



**Temple
University**

School of Sport, Tourism
and Hospitality Management

Sport Industry
Research Center

Final Report

Spring 2023



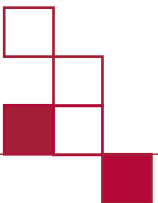
ZHANG SAH
Martial Arts & Learning Center

The Sport Industry Research Center (SIRC) at Temple University is a leading voice in harnessing the power of sport for the good of communities, providing advanced research services and seeking to engage with all stakeholders in the sport industry to expand the definition of success to include positive and measurable societal impacts.

SIRC was created in 2008 and is a collaborative research network providing innovative marketing and management strategies to enhance the economic, social, and environmental sustainability of sporting events and programs. The center has provided opportunities for academics, students, and professionals to explore the potential of sport to impact local communities. SIRC conducts and disseminates research, educates and trains executives, and functions as a think tank and informational resource for those involved in the sport industry.

Included among the initiatives that SIRC is involved in are: executive workshops; graduate student training; community-based programming; event management and program consulting; and academic dissemination of cutting-edge research and managerial best practices. Areas of expertise include outcome-based measurement systems, social responsibility evaluation, and sport consumer and participant-based research.

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Executive Summary

This report summarizes the results of the 2022-2023 Zhang Sah program evaluation. Due to a small match rate for pre/post responses, we focus primarily on a cross-sectional analysis of 'post' data. Pre/post analysis of academic and youth outcomes are based on a relatively small sample size and should be interpreted as preliminary findings.

The response frequencies revealed intriguing sentiments related to social emotional learning and academic and youth outcomes, as measured by the Hello Insight and SAYO-Y instruments. For example, perceptions of *Academic Self-Efficacy* were very positive, with **85%** of participants indicating that the statement "*It is important for me to try hard in school*" is *Mostly* or *Exactly* like them. However, results also suggest participants are still developing mastery-oriented motivations related to school, with **57%** of participants indicating that the statement "I do my schoolwork because I enjoy it" is *Not* or only *A Little* like them.

Participants reported strong perceptions of *Supportive Adults* at Zhang Sah, with **90%** answering *Yes* or *Mostly Yes* to the statement "*Is there an adult here who helps you when you have a problem?*" Participants also expressed strong perceptions of their *Resilience* and *Competence as a Learner*, with **86%** indicating that they *Mostly Agree* or *Agree A Lot* with the statement, "*I stand up for what I believe is right*" and **79%** *Mostly Agreeing* or *Agreeing A Lot* with the statement, "*I'm as good as other kids my age at learning new things*". Interestingly, there were more tempered perceptions of *Competence as a Reader*, with only **36%** of participants *Mostly Agreeing* or *Agreeing A Lot* with the statement, "*I like to read at home during my free time*".

Pre/post analysis revealed a unique difference between participants at school- and community-based sites. Participants at school-based sites reported increased *Competence as a Learner*, but participants at community-based sites reported decreased *Competence as Learner* and *Competence as a Reader*. Results also indicate an overall decrease in *Resilience*.

Results of the SAYO-S indicated staff perceptions of academic and youth outcomes were generally favorable. PAFA testing revealed significant increases in several physical fitness categories, including curl ups, trunk lifts, and push-ups. There was also a significant decrease in BS average, which is a measure of flexibility.

Correlational analysis revealed strong positive associations within and between social emotional learning outcomes (i.e., Hello Insight) and academic and youth outcomes (i.e., SAYO). There was limited association with physical fitness results (i.e., PAFA).

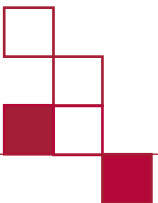
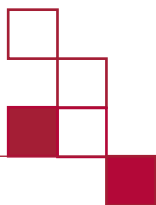


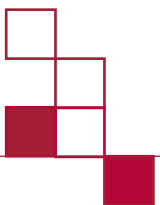
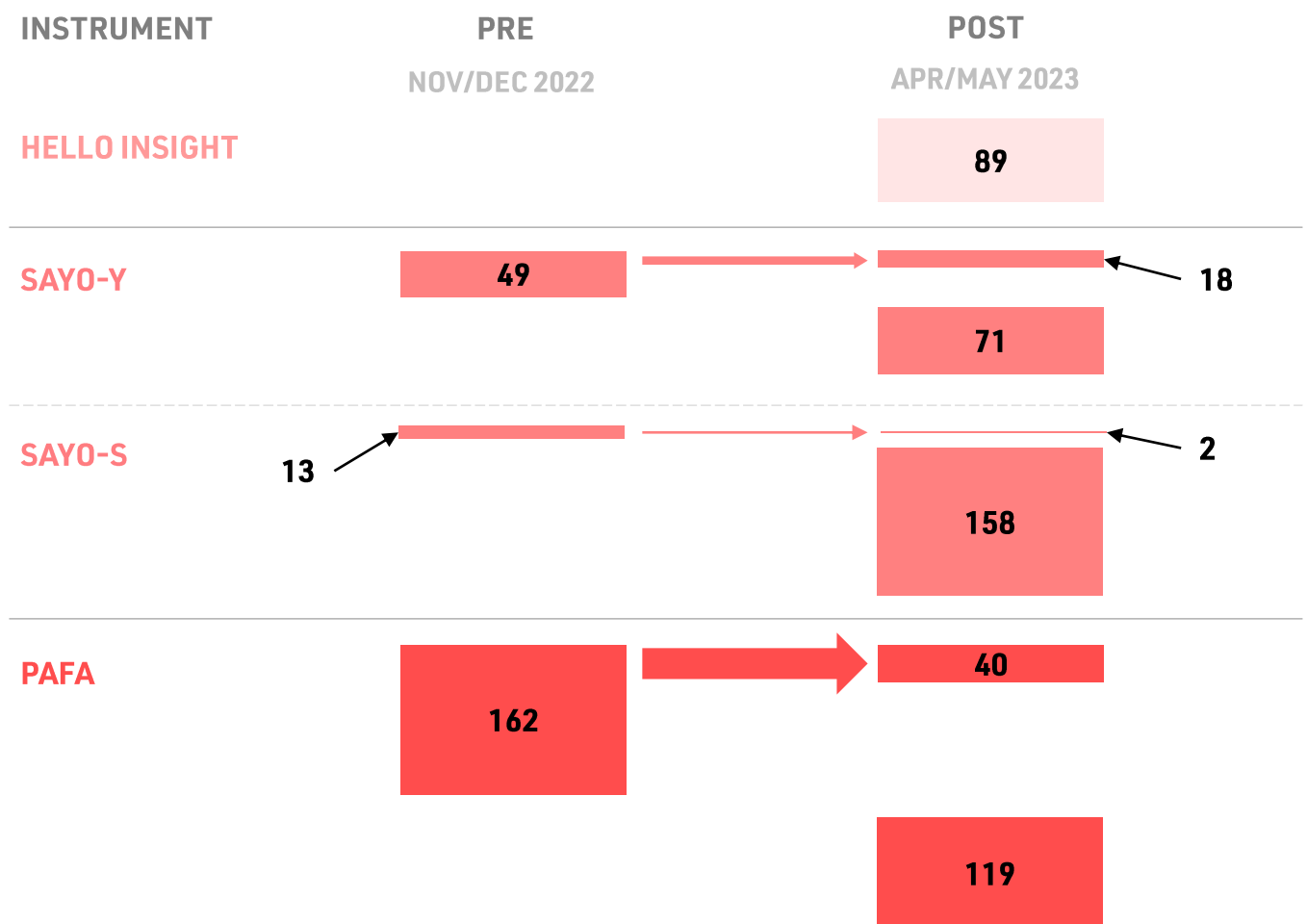
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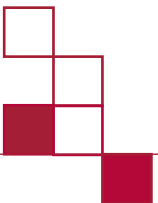
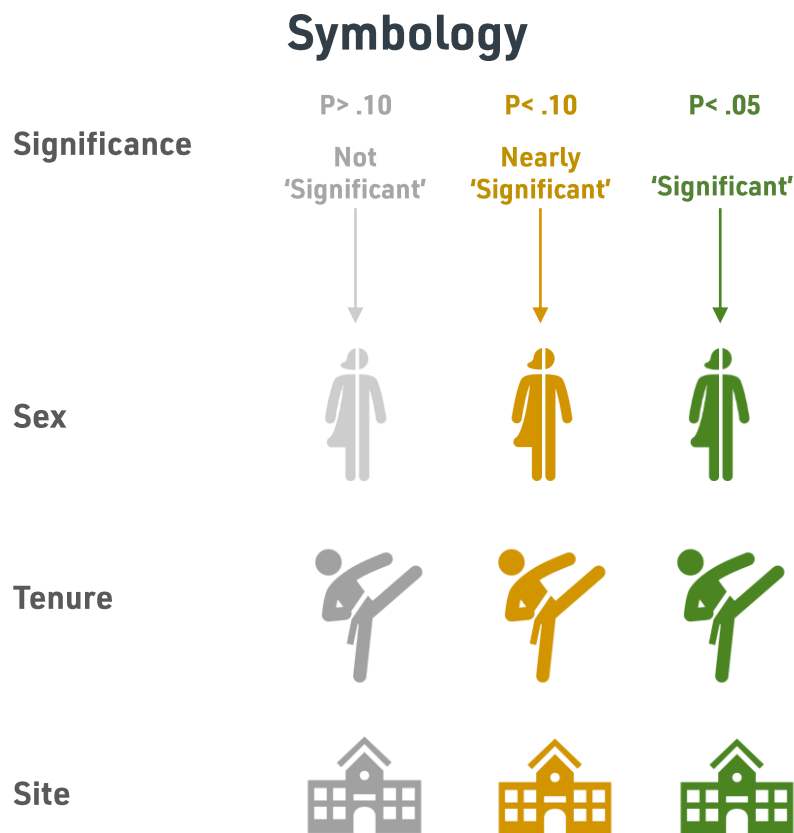
Data Collection

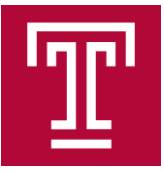
Zhang Sah collected 'pre' SAYO-Y and SAYO-S measures in Nov/Dec 2022. SIRC collected 'post' measures in Apr/May 2023, and integrated Hello Insight measures into the student survey. Zhang Sah collected baseline PAFA measures in Nov/Dec 2022 and follow-up measures in Apr/May 2023. The figure below shows the response rates for all evaluation instruments. Overall, the match rate for SAYO-Y, SAYO-S, and PAFA measures was relatively low, which limited opportunities for repeated measures analysis. This report will focus primarily on descriptive statistics and cross-sectional analysis of 'post' data.



