



2018 EVALUATION REPORT: A Ten Year Retrospective

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Acknowledgements

Dr. Peter Witt, who developed the Individual Protective Factors Scale; Dr. Andrej Birjulin, who compiled the University survey; Dr. Doug Coatsworth, who framed youth development and focus groups; Dr. Zach Timpe, who completed a revalidation of the instrument, an outcome analysis, and doctoral dissertation; Dr. Claus Tjaden, who provided guidance on evaluation and analysis; Seth Ehrlich and Theresa Papandrea for SOS Outreach's curriculum development and implementation; Arn Menconi, who founded SOS Outreach and instilled a dedication to impact across the organization; Marty Tarantino, who compiled and cleaned 10 years of data; Lucy Morrell who structured and wrote this report; and all SOS participants, mentors, volunteers and staff.

Executive Summary

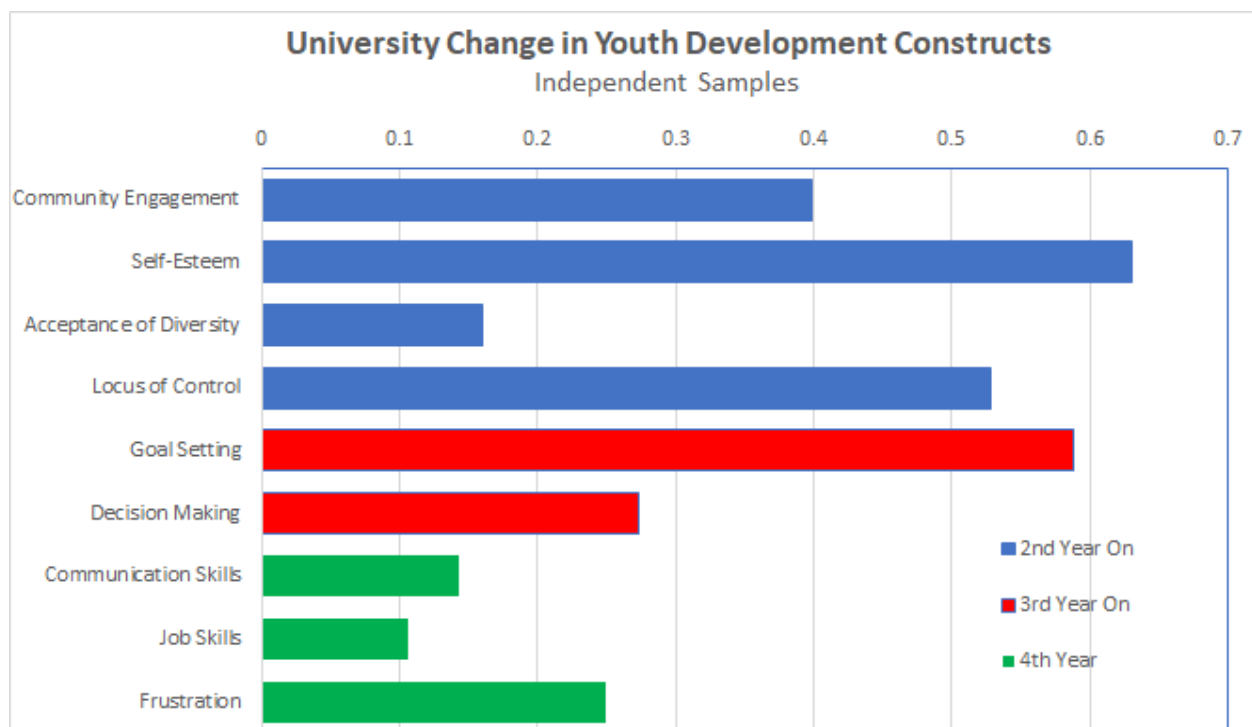
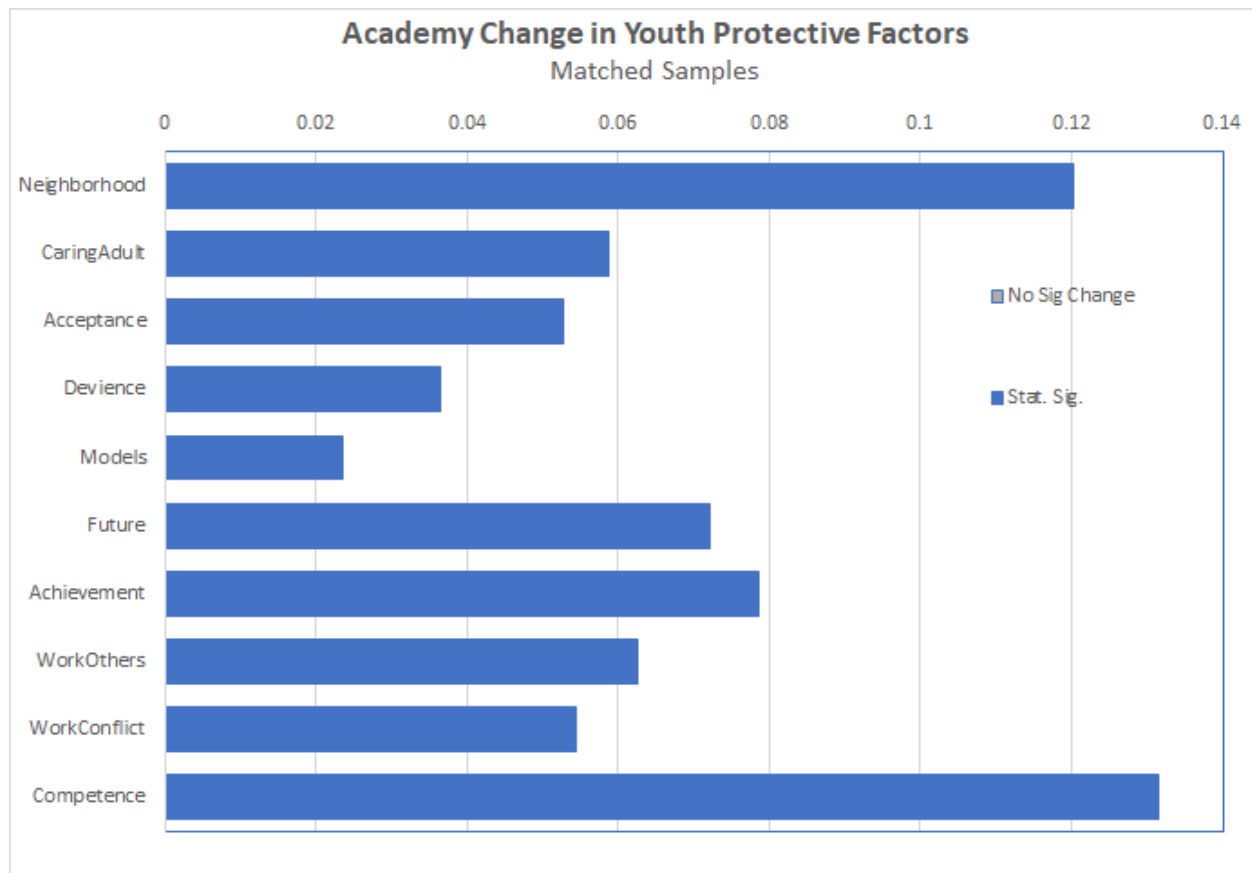
The effectiveness of SOS Outreach's (SOS) approach is demonstrated through annual pre and post surveys, which are distributed to both short-term introductory Academy program participants and long-term University program participants. These instruments measure varying constructs that correlate with the intended outcomes of the SOS program's progression.

To measure change between the beginning and end of the Academy program, SOS utilizes the Individual Protective Factor Scale (IPFS) that measures the presence of protective factor characteristics found in youth who demonstrate resilience in the face of adversity. Analysis of IPFS survey data compiled over the past ten years revealed statistically significant positive change for all factors measured by the instrument. The three protective factors that achieved the greatest positive gain include (1) Perceived Competence, (2) Neighborhood Resources, and (3) Value in Achievement. Such results are exceptionally encouraging, as they indicate that Academy program participants feel they have achieved a greater level of skill in the outdoor activity (skiing or snowboarding), gained exposure to new and safe places to recreate, and learned about the importance to always do one's best. However, research demonstrates that without follow-up, short-term results tend to be short lived. Providing long-term support to further reinforce positive outcomes is the purpose of the SOS Outreach University program.

Well-functioning youth have specific developmental characteristics that contribute to their trajectory toward successful lives. For example, successful youth maintain a positive sense of self-worth, feel they control their own destiny, develop positive decision-making skills, set goals for themselves, and are engaged with their peers and others in their communities. We know from other studies that youth with these traits are more likely to graduate from high school, and are less likely to use drugs, suffer from anxiety and depression, engage in delinquency or promiscuity, or succumb to other risky patterns. SOS has developed a curriculum to teach and foster many of these traits, which are measured through the University survey.

SOS has utilized multiple methods to analyze University data compiled over the past eight years. The method that maximized use of available data compared pre and post results for each of the four years of the University program (independent samples). These results demonstrate no statistically significant outcomes for the first year of the University program. However, by the end of the second year, significant positive change is noted in Community Engagement, Self-Esteem, Acceptance of Diversity and Locus of Control, and these changes persist through the remainder of the program. By the third year, positive change further emerges in Goal-Setting and Attainment, and Decision-Making Skills. Finally, by the end of the fourth year positive outcomes are apparent in Communication Skills, Frustration Control, and to a lesser degree, Job Skills.

In conclusion, the results gleaned from these evaluations demonstrate both the difficulty and the potential for changing the trajectory of a young person's life through an intentional approach to positive youth development, like that implemented by SOS Outreach. The process requires intent and persistence; intent to change critical beliefs like the extent to which a person believes they have control over the outcomes of events in their lives (locus of control) and attaining the life skills necessary to navigate a successful life (e.g., decision-making, goal-setting), and persistence in providing consistent support over multiple years to ensure each child's ability to thrive. The results of the evaluation confirm that SOS Outreach is capable of providing both.



Construct change is measured using 4 or 5 point Likert-like scales with response categories typically ranging from Strongly Agree to Strongly Disagree

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I. SOS Outreach Programs

The SOS Outreach curriculum is evidence-based and progressive in nature, with each year requiring increased commitment to the mentor group, the community and the development of leadership capabilities. Once admitted, SOS engages its participants through a structured series of program phases designed to instill core values, strengthen protective factors and develop life skills.

A. The Academy Program

The first phase is a short-term, on-mountain introductory program (Academy) intended to reinforce both a sense of confidence and a sense of competence – elements necessary for youth to overcome difficult issues in their lives. During five on-mountain ski or snowboard days, Academy participants begin to develop confidence and competence through tangible skill-building of an athletic nature. Academy participants further engage in introductory exposure to SOS' core values by defining and sharing with their peers. The program utilizes ski/snowboard instructors who serve as role models and represent positive adult relationships. Survey results document the success of this strategy in that participants report increased levels of protective factors, especially in a sense of confidence, a greater sense of connection to their community, and the presence of a caring adult; all protective factors linked to improved outcomes for underserved youth.

With the understanding that improvements attributed to short-term programs are also short-lived, SOS seeks to reinforce and enhance these gains by enrolling Academy graduates in the multi-year University program that's designed to build character traits and teach life skills, especially in coping and decision-making. Continuing to employ best practices, SOS emphasizes lifestyle change through a holistic approach that blends physical activity, learning and practice while retaining focus on individual self-determination.

B. The University Program

In Year 1 of the University program, participants complete five on-hill skiing or snowboarding days, like the *Academy* program. However, rather than participating in a large group with a ski instructor, *University* participants spend on-hill days alongside their mentor and mentor group. Mentors are utilized in line with best practices in the field of mentorship through the Elements of Effective Practice for Mentoring, and play a pivotal role in the success of SOS' model. Year 1 of the University program further

introduces the off-hill component of community service, as each mentor group completes two service projects throughout the year.

Year 2 of the University program brings additional commitment to the community, with 10 hours of community service required from each mentor group with the same nonprofit. This approach allows participants to exercise agency in selecting a community organization of interest to them, increases exposure to positive adults within that agency, and encourages participants to think of themselves as members of a greater community. This trend continues through Year 3, during which each mentor group identifies a community issue of importance to them and creates their own service/advocacy project. Year 3 participants also engage in five leadership workshops throughout the year, during which they prepare for and present on their community service project alongside their mentor and mentor group.

