CENTER FOR APPLIED RESEARCH
AND EDUCATIONAL IMPROVEMENT
UNIVERSITY OF MINNESOTA

VOYAGEUR OUTWARD BOUND SCHOOL EVALUATION BRIEF:
SURVEY RESULTS FOR PROGRAMMING CONDUCTED WITH OPEN WORLD LEARNING SCHOOL

DECEMBER 2017

Prepared by:

Jane Fields, PhD
Kate Diamond, MEd
Rachel Roesslein, BS
Clare Halloran, MEd

Research, Development and Engagement to Improve Education

How to Cite this Report

Contact Information

Jane Fields
Center for Applied Research and Educational Improvement
College of Education and Human Development
University of Minnesota
1954 Buford Avenue, Suite 425
Saint Paul, MN 55108
Telephone: (612) 624-4061
Email: jfields@umn.edu

Introduction

Voyageur Outward Bound School ("VOBS") provides education programming to schools and groups by "using the wilderness as a classroom to provide unparalled opportunities for personal growth, self-reliance, confidence, teamwork, and compassion."[1] VOBS received funding from the Youth Intervention Prevention (YIP) program, administered by the Minnesota Department of Public Safety's Office of Justice Programs,[2] to provide their programming to students who attend the Open World Learning School (OWLS) in St. Paul. Participating students engage in the following activities:

- **Monthly Launch Ahead Programs** (8 per school year) typically occur at the school site and last 1-2 hours. During these programs, students work on team building, decision-making, and goal setting in order to help prepare them for the more intense activities that they will experience during the Insight and Expedition portions of VOBS programming (described below).
- **Monthly Insight Programs** (8 per school year) are typically 1-2 day-long programs that expose students to challenging adventure activities designed to help students build community and increase self-confidence.
- **Peer Leadership Expeditions**[3] (2 per school year) are five-day wilderness expeditions where students participate in activities such as paddling, dogsledding, backpacking, and rock climbing. The intention is that as "participants attempt and succeed at each new obstacle as a high-functioning group, they emerge physically, mentally and socially stronger, with the knowledge of what perseverance is and the amazing strength that comes from using it to accomplish more than they ever thought possible."[4]

The University of Minnesota's Center for Applied Research and Educational Improvement (CAREI) serves as the external evaluator for VOBS programs and has worked with VOBS staff members to develop and administer the *Changes in Social and Emotional Learning Survey* (CHiSEL Survey) at the conclusion of the outdoor wilderness adventure courses led by VOBS staff members, such as the Peer Leadership Expeditions. Although there are several components to the evaluation of the VOBS programming as part of the YIP funding, this report summarizes survey data collected at the conclusion of the Peer Leadership Expeditions conducted by VOBS with students from OWLS.

Purpose of the Survey

The CHiSEL Survey is a 37-item, retrospective pre/post survey[5] intended to measure changes in social and emotional learning (SEL) outcomes for youth who participate in VOBS programming. Using a scale of *never, almost never, sometimes, almost always,* and *always*, survey participants read each of the 37 statements and then indicate the frequency of their behaviors before and after the trip with respect to the statement. The eight factors measured in the survey include: *Emotion Management*, *Empathy*, *Teamwork*, *Responsibility*, *Initiative*, *Problem Solving, Persistence,* and *Service.* We present the items by each of the eight factors in Table 1.

---

[1] This information is taken directly from the VOBS web site: https://www.vobs.org/about/our-story/.
[2] For more information on this funding, see: https://dps.mn.gov/divisions/ojp/grants/Pages/youth-intervention-programs-grants.aspx.
[3] Note that the terms expedition, course, and trip are used interchangeably throughout the report.
[4] This was taken directly from the application submitted by VOBS for YIP funding.
[5] A retrospective pre–post survey allows evaluators to collect information about how a participant felt before the program ("retrospective pre") and after ("post") the program in a single data collection event.