Descriptive Statistics

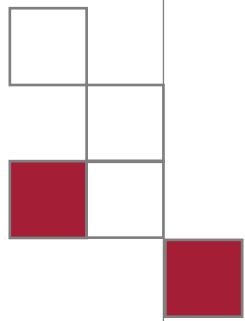
The following section provides the response distributions for every question on the survey. In addition to frequencies, we also tested for significant differences in average construct scores based on sex (i.e., male vs. female), tenure (i.e., first-time vs. returning participants), and site (i.e., school-based vs. community-based). Differences found to be 'nearly significant' are colored gold and differences found to be statistically significant are colored green. A summary of the difference is provided at the bottom of the page.





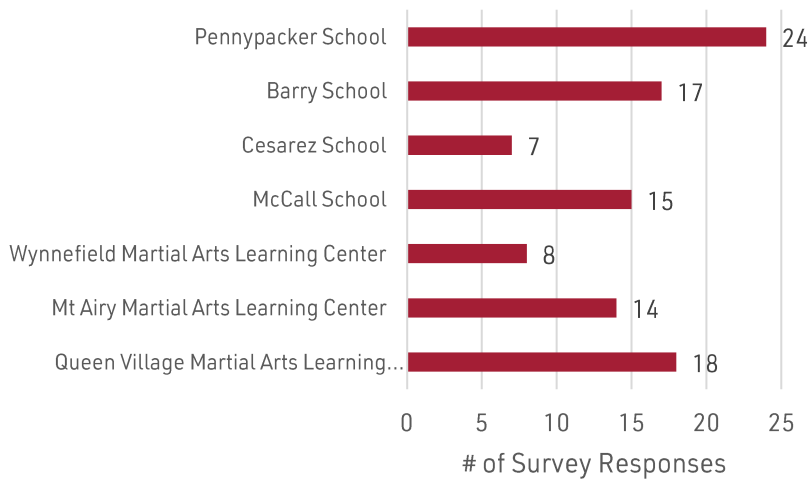
DESCRIPTIVE STATISTICS

SAYO-Y & HELLO INSIGHT

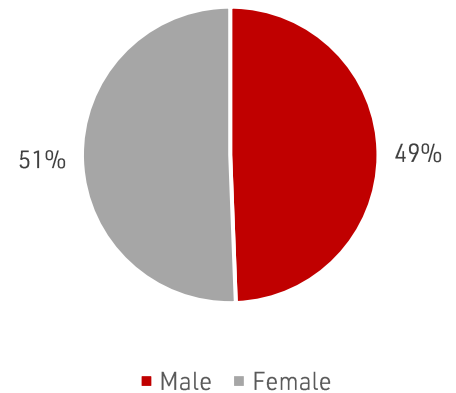


DEMOGRAPHIC CHARACTERISTICS

Site



Gender

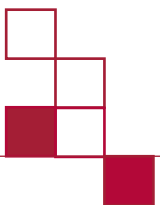
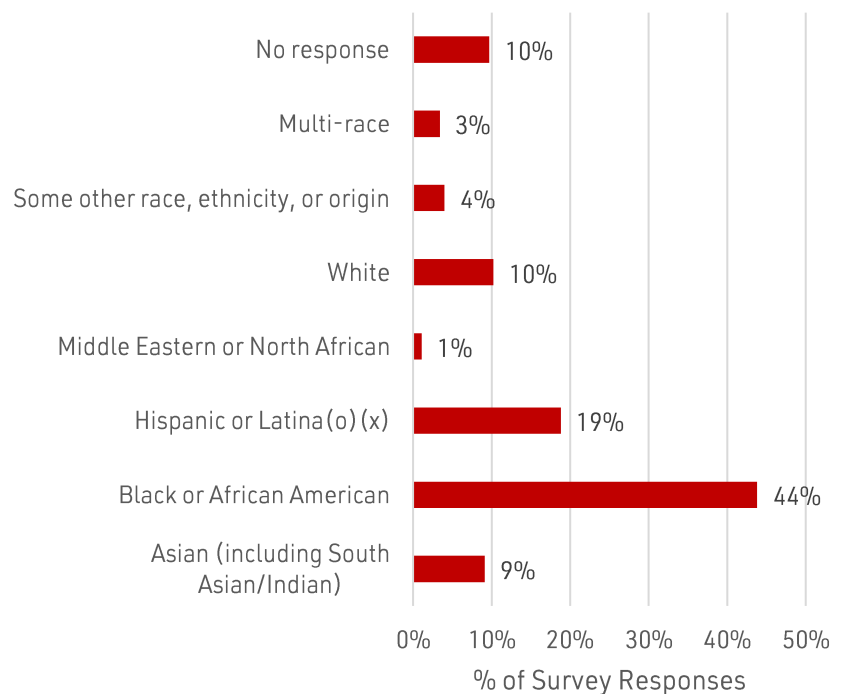


Participation & Rank

Rank	Frequency
White	99%
Yellow	1%
Yellow-Red	0%
Orange	0%
Orange-Red	0%
Green	0%
Green-Red	0%
Red	0%
Black	0%

Participation	Frequency
A few days	1%
A few weeks	3%
A few months	27%
1 year	59%
2 years	7%
More than 2 years	4%

Race & Ethnicity

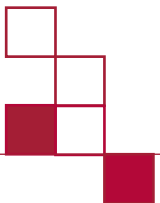


Social Support

Read each statement below and pick the answer that best describes you.

Questions	Not like me	A little like me	Mostly like me	Exactly like me
I try to help others when I know they need it.	6%	25%	30%	39%
I care about other people's feelings.	10%	14%	32%	44%
I try to help others when they are not as good as me at something.	11%	22%	30%	37%

n = 94-100



Mastery Orientation

Read each statement below and pick the answer that best describes you.

Questions	Not like me	A little like me	Mostly like me	Exactly like me
I do my schoolwork because I enjoy it.	33%	24%	12%	31%
I do my schoolwork because I'm interested in it.	29%	27%	10%	34%
I do my schoolwork because I like to learn new things.	17%	23%	22%	38%

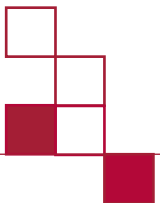
n = 88-97



1



1. Mastery Orientation was stronger among first-year participants (M= 2.79) than returning participants (M= 2.33).

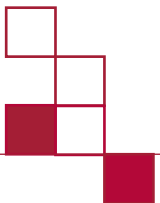


Self Management

Read each statement below and pick the answer that best describes you.

Questions	Not like me	A little like me	Mostly like me	Exactly like me
I sit when I'm supposed to.	18%	26%	28%	28%
I can wait patiently in line.	15%	15%	32%	38%
I can calm down quickly when I get upset.	31%	25%	21%	23%
I can calm down quickly when I am excited.	33%	28%	15%	24%

n = 88-95

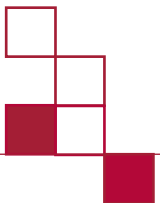


Academic Self-Efficacy

Read each statement below and pick the answer that best describes you.

Questions	Not like me	A little like me	Mostly like me	Exactly like me
When I do badly on a test, I work harder the next time.	12%	11%	27%	50%
I think it is important for me to work hard in school.	8%	7%	26%	59%
If I try, I can do well in school.	7%	5%	29%	59%
When I make mistakes, I try to fix things. But if I can't, I try to do better next time.	4%	16%	30%	50%

n = 86-95



Supportive Adults

Read each statement below and pick the answer that best describes you.

Questions	No	Mostly No	Mostly Yes	Yes
Is there an adult here who is interested in what you think about things?	9%	8%	30%	53%
Is there an adult here you can talk to when you are upset?	6%	6%	23%	65%
Is there an adult here who helps you when you have a problem?	7%	3%	21%	69%
Is there an adult here who you will listen to and respect?	3%	5%	26%	66%

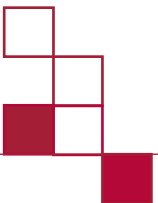
n = 93-97



1



1. Supportive Adults was stronger among first-year participants (M= 3.58) than returning participants (M= 3.31).



Leadership & Responsibility

Read each statement below and pick the answer that best describes you.