Year 4 of the University program is heavily focused on leadership, as participants prepare for the junior mentoring program that follows. Throughout the year, Year 4 participants study leadership styles, identify their own personal strengths and weaknesses as leaders, and identify local leaders in their communities to invite to a student-led Leadership Panel. Both years 3 and 4 emphasize communication and public speaking, as they require participants to ask and respond to questions, as well as present on their community issue, in front of their peers.

Imperative to the SOS curriculum is the integration of SOS' 8 target life skills, selected based on best-practices in youth development as well as evaluative feedback from participants and partner agencies. These life skills are feathered in throughout the University program, and include communication, responsibility, cooperation, coping with adversity, engagement, empathy, assertion, and self-control. As participants progress through the SOS program, they are introduced to these skills through on-hill and service days, workshops, mentor-based reinforcement. For example, in year one of the University program, SOS participants may engage in a role playing activity to demonstrate their understanding of these life skills with their peers. However, by years three and four of the University program, SOS participants are putting their understanding of the core values into practice. For example, youth practice empathy by identifying issues in their communities, creating a call to action, and executing service day to expose and ameliorate the issue they identify. These life skills are proven to bolster positive outcomes for youth. (See Appendix B for a full list of University curriculum objectives by year.

II. Evaluation Results

SOS Outreach uses several instruments in the process of selecting appropriate participants and monitoring outcomes. Data from these instruments are compiled and stored in the organization's management information system (in addition to other demographic and participation information). The first instrument used is a risk survey used at time of application. The effectiveness of SOS Outreach's approach is demonstrated through pre/post surveys, which are distributed to all Academy and University participants annually. Though similar, these instruments measure varying constructs that correlate with the intended outcomes of the SOS program's progression.

A. Risk Profile

SOS Outreach uses a 20-item risk screening tool to help identify youth most likely to benefit from its programs. The instrument is completed by teachers referring the youth or by parents and guardians. The instrument includes the following risk factors:

Difficulty Making Friends	Few Academic Goals
Bullying	Low Commitment
Low Self-Esteem	Learning Disabilities
English as a Second Language (ESL)	Lack of School Focus
Low Physical Activity	Negative School Behavior
Low Anger Management	Low Income
Early Drug Initiation	Single Parent Household
Negative Friends	Family Conflict
Court Involvement	Negative Parental Attitude
Mental Health	Multi-Generational Household

The most frequently identified risk factors are Low Income (39%), ESL (28%), Single Parent (26%), Lack of School Focus (26%), Low Self-esteem (22%), and Low Physical Activity (22%).

Factor analysis was used to identify patterns in the characteristics of youth participating in SOS Outreach programs. The analysis shows these risks to cluster, creating several typologies of participants.

Most participants fall into two typologies. The first is youth who have difficulty making friends, are bullied and exhibit low self-esteem (Factor 2 in Appendix A). The second group consists of youth who speak English as a second language and engage in minimal physical activity (Factor 5).

The third and fourth most prevalent typologies are similar and consist of youth who live in low income households, but who have no other issues identified. The only distinction between the typologies is that one consists of single parent households (Factor 4) while the other does not (Factor 3).

The last two typologies are seen least frequently. These consist of youths with a wide array of issues (Factor 1) and in contrast, youths who have no issues and a very supportive family environment (Factor 5). See Appendix A for details of the factor analysis.

B. Academy Program Outcomes

To measure change between the beginning and end of the introductory Academy program, SOS utilizes the Individual Protective Factor Scale (IPFS - see Appendix C) developed by Dr. Peter Witt that incorporates protective factors characteristic of youths who are resilient in the face of adversity. This survey was first administered to SOS participants at the beginning and end of the 2006-07 program year, and SOS staff have continued to administer the scale to participants yearly. The IPFS is utilized to determine the extent to which programs are successful in strengthening targeted protective factors in 10 sub-dimensions that were deemed a good match for the six core values espoused by the SOS program (Courage, Discipline, Integrity, Wisdom, Compassion, and Humility). In addition, several sub-dimensions measure aspects deemed crucial to the SOS Theory of Change. Constructs measured through this instrument include the following:

<i>Neighborhood Resources:</i> Knowledge of and interest in utilizing neighborhood recreation opportunities, including organized and informal programs and opportunities (e.g., I know lots of safe places to play/hangout).
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<i>Interested and Caring Adults:</i> The perception that there are adults who care about and are interested in children, and who are available to help children when they have problems (e.g., I can turn to adults for help).
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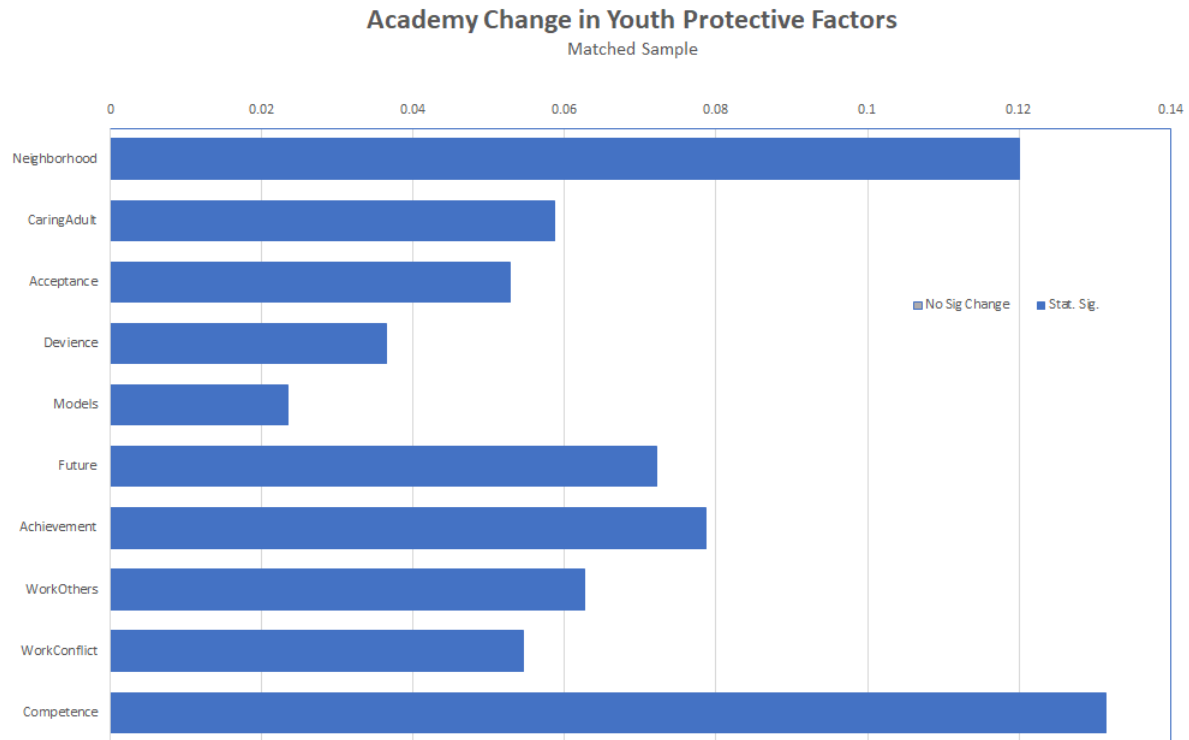
<i>Sense of Acceptance and Belonging:</i> The perception of being liked and accepted by other teens and/or family members (e.g., I am able to get along with friends).
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<i>High Controls Against Deviant Behavior:</i> The understanding that it is important and necessary to stay out of trouble and obey the rules (e.g., I must stay out of trouble).

<i>Models for Conventional Behavior:</i> Respect for and appreciation of teens, adults, and institutions who model or reinforce appropriate behavior (e.g., I respect authority figures).

<i>Positive Attitude Toward the Future/Future Expectations:</i> Perception of oneself as having a positive future including the willingness to set and work to achieve goals, the willingness to be spontaneous and creative, and the understanding that one has some control over the outcome of daily events (e.g., I can set goals).
<i>Value on Achievement:</i> Interest in and understanding of the importance of doing well in school. Also includes the general idea of being successful and trying to do one's best in any area of involvement (e.g., It is important for me to always do my best).
<i>Ability to Work with Others:</i> Understanding the importance of and having the ability to get along with other teens, be cooperative, and be a good member of a team or group (e.g., Teamwork is important).
<i>Ability to Workout Conflicts:</i> The ability to deal in a positive manner with problems that arise with other teens (e.g., I try to solve problems in a positive manner).
<i>Liking/Perceived Competence:</i> The degree to which one likes to do a particular activity and feels that he/she has the skills to participate successfully (I want to keep playing [name activity]).

SOS Outreach recently completed an analysis of the results of the IPFS incorporating the past ten years of collected data (2007-2017). The results demonstrate that participants experience positive statistically significant gains in all of the measured constructs. The three constructs with the greatest improvement are (1) Perceived Competence, (2) Neighborhood Resources, and (3) Value in Achievement (see graph and table below). These results demonstrate that the greatest impacts of the Academy program are through skill-building in the outdoor activity, exposure to new and safe places to recreate, and understanding of the importance to always do one's best.



Academy Survey Results

Construct	t	Sig. (2-tailed)	Mean Difference	N
Neighborhood	12.252			
CaringAdult	6.25851	0.00	0.1201367	4755
Acceptance	5.81105	0.00	0.0586472	4753
Devience		0.00	0.0527895	4750
Models	4.10227	0.00	0.0364119	4710
Future	2.58472	0.01	0.0234885	4747
Achievement	9.3048	8.25706	0.0720992	4740
	7			
WorkOthers	7.1606	0.00	0.0786015	4755
WorkConflict	5.62995	0.00	0.0625924	4737
Competence	13.4965	0.00	0.0545081	4747
		0.00	0.131487	4721

To explore whether the impact of the program varies based on demographics, SOS further completed an analysis of male vs. female participants and urban vs. rural participants, and found that these 3 constructs remained the frontrunners in the degree of improvement. (See tables 1-5 in Appendix E for the full results of the Academy analysis.) Such results are exceptionally encouraging. Unfortunately, we know from research that without follow-up, short term results tend to be short lived as the youth

returns to life as normal. Providing longer term support to these youth is the purpose of the SOS Outreach University program.

C. University Program Outcomes

The IPFS was initially used to measure outcomes for participants in the University program, as well, yet a ceiling effect was quickly noted whereby further improvements in these measures were not evident due to the nature of the survey. According to Dr. Andrej Birjulin, this was due to two main reasons; First, pretest scores on the IPFS among SOS University participants approached the ceiling on the individual items, limiting the scale's sensitivity to detect changes over time. Second, while the IPFS was a good measure of general impact for SOS's shorter Academy programs, it lacks many of the specific factors that are predicted outcomes of the much longer and more intense University experience. Therefore, Dr. Birjulin created a custom outcome survey developed designed to measure youth development outcomes related to the core values and life skills taught by SOS. The instrument consists of a blend of individual items and intact constructs from existing scales in the public domain (confirmed through the Principal Component Analysis). Subsequent additions refining self-regulation measures (suggested by Dr. Doug Coatsworth, CSU Human Development and Family Studies Department) were incorporated into the 2015-16 version of the survey [4]. This pre and multiple post survey is administered yearly to University and Masters participants and consists of two versions: a 95-item version for older youths in grade 7-12 and above and a shorter 65-item version for grades 4-6.

Measured constructs include:

- SOS University Experience
- SOS Mentoring
- Leadership
- Self-Regulation
- Future Orientation
- Decision-making
- Acceptance of Diversity
- Communication Skills
- Self-Esteem
- Self-Efficacy
- Locus of Control
- Health and Exercise
- Goal-Setting and Attainment
- Job Skills
- Prosocial Orientation

- Community Engagement
- Drug and Alcohol Attitudes
- Education
- Parents
- Inhibitory Control
- Frustration
- Activation Control
- Attention

Prior to the analysis of outcomes, the youth development constructs were revalidated using factor analysis. The results of this analysis presented in Appendix F confirm the structure of the instrument.

Changes in survey scores were analyzed in two ways, as independent samples over the four years of the University program and as matched pair samples for individual youths. The independent sample method took into consideration the issue that baseline and post-tests did not exist for all youths due to administration difficulties. This method allowed for the use of the greatest number of completed surveys. The second method was limited to youths who completed a baseline survey prior to the start of the program and who had completed at least one follow up. This reduced the number of cases available for analysis.

