were not reflected in FWISD enrollment numbers.

Due to the outbreak of the Coronavirus pandemic, MBK continued to engage students remotely via Google meet video conferencing and virtual events.

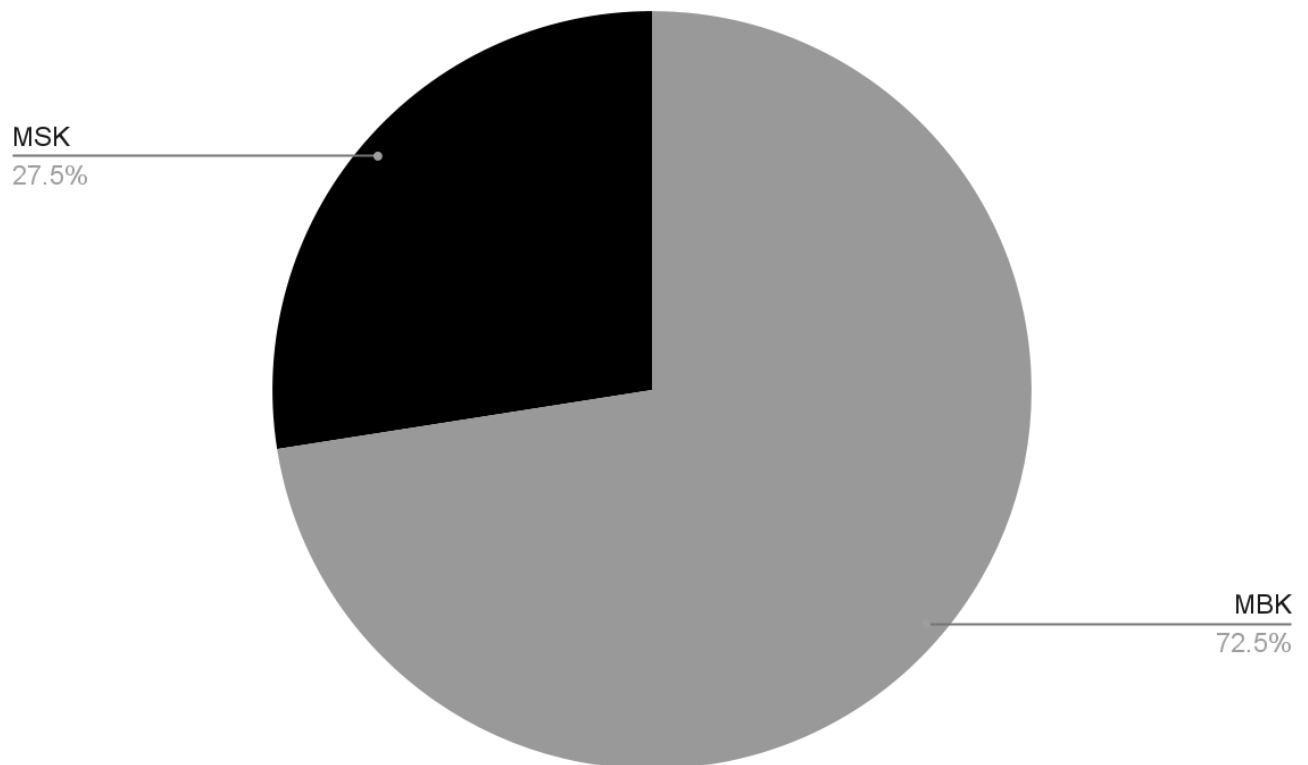
The following is an overview of member demographics and data benchmarks.

Section 1 - Demographics

TOTAL COUNT ENROLLED
291

Total Count by Gender

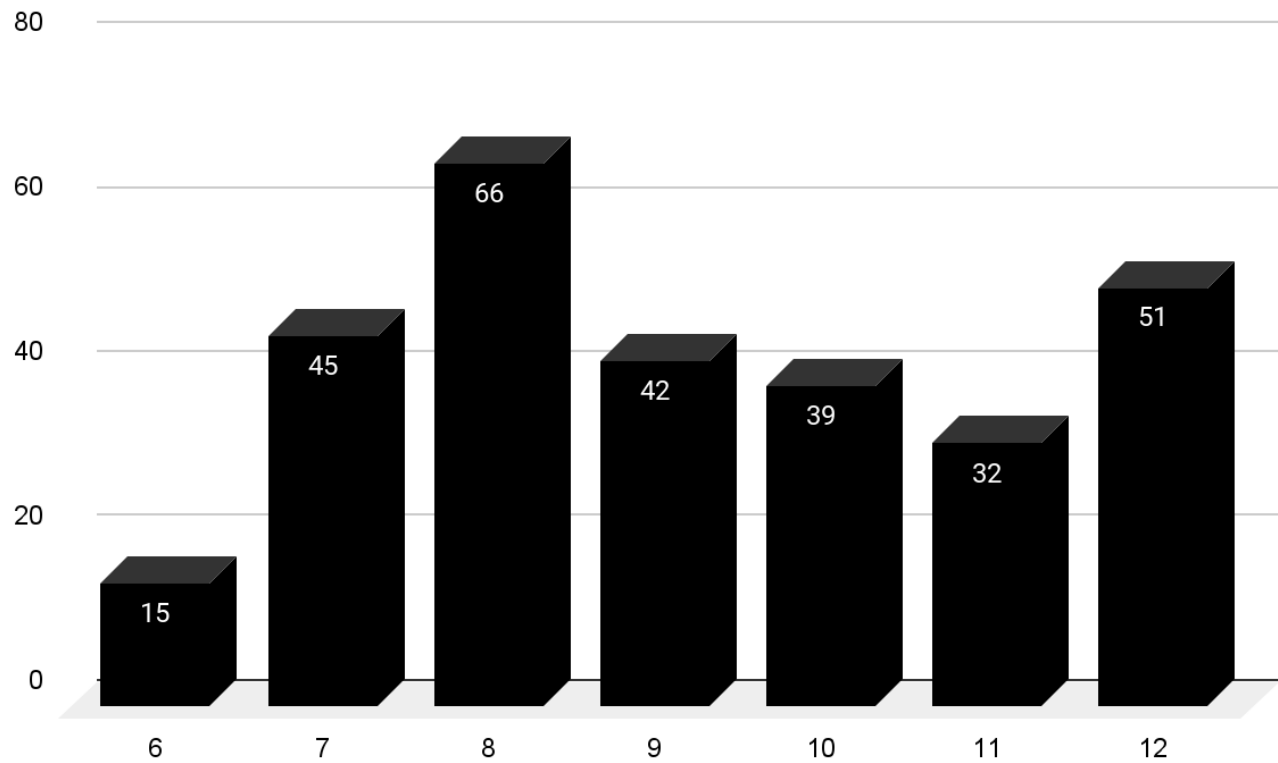
MBK	MSK
211	80



2020-2021 Total Count by School

School	Enrolled	Active	Pending
001 - Carter-Riverside HS, Amon	1	1	2
003 - South Hills HS	1	1	15
004 - Diamond Hill-Jarvis HS	10	1	1
005 - Dunbar HS, Paul Laurence	15	2	62
006 - Eastern Hills HS	25	6	16
008 - North Side HS	12	1	4
009 - Polytechnic HS	15	0	16
010 - Paschal HS, R.L.	1	0	0
011 - Trimble Technical HS, Green B.	11	2	0
014 - Southwest HS	27	2	2
016 - Wyatt HS, Oscar Dean	4	0	0
021 - Success High School	1	0	0
044 - Elder MS, J.P.	14	0	0
045 - Forest Oak MS	12	18	10
047 - Handley MS	8	2	12
048 - James MS, William	1	5	23
049 - Kirkpatrick MS	11	8	1
050 - McLean MS, W.P.	2	0	0
052 - Meadowbrook MS	5	1	40
054 - Morningside MS	9	7	9
057 - Rosemont MS	4	9	0
059 - J Martin Jacquet MS	26	4	7
060 - Wedgwood MS	8	1	19
063 - Como Montessori (K-8)	18	3	0
070 - Jean McClung Middle School	7	4	3
083 - Young Men's Leadership Academy	9	0	6
086 - Tarrant Co College South/Fort Worth Collegiate H S	7	0	0
087 - I.M. Terrell Academy for STEM and VPA	26	0	4
194 - Daggett Montessori (K-8)	1	22	0
UNKNOWN	0	7	41
TOTAL	291	107	293

2020-2021 Total Enrolled by Grade



2020-2021 Enrolled Senior Class Ranking

School	Top 10%	Top 25%	Outside 25%
004 - Diamond Hill-Jarvis HS	0	0	6
005 - Dunbar HS, Paul Laurence	3	3	2
006 - Eastern Hills HS	0	2	5
008 - North Side HS	1	0	1
009 - Polytechnic HS	0	0	3
011 - Trimble Technical HS, Green B.	0	2	0
014 - Southwest HS	0	2	11
016 - Wyatt HS, Oscar Dean	0	0	2
021 - Success High School	0	0	1
083 - Young Men's Leadership Academy	0	1	0
086 - Tarrant Co College South/Fort Worth Collegiate H S	1	2	0

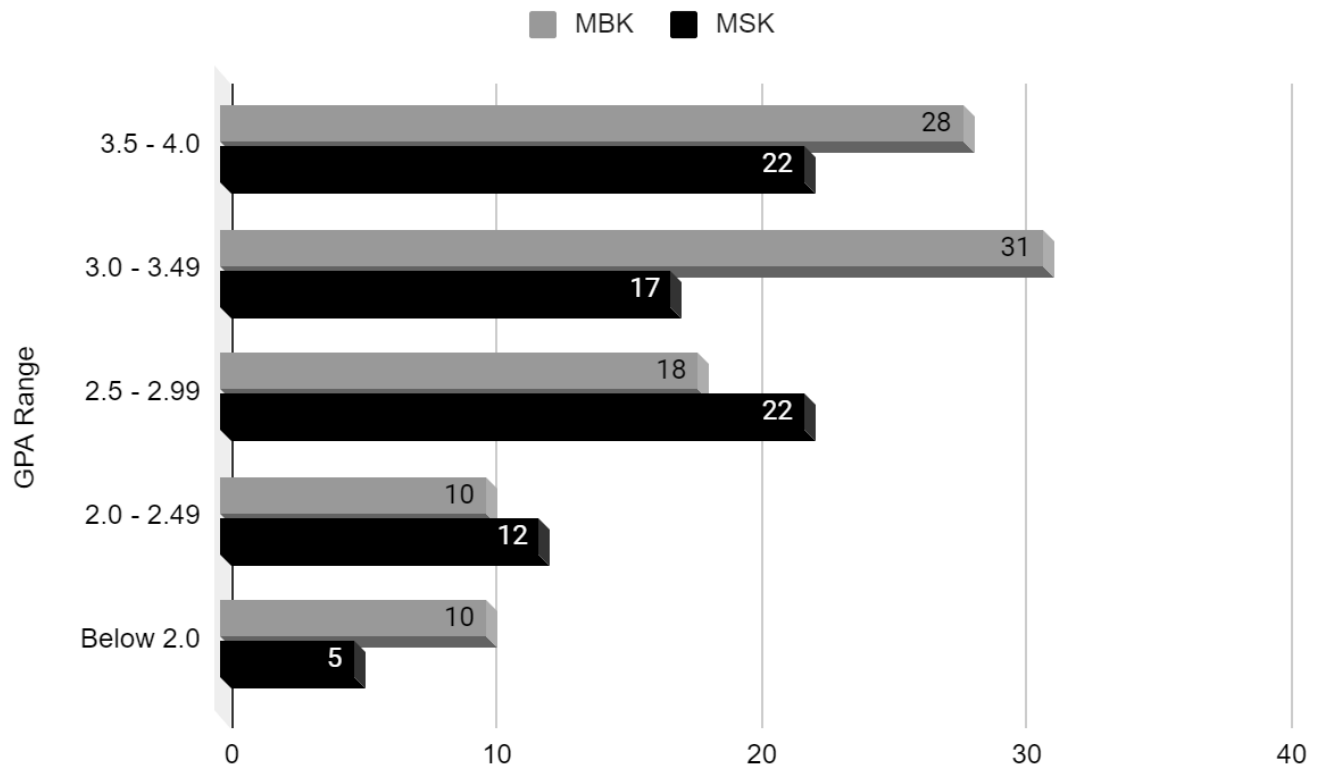
Section 2 - Academic Success in High School

Academic Success Goal — Assist MBK members to achieve a 5% improvement in academic performance for each GPA Range (2.0 - 4.0).

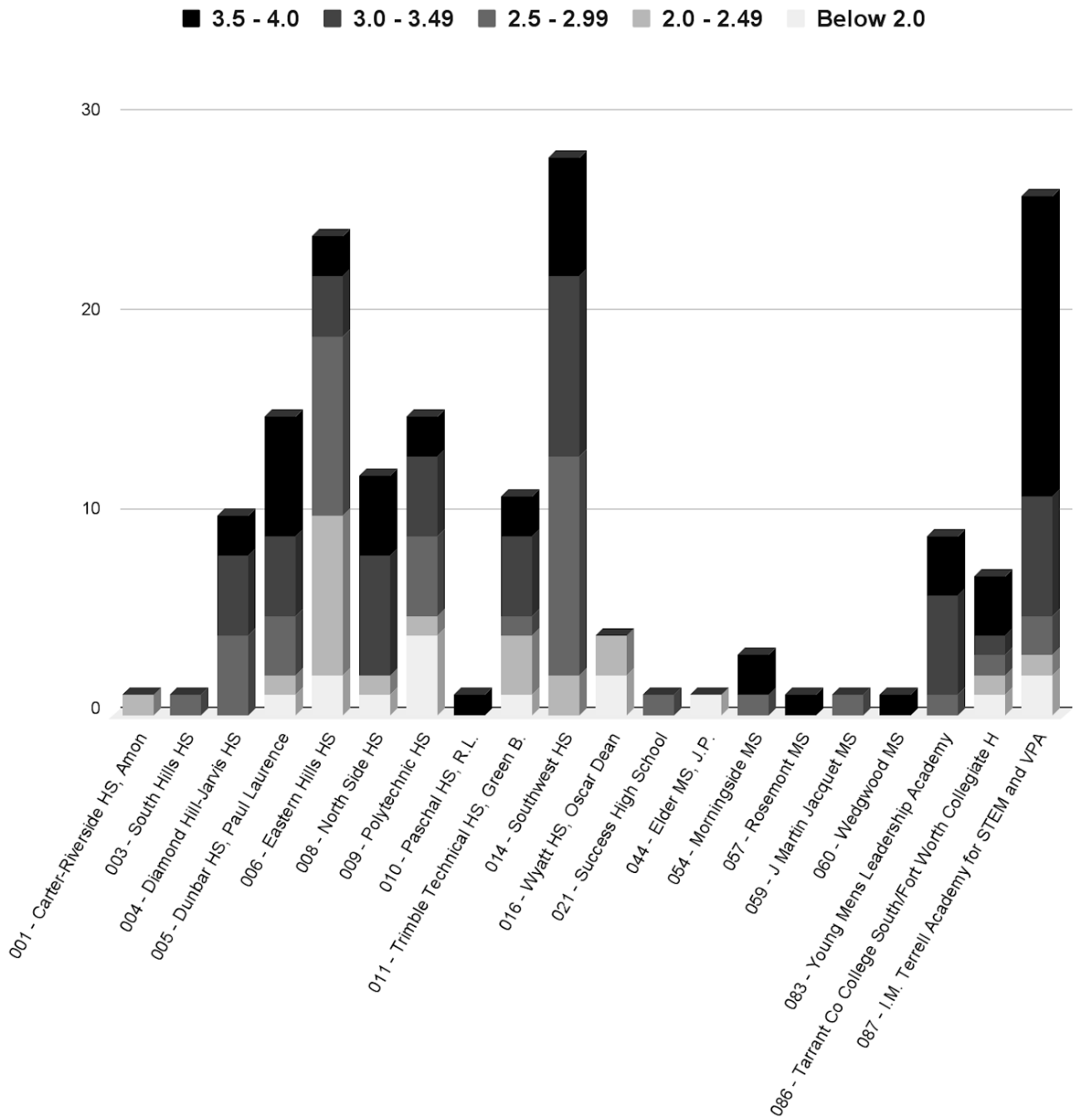
The table below depicts the total academic performance of enrolled members during the 2020-2021 school year that includes a benchmark to measure impact.