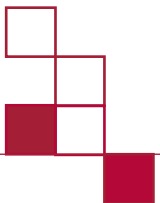
Questions	No	Mostly No	Mostly Yes	Yes
Do you get to help plan activities for the program?	33%	14%	19%	34%
Do you get the chance to lead an activity?	28%	17%	17%	38%
Are you in charge of doing something to help the program?	46%	20%	7%	27%
Do you get to help make decisions or rules for the program?	56%	13%	12%	19%
Do you get to do things that help people in your community?	26%	14%	19%	41%

n = 83-91



1

1. Leadership & Responsibility was stronger among school-based participants (M= 2.69) than community-based participants (M= 2.03).

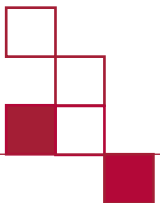


Competence as a Learner

Read each statement below and pick the answer that best describes you.

Questions	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
I like to give new things a try, even if they look hard.	10%	16%	22%	52%
In school, I'm as good as other kids.	5%	23%	28%	44%
I'm good at solving problems.	12%	22%	25%	41%
I'm as good as other kids my age at learning new things.	8%	13%	38%	41%
When I can't learn something right away, I keep trying until I get it.	9%	15%	25%	51%

n = 82-88

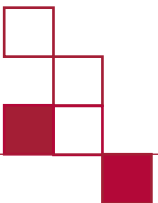


Competence as a Reader

Read each statement below and pick the answer that best describes you.

Questions	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
I like to read at home during my free time.	40%	24%	9%	27%
I enjoy reading when I'm at school.	25%	17%	24%	34%
I enjoy reading when I'm at this after-school program.	50%	20%	14%	16%
I'm good at reading.	15%	7%	20%	58%
I like to give new books a try, even if they look hard.	22%	19%	24%	35%

n = 82-87

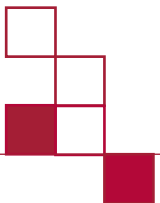


Social Competence

Read each statement below and pick the answer that best describes you.

Questions	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
It's very easy for me to get along with other kids.	21%	14%	26%	39%
When I meet someone new, I know he or she will like me.	25%	28%	20%	27%
I get along with friends as well as other kids my age.	8%	16%	30%	46%
It's easy for me to join a new group of kids.	27%	15%	18%	40%

n = 80-85

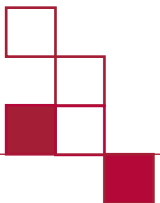


Resilience

Read each statement below and pick the answer that best describes you.

Questions	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
I learn from my mistakes.	11%	14%	24%	51%
I know when I am good at something.	7%	7%	25%	61%
I can tell what mood someone is in just by looking at him/her.	13%	15%	37%	35%
I'm prepared to deal with the consequences of my actions.	13%	21%	29%	37%
I say "no" to things I don't want to do.	12%	17%	12%	59%

n = 88-93

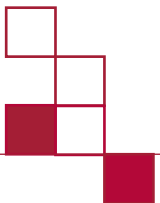


Resilience (cont)

Read each statement below and pick the answer that best describes you.

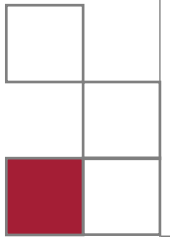
Questions	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
It's OK if some people do not like me.	12%	5%	25%	58%
My sense of humor makes it easier to deal with tough situations.	24%	19%	25%	32%
Laughter helps me deal with stress.	20%	21%	23%	36%
I choose my friends carefully.	12%	13%	20%	55%
I'm good at keeping friendships going.	11%	13%	15%	61%

n = 88-93



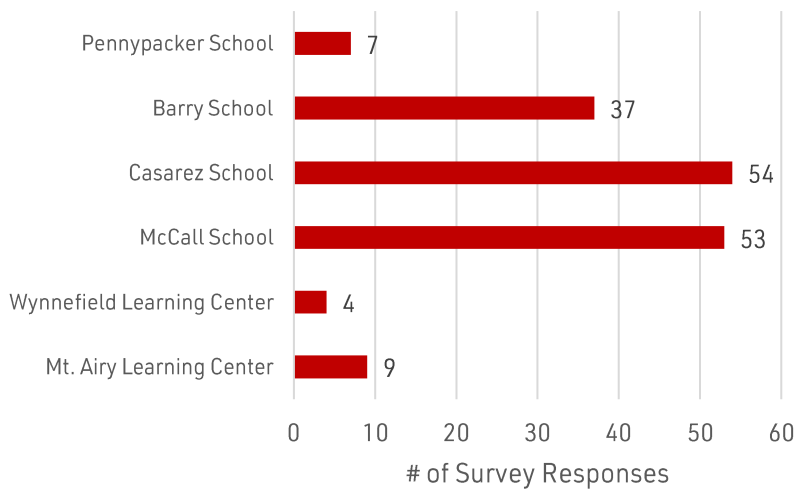


DESCRIPTIVE STATISTICS
SAYO-S

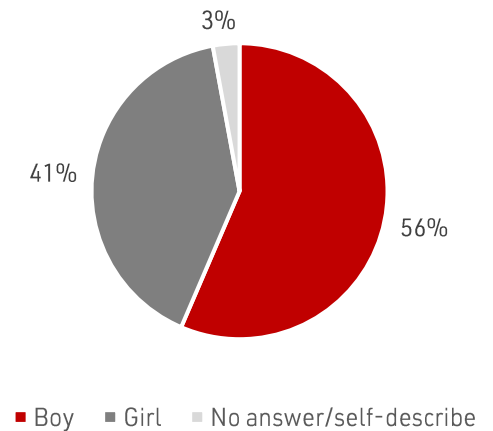


DEMOGRAPHIC CHARACTERISTICS

Site



Gender

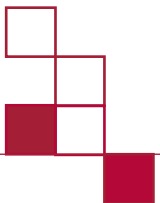
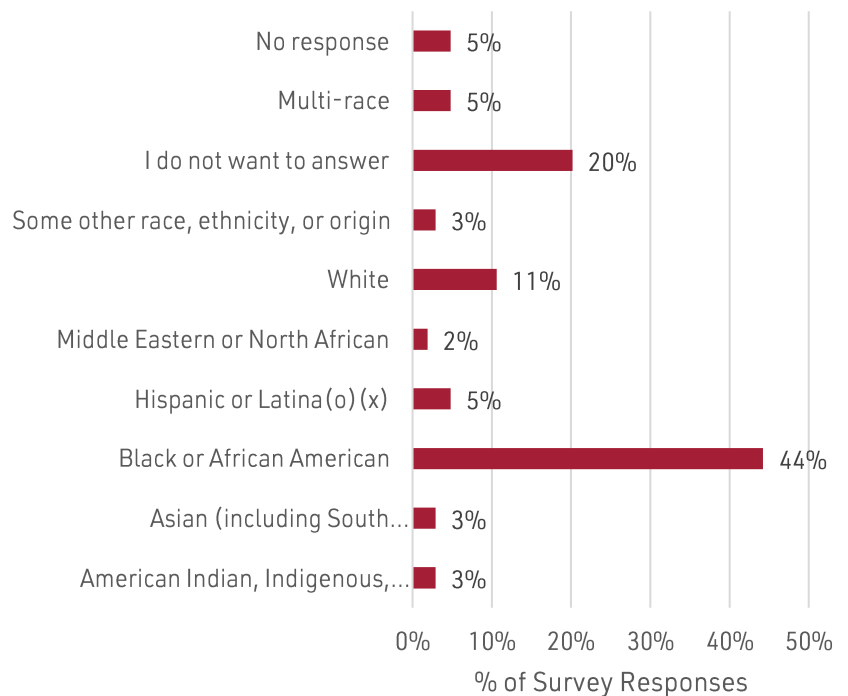


Participation & Rank

Rank	Frequency
White	54%
Yellow	24%
Yellow-Red	5%
Orange	6%
Orange-Red	1%
Green	2%
Green-Red	5%
Red	1%
Black	2%

Participation	Frequency
A few days	1%
A few weeks	7%
A few months	45%
1 year	19%
2 years	18%
More than 2 years	11%

Race & Ethnicity

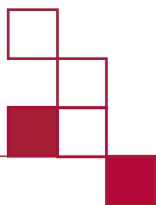


Engagement

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Stays focused on task at hand.	1%	8%	18%	41%	32%
Is alert and focused during group activities.	0%	7%	18%	41%	34%
Is interested in participating in new experiences.	1%	4%	21%	47%	27%
Contributed constructively to group discussions.	0%	8%	25%	37%	30%
Actively participates in program offerings (i.e., without needing prompting from adults or peers).	1%	7%	25%	36%	31%
Appears cognitively engaged during activities (e.g., asks questions, shares opinions, offers ideas).	1%	9%	17%	35%	38%

n = 158-159

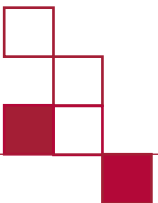


Relations with Peers

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Works well on cooperative tasks.	2%	3%	18%	41%	36%
Forms friendships with peers.	0%	4%	14%	44%	38%
Shows respect and consideration for peers (including those who may differ by gender, age, race/ethnicity, or peer group).	2%	3%	16%	48%	31%
Is able to disagree with, or question peers in a respectful and friendly manner.	3%	7%	20%	41%	29%
Is able to compromise with peers during times of disagreement or conflict	2%	9%	22%	42%	25%
Is able to listen to a peers' point of view during a disagreement.	3%	11%	21%	37%	28%