1. Independent Sample University Outcomes

When comparing scores for the beginning of University year 1 to the post tests in year 1 through 4, statistically significant gains are evident through an independent sample analysis recently completed by Dr. Claus Tjaden. The results presented in the table below confirm that change is not uniform over time; that is, change requires time. No statistically significant changes in measured constructs are identifiable within year 1 of the University program. (Disregarding random fluctuations in the data, we focus only on statistically significant results that hold over time.)

This analysis demonstrates that statistically significant positive improvements occurred only after the completion of the second year of the program. At that point, the Community Engagement, Self-Esteem, Acceptance of Diversity and Locus of Control construct change scores reached statistical significance and remain significant consistently in subsequent administrations. By the third year, we also note positive changes in Goal-Setting and Attainment, and in Decision-making skills. Finally, by the end of the fourth year positive outcomes are also noted for Communication Skills and Frustration Control, and to a lesser degree, Job Skills. (See chart and table below.)

These results correlate with the curriculum objectives of the University program. See Appendix G for the additional results from the University survey analysis.



Construct	Pre Test Year 1 and Post Test Year 1				Pre Test Year 1 and Post Test Year 2			
	t	df	Sig. (2-tail)	Mean Difference	t	Df	Sig. (2-tail)	Mean Difference
Cleader	1.44	1224.50	0.15	0.04	1.66	809.23	0.10	0.05
CComEng	0.25	1293.79	0.80	0.01	-2.52	852.68	0.01	-0.08
CSelfEff	0.57	1314.67	0.57	0.01	-0.63	840.00	0.53	-0.02
CSelfReg	-1.07	1290.13	0.28	-0.04	-1.32	869.49	0.19	-0.05
CGoalS	1.39	1347.83	0.17	0.05	-1.54	912.73	0.12	-0.07
CFutureOr	1.05	1310.92	0.29	0.03	-1.15	808.28	0.25	-0.04
CDecMak	0.95	1315.48	0.34	0.02	-1.53	866.61	0.13	-0.04
CComSkill	1.15	1244.82	0.25	0.04	-0.66	875.57	0.51	-0.03
CSelfEst	0.40	1273.38	0.69	0.02	-2.72	849.41	0.01	-0.11
CDiverse	0.15	1341.52	0.88	0.00	-2.16	860.62	0.03	-0.05
CControl	-0.60	1185.25	0.55	-0.02	-2.73	780.04	0.01	-0.12
CJSkills	1.83	553.34	0.07	0.07	1.73	495.87	0.08	0.07
CProSoc	1.41	517.80	0.16	0.09	0.57	472.20	0.57	0.03
CDrugA	1.55	598.08	0.12	0.06	1.33	516.23	0.19	0.05

CEduc1	-0.84	731.15	0.40	-0.02	-0.55	561.43	0.58	-0.02
CActiv	1.78	768.32	0.08	0.08	0.77	648.78	0.44	0.04
CHealth	1.15	752.15	0.25	0.05	1.20	595.88	0.23	0.06
CEATQActiv	-1.25	362.96	0.21	-0.11	-0.86	308.84	0.39	-0.08
CEATQAtten	0.11	361.57	0.91	0.01	0.76	307.25	0.45	0.06
CEATQFrustr	-1.08	362.86	0.28	-0.11	0.46	313.25	0.64	0.05
CEATQInhib	0.84	362.91	0.40	0.07	0.71	304.18	0.48	0.07

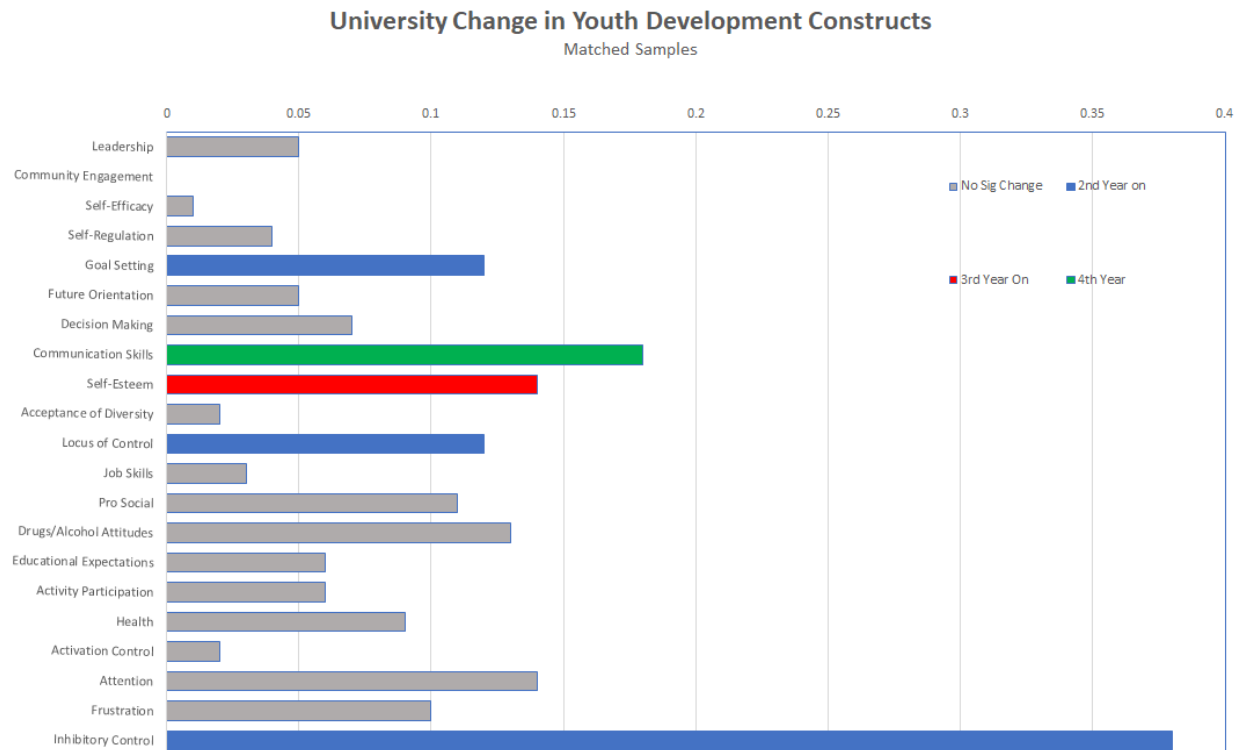
Construct	Pre Test Year 1 and Post Test Year 3				Pre Test Year 1 and Post Test Year 4			
	t	df	Sig. (2-tail)	Mean Difference	t	df	Sig. (2-tail)	Mean Difference
Cleader	0.22	411.59	0.82	0.01	1.13	237.58	0.26	0.05
CComEng	-8.67	438.42	0.00	-0.33	-9.52	278.55	0.00	-0.40
CSelfEff	-0.61	455.28	0.54	-0.02	0.83	270.01	0.41	0.03
CSelfReg	-0.56	444.24	0.58	-0.02	-1.68	264.23	0.09	-0.09
CGoalS	-9.10	490.20	0.00	-0.45	-11.53	320.54	0.00	-0.59
CFutureOr	-1.25	406.00	0.21	-0.05	0.42	259.51	0.67	0.02
CDecMak	-8.02	454.10	0.00	-0.24	-8.52	293.63	0.00	-0.27
CComSkill	-1.24	429.17	0.22	-0.06	-2.38	251.95	0.02	-0.14
CSelfEst	-11.10	516.03	0.00	-0.49	-15.34	396.43	0.00	-0.63
CDiverse	-5.33	443.80	0.00	-0.15	-5.06	275.44	0.00	-0.16
CControl	-7.34	432.12	0.00	-0.36	-10.20	280.45	0.00	-0.53
CJSkills	1.26	472.79	0.21	0.05	2.47	348.20	0.01	0.11
CProSoc	-0.35	461.60	0.72	-0.02	-1.06	336.38	0.29	-0.07
CDrugA	2.40	536.62	0.02	0.09	1.93	398.63	0.05	0.08
CEduc1	-2.17	371.14	0.03	-0.08	-1.54	244.22	0.12	-0.06
CActiv	1.79	482.81	0.07	0.09	1.21	289.64	0.23	0.07
CHealth	1.09	459.82	0.28	0.05	1.23	288.17	0.22	0.07
CEATQActiv	-0.38	359.43	0.70	-0.03	-0.34	303.47	0.73	-0.03
CEATQAtten	1.41	357.80	0.16	0.10	0.41	272.68	0.69	0.03
CEATQFrustr	-1.59	359.97	0.11	-0.16	-2.31	305.71	0.02	-0.25
CEATQInhib	1.71	358.34	0.09	0.15	1.54	310.59	0.12	0.15

2. Matched Sample University Outcomes

The matched sample analysis can only be conducted where a youth completed at a pre-test prior to starting the University program (a baseline) and completed one or more post-tests in year 1-4. Given that young people do not necessarily enjoy completing surveys, the number of matched pre and post surveys available for analysis is substantially diminished. This makes reaching statistical significance more difficult, even when the magnitude is similar to the previous analysis.

Nevertheless, the results are consistent with the previous analysis. At the end of the second program year, the analysis demonstrates significant positive improvements for three constructs, Goal Setting, Locus of Control, and Inhibition Control. By the end of the third year, the analysis finds improvement in Self-esteem, while at the end of the

fourth year improvement is also noted in Communication Skills. (See chart and table below; additional results are provided in Appendix H.)



Matched Sample Test Results

Construct	Pre Test Year 1 and Post Test Year 2				Pre Test Year 1 and Post Test Year 3				Pre Test Year 1 and Post Test Year 4			
	t	Sig. (2-tail)	Mean Dif	N	t	Sig. (2-tail)	Mean Dif	N	t	Sig. (2-tail)	Mean Dif	N
Cleader	2.84	0	-0.05	752	1.06	0.29	0.04	204	0.96	0.34	0.05	142
CComEng	0.58	0.56	0.01	748	2.89	0	0.13	204	0.1	0.92	0	142
CSelfEff	0.22	0.83	-0.01	758	1.06	0.29	0.05	207	0.16	0.87	-0.01	143
CSelfReg	0.64	0.52	0.02	743	1.51	0.13	-0.07	245	0.68	0.5	-0.04	155
CGoalS	3.86	0	-0.11	745	1.32	0.19	-0.08	204	1.69	0.09	-0.12	138
CFutureOr	0.24	0.81	-0.01	732	1.95	0.05	0.09	205	1.02	0.31	0.05	137
CDecMak	1.13	0.26	-0.02	746	2.47	0.01	-0.08	244	1.64	0.1	-0.07	156
CComSkill	0.3	0.77	0.01	730	0.8	0.43	0.05	202	2.85	0.01	0.18	140
CSelfEst	0.81	0.42	-0.01	730	3.02	0	0.14	196	2.69	0.01	0.14	134
CDiverse	0.82	0.41	0.01	754	1.68	0.09	-0.05	247	0.64	0.53	-0.02	158
CControl	4.67	0	0.1	732	1.56	0.12	-0.08	235	2.34	0.02	-0.12	152
CJSkills	4.53	0	-0.12	297	1.07	0.29	-0.08	55	0.22	0.82	-0.03	28
CProSoc	1.04	0.3	0.04	298	0.61	0.54	-0.08	55	0.7	0.49	-0.11	29
CDrugA	0.97	0.33	-0.03	303	0.03	0.97	0	58	1.29	0.21	-0.13	28
CEduc1	1.8	0.07	0.05	300	0.95	0.35	0.06	57				
CActiv	0.23	0.82	-0.01	305	0.61	0.54	-0.06	59				
CHealth	0.83	0.41	-0.03	304	1.12	0.27	-0.09	59				
CEATQActiv	0.3	0.77	0.02	107								

CEATQAtten	1.57	0.12	0.14	107
CEATQFrustr	0.92	0.36	0.1	107
CEATQInhib	4.37	0	-0.38	107

3. Focus Group Results

To provide additional context to the University program statistical analysis, Drs. Coatsworth and Timpe from the Colorado State University Prevention Research Center conducted four focus groups with participants (younger and older youth), mentors and staff in January 2018. Their findings largely support the quantitative analysis as is summarized below.

Youth

The opportunity to engage in snow sports most often served as the hook that caused most youth to become engaged with the program. The program also served as a way to make friends, especially during the first two years. The opportunity to hang out with friends is a motivating factor for remaining with the program in later years. This demonstrates how the process of building sustained relationships develops over a longer period of time.

A common thread among youth was that University helps them to get over their shyness and to discover their voice. The program provides clear and consistent opportunities for youth to practice communicating with adults and other youth. Additionally, integrating youth of different ages requires that older and more experienced youth communicate program expectations and content to new attendees; also showing them the value of being teachers to others.