GPA Range	January 2021	April 2021
3.5 - 4.0	19%	29%
3.0 - 3.49	28%	27%
2.5 - 2.99	26%	23%
2.0 - 2.49	23%	13%
Below 2.0	5%	9%
OVERALL GPA AVERAGE	2.83	3.00

GPA by Program



GPA by School

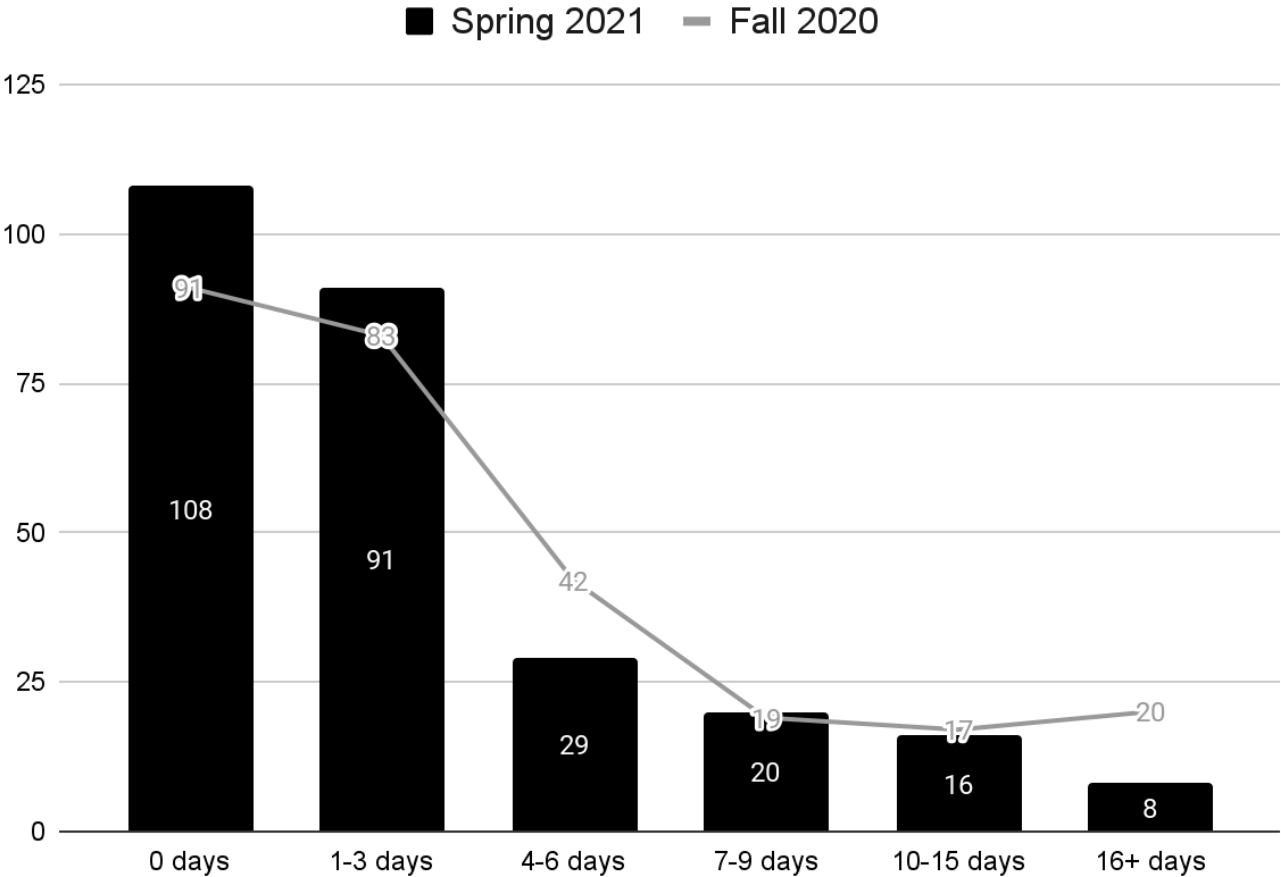


School	0- 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	3.5 - 4.0
001 - Carter-Riverside HS, Amon		1			
003 - South Hills HS			1		
004 - Diamond Hill-Jarvis HS			4	4	2
005 - Dunbar HS, Paul Laurence	1	1	3	4	6
006 - Eastern Hills HS	2	8	9	3	2
008 - North Side HS	1	1		6	4
009 - Polytechnic HS	4	1	4	4	2
010 - Paschal HS, R.L.					1
011 - Trimble Technical HS, Green B.	1	3	1	4	2
014 - Southwest HS		2	11	9	6
016 - Wyatt HS, Oscar Dean	2	2			
021 - Success High School			1		
044 - Elder MS, J.P.	1				
054 - Morningside MS			1		2
057 - Rosemont MS					1
059 - J Martin Jacquet MS			1		
060 - Wedgwood MS					1
083 - Young Men's Leadership Academy			1	5	3
086 - Tarrant Co College South/Fort Worth Collegiate H S	1	1	1	1	3
087 - I.M. Terrell Academy for STEM and VPA	2	1	2	6	15

Section 3 - School Attendance

School Attendance Goal — Decrease the number of absences for MBK members by 5%.

The charts below illustrate the number of days enrolled members missed during Spring 2021. Fall 2020 data is shown as a benchmark to measure the change in absences at the completion of the school year.



Attendance by School

School	Number of Days Missed					
	0	1-3	4-6	7-9	10-15	16+
001 - Carter-Riverside HS, Amon	0	1	0	0	0	0
003 - South Hills HS	1	0	0	0	0	0
004 - Diamond Hill-Jarvis HS	6	4	0	0	0	0
005 - Dunbar HS, Paul Laurence	9	3	0	3	0	0
006 - Eastern Hills HS	6	9	3	2	1	4
008 - North Side HS	7	4	0	1	0	0
009 - Polytechnic HS	3	6	3	1	1	1
010 - Paschal HS, R.L.	0	1	0	0	0	0
011 - Trimble Technical HS, Green B.	6	4	0	1	0	0
014 - Southwest HS	11	11	3	1	1	0
016 - Wyatt HS, Oscar Dean	1	2	0	1	0	0
021 - Success High School	0	0	0	0	0	0
044 - Elder MS, J.P.	7	6	0	1	0	0
045 - Forest Oak MS	0	5	3	1	2	1
047 - Handley MS	3	2	1	1	1	0
048 - James MS, William	0	0	1	0	0	0
049 - Kirkpatrick MS	2	3	5	1	0	0
050 - McLean MS, W.P.	2	0	0	0	0	0
052 - Meadowbrook MS	0	3	2	0	0	0
054 - Morningside MS	3	3	2	0	1	0
057 - Rosemont MS	4	0	0	0	0	0
059 - J Martin Jacquet MS	8	9	2	3	4	0
060 - Wedgwood MS	2	1	1	0	3	1
063 - Como Montessori (K-8)	0	0	0	0	0	0
070 - Jean McClung Middle School	1	3	0	1	2	0
083 - Young Men's Leadership Academy	7	2	0	0	0	0
086 - Tarrant Co College South/Fort Worth Collegiate H S	0	3	1	2	0	1
087 - I.M. Terrell Academy for STEM and VPA	18	6	2	0	0	0
194 - Daggett Montessori (K-8)	1	0	0	0	0	0

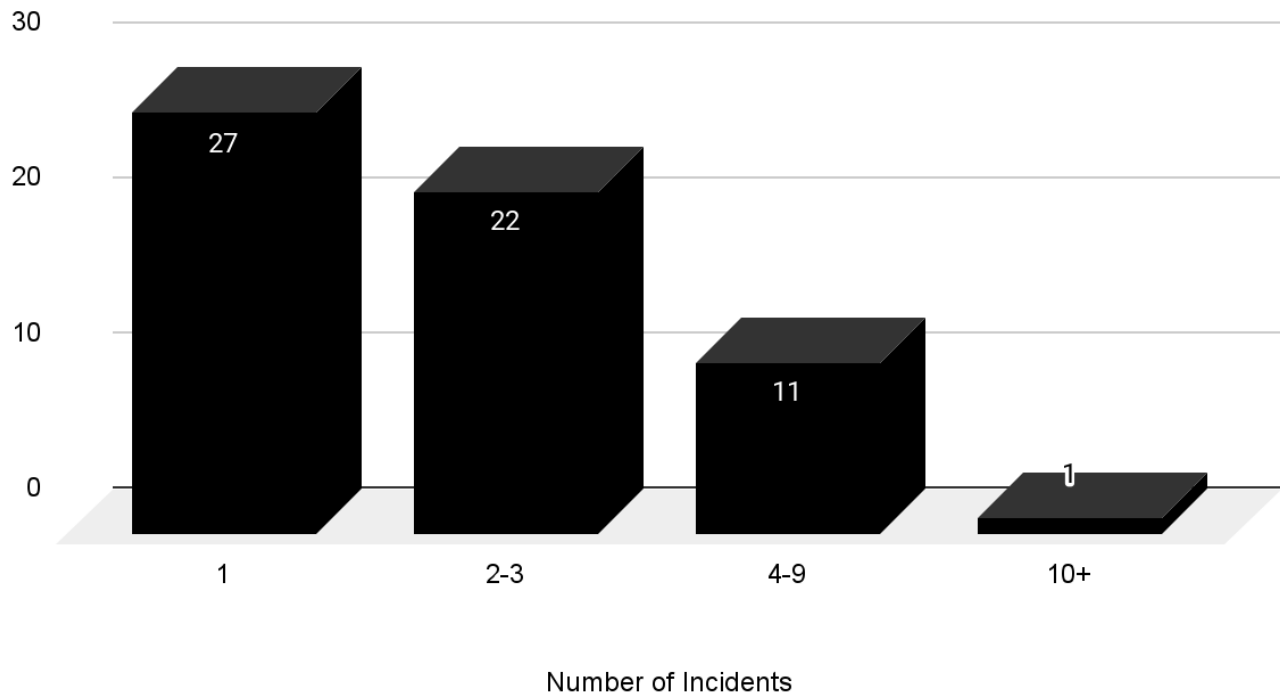
Section 4 - Behavior

Behavior Goal — Decrease the number of behavior incidents for MBK members by 5%.

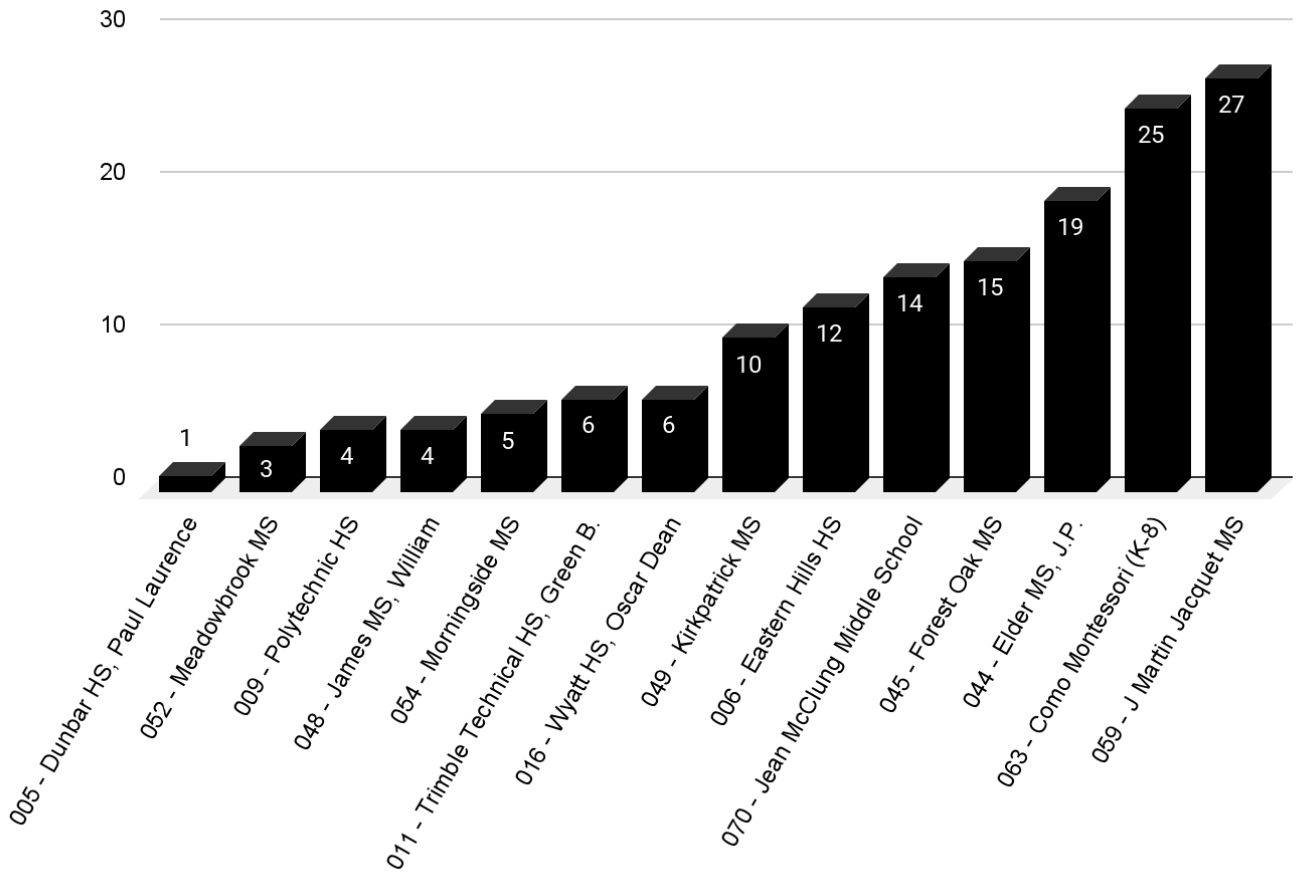
The charts below show the number of behavior incidents enrolled members were written up for during the 2020-2021 school year. Fall 2020 data is used as a benchmark to measure the change in behavior at the completion of the school year.