n = 159

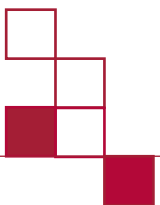


Relations with Adults

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Seeks recognition and/or approval from adults.	0%	3%	30%	25%	42%
Discusses special interests or ideas with staff member.	1%	4%	24%	32%	39%
Initiates interactions with adults.	0%	3%	25%	36%	36%
Seeks appropriate assistance and support from staff in resolving problems (e.g., may ask adult to help them think through a problem-rather than expecting adults to provide solutions).	0%	5%	29%	28%	38%
Appears comfortable spending relaxed time 1:1 with an adult.	0%	1%	21%	40%	38%
Is able to disagree with, or question adults in a respectful and friendly manner.	1%	4%	23%	33%	39%

n = 159

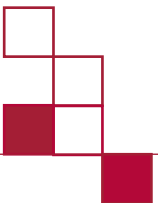


Behavior in the Program

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Follows rules/procedures for program.	1%	5%	18%	39%	37%
Is able to accept responsibility for own actions.	1%	5%	21%	38%	35%
Behaves appropriately during structured group activities and/or group discussions.	1%	5%	22%	41%	31%
Behaves appropriately during informal program times and/or transitions	1%	5%	23%	38%	33%
Is able to accept a situation when things don't go his/her way.	2%	8%	26%	32%	32%
Maintains or regains control of his/her own behavior – without staff reminders.	3%	5%	21%	41%	30%
Remains calm during disagreements or conflicts.	3%	10%	22%	36%	29%

n = 158-159

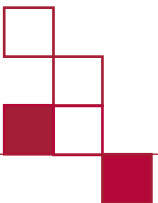


Problem Solving

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
When encounters difficulty, is able to identify and describe the problem.	2%	7%	25%	28%	36%
Is able to think up several possible solutions to a problem.	1%	13%	23%	27%	36%
Persists on task even when experiencing difficulty.	2%	7%	22%	38%	31%
Is able to stop and think through a potential solution to a problem before taking action.	3%	6%	27%	30%	34%

n = 158

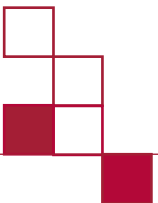


Initiative

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Sets goals for self.	0%	5%	26%	26%	43%
Takes initiative to get information and resources needed to accomplish tasks.	1%	6%	26%	27%	40%
When encounters a problem, makes own effort to devise and try out possible solutions.	2%	6%	26%	31%	35%
Demonstrates (verbally or by actions) motivation to succeed.	0%	6%	21%	34%	39%
Selects activities that will build his/her skills.	0%	6%	31%	24%	39%
Is able to get stated on tasks or projects on his/her own (i.e., without needing prompting or encouragement from adults or peers).	1%	8%	25%	30%	36%
Volunteers to take on tasks (e.g., to help staff, peers, or contribute to the program).	0%	7%	22%	33%	38%

n = 157-158



Communication Skills

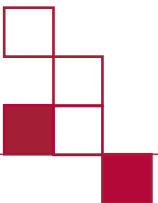
Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Volunteers to ask a question or answer a question during group time.	0%	8%	21%	30%	41%
Is able to explain an idea or subject to others.	0%	11%	22%	25%	42%
Speaks clearly and loudly enough for others to hear.	0%	5%	18%	41%	36%
Demonstrates active listening skills (e.g., is able to summarize key points of speaker).	1%	4%	22%	32%	41%

n = 157-158



1. Communication Skills were stronger among male participants (M= 4.15) compared to female participants (M= 3.92).

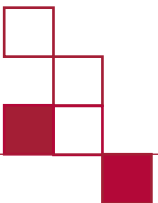


Homework

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Persists on task even when experiencing difficulty with homework assignments.	2%	9%	21%	32%	36%
Seeks appropriate help from staff in order to understand assignments.	1%	6%	21%	33%	39%
Appears to work on assignments special thought, creativity, or effort.	1%	7%	26%	33%	33%
Strives to give assignments special thought, creativity, or effort.	1%	8%	30%	33%	28%
Is able to break down school projects or long-term assignments into smaller, manageable steps.	1%	13%	23%	34%	29%
Is able to keep track of homework assignments and their due dates.	1%	11%	22%	33%	33%

n = 157-158

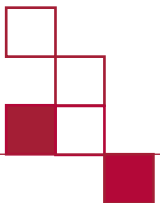


Resilience

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Learns from his/her mistakes.	1%	6%	18%	38%	37%
Knows when he/she is good at something.	0%	3%	18%	35%	44%
Can tell what mood someone is in just by looking at him/her.	0%	4%	23%	38%	35%
Is prepared to deal with the consequences of his/her actions.	3%	6%	24%	34%	33%
Says "no" to things he/she doesn't want to do.	0%	5%	14%	34%	47%
Is OK if some people do not like him/her.	2%	6%	25%	32%	35%
His/her sense of humor makes it easier to deal with tough situations.	1%	6%	26%	30%	37%

n = 155-158

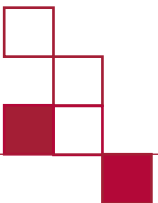


Resilience (cont)

Please check the circle that best describes how often this youth

Questions	Never	Rarely	Sometimes	Usually	Always
Laughter helps him/her deal with stress.	1%	5%	23%	31%	40%
Choose his/her friends carefully.	2%	6%	29%	27%	36%
Is good at keeping friendships going.	2%	4%	17%	37%	40%
Has friends that will back him/her up.	1%	5%	24%	27%	43%
Tries to help others.	1%	4%	23%	29%	43%
Stands up for what he/she believes is right.	0%	5%	22%	28%	45%
Avoids situations where he/she could get into trouble.	3%	6%	28%	31%	32%

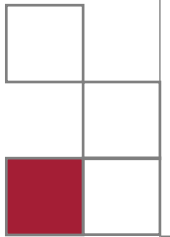
n = 155-158





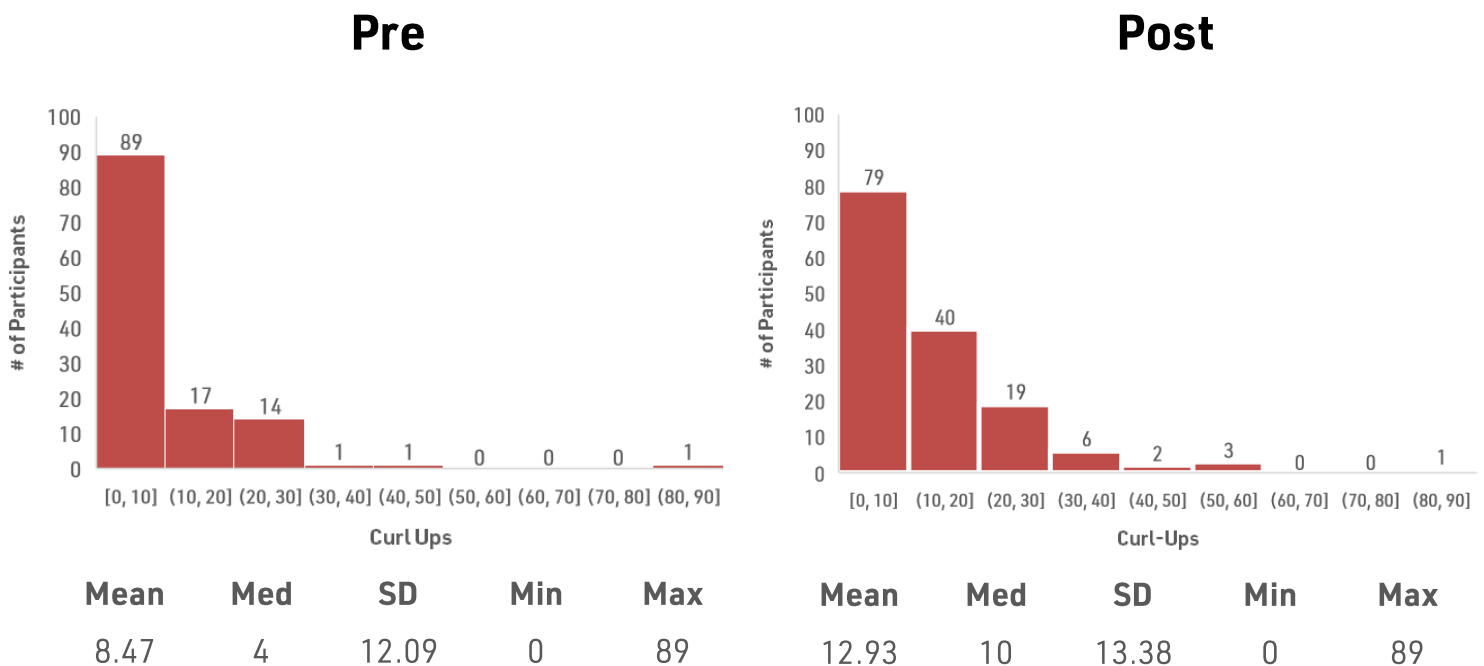
PRE/POST ANALYSIS

PAFA





Curl-Ups

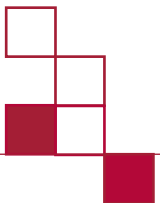
A total of **123** participants completed 'pre' curl-up testing and **150** participants completed 'post' curl-up testing. Overall, participants completed more curl-ups on the 'post' test than the 'pre' test, as evidenced by the descriptive statistics and distributions shown below.



A total of **38** participants completed 'pre' and 'post' curl-up testing. Results indicate a significant positive change in the maximum amount of curl-ups performed by participants. This change was not influenced by gender or participation at a community- vs. school-based site.