Importantly, a clear distinction between youth in the beginning, middle, and final stages of the University program is emerging: the process of internalizing the lessons from SOS's context (curriculum and social connections) is demonstrated through a shift in youth's perceptions of the program from purely recreational to an increasingly intricate ecology of friendships and life lessons.

Mentors and Staff

Overall, mentors and staff feel that the University program can be described as an expansion of opportunity. SOS Outreach provides youth opportunity to develop friendships and positive social networks, access to physical exercise in an activity that they love. Youth who stay in the program are provided opportunities to practice leadership skills. The youth who remain in the program seem to gain confidence in themselves and to realize that they have a voice.

Staff and mentors did not think that the University program was specifically tailored to any particular profile of youth; rather, mentors agreed that University levels the playing

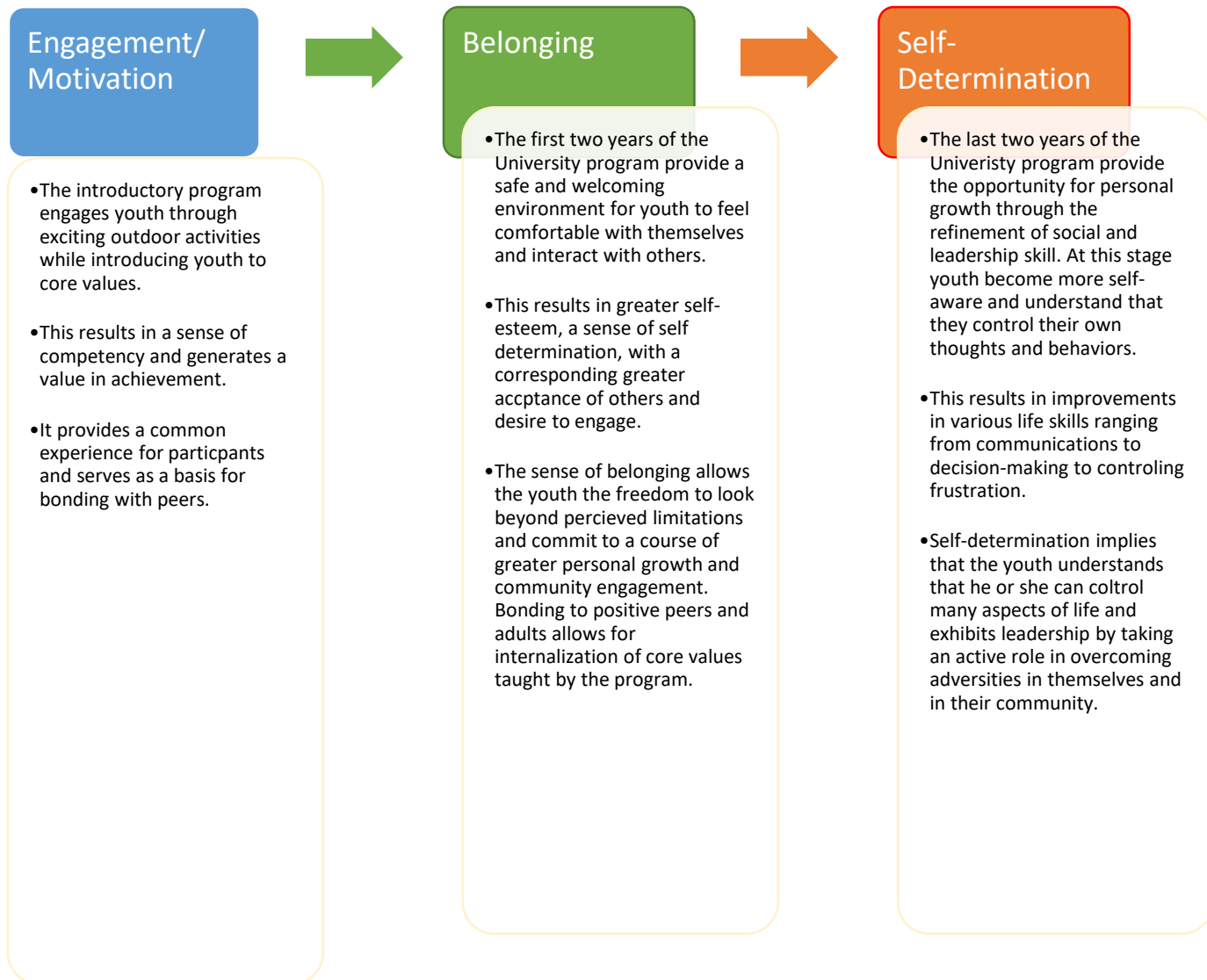
field for all youth. SOS Outreach is unique in that it can bring youth of different backgrounds, including ethnicity, socioeconomic status, and interests, together in a positive atmosphere that is comfortable for all youth. Those who want to become leaders have the opportunity to do so.

Staff and mentors feel that SOS is unique in many ways, from its organizational structure to the youth it serves. Succinctly, SOS sets itself apart from other youth development programs because it has the following characteristics:

1. Strong relationships with local schools, especially as a recruitment source;
2. An organized system of programs to ensure that youth who want to remain engaged in the program over time are able to do so. (Most youth who drop out of the program do so because they have move on to other interests and activities;
3. SOS's culture integrates diverse youth together;
4. SOS has a strong supply of mentors to choose from, and as such, can carefully select in those who are interested in administering the program's curriculum;
5. Permanent staff which leads to enhanced organizational efforts and clearer communication channels between sites and across the SOS ecosystem;
6. A healthy mix of "fun" activities and learning experiences. A key challenge to youth development programs is transitioning youth from engaging in primarily "fun" recreational activities to activities that are meaningful in their character development and to the community.

III. Concluding Commentary

Social research and theory alike reveal that there is no one path to a thriving childhood and successful adult life. Yet, there are elements of youth development that are regularly associated with thriving and success. Merging the research and theoretical literature with the results of this evaluation allows us to establish some initial inferences about how SOS Outreach impacts the lives of participants in a positive manner. The graphic below lays out a process whereby the SOS Outreach programs set young people on a life trajectory likely otherwise not attainable. We note three sequential and inter-related phases of the programs provided: the introductory program provides for engagement, the first two years of University foster a sense of belonging, and the last two years instill life and leadership skills. While the graphic depicts three distinct phases of development, in practice the curriculum developed by SOS Outreach communicates core values and specific life skills throughout the course of the programs (as presented in the first section of this report).



Appendix A – Factor Analysis of the Risk Screen

Frequency Table

Risk Factor	Frequency	Percent
Difficulty Making Friends	491	18.8
Bullying	355	13.6
Low self-esteem	574	22.0
ESL	723	27.7
Physical Activity	561	21.5
Anger management	323	12.4
Early Drug Initiation	89	3.4
Negative Friends	219	8.4
Court Involvement	105	4.0
Mental Health	262	10.0
AcademicGoals	481	18.4
LowCommitment	300	11.5
LearningDis	298	11.4
SchoolFocus	671	25.7
SchoolBehav	146	5.6
LowIncome	1024	39.3
SingleParent	684	26.2
FamilyConflict	279	10.7
ParentalAttitude	66	2.5
MultiGenerational	76	2.9
Total	2608	

Component Matrix ^a						
	Component					
	1	2	3	4	5	6
Difficulty Making Friends	.290	.431	-.460	.250	.117	-.005
Bullying	.319	.432	-.398	.181	.060	-.103
Low self-esteem	.424	.393	-.149	.273	-.031	.149
ESL	-.206	-.201	.171	.124	.640	.268
Physical Activity	.211	.137	.026	.299	.536	.215
Anger management	.499	.198	.015	.084	-.100	.148
Early Drug Initiation	.574	-.402	-.115	-.136	.009	.292
Negative Friends	.521	-.407	-.196	-.174	-.054	.294
Court Involvement	.520	-.434	-.229	-.099	-.018	.210
Mental Health	.545	.053	-.103	.048	-.267	.238
AcademicGoals	.496	.296	.368	-.306	.126	-.061
LowCommitment	.527	.182	.294	-.175	.249	-.017
LearningDis	.406	.260	.303	-.121	-.070	-.076
SchoolFocus	.508	.235	.242	-.350	-.041	-.057
SchoolBehav	.514	.107	.121	-.043	.068	.064
LowIncome	.134	-.236	.508	.558	-.043	.073
SingleParent	.321	-.099	.320	.489	-.438	.017
FamilyConflict	.498	-.234	-.109	.088	.001	-.402
ParentalAttitude	.446	-.281	-.041	.153	.229	-.528
MultiGenerational	.490	-.361	-.112	.036	.143	-.339

Extraction Method: Principal Component Analysis.

a. 6 components extracted.

Appendix B - University Curriculum Objectives by Year

Year 1

- Exposure to core values (through ride days, core value worksheets, circle of love, briefing and debriefing of service days)
- Introduction to service learning (2 planned service days with group)
- Increased self-confidence (through mentor communication and support, improvement in physical abilities, bestowing leadership responsibilities in service/ride days)
- Identifying with peer group
- Introduction to goal setting (through both individual and group SMART goals)

Year 2

- Build on core value understanding and integration (through core value discussion integration in ride days and service days)
- Connection to community through selected service agency or theme (through increased saturation of service with 10 hours at one agency)
- Increased understanding and implementation of goal-setting (group & individual)
- Being able to openly express themselves openly to their peers (during circles and teamwork activities)
- Building trust with positive adults (with sherpas and service agency adults)

Year 3

- Building on core value understanding and integration
- Work creatively with others/ Collaborate with others
- Manage projects
- Speaking in front of peers
- Continued engagement in service learning & advocacy project
- Goal setting and completion of goals

Year 4

- Ability to demonstrate core values through actions
- Introduction to Assertion
- Public Speaking
- Critical Thinking and Problem Solving
- Jr. Sherpa/Masters Skills and preparation (including goal setting, leadership training and panel)
- Leadership Styles and Skills Introduction
- Comfortable with goal setting and goal implementation
- Ability to set *S.M.A.R.T goals*

Appendix C - Individual Protective Factor Scale (IPFS)

Name: _____ Birthday: _____ / _____ / _____

School: _____ Session # _____

For each statement below, please indicate how much you disagree or agree with each statement. There are no right or wrong answers. *Please circle **one** answer for each statement.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I know a lot of safe places to hang out.....	SD	D	N	A	SA
2. A lot of adults think that I am an interesting person	SD	D	N	A	SA
3. I am able to get along with friends.....	SD	D	N	A	SA
4. I must stay out of trouble.....	SD	D	N	A	SA
5. I respect authority figures.....	SD	D	N	A	SA
6. I am creative.....	SD	D	N	A	SA
7. I can succeed in life.....	SD	D	N	A	SA
8. I try to treat other youth with respect.....	SD	D	N	A	SA
9. I try to solve problems in a positive manner.....	SD	D	N	A	SA
10. I have a desire to keep participating in outdoor recreation.....	SD	D	N	A	SA
11. I know a lot of activities in my community.....	SD	D	N	A	SA
12. I can turn to adults for help.....	SD	D	N	A	SA
13. There are other youth who like spending time with me.....	SD	D	N	A	SA
14. I must obey rules.....	SD	D	N	A	SA
15. I respect adults.....	SD	D	N	A	SA
16. I can set goals.....	SD	D	N	A	SA
17. It is important for me to always do my best.....	SD	D	N	A	SA
18. Teamwork is important.....	SD	D	N	A	SA
19. I try to control my anger.....	SD	D	N	A	SA

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. I want to improve my outdoor recreation.....	SD	D	N	A	SA
21. I am interested in participating in programs in my community.....	SD	D	N	A	SA
22. There are adults who will look out for me.....	SD	D	N	A	SA
23. I am a good person.....	SD	D	N	A	SA
24. I will be punished if I break the rules.....	SD	D	N	A	SA
25. I respect people in charge.....	SD	D	N	A	SA
26. I can deal with problems that might come up in the future	SD	D	N	A	SA
27. It is important for me to do well at school.....	SD	D	N	A	SA
28. Cooperation is important.....	SD	D	N	A	SA
29. I try to listen to the opinions of others.....	SD	D	N	A	SA
30. I am interested in outdoor recreation	SD	D	N	A	SA
31. I am interested in programs that take place after school.....	SD	D	N	A	SA
32. Adults are willing to help me with my problems.....	SD	D	N	A	SA
33. People I know want to spend time with me	SD	D	N	A	SA
34. I must follow the rules if I want to participate	SD	D	N	A	SA
35. I respect youth who stay out of trouble	SD	D	N	A	SA
36. I like to try new things.....	SD	D	N	A	SA
37. It is important for me to stay in school.....	SD	D	N	A	SA
38. When playing a game with my friends, all players need a chance.....	SD	D	N	A	SA
39. I can settle arguments without getting angry	SD	D	N	A	SA
40. I like outdoor recreation.....	SD	D	N	A	SA

Appendix D - The University Survey

For each question, indicate your answer by circling the number or selecting the option that best represents your response. If you do not find an answer that fits exactly, use the one that comes closest. However, if any question or its answers do not apply to you, just leave it blank.