TERM	TOTAL COUNT	MEMBER COUNT	MBK	MSK
FALL 2020	22	18	16	2
SPRING 2021	71	29	25	4
UNKNOWN	61	14	12	2
TOTAL	154	61	53	8

2020-2021 Total Count of Students by Number of Incidents



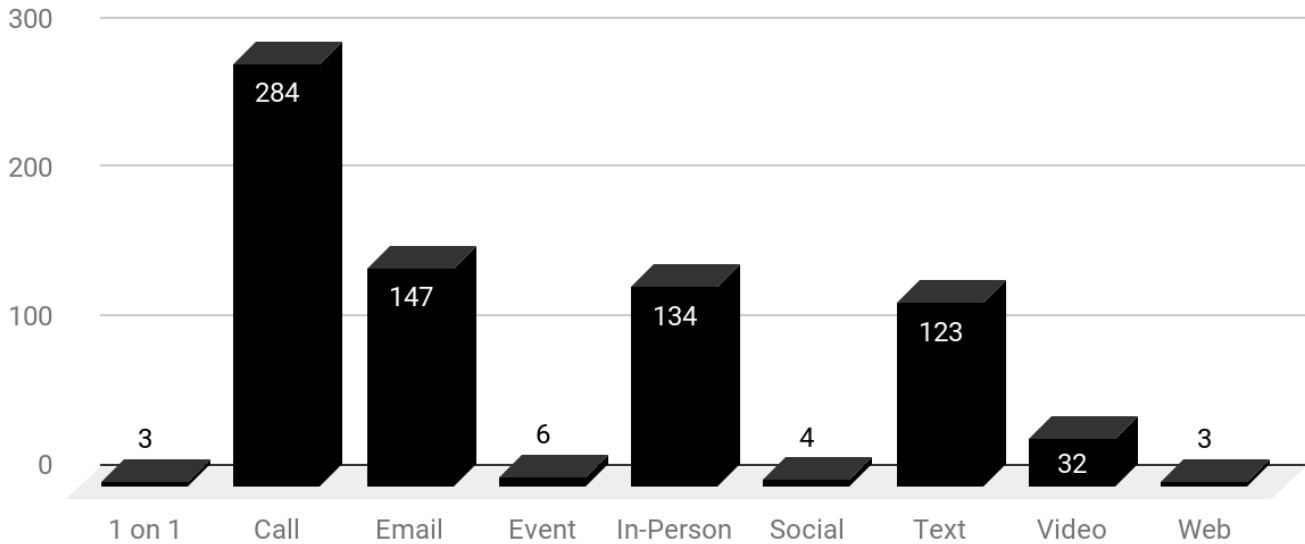
2020-2021 Total Behavior Incidents by School



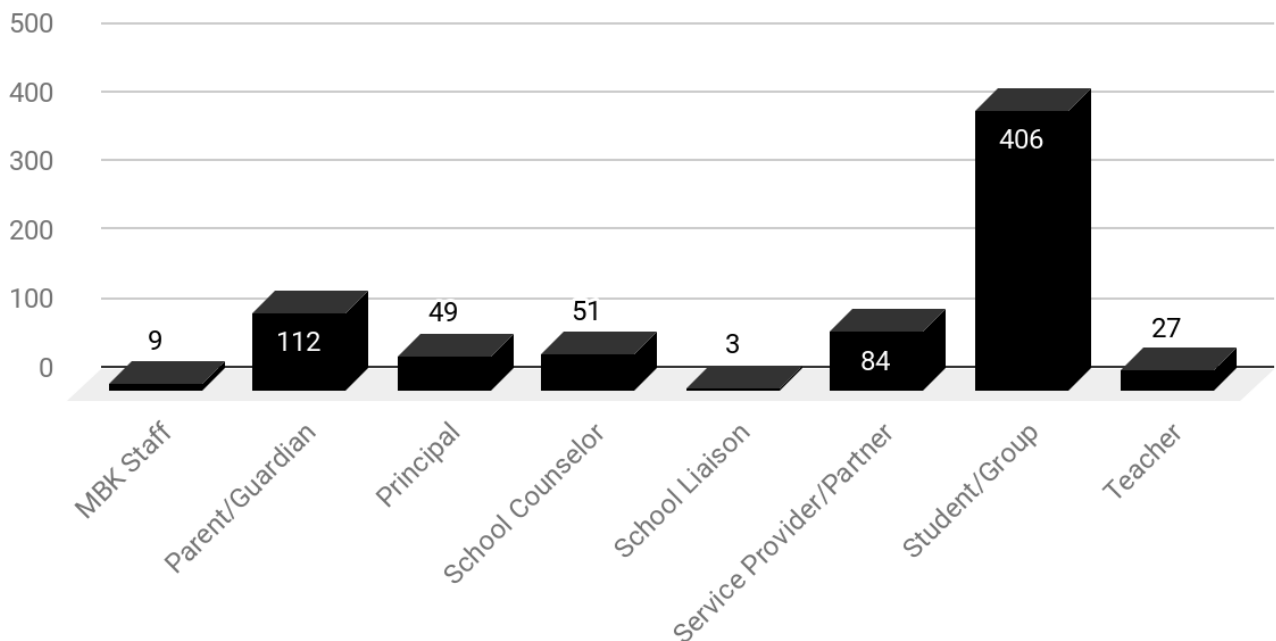
Section 5 - 2020-2021 MBK Touch Points & Engagement

MBK program activities include touch points with MBK students and families in response to behavior or attendance issues and to provide additional support to meet their needs. We partnered with service providers and external partners to deepen connections that will enhance support services (wraparound services) for students and families.

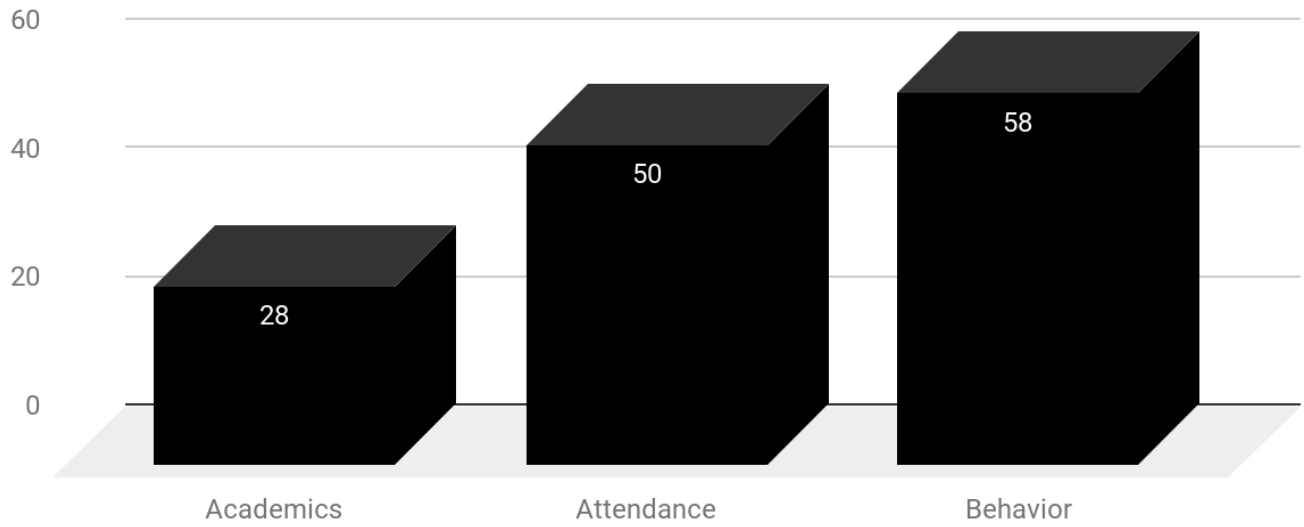
Touch Point by Type



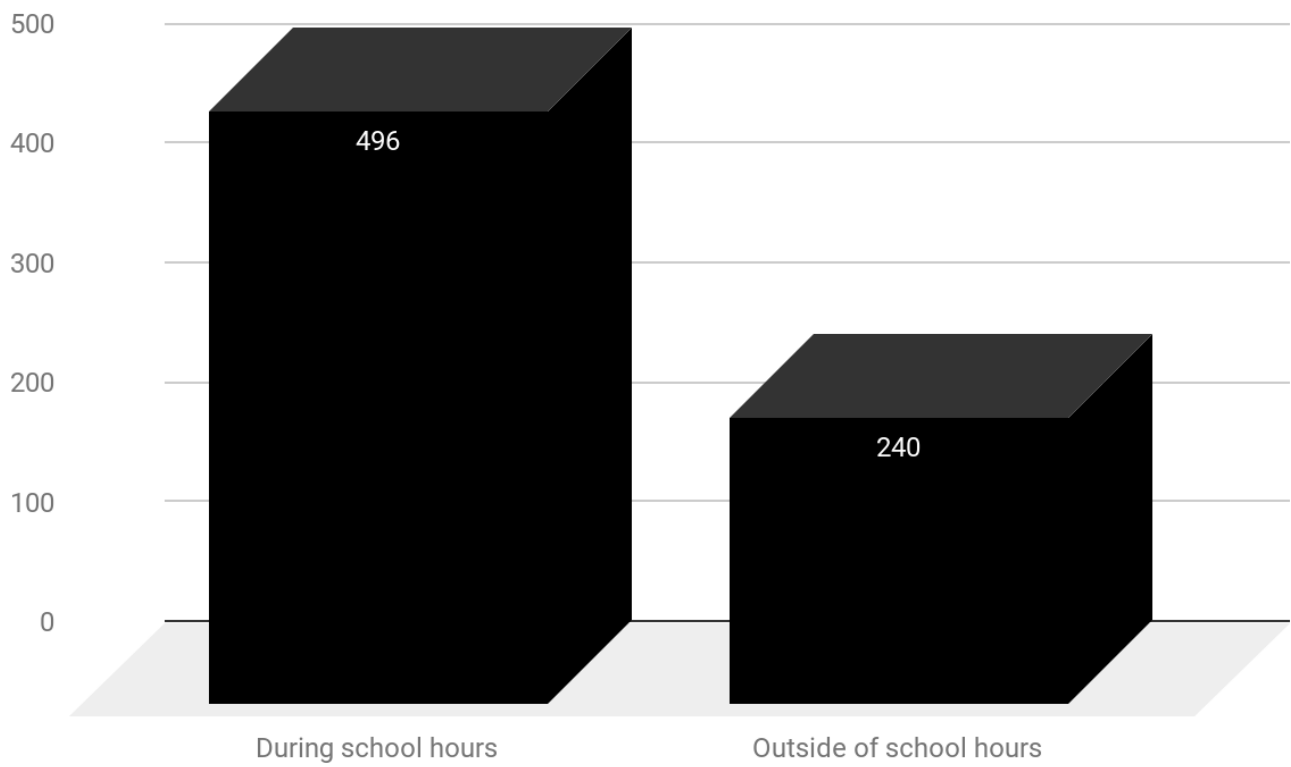
Touch Point by Person Engaged



Subject Matters Discussed

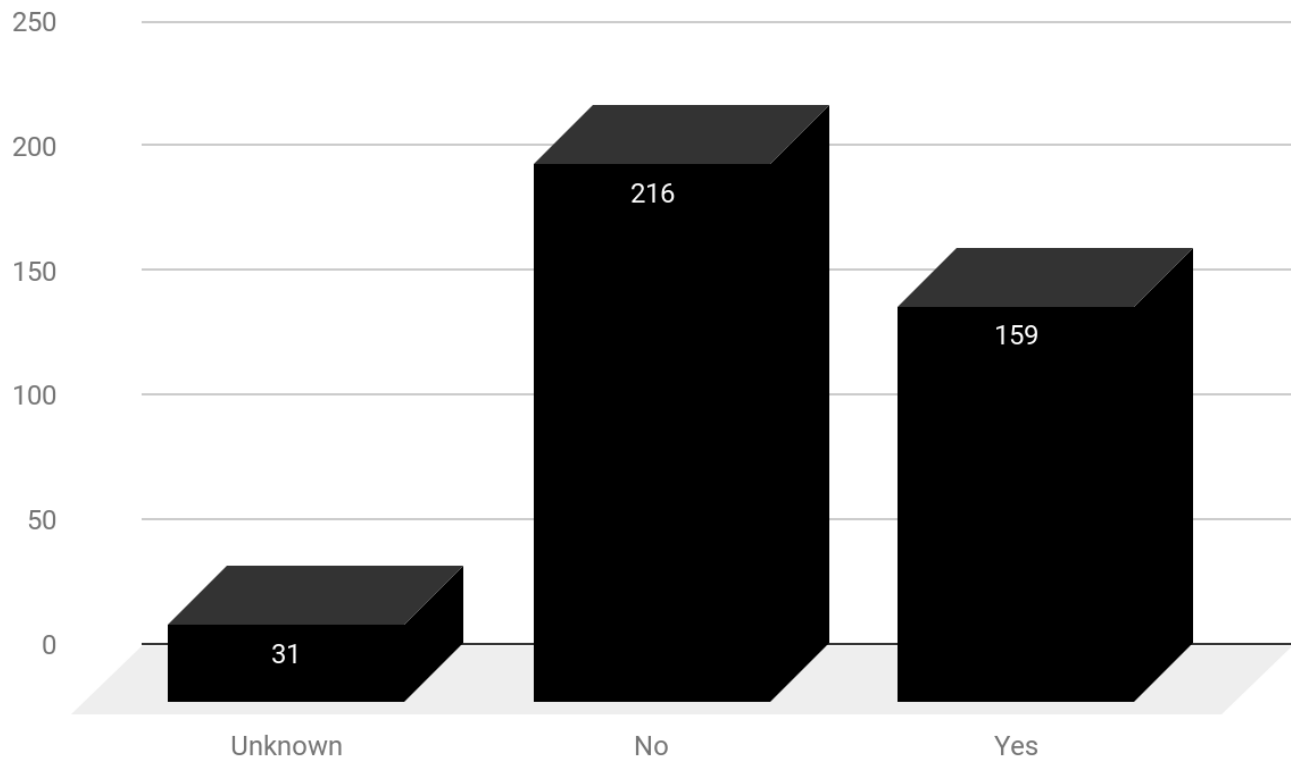


When Touch Points Happen



Student Breakdown

Was the student enrolled in MBK?



Community Engagement Events

June 1st – Tie Ceremony at Daggett Middle School

June 8th – Suit/Dress Fitting at K & G

June 10th – Stole Presentation at Globe Life Park

June 12th – Stick Ball in the Park with Students and Parents

June 17th - Shirt Presentation at Kirkpatrick Middle School

June 18th – Juneteenth celebration in park with MBK youth playing the drums

June 22nd – MBK celebrated at FWISD Board Meeting

April 16th – MBK at Texas Ranger Jackie Robinson Night

April 30th – Walk Out On Racism (Eastern Hills High School)

March 4th – Racial Equity Conference

March 29th – FWISD Day of Service

February 15 – 19th Wellness Checks (Winter Storm)

January 15th – Construction Luncheon (Eastern Hills – Southwest – Diamond Hill)

Community Engagement Events, continued

January 18th – Teach for America Zoom Call

January 19th – Stay in School Collaboration

January 21st – Introduction to STEM Program at Cuomo

December 4th – MBK TV

December 17th - Eastside Alliance Can Food Drive (Eastern Hill High School)

December 18th – MBK TV

December 26th – Adopted Family @ Handley Middle School (Delivered Gifts)

November 6th – MBK TV

November 13th – MBK TV

October 9th – MBK TV

October 23rd – MBK TV

September 11th – MBK TV

September 24th – Texas Male Leadership Summit

September 25th – MBK TV

Fort Worth Independent School District

Fort Worth After School 2020-21 Evaluation Report

FWISD School Superintendent
Dr. Kent Paredes Scribner

FWAS Program Director
Miguel Garcia, Jr.

Prismatic Services, Inc.
Dr. Tatia Prieto

FWISD Grant Compliance and Monitoring
Dr. Terri C. King



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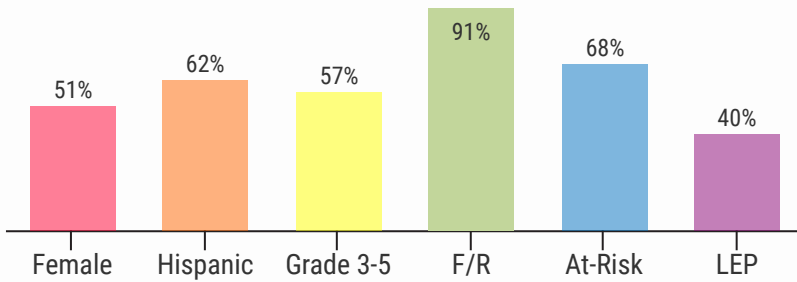
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Fort Worth After School Program 2020-21

2,795 students

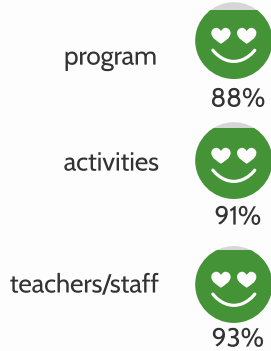
- 91% participated 5+ days
- 54% new this year
- average of 49 days in FWAS

FWAS Students:

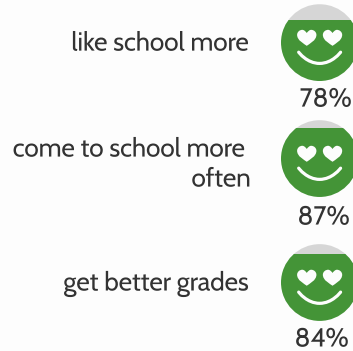


What Students Say About FWAS:

Students like FWAS:



Because of FWAS, students:



FWAS Provides Safe Alternatives:

It is unsafe for my child to hang out in the neighborhood.



Parents say that FWAS keeps their child from getting into trouble.