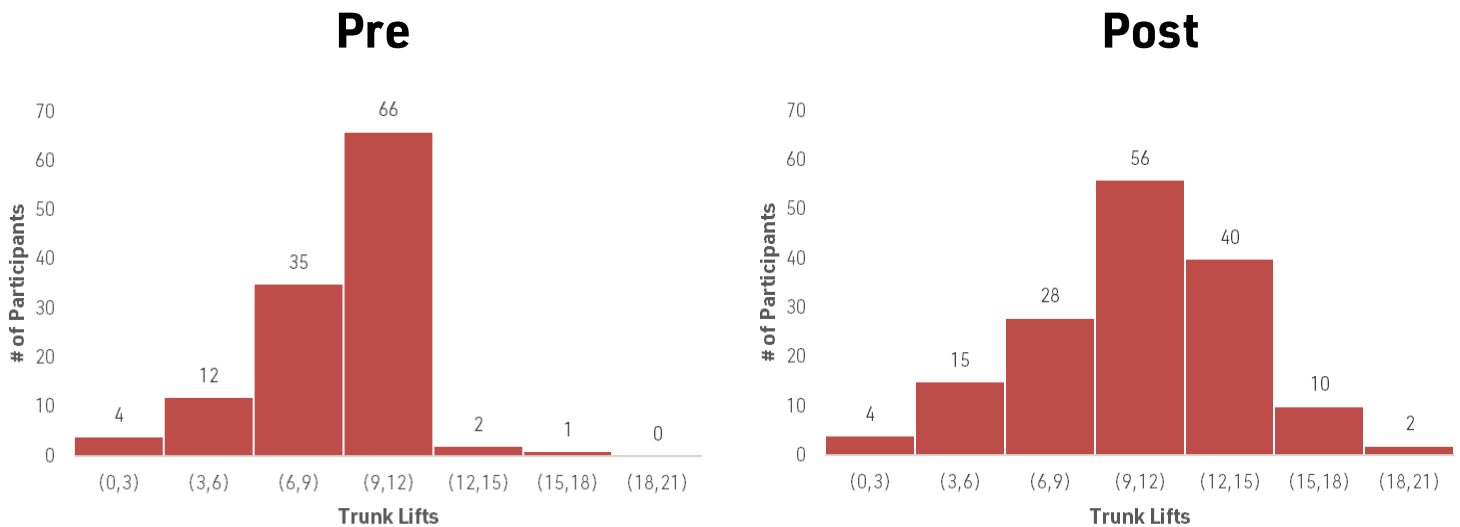
% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
18%	26%	55%	9.76	15.66	✓	 

n = 38





Trunk Lifts

A total of **120** participants completed 'pre' trunk lift testing and **155** participants completed 'post' trunk lift testing. Overall, participants completed more trunk lifts on the 'post' test than the 'pre' test, as evidenced by the descriptive statistics and distributions shown below.

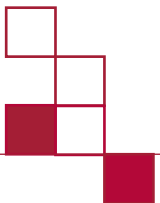


Mean	Med	SD	Min	Max	Mean	Med	SD	Min	Max
9.25	9.85	2.69	0	16	10.92	12	3.54	0	19

A total of **38** participants completed 'pre' and 'post' trunk lift testing. Results indicate a significant positive change in the maximum amount of trunk lifts performed by participants. This change was not influenced by gender or participation at a community- vs. school-based site.

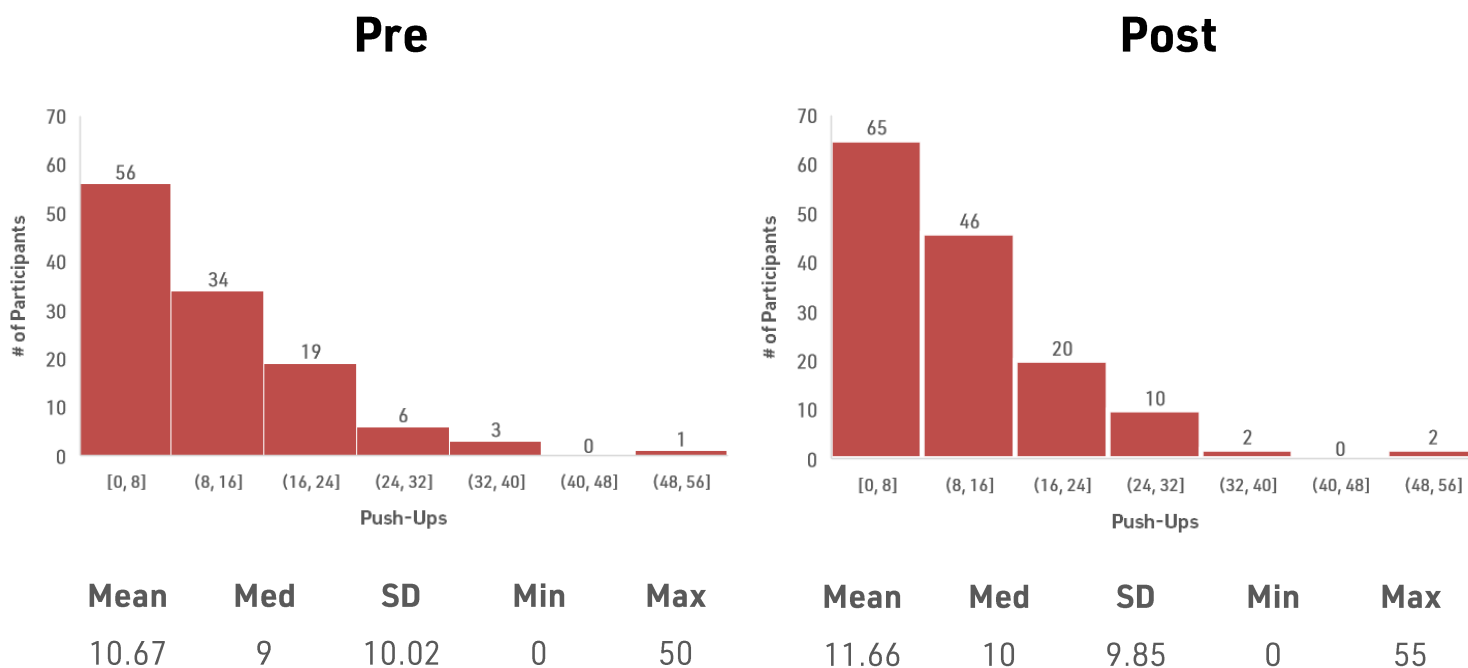
% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
8%	26%	66%	8.61	11.11	✓	 

n = 38





Push-Ups

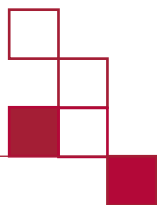
A total of **119** participants completed 'pre' push-up testing and **145** participants completed 'post' push-up testing. Overall, participants completed more push-ups on the 'post' test than the 'pre' test, as evidenced by the descriptive statistics and distributions shown below.



A total of **35** participants completed 'pre' and 'post' push-up testing. Results indicate a significant positive change in the maximum amount of push-ups performed by participants. This change was not influenced by gender or participation at a community- vs. school-based site.

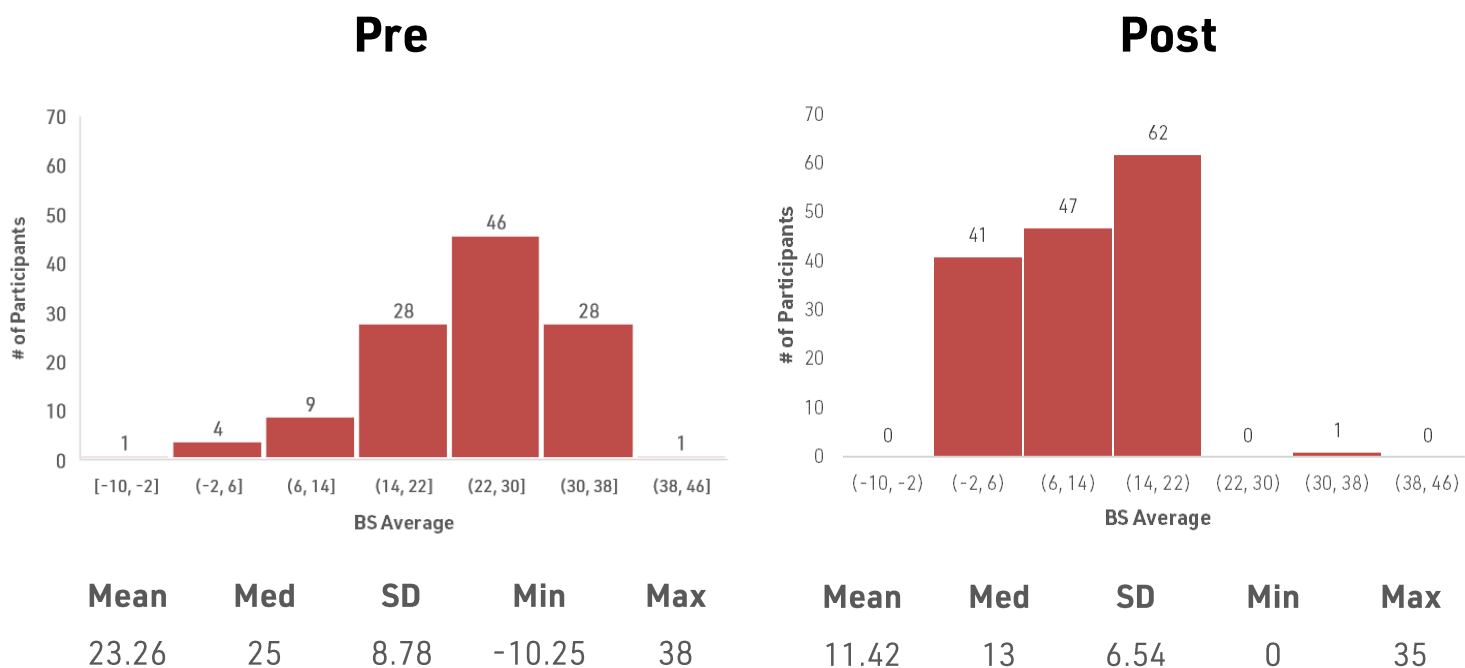
% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
20%	20%	60%	7.89	12.51	✓	 

n = 35





BS Average

A total of **117** participants completed 'pre' BS testing and **151** participants completed 'post' BS testing. Overall, participants had lower BS on the 'post' test than the 'pre' test, as evidenced by the descriptive statistics and distributions shown below.