Table 1. Survey Item by Social and Emotional Learning Factors

Item		SEL Factor
Q1.	I am able to wait my turn, even when I am excited about something.	Emotion Management
Q2.	I can control my behavior when I am frustrated or mad.	Emotion Management
Q3.	I know what to do to calm myself down when I am stressed.	Emotion Management
Q4.	I can identify my emotions.	Emotion Management
Q5.	I think before I act.	Emotion Management
Q6.	I am able to adapt when things change.	Emotion Management
Q7.	I know my actions have consequences.	Responsibility
Q8.	I come prepared for activities.	Responsibility
Q9.	People can depend on me.	Responsibility
Q10.	I take responsibility for my actions.	Responsibility
Q11.	I am able to think about how another person feels.	Empathy
Q12.	I know how my behavior affects others.	Empathy
Q13.	I treat others with respect.	Empathy
Q14.	I am aware of my own strengths.	Empathy
Q15.	I don't do something that I feel is wrong just because others are doing it.	Empathy
Q16.	I can set realistic goals for myself.	Initiative
Q17.	I seek out guidance from others when I need it.	Initiative
Q18.	I willingly share my opinions.	Initiative
Q19.	When I see something that needs to be done, I do it without being asked.	Initiative
Q20.	I try challenging things.	Initiative
Q21.	If I decide to learn something, I can do it.	Initiative
Q22.	I am able to overcome barriers to complete a task.	Problem Solving
Q23.	I can take steps to solve a problem.	Problem Solving
Q24.	I approach problem solving with an open mind.	Problem Solving
Q25.	I can work with different types of people.	Teamwork
Q26.	I can put my own needs aside to help the group meet its goal.	Teamwork
Q27.	I can work with others to accomplish a task.	Teamwork
Q28.	I am able to resolve disagreements positively.	Teamwork
Q29.	I can identify other peoples' strengths.	Teamwork
Q30.	When I am working in a group, I make sure to do my part.	Teamwork
Q31.	Even when something is hard, I follow through to finish it.	Persistence (shorter-term)
Q32.	I am proud of my schoolwork.	Persistence (shorter-term)
Q33.	I have learned things I can do to take care of the environment.	Service
Q34.	I think I have a role to play in protecting nature.	Service
Q35.	I now see connections between the environment and my life.	Service
Q36.	I play a role in making the world a better place to live.	Service
Q37.	I have a role in making sure all people are treated fairly.	Service

Methods

Survey Administration

In 2016, VOBS staff members led two Peer Leadership Expeditions with participating students from OWLs:
- a 5-day canoe expedition in June 2016, and
- a 5-day backpacking trip in September 2016.

In 2017, VOBS staff members led two Peer Leadership Expeditions with participating students from OWLs:
- a 5-day canoe expedition in June 2017, and
- a 5-day backpacking trip in September 2017.

VOBS course leaders administered a paper version of the CHiSEL Survey to participants at the completion of three of the four Outward Bound program trips (no surveys were available for the September 2016 trip). Appendix A provides an example of the survey administered to participants.[6] The completed surveys were analyzed by CAREI, and this report provides information for all three trips combined.

Analysis

First, demographic information about respondents (race/ethnicity and gender) was analyzed and is shown as the number and percent of respondents in each category. The survey responses were then analyzed for both the pre- and post-conditions by calculating the percentage of respondents selecting each response option (*Never, Almost Never, Sometimes, Almost Always,* and *Always)* for each of the 37 closed-ended items. This item-level information is presented within each of the eight SEL factors mentioned above (*Emotion Management*, *Responsibility*, *Empathy*, *Initiative*, *Problem Solving*, *Teamwork*, *Persistence*, and *Service*). (Note that if a respondent participated in more than one Peer Leadership Expedition and completed a survey at the conclusion of each course, that respondent would be included in this analysis multiple times.)

Results

In this section, we present the survey results from respondents who participated in three of the four Peer Leadership Expeditions led by VOBS staff members between June 2016 and September 2017 (recall that no surveys were available for the September 2016 trip). The survey results are combined across all three trips (Appendices B-D provide additional data for each of the three trips separately).

Demographics of Survey Respondents

A total of 19 youth participants completed the survey at the completion of their Peer Leadership Expeditions. Participants were asked to report their race/ethnicity and gender. Of the respondents, 18 were male (95%) and 1 respondent did not provide a gender designation. Table 2 shows that 5

---

[6] The survey that was administered in 2016 is shown in Appendix A. There were slight differences between the surveys administered at the conclusion of the 2016 trip and those administered in 2017; for example, on the 2017 survey, the last sentence in the directions read "If you choose not to answer, it won't affect your relationship with your VOBS instructors, your school or the agency you represent"; the location of the "before" and "after" columns was switched; and respondents were asked to provide "year of birth" rather than "grade level."

respondents identified as African American, 6 identified as Hispanic or Latino, and 8 identified as multi-ethnic.