I would recommend this program to other parents



Parents said FWAS is 'Great'



FWAS Participation is Correlated with Improved:



Attendance



Behavior



Grades

Introduction

Program Overview

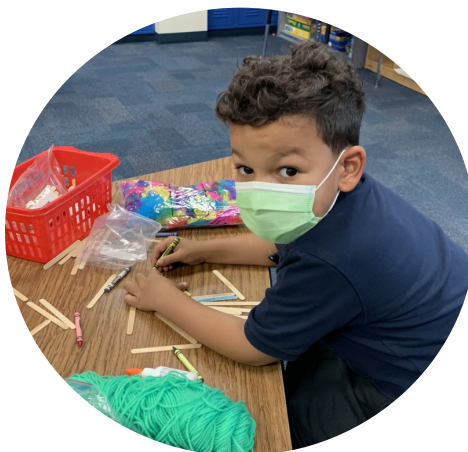
This report provides an evaluation of the Fort Worth After School Program (FWAS), as operated in 2020-21 in Fort Worth Independent School District (FWISD). This was the 21st year of FWAS operations.

In 2020-21, FWAS served almost 2,800 students at 82 sites across the school district. There were six more sites served this year than FWAS served in 2019-20. The program served 54% fewer students than last year, directly attributable to challenges presented by COVID-19.

Changes from Last Year

Typical in-person operations ended last year on March 6th, 2020 due to COVID-19. This year, FWAS started the school year operating virtually but switched to in-person on October 26th. Some schools operated virtually, some operated in-person, and some operated using a hybrid model. During virtual operations, some schools faced challenges in taking attendance.

Unlike last year, stakeholder surveys were completed for students, parents, and principals. Surveys for teachers were not conducted due to COVID-19 and district survey fatigue. Tele-Teacher tutoring services started this year as a part of the virtual program and were popular.



Evaluation Methods

The evaluation of the 2020-21 FWAS program included both quantitative and qualitative methods. This evaluation used:

- surveys of students, parents, principals, and FWAS staff to assess perceptions regarding the program and its impact;
- student demographic, attendance, discipline, and academic data;
- site observation records completed by the FWAS site coordinators;
- input from FWAS staff, program director, and the FWISD grant coordinator;
- individual interviews with the FWAS program coordinators;
- focus group of principals; and
- focus groups with site-based and CBO supervisors.

Report Organization and Conventions

This report is organized in this manner:

- Chapter 2 – student characteristics;
- Chapter 3 – program operations;
- Chapter 4 – stakeholder perceptions;
- Chapter 5 – program outcomes; and
- Chapter 6 – conclusions and recommendations.

Where possible, comparisons to prior years are provided. In those cases, triangles indicate whether there was an increase (▲) or decrease (▼) from the previous year. A circle (●) indicates no change from the previous year.

All photos used in this report were pulled from those submitted by FWAS staff and program coordinators over the course of the year.

Acknowledgements

Prismatic gratefully acknowledges the assistance of the following individuals in the performance of our onsite research, data analysis, and in the preparation of this report:

- Mr. Miguel Garcia, Jr., FWAS program director; and
- Dr. Terri C. King, FWISD grants compliance and monitoring coordinator.

Prismatic also thanks the students, parents, staff, and principals who provided time, assistance, observations, and data for this review.

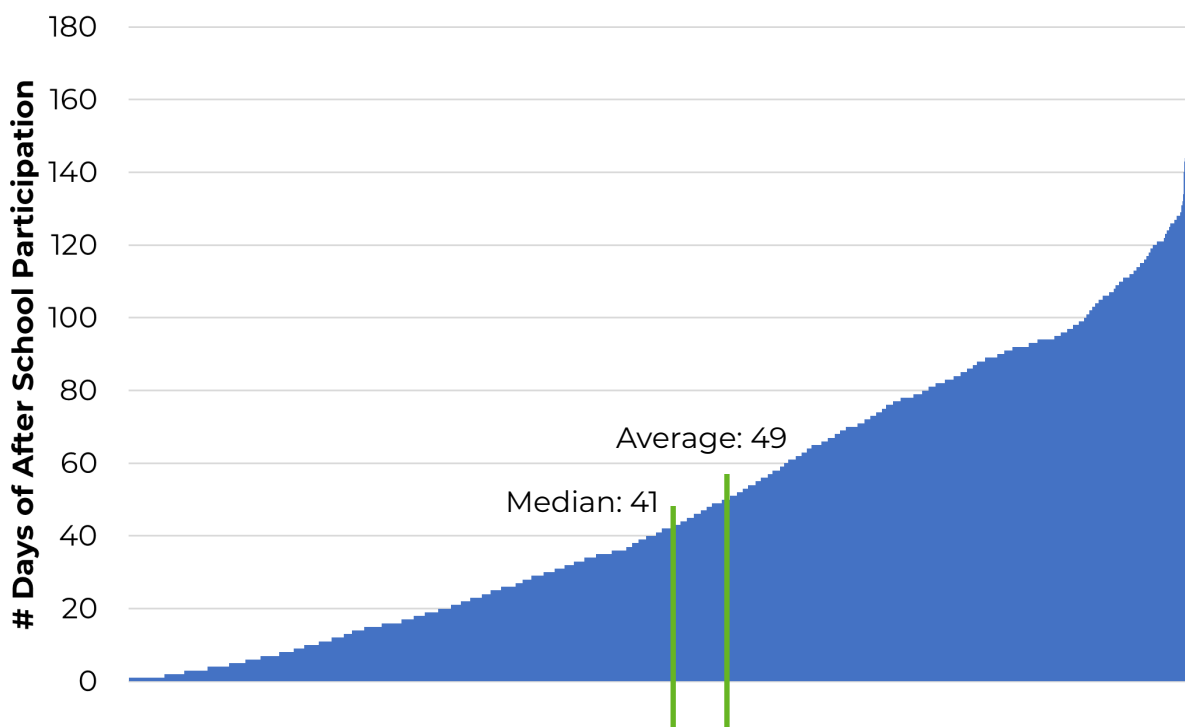


Student Characteristics

Student Profile

On average, students participated in 49 days of after school programming in 2020-21, a decrease of 10 days over last year. The median days of participation was 41 (21 days less from 2019-20).

Graphing the number of attendance days for each student, the curve is fairly smooth but has an inflection point around 99 days, which reflects the fewer days offered per week at some sites.



For 2020-21, most students, 90.6%, attended five or more days of after school programming. This was 2.6 percentage points lower than last year. Of the 1- to 4-day registrants this year, less than half were middle school students (44%), unlike previous years when they were mostly middle school students.

Trend in Number and Percentage of Students Registered for After School

Program Year	School Year	# of Sites	Total Registrants	# of Registrants <5 days	# of Registrants 5+ days	% of Registrants 5+ days
2	01-02	56	4,654	151	4,503	96.8%
3	02-03	56	4,525	103	4,422	97.3%
4	03-04	59	7,995	1,063	6,932	86.7%
5	04-05	65	10,293	907	9,386	91.2%
6	05-06	69	12,090	1,373	10,717	88.6%
7	06-07	74	13,853	1,115	12,738	92.0%
8	07-08	74	14,083	2,552	11,531	81.9%
9	08-09	84	14,908	2,101	12,807	85.9%
10	09-10	85	16,846	2,533	14,313	85.0%
11	10-11	85	17,794	2,996	14,798	83.2%
12	11-12	94	18,620	2,484	16,136	86.7%
13	12-13	94	16,806	1,915	14,891	88.6%
14	13-14	89	16,219	2,739	13,480	83.1%
15	14-15	85	13,352	1,768	11,584	86.8%
16	15-16	85	12,189	1,509	10,680	87.6%
17	16-17	79	9,252	894	8,358	90.3%
18	17-18	80	8,687	554	8,133	93.6%
19	18-19	76	7,289	461	6,828	93.7%
20	19-20	76	6,074	407	5,667	93.2%
21	20-21	82	2,795	264	2,531	90.6%

FWAS is serving a diverse student group, roughly evenly divided by gender. Slightly more than one-third of participants are learning English and nearly all are in poverty. These characteristics do not change substantially as participation in after school increases, with two exceptions. As participation increases:

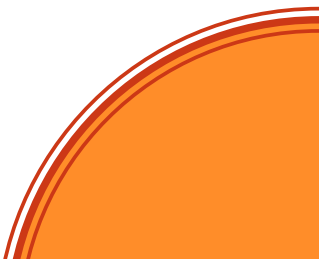
- the students are almost exclusively elementary age; and
- the students are more likely to be non-white.

Overall, the average student is a Hispanic girl in elementary school who qualifies for free or reduced-price meals and has been district-identified as At-Risk which has not changed over the years.

2020-21 Demographics	# of Days of After School Participation						Overall
	<5	5-29	30-59	60-89	90-119	120+	
Total Students	264	829	635	561	410	96	2,795
Elementary Level	38%	59%	77%	86%	84%	90%	71%
Female	62%	53%	50%	48%	50%	51%	51%
Male	38%	47%	50%	52%	50%	49%	49%
Ethnicity:							
African American	30%	27%	29%	29%	36%	69%	31%
Hispanic	60%	67%	64%	64%	57%	30%	62%
White	7%	4%	5%	4%	4%	1%	4%
Other	3%	2%	2%	3%	3%	0%	3%
Free /Reduced Lunch	89%	92%	94%	94%	88%	92%	92%
Limited English Prof.	42%	48%	43%	36%	42%	18%	42%
Identified as At-Risk	66%	71%	70%	66%	67%	63%	68%

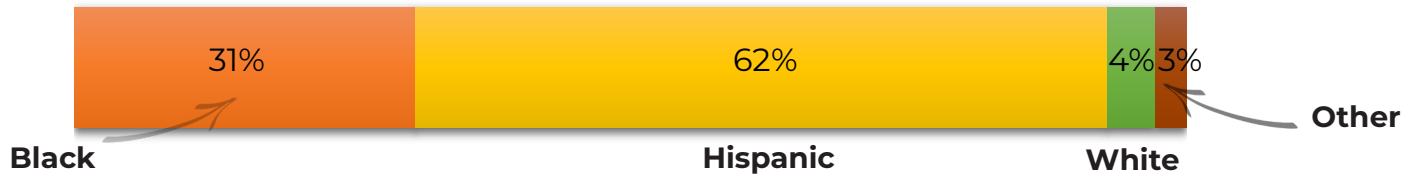
Students could be identified as At-Risk for multiple reasons. Most FWAS students this year were identified as At-Risk in at least one area (68%). Since there was an IT breakdown at the end of 2019-20, reasons why students were identified for support were not compiled and schools had issues with tracking student grades and participation.

2020-21 Demographics	# of Days of After School Participation						Overall
	<5	5-29	30-59	60-89	90-119	120+	
Total Students	264	829	635	561	410	96	2,795
Identified for Support	66%	71%	70%	66%	67%	63%	68%
Overall GPA (<70%)	3%	3%	1%	1%	0%	0%	2%
Course Failures	24%	7%	14%	19%	10%	7%	14%
Attendance (<95%)	53%	52%	52%	49%	70%	61%	54%
Behavior	12%	12%	8%	12%	5%	3%	10%

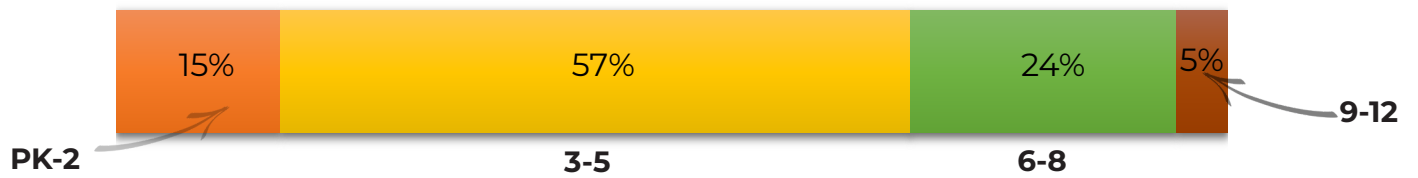


Demographics of 30+ Days FWAS Students

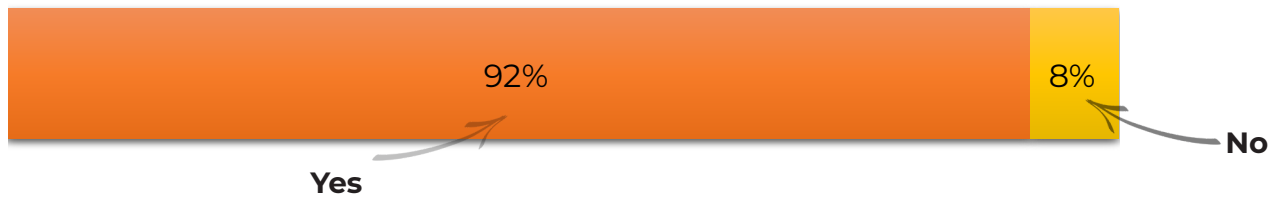
Ethnicity Breakdown



Grade Breakdown



Free/Reduced Meal Eligible



ELL



Trends

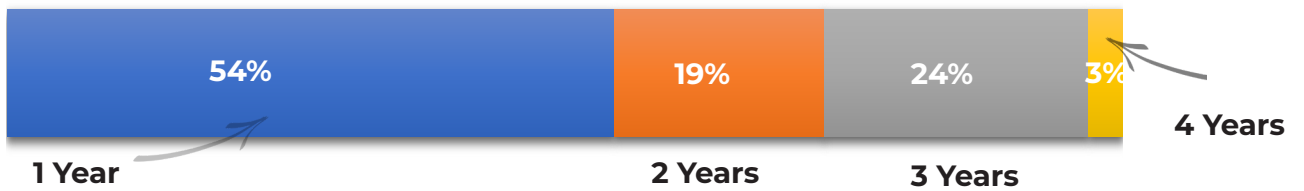
Over the past five years, the gender and ethnic breakdown has been largely unchanged. The change in the grade groups served reflects mostly the programmatic changes in FWAS. The percentage of FWAS students who qualify for free/reduced-price meals or as limited English proficient has increased over the past five years. The process of identifying students as being At-Risk changed in 2016-17, so prior year figures are not comparable. Between 2016-17 and 2017-18, district staff provided clarification to school-based staff on how to record whether a student is considered At-Risk, so those figures are also not entirely comparable.

Trend in Demographics – Students with 5+ Days of FWAS Participation

Demographics	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Males	52%	51%	51%	51%	49%	48%	49% ▲
Females	48%	49%	49%	49%	51%	52%	51% ▼
Ethnicity:							
African American	34%	32%	34%	35%	35%	36%	31% ▼
Hispanic	56%	58%	58%	58%	57%	57%	62% ▲
White	6%	6%	5%	5%	5%	4%	4% ●
Other	1%	4%	3%	3%	3%	3%	3% ●
Grade:							
PK-2	11%	10%	12%	14%	15%	16%	15% ▼
3-5	39%	40%	48%	51%	56%	61%	57% ▼
6-8	36%	34%	39%	34%	28%	22%	24% ▲
9-12	14%	16%	1%	1%	1%	1%	5% ▲
Free/Reduced Lunch	82%	85%	89%	91%	94%	90%	92% ▲
LEP Status	30%	31%	32%	34%	37%	39%	42% ▲
At-Risk Status	74%	76%	82%	79%	69%	66%	68% ▲

About half of this year's students have participated in FWAS for multiple years. This indicates a level of popularity among students and parents.

Years of FWAS Participation



46% of this year's students were returnees from previous years.

Program Operations

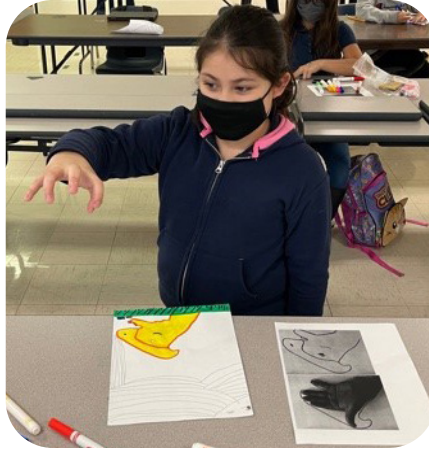
Program Overview

In operation for 21 years, in 2020-21, there were 82 sites, with 71 funded through FWISD/CFW and 10 through CCLC. The 10 CCLC sites were funded by TEA and managed through Clayton Youth; for these 10, the FWAS program had little oversight or responsibility, per TEA. There were five high schools that started operations this year. One elementary school was fee-based. Some schools were funded, but did not operate. Some schools did not have student data available.