A total of **37** participants completed 'pre' and 'post' BS testing. Results indicate a significant decrease in the BS average. Decreases were especially pronounced among girls and participants at school-based sites.

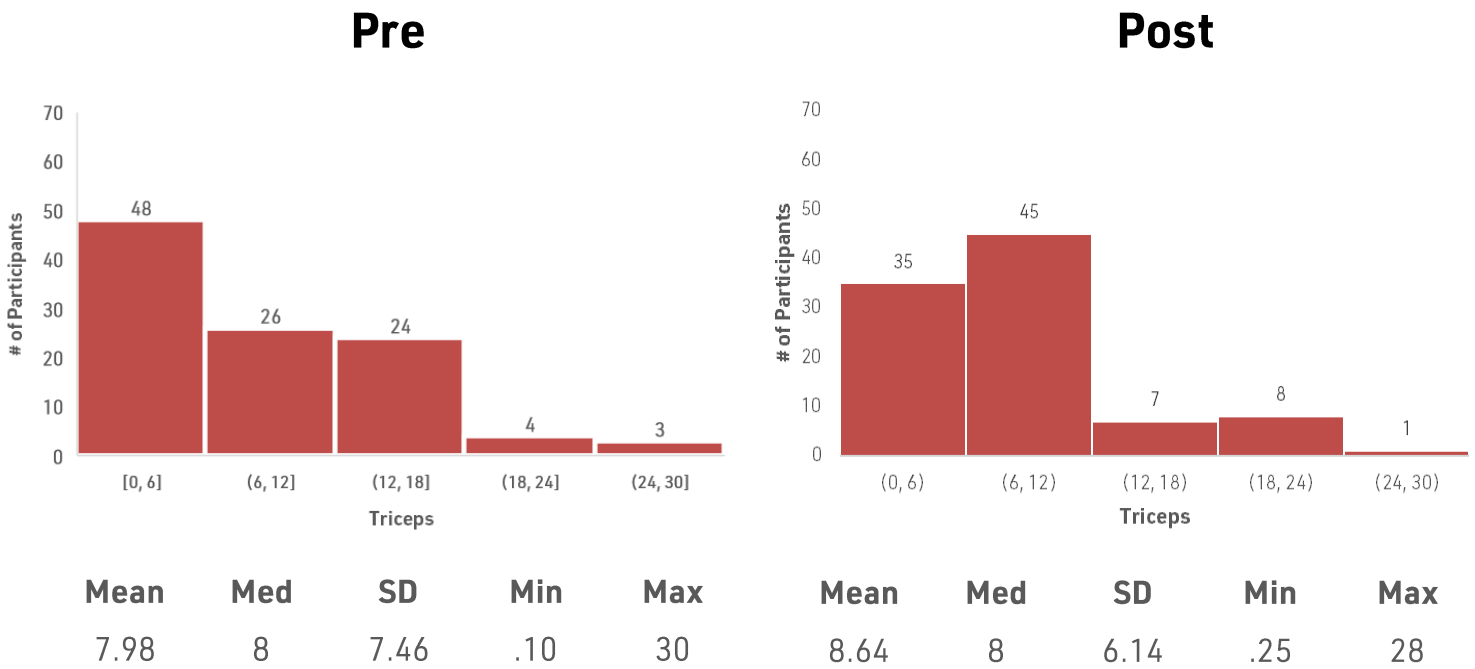
% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
65%	24%	11%	22.80	14.49	✓	 

n = 37



Female participants reported higher BS Avg. (M=27.9) on the pre test than male participants (M= 19.4), but no significant difference on the post test (13.7 to 13.6). There was no difference in BS Avg. between participants at school-based (M=23.9) and community-based (M= 23.5) sites on the pre test, but significantly lower BS Avg. at school based sites than community-based sites on the post test (10.7 to 16.6)

Triceps

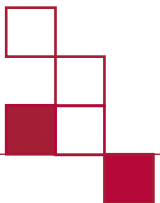
A total of **105** participants completed 'pre' triceps testing and **96** participants completed 'post' triceps testing. Overall, there was no significant change in triceps testing between 'pre' and 'post' test. Descriptive statistics and distributions for both time points are shown below.



A total of **19** participants completed 'pre' and 'post' triceps testing. Results indicate no significant change in triceps testing scores. There was also no influence based on gender or participation at a community- vs. school-based site.

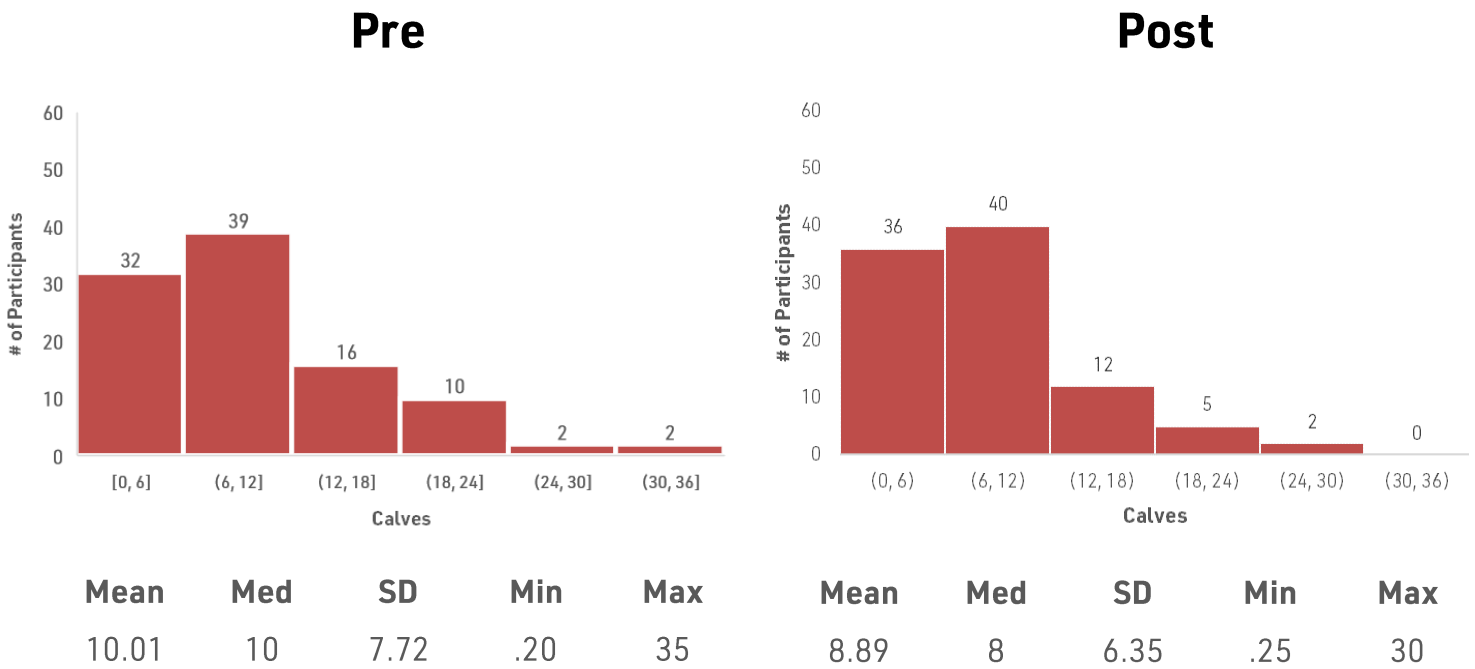
% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
63%	5%	32%	9.55	9.33	✓	 

n = 19





Calves

A total of **101** participants completed 'pre' calves testing and **95** participants completed 'post' calves testing. Overall, participants had more calf raises on the 'post' test than the 'pre' test, as evidenced by the descriptive statistics and distributions shown below.



A total of **16** participants completed 'pre' and 'post' triceps testing. Results indicate no significant change in triceps testing scores. Decreases were especially pronounced among girls and participants at school-based sites.

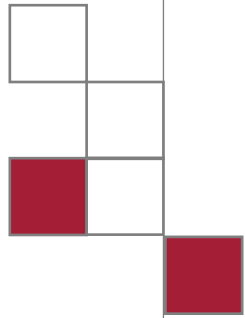
% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
50%	0%	50%	10.33	9.25	✓	  ¹
n = 16						

1. There was no difference in Calves between participants at school-based (M=10.1) and community-based (M= 10.4) sites on the pre test, but significantly lower Calves at school based sites than community-based sites on the post test (3.1 to 13.2)



PRE/POST ANALYSIS




SAYO-Y Measures Only



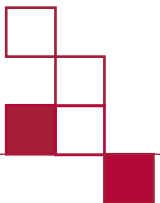
Supportive Adults

Read each statement below and pick the answer that best describes you.