A. Participant Information

1. Last Name: _____ First Name: _____

2. Birthdate: Day: _____ Month: _____ Year: _____

3. Gender: ☐ Male ☐ Female

4. What Grade are you in?

5. Survey Type

☐ Pre-test (this is my first survey at the start of my first year of the University program)

☐ Post-test (this survey is taken at the end of each season)

6. What is the program year of your University experience?

☐ Summer 2015 through Spring 2016 ☐ Summer 2016 through Spring 2017

☐ Summer 2017 through Spring 2018 ☐ Summer 2018 through Spring 2019

☐ Summer 2019 through Spring 2020 ☐ Summer 2020 through Spring 2021

7. Have you participated in SOS University program before? (Do not include other SOS Programs, such as Learn to Ride, in your response).

☐ No, this is my first Year in SOS Univ. ☐ Yes, this is my 2nd Year in SOS Univ.

☐ Yes, this is my 3rd Year in SOS Univ. ☐ Yes, this is my 4th Year in SOS Univ.

☐ Yes, this is my 1st Year in SOS Masters ☐ Yes, this is my 2nd Year in SOS Masters

8. Where are you participating?

☐ Eagle, County, CO

☐ Summit County, CO

☐ Denver Metro, CO

☐ North Lake Tahoe, NV

☐ South Lake Tahoe, CA

☐ Seattle, WA

☐ Portland, OR

☐ Steamboat, CO

☐ Durango, CO

☐ Leadville, CO

☐ Park City, UT

B. Section I

1. Please indicate your *level of agreement* with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am confident expressing my opinions in front of a group.	1	2	3	4
b. I know what is expected of a leader of a group	1	2	3	4
c. I believe that individuals my age have enough influence to be able to impact community decisions.	1	2	3	4
d. I believe that I personally can make a difference in my community.	1	2	3	4
e. I believe that I personally can make a difference at my school.	1	2	3	4
f. I enjoy doing something that will benefit others in the community.	1	2	3	4
g. It is important for me to always do my best.	1	2	3	4

2. Please indicate your *level of agreement* with the following statements:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. I am a responsible person.	1	2	3	4

b. I have confidence in my problem solving skills	1	2	3	4
c. I find it hard to stick to anything that takes a long time to do.	1	2	3	4
d. I often go from one thing to another before finishing any one of them.	1	2	3	4
e. I often set goals for myself.	1	2	3	4
f. I can do even the hardest task if I try.	1	2	3	4
g. I am eager to learn new things.	1	2	3	4
h. I believe I can always improve.	1	2	3	4
i. I am optimistic about the future.	1	2	3	4

3. Please indicate your *level of agreement* with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
--	-----------------------	--------------	-----------------	--------------------------

a. I know where to go for help with a problem.	1	2	3	4
b. I try to work out problems by talking about them	1	2	3	4
c. If I want to risk getting into trouble, that is my business and nobody else's.	1	2	3	4
d. I really care about how my actions might affect others.	1	2	3	4
e. All people, no matter who they are, should be treated equally and fairly.	1	2	3	4
f. It is hard to talk to someone you don't know.	1	2	3	4
g. I often find myself not listening to what others are saying.	1	2	3	4
h. It is hard for me to speak my thoughts clearly.	1	2	3	4
i. I'm not good at describing things in writing	1	2	3	4

4. Please indicate your *level of agreement* with the following statements:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. I feel that I have a number of good qualities.	1	2	3	4

b. I am able to do things as well as most other people.	1	2	3	4
c. On the whole, I am satisfied with myself.	1	2	3	4
d. I think it is important to respect people who are different from me.	1	2	3	4
e. I enjoy being part of a team.	1	2	3	4
f. I can learn a lot from people with backgrounds and experiences that are different from mine.	1	2	3	4
g. My cultural/ethnic background is important to me.	1	2	3	4

5. Please indicate your *level of agreement* with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Most problems will solve themselves if you just don't fool with them.	1	2	3	4
b. Some people are just born lucky.	1	2	3	4
c. Wishing can make good things happen.	1	2	3	4

d. Most of the time I find it hard to change a friend's opinion.	1	2	3	4
e. When I do something wrong there's very little I can do to make it right.	1	2	3	4

6. How *important* is it for you to ...

	Very Important	Important	Not Important	Not Important At All
a. ...get a high school diploma?	1	2	3	4
b. ...do well in school?	1	2	3	4
c. ...go to college?	1	2	3	4
d. ...get along with other students in your school?	1	2	3	4
e. ...get along with the teachers and staff in your school?	1	2	3	4
f. ...get along with your parents or guardians?	1	2	3	4
g. ...play on at least one sports team at your school?	1	2	3	4

h. ...participate in other activities at your school, like band, theater, clubs or other things outside of your regular classes?	1	2	3	4
i. ...exercise regularly?	1	2	3	4
j. ...minimize the amount of greasy fried foods you eat?	1	2	3	4
k. ...maintain a healthy lifestyle?	1	2	3	4

**If you are in grade 4 or 5, please STOP. This is the end of your survey.
If you are in grade 6 or higher, please continue on the following page**

D. Section II

1. How true is each of the following statements for you?

	Almost Always True of You	Usually True of You	Sometimes True, Sometimes Untrue of You	Usually Untrue of You	Almost Always Untrue of You
a. I have a hard time finishing things on time.	1	2	3	4	5
b. If I have a hard assignment to do, I get started right away.	1	2	3	4	5
c. I finish my homework before the due date.	1	2	3	4	5

d. It is easy for me to really concentrate on homework problems.	1	2	3	4	5
e. When trying to study, I have difficulty tuning out background noise and concentrating.	1	2	3	4	5
f. I pay close attention when someone tells me how to do something.	1	2	3	4	5
g. I get very upset if I want to do something and my parents won't let me.	1	2	3	4	5
h. I get irritated when I have to stop doing something that I am enjoying.	1	2	3	4	5
i. It really annoys me to wait in long lines.	1	2	3	4	5
j. It's hard for me not to open presents before I'm supposed to.	1	2	3	4	5
k. When someone tells me to stop doing something, it is easy for me to stop.	1	2	3	4	5

1. The more I try to stop myself from doing something I shouldn't, the more likely I am to do it.	1	2	3	4	5
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2. Please indicate your *level of agreement* with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I set high goals for myself in and out of school/	1	2	3	4
b. I feel confident about my ability to obtain and keep a job in the future.	1	2	3	4
c. I have experience in setting goals and monitoring my progress.	1	2	3	4
d. I am able to assess my own skills.	1	2	3	4
e. I am able to assess the skills of others.	1	2	3	4
f. I have experience as a productive member of a team (not sports).	1	2	3	4
g. When I set a goal, I think about what I need to do to achieve it	1	2	3	4
h. Once I set a goal, I don't give up until I achieve it.	1	2	3	4

i. I seek solutions to complex problems.	1	2	3	4
j. I take action on causes I believe in.	1	2	3	4
k. I accept responsibility for my actions.	1	2	3	4

3. Please indicate your *level of agreement* with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I don't owe the world anything.	1	2	3	4
b. I think about how my decisions may affect the feelings of other people.	1	2	3	4
c. I do not mix well with other people.	1	2	3	4
d. I feel that I do not have much to be proud of.	1	2	3	4
e. At times I think I am no good at all.	1	2	3	4
f. I wish I could have more respect for myself.	1	2	3	4
g. I take a positive attitude toward myself.	1	2	3	4
h. I would have no problem working with a person whose race or ethnicity was different than mine.	1	2	3	4

i. I feel that I can change what might happen tomorrow by what I do today.	1	2	3	4
--	---	---	---	---

4. *How Wrong ...*

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
a. ...do you think it is for someone your age to use marijuana?	1	2	3	4
b. ...do your parents or guardians feel it would be for you to use marijuana?	1	2	3	4
c. ...would most adults in your neighborhood, or the area around where you live, think it is for youth your age to use marijuana?	1	2	3	4
d. ...do you think it is for someone your age to drink alcohol regularly (at least once or twice per month)?	1	2	3	4
e. ...do your parents or guardians feel it would be for you to drink alcohol regularly (at least once or twice per month)?	1	2	3	4
f. ...would most adults in your neighborhood, or the area around where you live, think it is for youth your age to drink alcohol regularly (at least once or twice per month)?	1	2	3	4

5. How *much* do you think people *risk harming themselves* (physically or in other ways) if they:

	No Risk	Slight Risk	Moderate Risk	Great Risk
a. Smoke one or more packs of cigarettes per day?	1	2	3	4
b. Smoke marijuana regularly?	1	2	3	4
c. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	1	2	3	4
d. Binge drink regularly? (consuming five or more drinks in a row)	1	2	3	4

Appendix E - Academy IPFS Results

Table 1. All Academy Results (2007-2017) Pre/Post Merge

Construct	N	Mean Pre	Mean Post	AvgDiff	T value	T test Sig
Neighborhood	4755	4.070	4.192	0.120	12.252	0.000
CaringAdult	4753	4.217	4.273	0.059	6.259	0.000
Acceptance	4750	4.322	4.376	0.053	5.811	0.000
Deviance	4710	4.352	4.391	0.036	4.102	0.000
Models	4747	4.421	4.445	0.023	2.585	0.010
Future	4740	4.309	4.380	0.072	8.257	0.000
Achievement	4755	4.482	4.558	0.079	9.305	0.000
Work Others	4737	4.434	4.496	0.063	7.161	0.000
Work Conflict	4747	4.201	4.255	0.055	5.630	0.000
Competence	4721	4.380	4.512	0.131	13.497	0.000

Table 2. Urban Academy Results (2007-2017)

Construct	N	Mean Pre	Mean Post	AvgDiff	T value	T test Sig
Neighborhood	2322	4.043	4.149	0.107	7.606	0.000
CaringAdult	2320	4.203	4.241	0.044	3.149	0.002
Acceptance	2324	4.314	4.358	0.042	3.082	0.002
Devience	2302	4.321	4.326	0.001	0.074	0.941
Models	2324	4.372	4.359	-0.015	1.077	0.282
Future	2333	4.300	4.356	0.060	4.721	0.000
Achievement	2326	4.459	4.529	0.070	5.581	0.000
WorkOthers	2327	4.398	4.433	0.037	2.862	0.004
WorkConflict	2336	4.178	4.200	0.024	1.720	0.085
Competence	2312	4.354	4.488	0.132	9.191	0.000

Table 3. Rural Academy Results (2007-2017)

Construct	N	Mean Pre	Mean Post	AvgDiff	T value	T test Sig
Neighborhood	2430	4.096	4.231	0.133	9.731	0.000
CaringAdult	2430	4.231	4.303	0.073	5.774	0.000
Acceptance	2423	4.330	4.393	0.063	5.182	0.000
Devience	2405	4.382	4.452	0.070	5.960	0.000
Models	2420	4.467	4.526	0.060	4.900	0.000
Future	2404	4.318	4.402	0.084	6.991	0.000
Achievement	2426	4.503	4.585	0.086	7.613	0.000
WorkOthers	2407	4.469	4.557	0.087	7.432	0.000
WorkConflict	2408	4.224	4.307	0.084	6.320	0.000
Competence	2406	4.405	4.536	0.131	9.881	0.000

Table 4. Male Academy Results (2007-2017)

Construct	N	Mean Pre	Mean Post	AvgDiff	T value	T test Sig.
Neighborhood	2795	4.055	4.183	0.129	9.802	0.000
CaringAdult	2810	4.194	4.255	0.065	5.284	0.000
Acceptance	2814	4.296	4.356	0.059	4.963	0.000
Devience	2789	4.319	4.362	0.043	3.609	0.000
Models	2797	4.375	4.407	0.033	2.671	0.008
Future	2786	4.284	4.361	0.082	7.071	0.000
Achievement	2797	4.441	4.524	0.087	7.633	0.000
WorkOthers	2794	4.393	4.468	0.078	6.581	0.000
WorkConflict	2800	4.165	4.234	0.072	5.599	0.000
Competence	2781	4.382	4.512	0.129	10.005	0.000

Table 5. Female Academy Results (2007-2017)

Construct	N	Mean Pre	Mean Post	AvgDiff	T value	T test Sig.
Neighborhood	1960	4.093	4.204	0.108	7.356	0.000
CaringAdult	1943	4.252	4.300	0.049	3.415	0.001
Acceptance	1936	4.360	4.405	0.044	3.106	0.002
Devience	1921	4.401	4.431	0.027	2.043	0.041
Models	1950	4.488	4.499	0.010	0.751	0.453
Future	1954	4.346	4.406	0.057	4.370	0.000
Achievement	1958	4.541	4.606	0.066	5.334	0.000
WorkOthers	1943	4.494	4.536	0.040	3.159	0.002
WorkConflict	1947	4.254	4.284	0.029	2.000	0.046
Competence	1940	4.377	4.513	0.136	9.089	0.000

Positive AvgDiff is improvement, negative is decline. T test of .05 or less is significant. AvgDiff=Change from Pre to Post.