Program Year	School Year	Total Schools	FWISD/CFW				CCLC			Fee Based
			ES	MS	MS/HS	HS	ES	MS	MS/HS	ES
1	00-01	52 ●	47	5	0		0	0	0	0
2	01-02	56 ▲	47	3	0		0	6	0	0
3	02-03	56 ●	47	3	0		0	6	0	0
4	03-04	59 ▲	46	2	0		2	9	0	0
5	04-05	65 ▲	42	4	0		6	11	2	0
6	05-06	69 ▲	45	5	0		6	11	2	0
7	06-07	74 ▲	42	3	0		10	14	5	0
8	07-08	74 ●	42	3	0		10	14	5	0
9	08-09	84 ▲	40	0	0		12	23	9	0
10	09-10	85 ▲	44	1	0		8	22	10	0
11	10-11	85 ●	44	1	0		8	22	10	0
12	11-12	94 ▲	43	1	0		15	24	11	0
13	12-13	94 ●	43	1	0		15	20	13	0
14	13-14	89 ▼	46	3	0		12	18	8	0
15	14-15	85 ▼	56	0	0		12	13	4	0
16	15-16	85 ●	46	10	0		12	13	4	0
17	16-17	79 ▼	47	13	0		11	8	0	0
18	17-18	80 ▲	48	13	0		11	7	1	0
19	18-19	76 ▼	48	17	1		10	0	0	0
20	19-20	76 ●	48	17	1		10	0	0	0
21	20-21	82 ▲	48	16	2	5	10	0	0	1

Daily Operations & Activities

Most FWAS sites operated Monday through Thursday, but some operated Monday through Friday or Tuesday through Friday. Most also offered supper as part of the program schedule.



Student Selection

Most students in the FWAS program have been identified by the district as At-Risk in some respect, such as poor academics. In the 2018-19 school year, site supervisors/academic liaisons were asked to rank various selection methods used. They listed them in the following order:

- open enrollment, anyone can come (ranked as the most frequent method by 34%);
- students are selected or referred by school personnel (ranked as the most frequent method by 21% but #1 method overall - ranked as the first or second most frequent method by 47%);
- low performing student status (ranked as the most frequent method by 17%);
- parent request (ranked as the most frequent method by 13%);
- latch-key students (ranked as the most frequent method by 4%); and
- first come, first served (least used method overall; ranked as the most frequent method by 10%).

Site supervisors/academic liaisons were not asked about student selection on their survey this year. However, in focus groups, they noted that they generally operated via open enrollment this year.

Student Program Attendance

In 2020-21, FWAS served a total of 2,795 different students. This was lower than previous years and largely due to COVID-19. Each program site had a specific minimum target for the number of students it was expected to serve each day (program slots, which this year ranged from 50 to 120); on a daily basis, FWAS had 3,620 slots (down from 4,550 the previous year). Each program site also had a specific number of days of program operation (ranging from 124 to 163 days). Comparing the number of days students participated to the total number of slots and days available provides a measure of programming efficiency. This year, across all program sites, the FWAS program operated at 52% of daily capacity, which was a decrease from the 70% of last year.



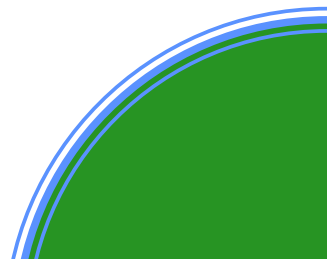
On a typical school day, there were 3,620 FWAS spots across the district and 52% were filled.

Elementary school sites operated with general funds had a similar attendance rate to last year and a higher rate than those that are funded through Rainwater. Middle schools of all types had a much lower attendance rate this year. Clayton Cycle 9, fee-based programs, and those that did not have data available are not included in the table below.

Program Enrollment Efficiency This Year²

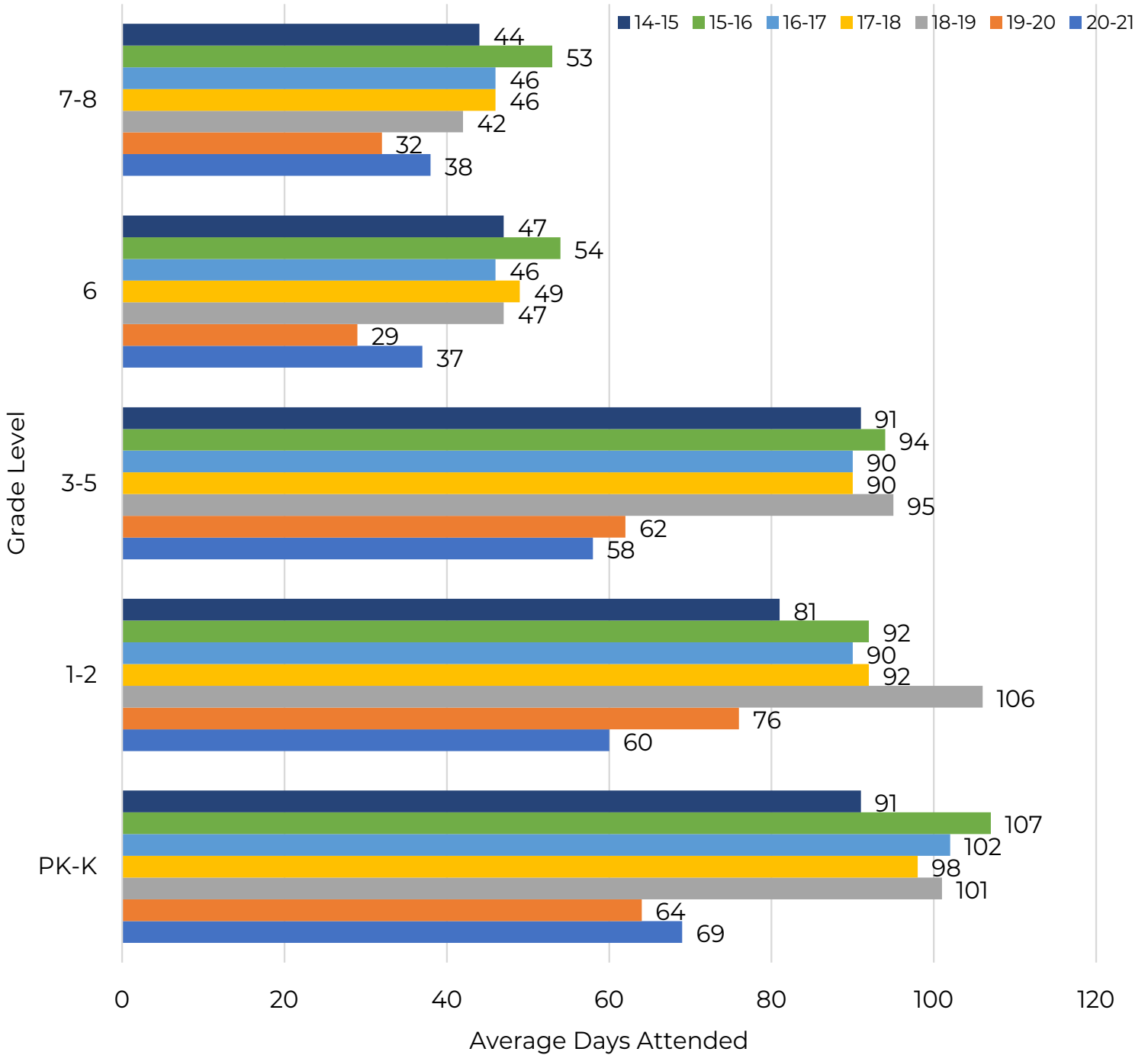
Site Type	# of Sites	Average Daily Attendance	# of Slots	% Slots Filled per Day
General Fund Programs				
ES	43▼	1,475▲	2,150▼	69%▲
MS	13▼	194▼	750●	26%▼
MS/HS	2	68	120	57%
HS	2	13	100	13%
<i>Total General Fund</i>	60●	1,751▼	3,120▲	55%▼
General Fund - Rainwater Programs				
ES	4●	122▼	400▼	31%▼
MS	1●	14▼	100●	14%▼
<i>Total Rainwater</i>	5●	136▼	500▼	27%▼
All Programs				
ES	47▼	1,598▼	2,550▼	63%▼
MS	14▼	209▼	850▼	25%▼
MS/HS	2▼	68▼	120▼	57%▼
HS	2	13▼	100▼	13%▼
Total	65▼	1,888▼	3,620▼	52%▼

² data excludes 10 Clayton Cycle 9 sites, the fee-based funded site, and six General Fund Programs for which attendance data were missing. (Arlington Heights HS, Poly HS, Rosemont 6th grade, Southwest HS, W.M. Monnig MS, and Worth Heights ES).



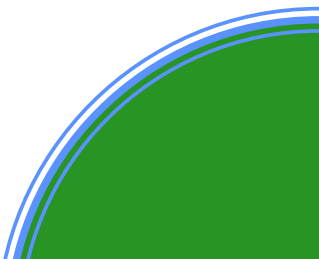
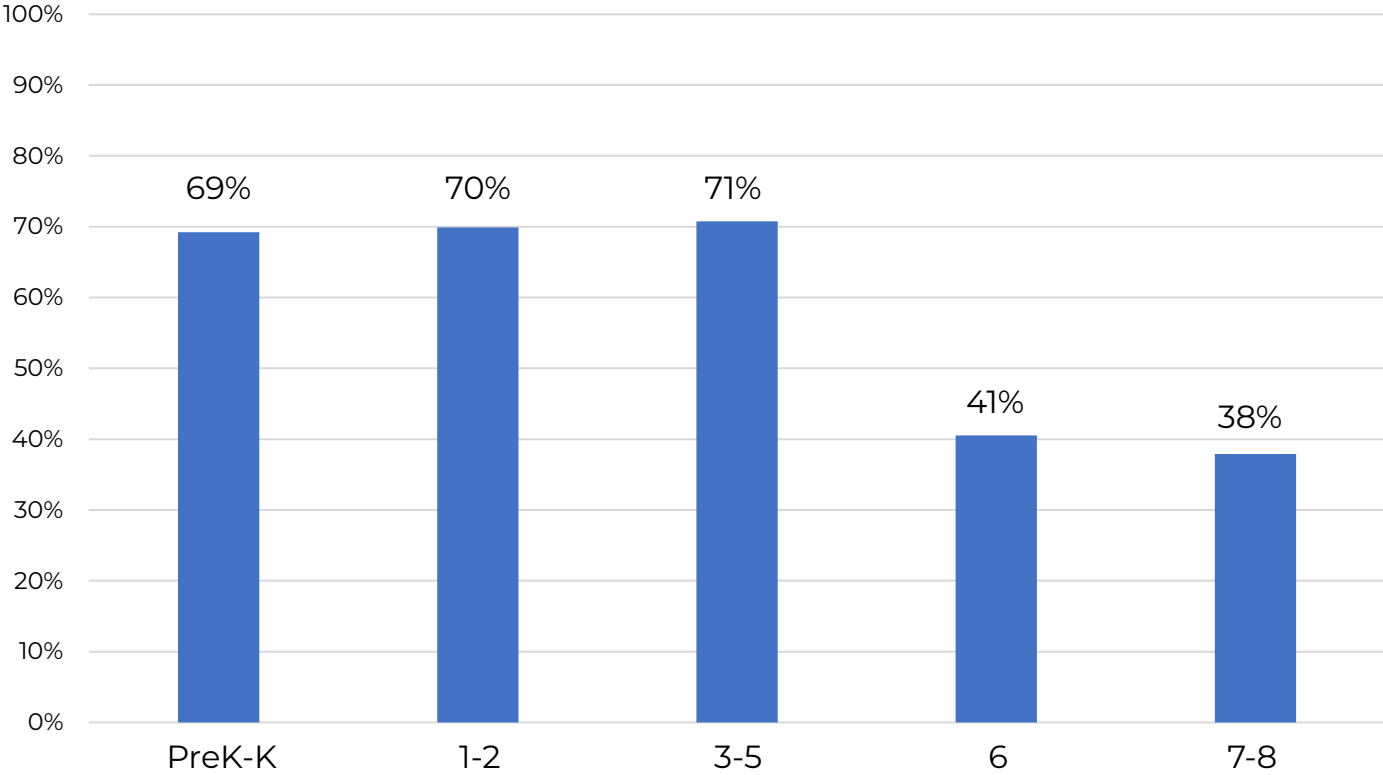
For students who participated in the program 5+ days, the average number of days they are in the program decreases in later grades.

Trend in Average Days Attended by Grade



Another important measure of attendance is the number of students participating in the program 30+ days. This level of program involvement is used by the 21st Century program to identify a minimum standard of program attendance that students are expected to achieve. Overall, 67% of those attending FWAS 5+ days achieved the 30+ day standard, which was a decrease from the previous year's 78% mark of last year.

Percentage of Students Attending FWAS 30+ Days This Year



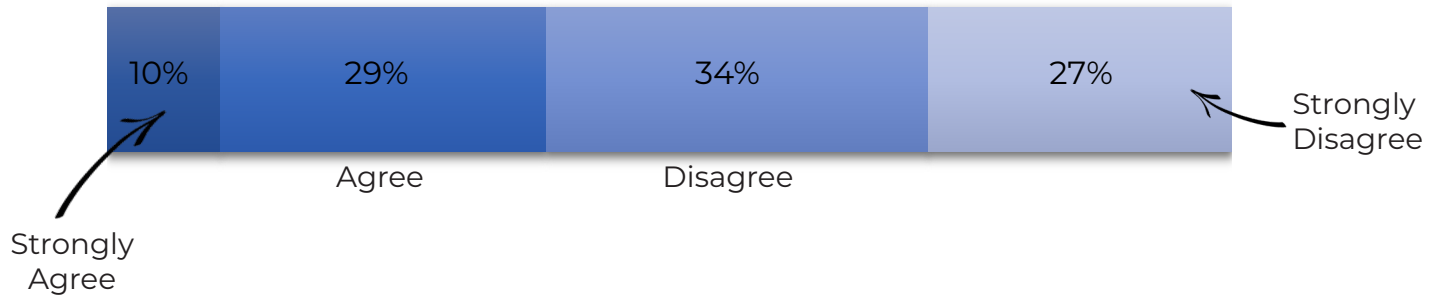
Stakeholder Feedback on Operations

Four of the stakeholder surveys fielded by FWAS included several questions related to program operations.

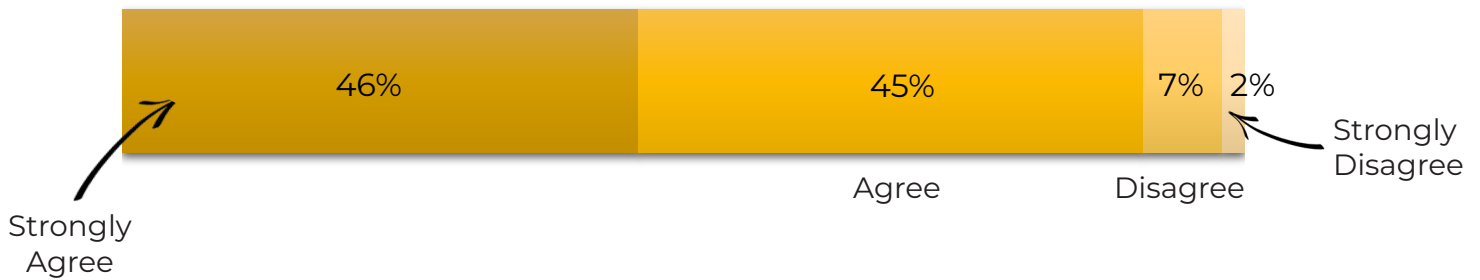
Student Feedback

Students were asked a number of questions related to FWAS programming on their survey. Although a majority of students do not feel they get to do freely choose activities, almost all students like the activities. Students also feel that teachers go out of their way to help them.