Questions	Collection	No	Mostly No	Mostly Yes	Yes
Is there an adult here who is interested in what you think about things?	Pre	18%	18%	23%	41%
	Post	12%	12%	47%	29%
Is there an adult here you can talk to when you are upset?	Pre	18%	12%	29%	41%
	Post	12%	0%	35%	53%
Is there an adult here who helps you when you have a problem?	Pre	0%	6%	41%	53%
	Post	12%	6%	41%	41%
Is there an adult here who you will listen to and respect?	Pre	0%	0%	18%	82%
	Post	0%	6%	29%	65%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
59%	12%	29%	3.28	3.24	✓	  




n = 17



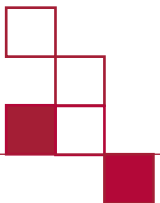
Leadership & Responsibility

When you are at Zhang Sah...

Questions	Collection	No	Mostly No	Mostly Yes	Yes
Do you get to help plan activities for the program?	Pre	56%	31%	6%	6%
	Post	38%	31%	25%	6%
Do you get the chance to lead an activity?	Pre	31%	31%	6%	31%
	Post	6%	44%	25%	25%
Are you in charge of doing something to help the program?	Pre	63%	31%	0%	6%
	Post	56%	31%	0%	13%
Do you get to help make decisions or rules for the program?	Pre	63%	19%	12%	6%
	Post	44%	31%	13%	12%
Do you get to do things that help people in your community?	Pre	19%	25%	31%	25%
	Post	38%	12%	37%	13%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
38%	6%	56%	1.95	2.11	✓	  




n = 16



Competence as a Learner

What are you like as a learner? Read each sentence. Do you agree?

Questions	Collection	Don't Agree	Agree a little	Mostly Agree	Agree a lot
I like to give new things a try, even if they look hard.	Pre	0%	39%	28%	33%
	Post	6%	44%	28%	22%
In school, I'm as good as other kids.	Pre	11%	28%	28%	33%
	Post	0%	29%	47%	24%
I'm good at solving problems.	Pre	11%	39%	11%	39%
	Post	0%	22%	45%	33%
I'm as good as other kids my age at learning new things.	Pre	11%	17%	44%	28%
	Post	6%	18%	47%	29%
When I can't learn something right away, I keep trying until I get it.	Pre	6%	28%	28%	39%
	Post	12%	35%	35%	18%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
50%	22%	28%	2.89	2.84	✓	   ¹




n = 18

Participants at school-based sites reported a significant increase between the pre (M=1.76) and post (M=3.28) survey, but participants at community-based sites reported no change between pre (M=2.79) and post (M=2.68).

Competence as a Reader

What are you like as a reader? Read each sentence. Do you agree?

Questions	Collection	Don't Agree	Agree a little	Mostly Agree	Agree a lot
I like to read at home during my free time.	Pre	22%	39%	22%	17%
	Post	44%	28%	11%	17%
I enjoy reading when I'm at school.	Pre	6%	33%	22%	39%
	Post	17%	17%	22%	44%
I enjoy reading when I'm at this after-school program.	Pre	33%	17%	33%	17%
	Post	50%	28%	17%	6%
I'm good at reading.	Pre	0%	11%	28%	61%
	Post	0%	13%	25%	63%
I like to give new books a try, even if they look hard.	Pre	0%	39%	17%	44%
	Post	12%	47%	29%	12%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
72%	11%	17%	2.83	2.54	✓	   ¹




n = 18

Participants at community-based sites reported a significant decrease between the pre (M=2.70) and post (M=2.24) survey, but participants at school-based sites reported no change between pre (M=2.10) and post (M=2.78).

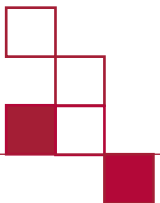
Social Competence

How do you get along with others? Read each sentence. Do you agree?

Questions	Collection	Don't Agree	Agree a little	Mostly Agree	Agree a lot
It's very easy for me to get along with other kids.	Pre	0%	56%	28%	17%
	Post	6%	17%	56%	22%
When I meet someone new, I know he or she will like me.	Pre	17%	67%	17%	0%
	Post	22%	44%	28%	6%
I get along with friends as well as other kids my age.	Pre	6%	11%	39%	44%
	Post	6%	22%	50%	22%
It's easy for me to join a new group of kids.	Pre	6%	50%	28%	17%
	Post	12%	41%	29%	18%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
44%	6%	50%	2.60	2.64	✓	  




n = 18



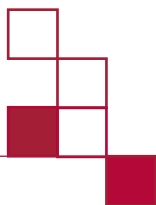
Resilience

How much do you agree or disagree with the following statements.

Questions	Collection	No	Mostly No	Mostly Yes	Yes
I learn from my mistakes.	Pre	0%	24%	41%	35%
	Post	6%	11%	50%	33%
I know when I am good at something.	Pre	0%	11%	39%	50%
	Post	0%	11%	39%	50%
I can tell what mood someone is in just by looking at him/her.	Pre	0%	13%	63%	25%
	Post	11%	28%	50%	11%
I'm prepared to deal with the consequences of my actions.	Pre	0%	29%	35%	35%
	Post	0%	33%	39%	28%
I say "no" to things I don't want to do.	Pre	0%	47%	6%	47%
	Post	6%	17%	12%	65%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
67%	0%	33%	3.23	3.04	✓	  




n = 18



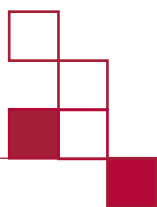
Resilience (cont)

How much do you agree or disagree with the following statements.

Questions	Collection	Don't Agree	Agree a little	Mostly Agree	Agree a lot
It's OK if some people do not like me.	Pre	0%	12%	18%	70%
	Post	6%	11%	28%	56%
My sense of humor makes it easier to deal with tough situations.	Pre	0%	56%	19%	25%
	Post	22%	28%	22%	28%
Laughter helps me deal with stress.	Pre	0%	27%	33%	40%
	Post	28%	33%	22%	17%
I choose my friends carefully.	Pre	0%	22%	17%	61%
	Post	6%	12%	29%	53%
I'm good at keeping friendships going.	Pre	0%	18%	35%	47%
	Post	6%	28%	22%	44%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
67%	0%	33%	3.23	3.04	✓	  




n = 18



Resilience (cont)

How much do you agree or disagree with the following statements.

Questions	Collection	Don't Agree	Agree a little	Mostly Agree	Agree a lot
I have friends that will back me up.	Pre	0%	22%	22%	56%
	Post	6%	17%	22%	56%
I try to help others.	Pre	0%	18%	29%	53%
	Post	0%	17%	39%	44%
I stand up for what I believe is right.	Pre	0%	12%	41%	47%
	Post	0%	12%	35%	53%
I avoid situations where I could get into trouble.	Pre	0%	12%	35%	53%
	Post	11%	28%	33%	28%

% Change			Mean Change			Group Differences
Decrease	Maintain	Increase	Pre	Post	Sig.	
67%	0%	33%	3.23	3.04	✓	  

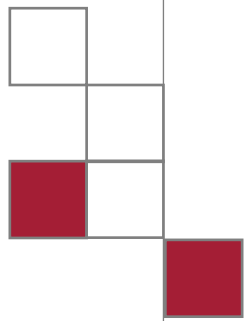
n = 18





CORRELATIONAL ANALYSIS

All Available Measures



Correlational Analysis

Hello Insight

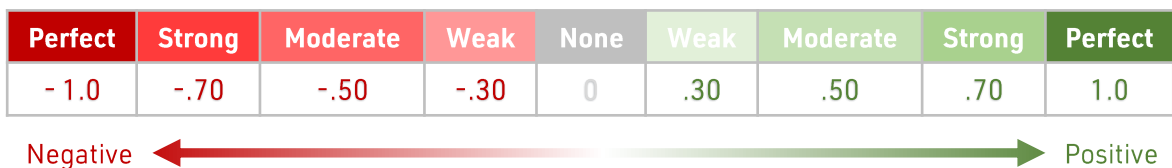
There were significant positive correlations between all Hello Insight constructs, ranging from weak to moderate. This indicates that student feelings related to these constructs tend to 'vary together'.

	1	2	3	4
1. Social Skills				
2. Mastery Orientation	.344			
3. Self Management	.402	.541		
4. Academic Self-Efficacy	.433	.449	.593	

SAYO-Y

There are also significant positive correlations between SAYO-Y constructs, ranging from weak to moderate. *Supportive Adults* and *Competence as a Learner* were positively correlated with all other SAYO-Y measures, indicating their salience within the overall scale.

	1	2	3	4	5	6
1. Supportive Adults						
2. Leadership & Responsibility	.344					
3. Competence as a Learner	.329	.228				
4. Competence as a Reader	.241	-.038	.369			
5. Social Competence	.329	.187	.482	.201		
6. Resilience	.372	.094	.355	.350	.335	



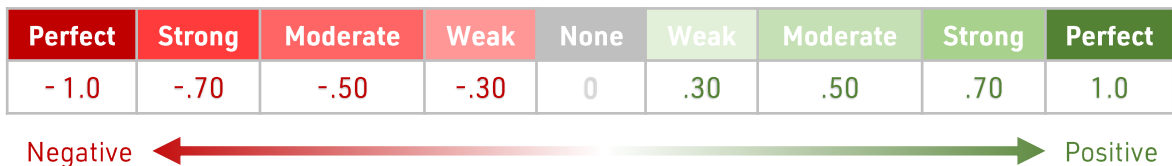
Correlational Analysis

Hello Insight & SAYO-Y

There were also significant positive correlations between Hello Insight constructs and SAYO-Y constructs, ranging from weak to moderate. *Competence as a Learner*, *Competence as a Reader*, and *Resilience* were correlated with all Hello Insight constructs, demonstrating strong links with social emotional learning. Conversely, Leadership and Responsibility had no significant relationships with Hello Insight constructs, and only relatively weak associations with other SAYO-Y constructs.