Appendix F - University Survey Items, Reliability, and Factor Analysis Results

Factor analysis used all observations with complete data for a given construct. For example, any observation that had complete data on the *Mentoring* construct was used in the factor analysis. *Uniqueness Unexplained* is an estimate of the total variation in the given item that is not explained by the factor(s). With respect to the summary statistics, *P25* and *P75* are the 25th and 75th percentile scores. These statistics can be useful in examining how much variation there was observed among constructs for a given time period.

Mentoring relationship

Items

1. My SOS mentor(s) helped me to succeed in the things I did in the past.
2. My SOS mentor(s) allowed me to explore topics I find interesting.
3. My SOS mentor(s) made the experience exciting.
4. My SOS mentor(s) expected me to succeed.
5. SOS mentor(s) and participants helped me feel proud of myself.

Alpha

Overall alpha: .85

Item levels:

1. .82
2. .83
3. .81
4. .84
5. .82

Factor Analysis

Number observations: 1,315

Retained factors: 1

Eigenvalue: 2.76

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
Mentor1	.66	.42
Mentor2	.69	.43
Mentor3	.63	.39
Mentor4	.36	.45
Mentor5	.61	.42

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.46	.32	.57	1	1.8

2	1.41	.26	.51	1	1.6
3	1.49	.33	.58	1	1.8
4	1.48	.30	.54	1	1.8
5	1.50	.30	.55	1.2	1.8

Leadership

Items

1. I am confident expressing my opinions in front of a group
2. I know what is expected of a leader of a group
3. I believe that individuals my age have enough influence to be able to impact community decisions
4. I believe that I personally can make a difference in my community
5. I believe that I personally can make a difference at my school

Alpha

Overall alpha: .77

Item levels:

1. .75
2. .74
3. .73
4. .69
5. .71

Factor Analysis

Number observations: 3,402

Retained factors: 1

Eigenvalue: 1.84

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
Leadership1	.50	.68
Leadership2	.58	.57
Leadership3	.44	.63
Leadership4	.16	0
Leadership5	.39	.57

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.66	.24	.49	1.2	2
2	1.60	.25	.50	1.2	2

3	1.64	.27	.52	1.2	2
4	1.65	.27	.52	1.2	2
5	1.68	.24	.49	1.2	2

Self-Efficacy

Items

1. It is important for me to always do my best
2. I don't really expect to be successful in life (DISCONTINUED)
3. I have confidence in my problem solving skills
4. It's very important to me to do my work well (DISCONTINUED)
5. I can do even the hardest task if I try
6. I am confident in my ability to do well (DISCONTINUED)

Alpha

Overall alpha: .65

Item levels:

1. .61
2. .70
3. .58
4. .61
5. .57
6. .59

Factor Analysis

Number observations: 1,397

Retained factors: 2

Eigenvalue: 1.26, 1.15

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Uniqueness Unexplained
SelfEff1	.24	.40	.66
RSelfEff2	.13	.09	.93
SelfEff3	.45	.29	.71
SelfEff4	.19	.89	.17
SelfEff5	.64	.20	.56
SelfEff6	.74	.26	.38

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.51	.21	.46	1.17	1.67

2	1.49	.22	.47	1	1.67
3	1.50	.23	.48	1	1.67
4	1.45	.20	.44	1	1.83
5	1.62	.25	.50	1.33	2

Self-Regulation

Items

1. I am a responsible person
2. I am capable of self-control (DISCONTINUED)
3. I am able to set priorities (DISCONTINUED)
4. I find it hard to stick to anything that takes a long time to do
5. I often go from one thing to another before finishing any one of them
6. I often leave my homework unfinished (DISCONTINUED)
7. I make sacrifices today to benefit my future (DISCONTINUED)

Alpha

Overall alpha: .66

Item levels:

1. .66
2. .63
3. .63
4. .58
5. .57
6. .61
7. .64

Factor Analysis

Number observations: 734

Retained factors: 2

Eigenvalue: 1.72, 1.35

Factor Loadings

Variable	Factor1 Loading	Factor 2 Loading	Uniqueness Unexplained
SelfReg1	.66	.14	.54
SelfReg2	.70	.06	.51
SelfReg3	.76	.10	.41
RSelfReg4	.10	.68	.53
RSelfReg5	.08	.78	.38
RSelfReg6	.15	.49	.74
SelfReg7	.42	.07	.82

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	2.09	.34	.59	1.67	2.5
2	2.11	.40	.63	1.67	2.67
3	2.20	.38	.61	1.71	2.67
4	2.26	.37	.61	1.86	2.67
5	2.27	.39	.63	1.67	2.67

Goal Selection

Items

1. I often set goals for myself
2. I set high goals for myself in and out of school
3. I have experience in setting goals and monitoring my progress
4. When I set a goal, I think about what I need to do to achieve it
5. Once I set goal, I don't give up until I achieve it

Alpha

Overall alpha: .82

Item levels:

1. .83
2. .76
3. .76
4. .78
5. .78

Factor Analysis

Number observations: 1,875

Retained factors: 2

Eigenvalue: 1.56, 1.50

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Uniqueness Unexplained
Goals1	.30	.52	.64
Goals2	.37	.71	.36
Goals3	.44	.65	.38
Goals4	.97	.25	0
Goals5	.46	.48	.55

Summary Statistics

Time	Mean	Variance	SD	P25	P75
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1	1.72	.49	.70	1	2
2	1.62	.45	.67	1	2
3	1.64	.37	.61	1	2
4	1.63	.41	.64	1	2
5	1.68	.27	.52	1.2	2

Future Orientation

Items

1. I am eager to learn new things
2. I believe I can always improve
3. I am optimistic about the future
4. I have a clear picture of what I'd like to be doing in the future (DISCONTINUED)

Alpha

Overall alpha: .73

Item levels:

1. .62
2. .60
3. .67
4. .73

Factor Analysis

Number observations: 738

Retained factors: 1

Eigenvalue: 1.60

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
FutureOr1	.77	.40
FutureOr2	.77	.41
FutureOr3	.61	.63
FutureOr4	.18	.97

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.44	.25	.50	1	1.67
2	1.42	.26	.51	1	1.67
3	1.45	.28	.53	1	1.67
4	1.43	.26	.51	1	1.67

5	1.54	.32	.57	1	2
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Decision Making

Items

1. I know where to go for help with a problem
2. I try to work out problems by talking about them
3. If I want to risk getting into trouble, that is my business and nobody else's
4. I really care about how my actions might affect others
5. I make good decisions (DISCONTINUED)
6. I accept responsibility for my actions
7. I often stop to think about my options before I make a decision (DISCONTINUED)
8. I think about how my decisions may affect the feelings of other people

Alpha

Overall alpha: .68

Item levels:

1. .62
2. .61
3. .76
4. .61
5. .64
6. .64
7. .65
8. .64

Factor Analysis

Number observations: 724

Retained factors: 3

Eigenvalue: 1.35, 1.29, 1.20

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Factor3 Loading	Uniqueness
DecisionMak1	.83	.11	.13	.28
DecisionMak2	.57	.23	.21	.59
DecisionMak3	.10	-.13	.09	.97
DecisionMak4	.12	.13	.98	.0
DecisionMak5	.41	.30	.19	.71
DecisionMak6	.32	.38	.18	.72
DecisionMak7	.14	.68	.13	.50
DecisionMak8	.15	.71	.27	.41

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.67	.17	.42	1.4	2
2	1.64	.16	.40	1.38	2
3	1.69	.14	.37	1.43	2
4	1.68	.15	.38	1.4	2
5	1.75	.13	.36	1.5	2

Acceptance of Diversity

Items

1. All people, no matter who they are, should be treated equally and fairly
2. I think it is important to respect people who are different from me
3. I enjoy being part of a team
4. I can learn a lot from people with backgrounds and experiences that are different from mine
5. My cultural/ethnic background is important to me
6. I can work with someone who has different opinions than mine (DISCONTINUED)
7. I stand up for myself without putting others down (DISCONTINUED)
8. I can learn a lot from people who are much older than me (DISCONTINUED)
9. I prefer to spend time with different types of people, not just people like me (DISCONTINUED)
10. I feel limited in my community because of my ethnic background (DISCONTINUED)
11. I would have no problem working with a person whose race or ethnicity was different than mine

Alpha

Overall alpha: .80

Item levels:

1. .78
2. .76
3. .77
4. .76
5. .79
6. .78
7. .78
8. .78
9. .78
10. .82
11. .79

Factor Analysis

Number observations: 701

Retained factors: 3

Eigenvalue: 1.33, 1.21, 1.08

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Factor3 Loading	Uniqueness
Diverse1	.14	.52	.19	.63
Diverse2	.14	.71	.18	.38
Diverse3	.19	.21	.11	.53
Diverse4	.11	.43	.26	.74
Diverse5	.11	.21	.16	.74
Diverse6	.21	.13	.25	.34
Diverse7	.32	.17	.35	.55
Diverse8	.30	.17	.80	.18
Diverse9	.97	.08	.18	.0
RDiverse10	-.11	.19	-.01	.83
Diverse11	.18	.19	.23	.65

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.41	.19	.43	1	1.64
2	1.36	.16	.40	1	1.60
3	1.37	.14	.37	1	1.60
4	1.35	.14	.38	1	1.50
5	1.40	.13	.36	1	1.67

Communication Skills

Items

1. It is hard to talk to someone you don't know
2. I often find myself not listening to what others are saying
3. It is hard for me to speak my thoughts clearly
4. It is not hard to give a talk in front of other people (DISCONTINUED)
5. I'm not good at describing things in writing

Alpha

Overall alpha: .64

Item levels:

1. .62
2. .57

3. .50
4. .66
5. .56

Factor Analysis

Number observations: 1,360

Retained factors: 1

Eigenvalue: 1.22

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
ComSkill1	.44	.77
ComSkill2	.51	.72
ComSkill3	.74	.45
ComSkill4	.02	
ComSkillx	.45	.75

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	2.39	.40	.64	2	2.8
2	2.39	.45	.67	2	2.8
3	2.42	.47	.68	2	2.8
4	2.48	.48	.69	2	3
5	2.55	.44	.66	2	3

Self-Esteem

Items

1. I feel that I am a person of worth, at least on an equal basis with others
2. I feel that I have a number of good qualities (DISCONTINUED)
3. I am able to do things as well as most other people
4. On the whole, I am satisfied with myself
5. I feel that I do not have much to be proud of
6. At times I think I am no good at all
7. I certainly feel useless at times (DISCONTINUED)
8. I wish I could have more respect for myself
9. I take a positive attitude toward myself

Alpha

Overall alpha: .84

Item levels:

1. .83
2. .83
3. .83
4. .82
5. .82
6. .82
7. .82
8. .83
9. .85

Factor Analysis

Number observations: 707

Retained factors: 3

Eigenvalue: 2.50, 1.58, 1.46

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Factor3 Loading	Uniqueness
SelfEst1	.16	.63	.30	.49
SelfEst2	.16	.69	.44	.29
SelfEst3	.14	.68	.34	.40
SelfEst4	.20	.27	.94	.0
RSelfEst5	.60	.25	.15	.48
RSelfEst6	.98	.10	.14	.0
RSelfEst7	.80	.09	.17	.30
RSelfEst8	.65	.11	.14	.43
SelfEst9	.12	.28	.29	.82