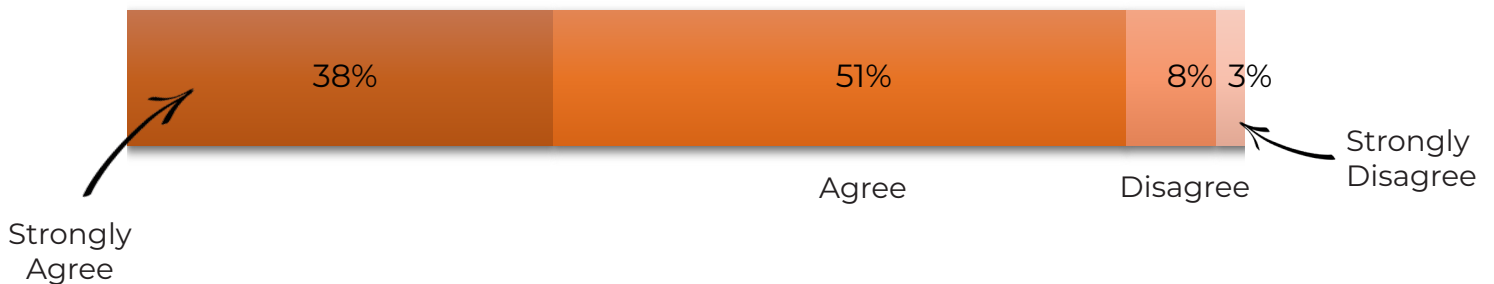
"I get to choose what I want to do here."



"I like the activities here."



"The teachers go out of their way to help kids."



Principal Feedback

Most principals are knowledgeable regarding the FWAS program on their campus. Regarding operations, principals gave high marks to the work of the FWAS coordinators. More than 80% of principals agreed that:

- They receive timely information from the coordinators; and
- The coordinator is supportive of them and the FWAS program at their school.

More than 80% of principals also agreed with that the program keeps them informed of important decisions and issues.



81% of principals feel that after school staff works with school day teachers to identify the needs of students as part of planning after school activities.

In the stakeholder surveys, most principals agreed that this was a difficult year for FWAS. They also agreed that there is a strong partnership between FWAS and their campus and that teachers collaborate well with after school program staff regarding student homework.



84% of principals feel that after school and school day staffs work together to address student behavior.

Coordinator Feedback

Program coordinators reported that COVID-19 continued to present operational challenges this year. FWAS and the school district continued to grapple with questions of how to implement programming during the pandemic. The pandemic also led to a number of operational changes, some temporary and some potentially permanent. These changes included:

- Program coordinators could not regularly go to sites to complete observations and provide operational support. Coordinators viewed this restriction as a negative and felt that it likely impacted the quality of programming at some sites.
- Previously in-person meetings were replaced with Zoom meetings. Program coordinators did not feel it was ideal to hold only Zoom meetings, but acknowledged that keeping a mixed schedule of in-person and online meetings in the future would likely be an improvement. Zoom was specifically noted as being an efficient method for meeting with busy principals.
- Given the challenges presented by COVID-19, not all principals were as readily accessible and open to FWAS meetings and collaborations as in years past. There were other demands on their time that had to take precedence this year.
- FWAS had more new school-based staff this year than in years past, which increased the need for program coordinators to provide training. One program coordinator reported training twice the usual number of new site supervisors this year. Training new staff fully was a challenge, with the low level of in-person opportunities.
- All levels of FWAS staff learned a host of new technology skills or strengthened existing technology skills. Program coordinators think it likely that the use of Zoom, Google classrooms, and Google meets will continue in future years and they viewed it as a positive development. The use of Google classroom to communicate with and engage parents was praised as an improvement over previous methods of newsletters and automated phone calls.
- Virtual learning and online content increased greatly. This was viewed as a positive, as some parents and students reported good success with online learning. Some FWAS sites supported online learning competitions with other FWAS sites, which was seen as a positive development for engaging students.
- The tele-teacher program provided students with online access to teachers for homework and general education support outside of the typical school hours. This program was widely popular and likely to be continued in future years.

Coordinator Feedback

- In a few cases, challenges with maintaining adequate FWAS staffing led to closing sites or switching sites from being run internally to being managed by a CBO.
- Some FWAS sites struggled with what were unusual challenges for them. Some sites with historically stable staffing struggled to maintain staff.
- Program registration moved to being a fully online process, with paper-based registration still being allowed, when necessary. Online registration was viewed as an improvement and likely to continue in future years, once access difficulties for site supervisors are addressed.
- Connecting with parents and staff was more difficult. There was less opportunity to connect with parents, as most FWAS staff only saw parents briefly, while walking students out to cars. In years past, sites welcomed parents to come inside to pick up students and also held FWAS events. Some sites organized virtual meetings with parents, but it was not generally viewed as a successful replacement to in-person, routine contact.
- Some sites struggled with access to technology. In years past, they were able to access technology resources in schools (such as computers in the library) that were not available this year. Many sites also emphasized social-emotional learning (SEL) content to a greater degree than in years past, in an effort to help students cope with the pandemic.
- Several sites ventured into new programming areas that they might not have otherwise, such as gardening and podcasting.
- FWAS special events was limited to only the recycled art program. Even the recycled art program was impacted by COVID-19, as it was condensed into the Spring semester. Typically, it is a year-long effort.
- Some processes that were previously paper-based were rethought this year. In some cases, this led to the dropping of some requirements, such as the submission of forms that were not entirely necessary. This may led to permanent streamlining in some processes and site requirements.

Outside of COVID-19 impacts, the district suffered an IT breakdown at the end of 2019-20. This led to a number of new IT security measures. Program coordinators reported that these new measures also slowed down a number of FWAS operations and processes.

Site Observations

In normal times, site observations are the primary formal method by which FWAS monitors the operations of individual school programs. Each of the FWAS program coordinators is assigned a specific set of schools to support and monitor during the year.

The FWAS coordinators recorded a total of 11 site observations this year. During regular operations, each site is supposed to receive four site observations. The rubric rates 44 different program aspects in 8 areas, then requires a rating of program activities on 4 aspects. All areas use a rating scale from 1=poor to 4=excellent. This year, the average rating by observation area was 3.11 or higher.

Coordinator Formal Site Visit Mean Ratings

Rating Area	Mean
Environment/Climate	3.96▲
Administration/Organization	3.78▲
Relationships	3.36▼
Staffing/Professional Development	3.64▲
Program and School Day Alignment	3.33●
Youth Participation/Engagement	3.25▲
Parent/Family/Community Partnerships	3.11▼
Programming/Activities	3.23▼
Activities	3.55▲

School-Based Staff Feedback

School-based staff surveys were not administered in 2019-20 but were this year. Survey response rates were lower this year, but responses were again largely positive.

Site-Based Staff/Supervisor Responses Regarding Aspects of FWAS Operations

Extent to Which FWAS Provides...	2017-18	2018-19	2020-21
	Very Much + Somewhat		
adequate supplies and program materials for you to do your job.	95%	94%	98%▲
adequate training for you to do your job.	94%	94%	93%▼
adequate access to facilities needed to conduct scheduled activities.	96%	95%	96%▲
de-escalation strategies in dealing with youth behavior.	92%	92%	89%
Statement	Strongly Agree + Agree		
There is a strong partnership between our program staff and the school staff.	91%	94%	93%▼
There is effective communication between our program staff and the campus staff regarding student needs.	90%	90%	93%▲
The principal is involved in our program on a consistent basis.	79%	81%	85%▲
I have adequate workspace at the school.	91%	90%	95%▲
There is enough storage space for program supplies.	83%	79%	84%▲
At our campus, the custodial staff supports the program.	89%	91%	94%▲
The school day staff and after school staff work together to address student behavior.	91%	91%	93%▲

When asked to identify the primary strengths of the FWAS program, almost one-fifth identified empowering students in social emotional learning, while 11% identified the academic help provided, and the activities provided.

“I believe there are many strengths. More importantly, the social interaction is highly needed. The ability for the students to connect to other students and staff contributes to students accessing the resources they need, including school work and stress management needs.”

When asked for recommendations to improve the program, most of the responses focused on attendance and enrollment since less students participated this year, providing students need more help in academics, dealing with staff shortages in some campuses, and more activities.

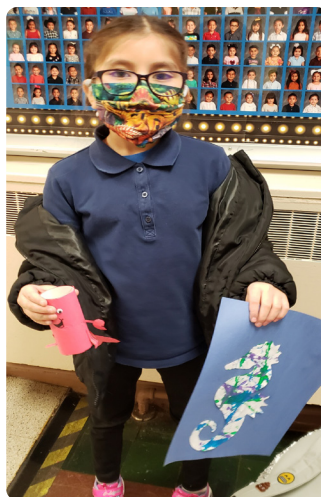
Site Supervisor / Academic Liaison Feedback

In focus groups, the site supervisors/academic liaisons expanded on the sentiments expressed in the survey regarding the support they received from school principals, FWAS coordinators, and school-based staff. A principal at one school encouraged the supervisor to post about FWAS on the school FaceBook page. At another school, two walls are devoted to FWAS activities and achievements. All focus group participants agreed that FWAS achievements are considered “school achievements;” the relationship between FWAS and the school is tight.

Nevertheless, the supervisors/liaisons noted that FWAS operations were generally not “routine” this year. Due to COVID-19:

- Field trips could not happen.
- Bus transportation was difficult to obtain, so some students could not participate, since they did not have a ride home.
- Inconsistent student attendance impacted program continuity.
- Regular communications with parents was much harder.
- Access to areas of the schools was limited, including the gym and computer labs.
- Use of partial providers was higher this year, because fewer school teachers were willing to work in the program.

One supervisor stated that she was used to “a big elaborate FWAS program” at her school, but this year felt more like the program was “treading water.”



Monday Messages

Throughout 2020-21, one of the FWAS coordinators developed and distributed an inspirational message to program staff each Monday. Compiled below, it is evident that substantial effort was put into this program.

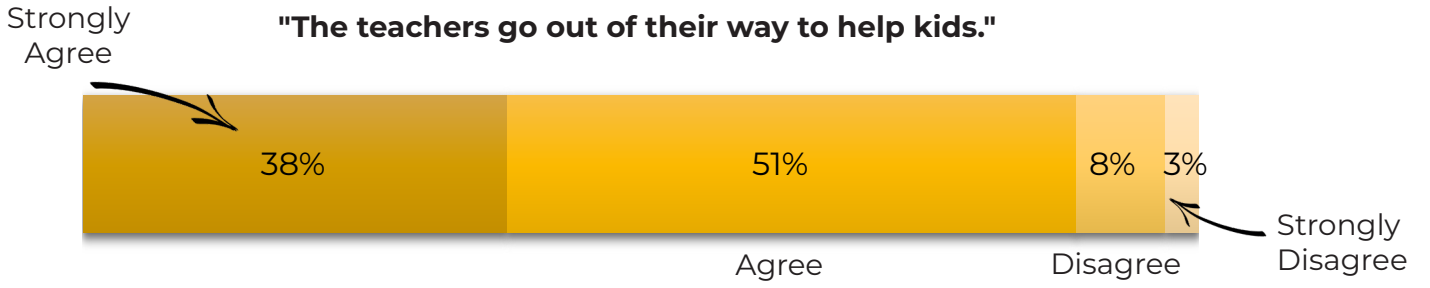
Date of the Message	Message Topic
September 8, 2020	Cutting Corners, Work Ethic
September 14, 2020	Tommy, Team Synchronicity
September 21, 2020	Murder Hornets, Creativity
September 28, 2020	Wellies, Program Support
October 5, 2020	Freedom, Unconditional Love
October 12, 2020	Soccer Turtle, Determination
October 19, 2020	Corinne's Joke, Purpose
October 26, 2020	FDR, Listening
November 2, 2020	Sleep Difficulties, Self-Care
November 9, 2020	Long Game, Commitment
November 16, 2020	Band of Brothers, Teamwork
November 30, 2020	Pancakes, Clear Communication
December 7, 2020	Grumpy Old Man, Finding Joy
December 14, 2020	Buddy the Elf, XMas Magic
January 5, 2021	Zoom Santas, Personal Motivation
January 11, 2021	Resolutions, Others' Perceptions
January 19, 2021	Alexa Gaffe, Cocooning
January 25, 2021	Double-Dog Dares, Consequences
February 1, 2021	Good Deeds Store, Incentivizing
February 8, 2021	Thanks A Thousand, Gratitude
February 15, 2021	Valentine's, Agents of Change
February 22, 2021	Hunters, Understanding Instruction
March 1, 2021	Induced Travel Demand, Service
March 8, 2021	Cancelled Wedding, Contagious Kindness
March 22, 2021	Falling Sloths, Rebounding From Mistakes
March 29, 2021	Self-Awareness, Leadership
April 5, 2021	Thankful Villages, Thankfulness
April 12, 2021	Breaching Humpbacks, Perspective
April 19, 2021	Heaven Joke, Risking Innovation
April 26, 2021	Cat Filter, First Impressions
May 3, 2021	Sharing Couple, Patience
May 14, 2021	Mountaintops, Growth
May 17, 2021	Ovid Quote, Learning From Difficulties
May 24, 2021	Al Dente, Gratitude

Stakeholder Perceptions

Student Perceptions

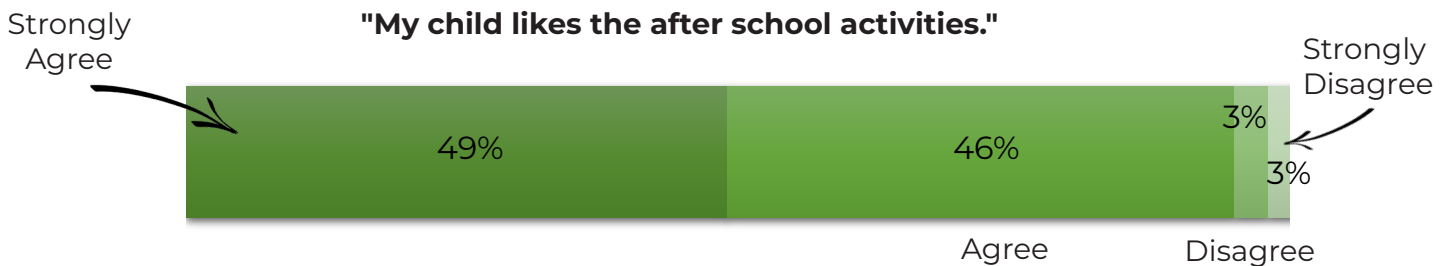
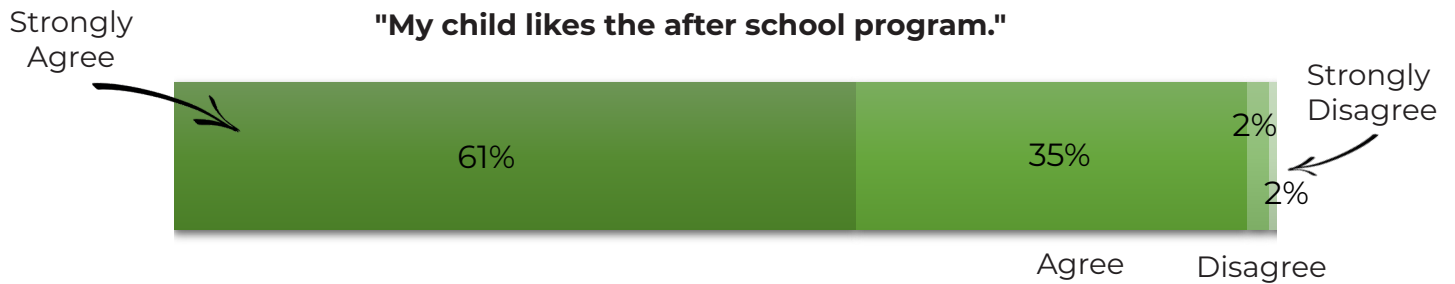
A majority of student respondents had positive perceptions regarding the FWAS program in every area of inquiry. Nearly all students like the program, the activities, the other students, and the teachers.