<u>Hello Insight</u>	<u>SAYO-Y</u>					
	SA	L&R	CompL	CompR	CompS	Res
Social Skills	.252	.090	.384	.324	.144	.489
Mastery Orientation	.219	.142	.383	.459	.328	.298
Self Management	.248	.067	.577	.457	.177	.482
Academic Self-Efficacy	.413	.142	.502	.317	.276	.498

Note: SA= Supportive Adults; L&R= Leadership and Responsibility; CompL= Competence as a Learner; CompR= Competence as a Reader; CompS= Social Competence; Res= Resilience



Correlational Analysis

Hello Insight & PAFA

Only *Mastery Orientation* and *Self Management* were related with PAFA test scores. *Self Management* was positively associated with *Trunk Lifts* and *BS Average*, and *Mastery Orientation* was negatively associated with calf raises.

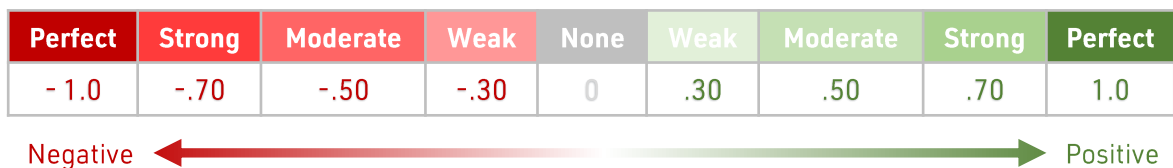
	CU	TL	PU	BS	Tri	Cal
Social Skills	.227	.219	.165	.012	-.058	.191
Mastery Orientation	-.165	.276	-.151	-.106	-.292	-.529
Self Management	.016	.439	.263	.553	.192	.148
Academic Self-Efficacy	-.115	.334	.066	.166	.357	.141

Note: CU= Curl-Ups; TL=Trunk Lifts; PU= Push-ups; BS= BS Average; Tri= Triceps; Cal= Calves

SAYO-Y & PAFA

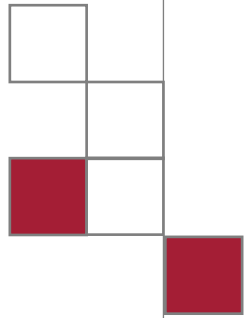
Social Competence was negatively associated with *BS Average* and *Calf Raises*. No other significant correlations were found with PAFA test scores.

	CU	TL	PU	BS	Tri	Cal
Supportive Adults	.210	.253	.119	.150	-.021	-.230
Leadership & Responsibility	.151	.067	-.076	.062	-.205	-.125
Competence as a Learner	-.074	.159	-.182	.078	.054	.071
Competence as a Reader	.004	.298	-.043	-.051	-.013	-.173
Social Competence	-.174	-.064	-.321	-.436	-.407	-.570
Resilience	.347	.214	.108	-.285	.095	-.013





OPEN-ENDED FEEDBACK



Open-Ended Questions

What is your favorite thing to do here?

Responses

2 square
4 square and karate
activities and fighting
Art
Collering
colon
D&D (New)
dance
Do activities
dojo
Dojo Games
Dojo, eat
draw and poison ball
fight
friends
go on my computer
go outside
go to gym and do martial arts
gym and go outside
Hanging out sitting and relaxing
have fun
Help out with dojo
Help the little kids
homework
I like to play with my best friend

Open-Ended Questions

What is your favorite thing to do here?

Responses

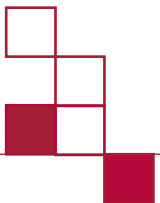
idk
IDK
Jaoto
japanese
karate
Karate
Karate martial arts
kart
kickball
learn new things
Learn new things in martial arts
learning new things
making slime
mandarin
Mandurin
martial arts
Martial arts
martial arts, outside, computer lab
Maybe art (draw or paint)
mma
My favorite is sparring
My favorite thing to do here is class karate
My favorite thing to do here is drama
My favorite thing to do here is drama because I really enjoy acting
My favorite thing to do here is have fun

Open-Ended Questions

What is your favorite thing to do here?

Responses

My favorite thing to do is play with toys
paint
play
Play class
play dojo games
Play games and to have fun
play games go to clups day dream
Play on iPad, Roblox
play uno
play with the ball
Playing Gaga ball and class
Playing games on a bean bag
Playing in the gym
poison ball
rank up
read
rid
Taekwando
To do class
to do karate and doing activities
Ty Wando
Watching youtube on my laptop

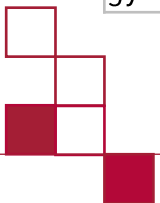


Open-Ended Questions

What other activities do you wish were offered here?

Responses

2 square in the hallway
Amusement Parks
art
Art class
Cook off
Different parks, a bit more language learning
dolls
draw
Drawling
field trip
Field trip
field trips
Field trips
fieldtrips
Flag football
football
games alpoar
Games and water fights because its so hot
Girl basketball
go in hall alone
Go on the field trip
go outside
go to the store
going to the store
gymnastics

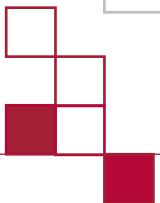


Open-Ended Questions

What other activities do you wish were offered here?

Responses

have more fun
I don't know
I don't want to answer
i dont know
I dont think I have anything more
I have none
I wish that we had science
idk
IDK
japonese
Kick ball club
kickball
Kung Fu
Laser tag and video games
make a glave
more clups, more fun places, more things outside the school yard
more friends
more games
More games, some video games
More having fun stuff
more trips
more water balloons
movie theater
None I like it the way it is
not fight people

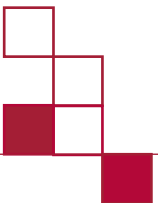


Open-Ended Questions

What other activities do you wish were offered here?

Responses

Nothing
park
pizza party
play ds
poison ball
pool
Pool
PS4
Scavenger hunt games to win prizes
school football team
skating
slime
soccer
Soccer
Swimming
That we can play volleyball
The zoo, pool
to play but we can't
water balloon fights
water gun fight
waterpark

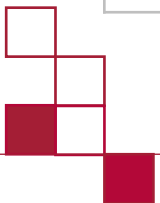


Open-Ended Questions

Do you have a special talent or something you think you are really good at?

Responses

acting and dancing
always really hot
art
basketball
Basketball
dance
dance and sing
dancing
draw
Draw eye balls
drawing and not sleeping
Drawling
facial expressions
fight
football
Football flips
goku
Gra Gami
gym nastex
gymnastics
Gymnastics
Gymnastics, Vollyball
hand stand
Helping the teacher with young kids
I am really good at math

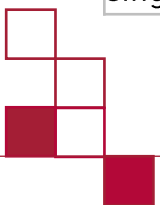


Open-Ended Questions

Do you have a special talent or something you think you are really good at?

Responses

i can beatbox, sing and a little of parkour
i can do some sign language
I can run really fast
I can talk like a baby
I'm really good at school
Idk
Im good at playing video games and may talent is dancing
Im good at sleeping
Im not sure but Im in two plays at school one play here and I play violin
math
Math
math and reading
michaeljacksontribute
no
No
No I dont
No not really
Not really
nx kicks
Playing football
Playing games/stay at my phone
rid in
Riding my bike
Running, reading, sports
sing

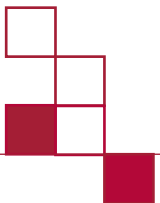


Open-Ended Questions

Do you have a special talent or something you think you are really good at?

Responses

singing and solving problems
soccer
uno
Video games
Video Games
writing with my eyes closed
Yes Reading/Swimming



Open-Ended Questions

What is something new you'd like to learn or get better at?

Responses

A cartwheel and handstand
art
Art
backflip
backflips
basketball
Basketball
books
Cooking
D&D, swimming
dance
Decimals
division
drawing
drawling
editing
ELA reading and math
Fenceing
Flipping
flips
Football
Frontflips doing stuff
Get better at little things (like name calling or telling people to shut up)
get smarter
Gymnastics

Open-Ended Questions

What is something new you'd like to learn or get better at?

Responses

gymnastics and different language

helping people

How to do a cartwheel

I don't know

i dont know

I want to get better at sports

I would like to get better at math

IDK

japanese

karate

kick

make some new sounds to beatboxing

Marshal Arts

martial arts

math

maybe

My manderen

no

No

nothing

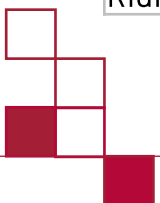
Nothing

phoenies

play an instrument

reading

Riding without training wheels

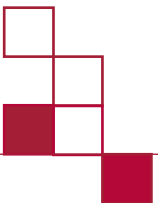


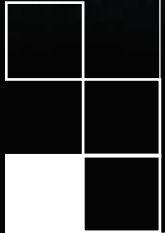
Open-Ended Questions

What is something new you'd like to learn or get better at?

Responses

science
Singing
slime
snaping
space
speak a new language
Spelling
swimming
To listing
violin and dancing
Writing and reading





Questions may be submitted to:

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