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.69	.31	.56	1.25	2
2	1.63	.31	.56	1.11	2
3	1.69	.28	.53	1.25	2
4	1.69	.27	.52	1.33	2
5	1.87	.27	.52	1.57	2.14

Locus of Control

Items

1. Most problems will solve themselves if you just don't fool with them
2. Some people are just born lucky
3. Wishing can make good things happen
4. Most of the time I find it hard to change a friend's opinion
5. When I do something wrong there's very little I can do to make it right
6. I have a lot of choice in deciding who my friends are (DISCONTINUED)
7. People can get their own way if they just keep trying (DISCONTINUED)
8. I feel that I can change what might happen tomorrow by what I do today

Alpha

Overall alpha: .74

Item levels:

1. .68
2. .69
3. .69
4. .71
5. .67
6. .75
7. .73
8. .75

Factor Analysis

Number observations: 700

Retained factors: 2

Eigenvalue: 1.31, 1.24

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Uniqueness Unexplained
Control1	.25	.45	.61
Control2	.18	.60	.60
Control3	.30	.62	.52
Control4	.99	.13	.0
Control5	.36	.47	.52
RControl6	-.03	.08	.58
Control7	.10	.23	.68
RControl8	.01	.03	.78

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	2.61	.36	.60	2.2	3

2	2.68	.44	.66	2.29	3.17
3	2.69	.40	.63	2.29	3.17
4	2.70	.37	.61	2.33	3.15
5	2.83	.25	.50	2.5	3.17

Job Skills

Items

1. I feel confident about my ability to obtain and keep a job in the future
2. I am able to assess my own skills
3. I am able to assess the skills of others
4. I have experience as a productive member of a team (not sports)
5. I seek solutions to complex problems
6. In a discussion, I often find it hard to understand what people are trying to say

(DISCONTINUED)

Alpha

Overall alpha: .76

Item levels:

1. .71
2. .68
3. .70
4. .71
5. .70
6. .80

Factor Analysis

Number observations: 892

Retained factors: 2

Eigenvalue: 1.28, 1.27

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Uniqueness Unexplained
JSkills1	.53	.35	.60
JSkills2	.84	.26	.23
JSkills3	.50	.35	.63
JSkills4	.21	.98	.0
JSkills6	-.09	.02	.99

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.72	.21	.46	1.33	2

2	1.61	.20	.45	1.2	2
3	1.61	.21	.46	1.2	2
4	1.53	.23	.48	1	2
5	1.61	.27	.51	1	2

Community Engagement

Items

1. I enjoy doing something that will benefit others in the community
2. I take action on causes I believe in
3. I have a responsibility to make the world a better place (DISCONTINUED)

Alpha

Overall alpha: .58

Item levels:

1. .50
2. .51
3. .46

Factor Analysis

Number observations: 740

Retained factors: 1

Eigenvalue: .99

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
ComEngage1	.57	.67
ComEngage2	.56	.68
ComEngage3	.59	.66

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.56	.32	.57	1	2
2	1.52	.33	.58	1	2
3	1.61	.21	.46	1.2	2
4	1.49	.27	.52	1	2
5	1.56	.19	.44	1	2

Pro Social

Items

1. It is hard to get ahead without breaking the law now and then (DISCONTINUED)
2. I don't owe the world anything
3. I do not mix well with other people
4. People find it hard to figure me out from what I say (DISCONTINUED)

Alpha

Overall alpha: .69

Item levels:

1. .61
2. .66
3. .60
4. .64

Factor Analysis

Number observations: 728

Retained factors: 1

Eigenvalue: 1.5

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
ProSoc1	.57	.67
ProSoc2	.53	.72
ProSoc3	.72	.49
ProSoc4	.61	.63

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	2.76	.52	.72	2.5	3.25
2	2.83	.53	.73	2.5	3.5
3	2.75	.58	.76	2.5	3.25
4	2.75	.52	.72	2.5	3.25
5	2.67	.50	.71	2	3

Attitudes Towards Drugs and Substance Use

Items

1. Do you think it is for someone your age to use marijuana
2. Do your parents or guardians feel it would be for you to use marijuana
3. Would most adults in your neighborhood, or the area around where you live, think it is for youth your age to use marijuana
4. Do you think it is for someone your age to drink alcohol regularly (at least once or twice per month)?

5. Do your parents or guardians feel it would be for you to drink alcohol regularly (at least once or twice per month)?
6. Would most adults in your neighborhood, or the area around where you live, think it is for youth your age to drink alcohol regularly (at least once or twice per month)?
7. Smoke one or more packs of cigarettes per day?
8. Try marijuana once or twice? (DISCONTINUED)
9. Smoke marijuana regularly
10. Take one or two drinks of alcoholic beverage nearly every day?
11. Binge drink regularly?
12. Use club drugs such as MDMA; Ketamine; or GHB? (DISCONTINUED)

Alpha

Overall alpha: .87

Item levels:

1. .86
2. .86
3. .86
4. .86
5. .86
6. .86
7. .86
8. .86
9. .85
10. .86
11. .86
12. .86

Factor Analysis

Number observations: 731

Retained factors: 4

Eigenvalue: 3.08, 2.76, 1.45, 1.11

Factor Loadings

Variable	Factor1 Loading	Factor2 Loading	Factor3 Loading	Factor4 Loading	Uniqueness
DrugAlc1	-.05	.57	.41	.26	.12
DrugAlc2	.05	.51	.07	.24	.0
DrugAlc3	-.01	.46	.12	.85	.0
DrugAlc4	.00	.85	.11	.18	.17
DrugAlc5	.04	.82	.01	.17	.21
DrugAlc6	.01	.75	.03	.42	.23
RDrugAlc7	.83	.00	.19	-.03	.26
RDrugAlc8	.32	.11	.81	.11	.18
RDrugAlc9	.55	.06	.66	.06	.19

RDrugAlc10	.59	.07	.28	.02	.00
RDrugAlc11	.92	.04	.11	-.02	.12
RDrugAlc12	.89	-.03	.17	.02	.16

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.54	.31	.56	1.08	1.9
2	1.47	.29	.54	1	1.75
3	1.39	.26	.51	1	1.60
4	2.75	.52	.72	2.50	3.25
5	1.40	.21	.45	1	1.70

EATQ Activity

Items

1. I have a hard time finishing things on time
2. If I have a hard assignment to do, I get started right away
3. I finish my homework before the due date

Alpha

Overall alpha: .56

Item levels:

1. .65
2. .42
3. .27

Factor Analysis

Number observations: 1,009

Retained factors: 1

Eigenvalue: 1.20

Factor Loadings:

Variable	Factor Loading	Uniqueness Unexplained
EATQActiv1R	.29	.91
EATQActiv2	.52	.73
EATQActiv3	.92	.16

Summary Statistics

Time	Mean	Variance	SD	P25	P75
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1	2.53	.39	.62	2.33	3.00
2	2.59	.38	.62	2	3

EATQ Attention

Items

1. It is easy for me to really concentrate on homework problems
2. When trying to study, I have difficulty tuning out background noise and concentrating
3. I pay close attention when someone tells me how to do something

Alpha

Overall alpha: .29

Item levels:

1. .07
2. .56
3. .

Factor Analysis

Number observations: 1,012

Retained factors: 1

Eigenvalue: 1.16

Factor Loadings:

Variable	Factor Loading	Uniqueness Unexplained
EATQAtten1	.39	1.00
EATQAtten2R	-.04	1.00
EATQAtten3	1.00	.00

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	2.41	.46	.68	2	2.67
2	2.42	.44	.66	2	3

EATQ Frustration

Items

1. I get very upset if I want to do something and my parents won't let me
2. I get irritated when I have to stop doing something that I am enjoying
3. It really annoys me to wait in long lines

Alpha

Overall alpha: .77

Item levels:

1. .69
2. .65
3. .73

Factor Analysis

Number observations: 1,002

Retained factors: 1

Eigenvalue: 1.59

Factor Loadings:

Variable	Factor Loading	Uniqueness Unexplained
EATQFrustr1	.73	.47
EATQFrustr2	.79	.38
EATQFrustr3	.67	.56

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	2.62	.91	.95	2	3.33
2	2.75	.84	.92	2	3.33

EATQ Inhibitory Control

Items

1. It's hard for me not to open presents before I'm supposed to
2. When someone tells me to stop doing something, it is easy for me to stop
3. The more I try to stop myself from doing something I shouldn't, the more likely I am to do it

Alpha

Overall alpha: .35

Item levels:

1. .11
2. .55
3. .

Factor Analysis

Number observations: 991

Retained factors: 1

Eigenvalue: 1.15

Factor Loadings:

Variable	Factor Loading	Uniqueness Unexplained
EATQInhib1	.38	1.00
REATQInhib2	.05	1.00
EATQInhib3	1.00	.00

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	3.00	.64	.80	2.5	3.67
2	3.47	.67	.82	3	4

Educational Expectations

Items

1. Get a high school diploma?
2. Do well in school?
3. Go to college?
4. Get along with other students in your school?
5. Get along with the teachers and staff in your school?
6. Get along with your parents or guardians?

Alpha

Overall alpha: .80

Item levels:

1. .77
2. .75
3. .76
4. .78
5. .76

Factor Analysis

Number observations: 1,669

Retained factors: 1

Eigenvalue: 1.62

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
Education1a	.71	.45
Education1b	.68	.39
Education1c	.71	.43
Education1d	.25	.45
Education1e	.28	.38

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.22	.10	.32	1	1.4
2	1.25	.17	.41	1	1.4

Activity

Items

1. Play on at least one sports team at your school?
2. Participate in other activities at your school, like band, theater, clubs or other things outside of your regular classes?
3. Exercise regularly?

Alpha

Overall alpha: .67

Item levels:

1. .50
2. .56
3. .65

Factor Analysis

Number observations: 1,691

Retained factors: 1

Eigenvalue: 1.27

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained
Activity1	.76	.42
Activity2	.63	.60
Activity3	.54	.71

Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.63	.34	.58	1	2
2	1.61	.37	.61	1	2

Health

Items

1. Minimize the amount of greasy fried foods you eat?
2. Maintain a healthy lifestyle?

Alpha

Overall alpha: .66

Item levels:

1. Average interitem covariance: .25

Factor Analysis

Number observations: Too few variables

Retained factors:

Eigenvalue:

Factor Loadings

Variable	Factor Loading	Uniqueness Unexplained	
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Summary Statistics

Time	Mean	Variance	SD	P25	P75
1	1.53	.35	.59	1	2
2	1.49	.40	.64	1	2

Appendix G - University Survey Results; Independent Samples

Group Statistics

Survey		N	Mean	Std. Deviation	Std. Error Mean
Cleader	Year 1 Pre	997	1.6576	.47374	.01500
	Year 1 Post	609	1.6210	.50362	.02041
	Year 2 Pre	475	1.6189	.47987	.02202
	Year 2 Post	447	1.6107	.50617	.02394
	Year 3 Pre	201	1.6080	.47952	.03382
	Year 3 Post	277	1.6498	.52056	.03128
	Year 4 Pre	125	1.5760	.44257	.03958
	Year 4 Post	188	1.6074	.57296	.04179
CComEng	Year 1 Pre	993	1.0861	.55892	.01774
	Year 1 Post	608	1.0789	.55313	.02243
	Year 2 Pre	477	1.1488	.57783	.02646
	Year 2 Post	447	1.1667	.56393	.02667
	Year 3 Pre	200	1.1850	.54752	.03872
	Year 3 Post	278	1.4191	.56820	.03408
	Year 4 Pre	125	1.4200	.51744	.04628

	Year 4 Post	190	1.4842	.52176	.03785
CSelfEff	Year 1 Pre	997	1.4677	.48334	.01531
	Year 1 Post	615	1.4538	.47634	.01921
	Year 2 Pre	477	1.4653	.46937	.02149
	Year 2 Post	452	1.4856	.50361	.02369
	Year 3 Pre	201	1.4043	.44640	.03149
	Year 3 Post	279	1.4874	.47060	.02817
	Year 4 Pre	125	1.4427	.46776	.04184
	Year 4 Post	190	1.4367	.47208	.03425
CSelfReg	Year 1 Pre	985	2.2291	.64120	.02043
	Year 1 Post	612	2.2647	.64475	.02606
	Year 2 Pre	475	2.2519	.66421	.03048
	Year 2 Post	451	2.2772	.64385	.03032
	Year 3 Pre	198	2.0792	.67938	.04828
	Year 3 Post	279	2.2534	.64744	.03876
	Year 4 Pre	124	2.1642	.61849	.05554
	Year 4 Post	190	2.3157	.65239	.04733
CGoalS	Year 1 Pre	986	.9349	.78402	.02497