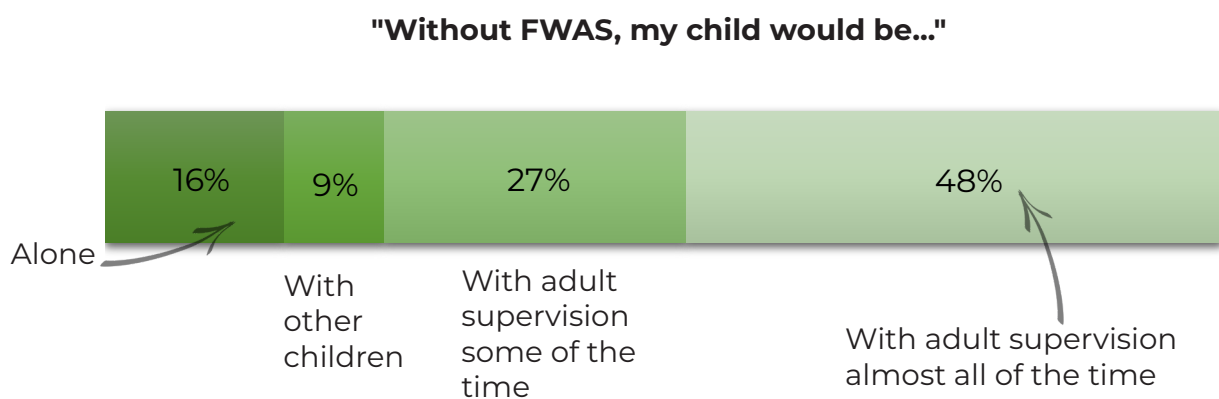
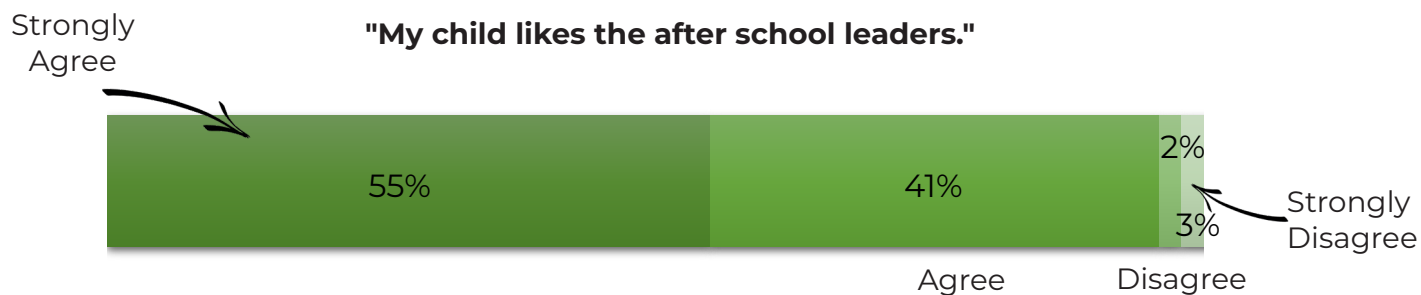
Parent Perceptions

Nearly all of the parent respondents (93%) would recommend the FWAS program to other families. Nearly all parents believe that their child likes the FWAS program, activities, and leaders. A majority believe that the program is filling a void - 66% indicated their child has little to do if not in the FWAS program. Over a quarter (28%) feel that it is unsafe for their child to hang out in their neighborhood.



93% of parents recommend FWAS.

Student Perceptions



84% of parents think FWAS is 'great.'

Principal Perceptions

Instead of a focus group with principals, this year Prismatic interviewed one principal in depth. That principal reported that FWAS programming at her school was largely similar to that of previous years, but that there were fewer student participants due to COVID-19 this year. In years past, the principal reported that FWAS was “part of the fabric of the school.” That close relationship was difficult to maintain this year, given the need for physical distancing and the use of online learning. Nevertheless, the principal was satisfied with the quality of FWAS programming, its use of online tools to keep students engaged, and efforts to provide students with normalcy.

"We have a wonderful program at my school."



"The after school has helped me by teaching me things I didn't know I could do."

Site Supervisor/Academic Liaisons and FWAS School-Based Staff Perceptions

All of the site supervisor/academic liaisons feel that their program incorporates academic content into the after school program. Nearly all also feel that their program incorporates math and reading into after school activities at least weekly. On a scale from 1 to 10, with 10 being the best, site supervisors/academic liaisons rated the alignment of their program with the school day curriculum as a 7.7 – 16 gave the alignment a perfect 10.

In line with most student and parent responses, the FWAS site supervisors/academic liaisons and other school-based staff had largely positive views of the program.

School-Based Staff/Supervisor Perceptions Regarding FWAS

Extent to Which FWAS Provides...	% Very Much		
	2017-18	2018-19	2020-21
adequate homework help	82%	73%	74%
adequate academic enrichment activities	84%	76%	87%
adequate recreation and sports activities	82%	74%	79%
adequate fine arts or cultural activities	76%	65%	76%
adequate social or character development activities	77%	73%	72%
adequate community service activities	60%	51%	46%
adequate technology activities	70%	64%	50%

Program Outcomes

Stakeholder Reports of Impacts

Program Coordinators

Due to COVID-19, program coordinators felt that student attendance was lower than it would have been otherwise. They noted that program attendance is often heavily driven by the individual efforts of the site supervisors and principals and they may not have emphasized in-person FWAS attendance. In addition, program coordinators found that some parents were reluctant to let their children participate in a program that they viewed as “not absolutely necessary” to their child’s education. Parents also reported a reluctance to push their children into virtual FWAS attendance, given that the regular school day was already heavily technology-dependent. More screen time was not always viewed as a positive by parents.

In contrast, program coordinators also reported that a segment of FWAS students came to value it even more so this year than in years past. For some district students, online participation in FWAS was the only afterschool activity available to them this year. Some FWAS students found the online environment supportive and perhaps preferred it to in-person activities. Program coordinators provided anecdotal evidence that some students flourished in the online environment.

Program coordinators also reported that district teachers were more supportive of the FWAS program this year. Teachers recognized that FWAS provides students with an important outlet and support system.

Anecdotally, program coordinators reported that the recycled art program was particularly appreciated by students this year. Recycled art was the only special event this year, due to COVID-19. Coordinators reported that students especially valued the opportunity to create something beautiful during this difficult time, to “see the flower growing out of the rock.” One FWAS student participated on his own from home. Students seemed to cling to this event as a “touch of normalcy” in an abnormal time.

Student Satisfaction

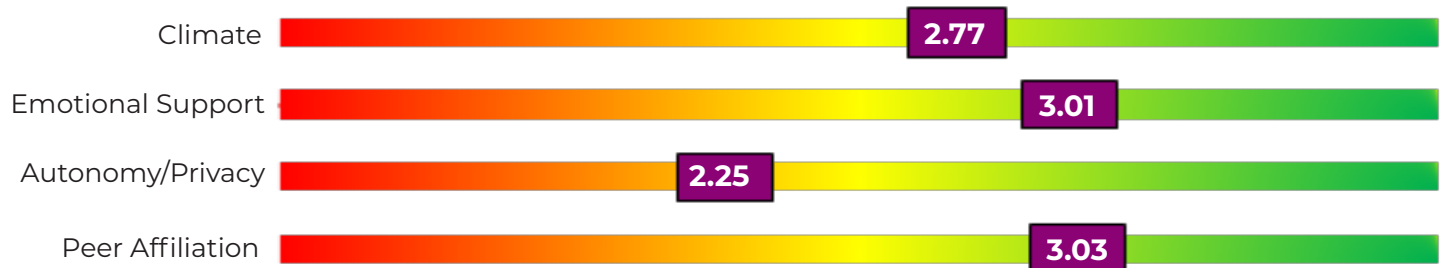
At the end of the year, FWAS surveyed student participants regarding their opinions of the program, staff, and activities. In total 800 students provided feedback via the survey.

Overall, students liked both the FWAS activities and the FWAS staff this year. On a scale of 1 to 5, with 5 being the best, they rated both the activities and the staff a 4.6. Elementary students were slightly more positive, with ratings of 4.6 for activities, while middle school students had ratings of 4.5. Both elementary and middle school students rated the staff at 4.6.



Student Reports of After School Environment

FWAS asked students to complete the After-School Environment Scale (ASE) as part of the student survey. The ASE is comprised of 36 statements about the after school program that students rate from 1= “strongly disagree” to 4 = “strongly agree”. The ASE provides an overall climate score and subscores in 3 areas: emotional support, autonomy/privacy, and peer affiliation. A higher score indicates a better overall environment. This year, the overall climate score was 2.77 out of 4. Students rated emotional support a 3.01, autonomy/privacy a 2.25, and peer affiliation a 3.03. These scores were comparable to those of 2018-19.



Student Reports of FWAS Impacts

Also on the survey, students were asked to rate whether their participation in FWAS led to any of 8 outcomes that might be attributed to after school program attendance (As a result of participating in the after-school program....1 = “strongly disagree” to 4 = “strongly agree”). In most areas, students’ ratings were between “agree” and “strongly agree”. The overall rating for the 8 outcomes was 3.10.

Among all students, the only exceptions were “I like school more,” “I get better grades,” “I behave better at school,” and “I talk to my teachers more,” where the ratings were just below the threshold for “agree.”

Overall, the highest ratings were for “I better understand the importance of graduating from school” (3.33), “I come to school more often” (3.22), and “I feel better about myself” (3.16). These were also the top three the previous three years.



Student Perceptions of FWAS Impact on Themselves

Statement	ES	6 th /MS	All
I like school more.	2.96▲	2.86▲	2.96▲
I come to school more often.	3.26▲	3.27▼	3.19▼
I get better grades.	3.12▲	3.10▲	3.08▼
I behave better at school.	3.08▲	3.03▲	3.08●
I feel better about myself.	3.20▼	3.09▼	3.14▼
I work better with other students.	3.04▼	3.03▼	3.11▲
I talk to my teachers more.	2.86▲	2.83	2.93▲
I better understand the importance of graduating from school.	3.43▲	3.44▼	3.32▼

When asked how else FWAS has helped them, students most often mentioned homework assistance.

Most students agree that FWAS has had a positive self-impact.



Student Reports of Social Emotional Learning

Although students were not explicitly asked whether FWAS participation impacted their social emotional learning (SEL), because the student survey was administered in the Spring, students' self-reports in these areas can be viewed as having been impacted by 2020-21 FWAS participation. The tool used to assess students' SEL was comprised of 24 questions, to which students agreed or disagreed, with 1 = "strongly disagree" and 4 = "strongly agree". In almost all of the 8 SEL areas, students' ratings were between "agree" and "strongly agree". The exceptions were in self-awareness overall, where the ratings were just below the threshold for "agree".

The overall rating for the 24 outcomes was 3.13. This was slightly lower than the 2018-19 rating of 3.20.



Most students agree that they have grown in SEL this Year.

Student Reports of Social Emotional Learning

The top three SEL areas were goal-directed behavior, optimistic thinking, and decision making. These were also the top three the previous three years.

All of the elementary and overall area results for this year were down from the 2018-19 school year. Half of the middle results were down and half were up from the last year surveys were taken.

Student Perceptions of FWAS Impact on Their Social Emotional Learning

Statement	ES	6 th /MS	All
Self-Awareness	2.94▼	2.92▲	2.94▼
Social-Awareness	3.09▼	3.06▲	3.08▼
Self-Management	3.03▼	2.95▼	3.02▼
Goal-Directed Behavior	3.24▼	3.17▼	3.22▼
Relationship Skills	3.11▼	3.19▲	3.13▼
Personal Responsibility	3.14▼	3.24▲	3.16▼
Decision Making	3.24▼	3.25▼	3.24▼
Optimistic Thinking	3.27▼	3.19▼	3.25▼



Student Exposure to New Activities

On the survey, most students said that they got to try something completely new this year in FWAS (83%). When asked what new activity they got to try, the most frequent responses were arts and crafts, dance, cooking, games, and sports.

New Activities FWAS Students Participated in This Year



Parent Reports of FWAS Impacts

Parents of FWAS students were asked to rate whether participation in FWAS led to any of 8 outcomes that might be attributed to after school program attendance (As a result of participating in the after-school program....1 = “strongly disagree” to 4 = “strongly agree”). Almost all parent results fell between “agree” and “strongly agree.”

For both elementary and middle school students, parent perceptions were lower this year. This could be due to a lower number of participants in the surveys this year and also due to the effect that COVID-19 has had on operations. All had decreases greater than 0.10.

This year, there were no statistically significant differences between elementary and middle school responses on all of the 8 questions.

Parent Perceptions of FWAS Impact on Their Oldest Attending Child

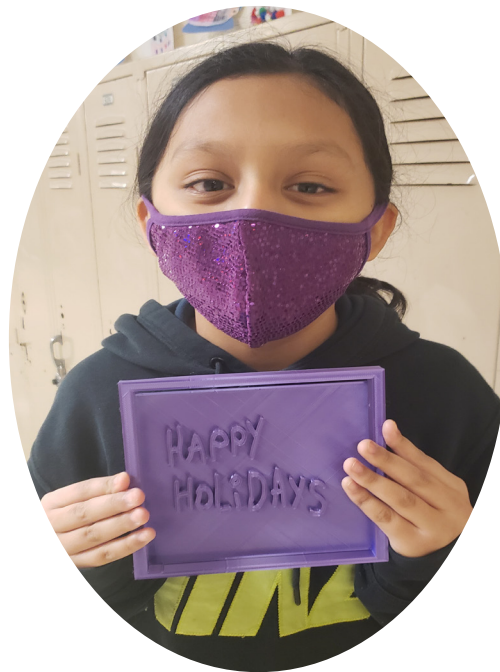
Statement	ES	6 th /MS	All
Is getting better grades at school.	3.22▼	3.02▼	3.18▼
Looks forward to going to school.	3.27▼	3.09▼	3.23▼
Is learning new activities they can do at home besides watching TV or playing video games.	3.39▼	3.33▼	3.38▼
Is doing better on their homework.	3.23▼	3.02▼	3.18▼
Is getting into less trouble at home.	3.13▼	3.04▼	3.11▼
Is getting into less trouble at school.	3.19▼	3.13▼	3.18▼
Talks about finishing high school.	3.32▼	3.39▼	3.33▼
Talks about going to college.	3.27▼	3.50▼	3.32▼

This year, parents gave average answers to how they feel about FWAS impact, which is lower than previous years. In general, parents feel that their oldest attending child is getting better grades, looking forward to going to school, learning new activities, doing better on homework, getting into less trouble, and is thinking about their future as a result of FWAS.

Parent Perceptions of Safety Due to FWAS

Statement	Strongly Agree + Agree
The after school program keeps my child from getting into trouble.	89% ▼
When my child is not at the after school program, he/she has little to do.	66% ▼
It is unsafe for my child to hang out in our neighborhood.	28% ▼

On a later survey question, when asked whether their child would be supervised after school if not in FWAS, 16 percent of parents stated their child would be without adult supervision at all; a further 27 percent stated they would only have intermittent adult supervision.



Staff Reports of FWAS Impacts

On the survey, site supervisors/academic liaisons and school-based staff provided anecdotal evidence of positive program impacts on students. Overall, in the focus groups, supervisors/liaisons noted:

- FWAS provides students with a safe physical space and “keeps kids off the streets.”
- FWAS also provides students with a safe space to grow academically and emotionally. As one supervisor stated.

The after school program is a great opportunity for students to be able to run, be creative, challenge themselves and others. Students come in shy and leave out the end of the program with confidence and pride that they did the unthinkable.

- FWAS provides students an opportunity to explore new activities, learn about areas not covered in the school-day classroom, engage in more hands-on learning than the school-day classroom can offer, learn leadership skills, and have an outlet for creative endeavors. One supervisor said, “The program provides tools for success.”
- FWAS provides students with a smaller community within their school. As one supervisor noted:

Many of our students are looking for a way to express themselves and feel that they are part of something. The after-school program offers that to our students.

- FWAS provides parents with a no-cost option for after-school childcare. Even though that is not a primary objective of FWAS, as one supervisor noted, access to free FWAS makes a substantial difference in the finances of some participant families.
- FWAS provides students with a dinner meal when they otherwise might be going home to a household that lacks adequate food.

Staff Reports of FWAS Impacts

When asked about student progress that cannot easily be seen in quantitative data, supervisors/ liaisons provided these examples:

- One middle school student began in FWAS really shy and only wanting to play video games. In FWAS, he developed a passion for soccer. His mother reported that he became a different child. He is now playing soccer on the high school team.
- One student lost a friend who died in a car accident and began to rebel. The mother was a single parent. The student began skipping school. When he was enrolled in FWAS, he would attend for a week, then drop off. He began to associate with a crowd in his neighborhood that was stealing bikes. The mother kept pulling him back into FWAS. Eventually, his attendance became regular and he has since settled down.
- One high-functioning autistic student made progress in becoming more social through FWAS.
- One student from Nigeria started in FWAS not speaking English. He made progress in English and was able to interact more. The supervisor reported that he “came out of his shell.”
- One student began FWAS with speech challenges. He successfully made the switch to talking in complete sentences, because that is a FWAS programmatic expectation.
- One student began in FWAS with some behavior challenges. FWAS focused a lot on self-leadership and making the right choice even when no one was looking. The supervisor later overheard the student applying those lessons in talking with other students in regular class.



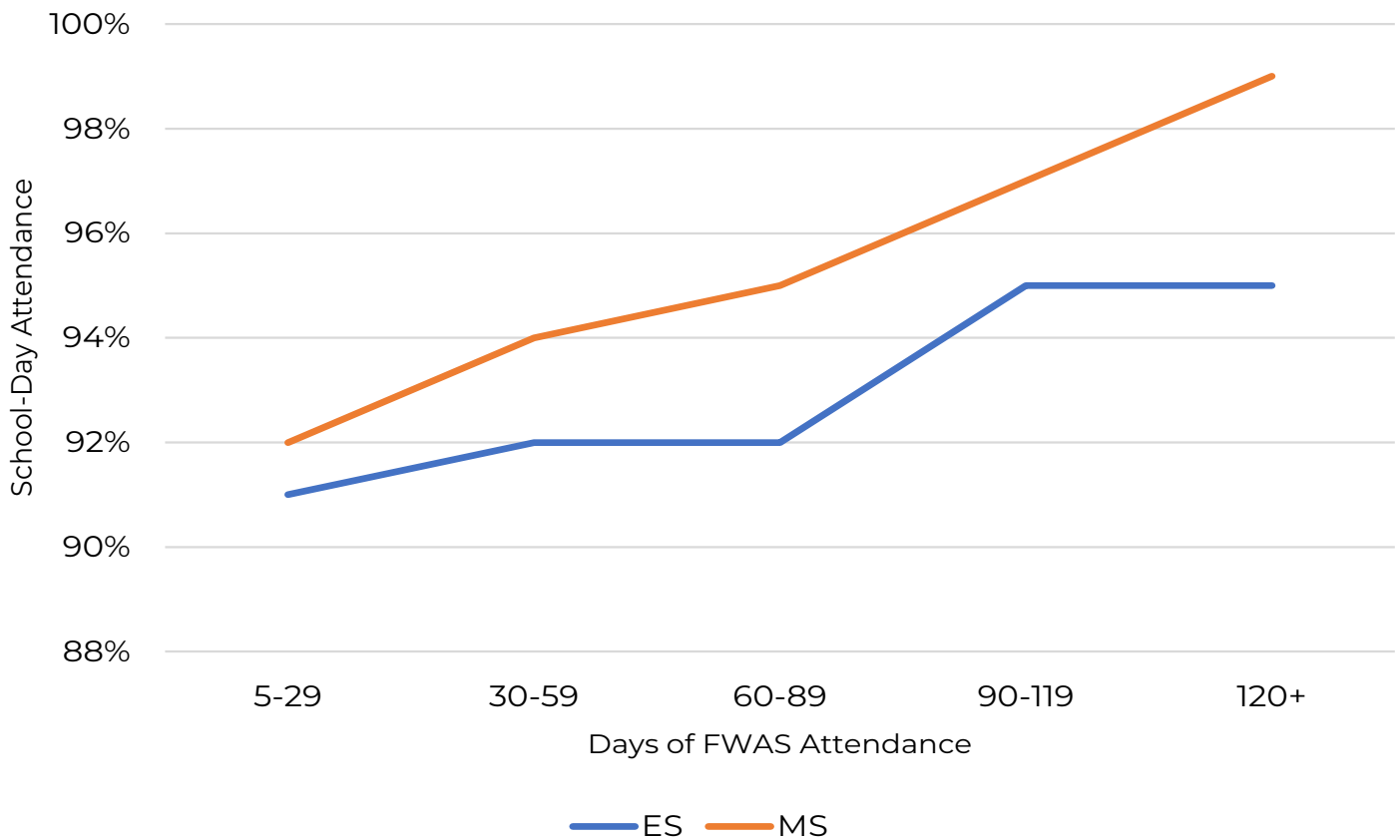
Student Outcomes

Student School Attendance Outcomes

The more students attended the FWAS program, the higher their regular school-day attendance. The correlation between FWAS and school-day attendance was statistically significant ($r=.141$, $p<.01$).

Both elementary and middle school students this year had higher levels of school-day attendance at every point, compared to elementary/middle students last year.

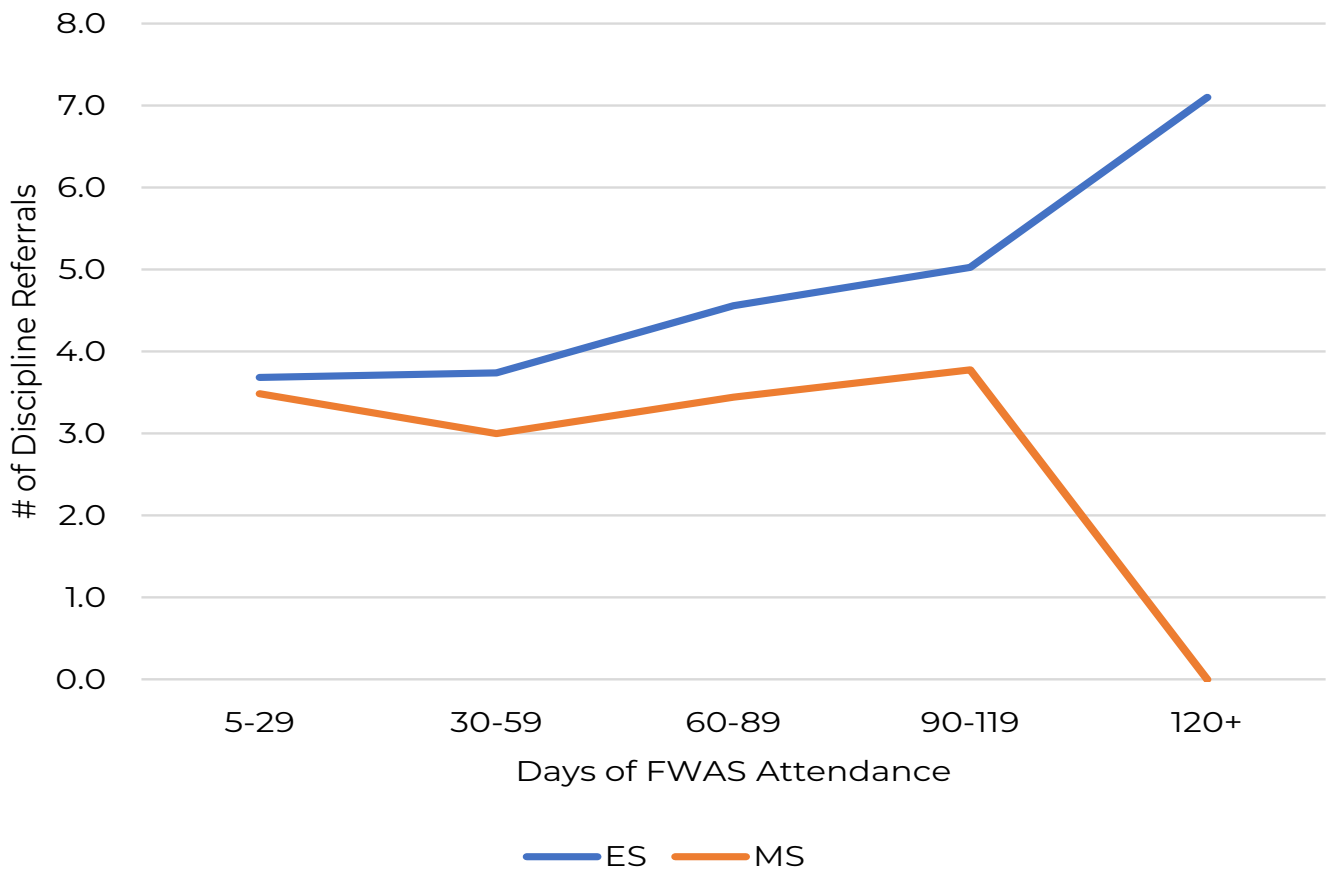
Trend in School-Day Attendance by FWAS Attendance



Student Behavior Outcomes

This year, only 236 elementary and middle school students who attended FWAS for 5+ days had any discipline referrals at all. On average, the elementary students with referrals had 1.7 of them over the course of the year (decrease from 3.1 the previous year), and the middle school students had 2.1 (decrease from 3.2 the previous year). For middle school students, the more they attended the FWAS program, generally the fewer discipline referrals they had. This was true for most elementary school students, except for those who spent the most time in FWAS. The correlation between FWAS attendance and discipline referrals was statistically significant ($r=-.163, p<.01$).

Trend in Discipline Referrals by FWAS Attendance

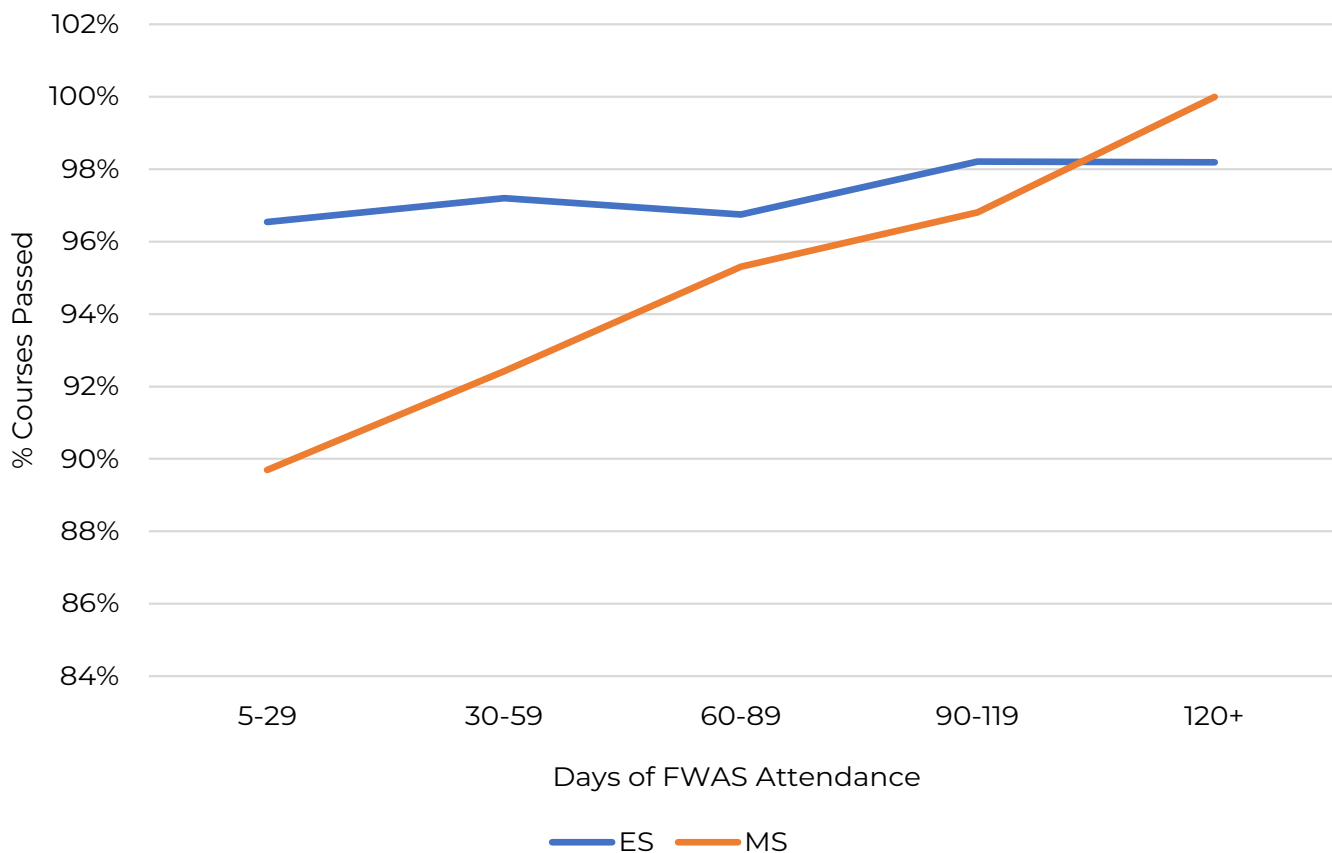


Student School Academic Outcomes

The more students attended FWAS, the higher their rate of course passage. The correlation between FWAS attendance and passing classes was statistically significant ($r=.148, p<.01$).

Both elementary and middle school students this year had higher course pass rates at almost every attendance level, compared to elementary/middle student of last year, except for the middle school students at 5-29 and 30-59 days of attendance where they were lower than the previous year.

Trend in Course Passage Rates by FWAS Attendance



The correlation between FWAS and the student's overall second semester grade point average was also statistically significant ($r=.079, p<.01$). The more students attended FWAS, the higher their overall grade point average, but the effect was small – about a 3.4 percentage point increase.

Conclusions and Recommendations

Conclusions

This was another unusual year due to COVID-19. As the previous chapters demonstrated, the FWAS program provided valuable supports and activities for 2,795 students across 82 sites in 2020-21. Highlights from the program this year included:

- The FWAS is serving a diverse student group, roughly evenly divided by gender. More than half are Hispanic. Most are in elementary school. One-third of participants are learning English and nearly all are in poverty or identified by the district as At-Risk.
- In the past five years, the average FWAS student has trended younger, less English proficient, and more in poverty.
- Students participated in FWAS an average of 49 days, which is down 10 days from the previous year. 91% of those who registered for FWAS participated 5+ days and 18% participated for 90+ days – the latter increased from the previous year. 46% of students this year also participated in FWAS at least one other prior year.
- Overall, FWAS sites operated at 52% percent of capacity – down 18 percentage points from the previous year. Sites operated with general funds altogether operated at 56% capacity, and Rainwater sites operated at 27% capacity. These low percentages were due to COVID-19.
- On the stakeholder surveys, students, parents, principals, site supervisors/academic liaisons, and site-based staff gave the FWAS program high marks in nearly every area.
 - Nearly all students like the program, the activities, and the teachers. Most students credited the program for having a positive impact on them in various areas, including social emotional learning and school engagement.
 - Nearly all of the parents would recommend the FWAS program to other families. Most parents credited the program for having a positive impact on their child. 25% indicated that their child would be without adult supervision if not in FWAS.
 - Most principals feel there is a strong partnership between their school and FWAS.

Conclusions

- The more students attended FWAS, the higher their regular school-day attendance. This correlation was statistically significant ($r=.141, p<.01$).
- The more students attended FWAS, the lower their rate of discipline referrals. This correlation was statistically significant ($r=-.163, p<.01$).
- The more students attended FWAS, the higher their rate of course passage. This correlation was statistically significant ($r=.148, p<.01$). Students who attended FWAS more days had slightly higher overall grade point averages.



As noted in prior evaluations and detailed in this year's evaluation, FWAS is a quality program that deserves continued funding and support.

Recommendations

As the FWAS program gears up its 22nd school year, Prismatic recommends that it continue its present course and efforts. To continue to improve, Prismatic recommends that the program also focus its efforts in several areas. It should:

- establish more reliable processes for taking attendance in online platforms;
- ask site supervisors to provide a list of activities available over the course of the year so that differences across sites in this area can be assessed;
- explore ways to expand the program's social media presence and therefore visibility in the public eye; and
- explore ways in which the program could be expanded – the benefits are demonstrable and therefore should be available to as many district students as possible.