CFutureOr	Year 1 Post	612	.8807	.74312	.03004
	Year 2 Pre	473	1.0266	.75491	.03471
	Year 2 Post	452	1.0013	.74875	.03522
	Year 3 Pre	200	1.1280	.73177	.05174
	Year 3 Post	279	1.3806	.70419	.04216
	Year 4 Pre	124	1.4984	.58795	.05280
	Year 4 Post	190	1.5232	.61359	.04451
	Year 1 Pre	982	1.4194	.50945	.01626
	Year 1 Post	600	1.3924	.48662	.01987
	Year 2 Pre	472	1.3789	.48981	.02255
	Year 2 Post	451	1.4548	.55640	.02620
	Year 3 Pre	197	1.3904	.50382	.03590
CDecMak	Year 3 Post	278	1.4673	.57947	.03475
	Year 4 Pre	124	1.4030	.46246	.04153
	Year 4 Post	190	1.4016	.53533	.03884
	Year 1 Pre	982	1.5099	.45286	.01445
	Year 1 Post	609	1.4881	.44068	.01786
	Year 2 Pre	474	1.5357	.44715	.02054

	Year 2 Post	451	1.5497	.45697	.02152
	Year 3 Pre	201	1.5889	.48855	.03446
	Year 3 Post	278	1.7526	.44279	.02656
	Year 4 Pre	125	1.7617	.38436	.03438
	Year 4 Post	190	1.7835	.39512	.02867
CComSkill	Year 1 Pre	985	2.3586	.69268	.02207
	Year 1 Post	609	2.3165	.72384	.02933
	Year 2 Pre	473	2.3710	.70618	.03247
	Year 2 Post	451	2.3847	.69022	.03250
	Year 3 Pre	200	2.4800	.71916	.05085
	Year 3 Post	278	2.4191	.72707	.04361
	Year 4 Pre	125	2.5300	.64414	.05761
	Year 4 Post	190	2.5013	.76700	.05564
CSelfEst	Year 1 Pre	972	1.2231	.73075	.02344
	Year 1 Post	607	1.2078	.74044	.03005
	Year 2 Pre	474	1.3003	.69849	.03208
	Year 2 Post	445	1.3381	.74187	.03517
	Year 3 Pre	199	1.4662	.70315	.04985

CDiverse	Year 3 Post	276	1.7097	.61520	.03703
	Year 4 Pre	125	1.8262	.52885	.04730
	Year 4 Post	190	1.8543	.46610	.03381
	Year 1 Pre	991	1.1626	.41542	.01320
	Year 1 Post	612	1.1594	.39593	.01600
	Year 2 Pre	477	1.1773	.38693	.01772
	Year 2 Post	452	1.2142	.42228	.01986
	Year 3 Pre	201	1.2610	.41342	.02916
	Year 3 Post	278	1.3130	.41616	.02496
	Year 4 Pre	125	1.3560	.39732	.03554
CControl	Year 4 Post	190	1.3221	.39469	.02863
	Year 1 Pre	971	2.2318	.68968	.02213
	Year 1 Post	605	2.2546	.76228	.03099
	Year 2 Pre	471	2.3144	.71980	.03317
	Year 2 Post	445	2.3487	.77244	.03662
	Year 3 Pre	196	2.4963	.70278	.05020
	Year 3 Post	277	2.5877	.71752	.04311
	Year 4 Pre	125	2.6146	.63696	.05697

CJSkills	Year 4 Post	190	2.7595	.64446	.04675
	Year 1 Pre	425	1.6428	.49560	.02404
	Year 1 Post	262	1.5718	.49484	.03057
	Year 2 Pre	251	1.5737	.46107	.02910
	Year 2 Post	232	1.5750	.47104	.03093
	Year 3 Pre	126	1.5571	.47031	.04190
	Year 3 Post	223	1.5928	.46956	.03144
	Year 4 Pre	114	1.5579	.43025	.04030
CProSoc	Year 4 Post	180	1.5367	.47858	.03567
	Year 1 Pre	424	2.7677	.75146	.03649
	Year 1 Post	261	2.6801	.81225	.05028
	Year 2 Pre	250	2.7440	.76735	.04853
	Year 2 Post	232	2.7328	.75716	.04971
	Year 3 Pre	126	2.8254	.78312	.06977
	Year 3 Post	223	2.7892	.73243	.04905
	Year 4 Pre	115	2.7565	.86442	.08061
CDrugA	Year 4 Post	180	2.8389	.75423	.05622
	Year 1 Pre	425	1.7207	.50735	.02461

CEduc1	Year 1 Post	264	1.6625	.46061	.02835
	Year 2 Pre	258	1.7062	.47958	.02986
	Year 2 Post	234	1.6688	.46538	.03042
	Year 3 Pre	130	1.6600	.40893	.03587
	Year 3 Post	223	1.6318	.41299	.02766
	Year 4 Pre	114	1.6939	.43053	.04032
	Year 4 Post	180	1.6433	.42533	.03170
	Year 1 Pre	403	1.2268	.36471	.01817
	Year 1 Post	368	1.2505	.41883	.02183
	Year 2 Pre	170	1.2388	.35438	.02718
CActiv	Year 2 Post	284	1.2437	.41192	.02444
	Year 3 Pre	57	1.1860	.39254	.05199
	Year 3 Post	221	1.3050	.46380	.03120
	Year 4 Pre	51	1.2275	.29938	.04192
	Year 4 Post	156	1.2872	.43414	.03476
	Year 1 Pre	408	1.6445	.62971	.03118
	Year 1 Post	369	1.5644	.62505	.03254
	Year 2 Pre	168	1.6250	.63859	.04927

CHHealth	Year 2 Post	285	1.6091	.56625	.03354
	Year 3 Pre	57	1.4739	.55978	.07414
	Year 3 Post	221	1.5548	.58167	.03913
	Year 4 Pre	51	1.5884	.52360	.07332
	Year 4 Post	156	1.5746	.60805	.04868
	Year 1 Pre	408	1.5515	.59774	.02959
	Year 1 Post	369	1.5000	.64374	.03351
	Year 2 Pre	167	1.5539	.63300	.04898
	Year 2 Post	285	1.4947	.62162	.03682
	Year 3 Pre	57	1.5439	.62164	.08234
CEATQActiv	Year 3 Post	221	1.4977	.58484	.03934
	Year 4 Pre	51	1.2941	.44918	.06290
	Year 4 Post	156	1.4840	.58038	.04647
	Year 1 Pre	183	2.5006	.81471	.06023
	Year 1 Post	182	2.6064	.80184	.05944
	Year 2 Pre	97	2.4774	.79053	.08027
	Year 2 Post	145	2.5790	.81609	.06777
	Year 3 Pre	36	2.5372	.77732	.12955

CEATQAtten	Year 3 Post	179	2.5325	.76581	.05724
	Year 4 Pre	46	2.4785	.91025	.13421
	Year 4 Post	147	2.5329	.86949	.07171
	Year 1 Pre	182	2.6211	.64771	.04801
	Year 1 Post	182	2.6134	.67036	.04969
	Year 2 Pre	97	2.5361	.69652	.07072
	Year 2 Post	145	2.5659	.65552	.05444
	Year 3 Pre	36	2.6108	.66531	.11089
CEATQFrustr	Year 3 Post	179	2.5232	.67495	.05045
	Year 4 Pre	46	2.5072	.74653	.11007
	Year 4 Post	147	2.5873	.82640	.06816
	Year 1 Pre	184	2.5833	.94910	.06997
	Year 1 Post	181	2.6887	.91556	.06805
	Year 2 Pre	97	2.5188	1.00961	.10251
	Year 2 Post	141	2.5367	.86629	.07295
	Year 3 Pre	36	2.6392	.87765	.14628
	Year 3 Post	178	2.7397	.92691	.06948
	Year 4 Pre	46	2.7970	1.01226	.14925

	Year 4 Post	147	2.8324	.99873	.08237
CEATQInhib	Year 1 Pre	184	2.6357	.85902	.06333
	Year 1 Post	181	2.5617	.83151	.06181
	Year 2 Pre	97	2.5434	.81838	.08309
	Year 2 Post	141	2.5679	.84267	.07097
	Year 3 Pre	36	2.6481	.66650	.11108
	Year 3 Post	178	2.4887	.77614	.05817
	Year 4 Pre	46	2.4278	.80016	.11798
	Year 4 Post	147	2.4876	.87458	.07213

Appendix H - University Survey Results; Matched Samples

Leadership T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.63	1.58	-.05	2.84	.00	752
1-3	1.62	1.66	.04	1.06	.29	204
1-4	1.62	1.67	.05	.96	.34	142

Self-Efficacy T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.50	1.49	-.01	.22	.83	758
1-3	1.49	1.53	.05	1.06	.29	207
1-4	1.48	1.47	-.01	.16	.87	143

Self-Regulation T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	
1-2	2.24	2.22	.02	.64	.52	743
1-3	2.22	2.29	-.07	1.51	.13	245
1-4	2.28	2.32	-.04	.68	.50	155

Goal Selection T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.71	1.60	-.11	3.86	.00	745
1-3	1.73	1.65	-.08	1.32	.19	204
1-4	1.76	1.64	-.12	1.69	.09	138

Future Orientation

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.42	1.41	-.01	.24	.81	732
1-3	1.40	1.49	.09	1.95	.05	205
1-4	1.39	1.44	.05	1.02	.31	137

Decision Making

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.64	1.62	-.02	1.13	.26	746
1-3	1.64	1.72	-.08	2.47	.01	244
1-4	1.60	1.67	-.07	1.64	.10	156

Acceptance of Diversity

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
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1-2	1.36	1.35	.01	.82	.41	754
1-3	1.35	1.40	-.05	1.68	.09	247
1-4	1.32	1.34	-.02	.64	.53	158

Communication Skills

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	2.37	2.38	.01	.30	.77	730
1-3	2.35	2.40	.05	.80	.43	202
1-4	2.31	2.49	.18	2.85	.01	140

Self-Esteem

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.62	1.61	-.01	.81	.42	730
1-3	1.61	1.75	.14	3.02	.00	196
1-4	1.56	1.70	.14	2.69	.01	134

Locus of Control

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	2.58	2.68	-.10	4.67	.00	732
1-3	2.60	2.68	-.08	1.56	.12	235

1-4	2.62	2.74	-.12	2.34	.02	152
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Job Skills

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.74	1.62	-.12	4.53	.00	297
1-3	1.74	1.66	-.08	1.07	.29	55
1-4	1.69	1.66	-.03	.22	.82	28

Community Engagement

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.51	1.52	.01	.58	.56	748
1-3	1.44	1.57	.13	2.89	.00	204
1-4	1.48	1.48	.00	.10	.92	142

Pro Social

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	2.81	2.85	.04	1.04	.30	298
1-3	2.91	2.83	-.08	.61	.54	55
1-4	2.95	2.84	-.11	.70	.49	29

Attitudes Towards Drugs and Substance Use

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.50	1.47	-.03	.97	.33	303
1-3	1.46	1.46	.00	.03	.97	58
1-4	1.41	1.54	-.13	1.29	.21	28

EATQ Activity

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	2.60	2.62	.02	.30	.77	107
1-3	.	.	.	.	.
1-4	.	.	.	.	.

EATQ Attention

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	2.48	2.34	.14	1.57	.12	107
1-3	.	.	.	.	.
1-4	.	.	.	.	.

EATQ Frustration

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N

1-2	2.64	2.74	.10	.92	.36	107
1-3	.	.	.	.	.
1-4	.	.	.	.	.

EATQ Inhibitory Control

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	3.03	3.41	-.38	4.37	.00	107
1-3	.	.	.	.	.
1-4	.	.	.	.	.

Educational Expectations

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.21	1.26	.05	1.80	.07	300
1-3	1.21	1.27	.06	.95	.35	57
1-4						

Activity

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.63	1.62	-.01	.23	.82	305
1-3	1.66	1.60	-.06	.61	.54	59

1-4						
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Health

T-test Results

Time	T1 Mean	T2 Mean	Difference	t-score	Two-tailed Significance	N
1-2	1.53	1.50	-.03	.83	.41	304
1-3	1.45	1.36	-.09	1.12	.27	59
1-4						