Table 2. Self-Reported Race/Ethnicity

| Race/Ethnicity	Count	Percent
African American	5	26%
Hispanic or Latino	6	32%
Multi-Ethnic	8	42%
Total	**19**	**100%**

Analysis by Item

Emotion Management. As demonstrated in Figure 1, respondents perceived a notable, positive shift in their behaviors in the areas of self-regulation and their ability to identify their emotions (see items 1-6). The percentage of *almost always* and *always* responses increased by 10-31 percentage points from pre- to post-program for each statement within this factor. For example, 63% of the respondents selected *almost always* or *always* when thinking about how they were before the trip regarding the statement, "*I am able to wait my turn, even when I am excited about something,*" (item 1), compared to 90% of respondents after the trip (an increase of 27 percentage points). Similarly, the percent of respondents who selected *almost always* or *always* increased from 43% to 69% for item 2, "*I can control my behavior when I am frustrated or mad;*" from 58% to 79% for item 3, "*I know what to do to calm myself down when I am stressed;*" from 63% to 90% for item 4, "*I can identify my emotions;*" from 32% to 63% for item 5, "*I think before I act*" (a difference of 31 percentage points, the largest for this factor); and from 69% to 79% for item 6, "*I am able to adapt when things change.*" (Appendix E provides the information shown in Figures 1-8 in table format.)
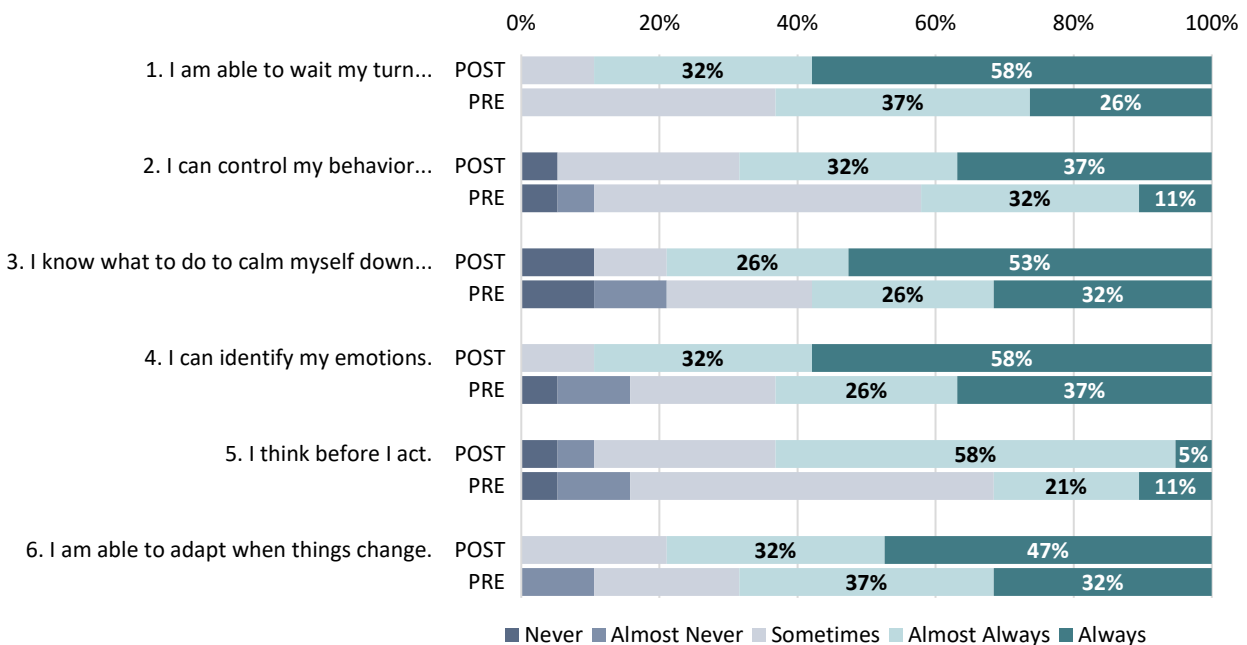
Figure 1. Distribution of Responses for Items 1-6 (*Emotion Management* factor)

Responsibility. As with the response patterns for items 1-6, the responses to items 7-10 show an increase in the percent of respondents selecting *almost always* or *always* when thinking about themselves in relation to each statement before and after the program (see Figure 2). The percentage of *almost always* and *always* responses increased by 21-42 percentage points from pre- to post-program for each statement within this factor. The largest increase occurred for the statement, "*I come prepared for activities*" (item 8), for which 37% of the respondents selected *almost always* or *always* when thinking about how they were before the trip while 79% selected *almost always* or *always* when thinking about that statement in terms of themselves after the trip (a change of 42 percentage points). Similarly, the percent of respondents who selected *almost always* or *always* increased from 50% to 83% for "*I take responsibility for my actions*" (item 10).
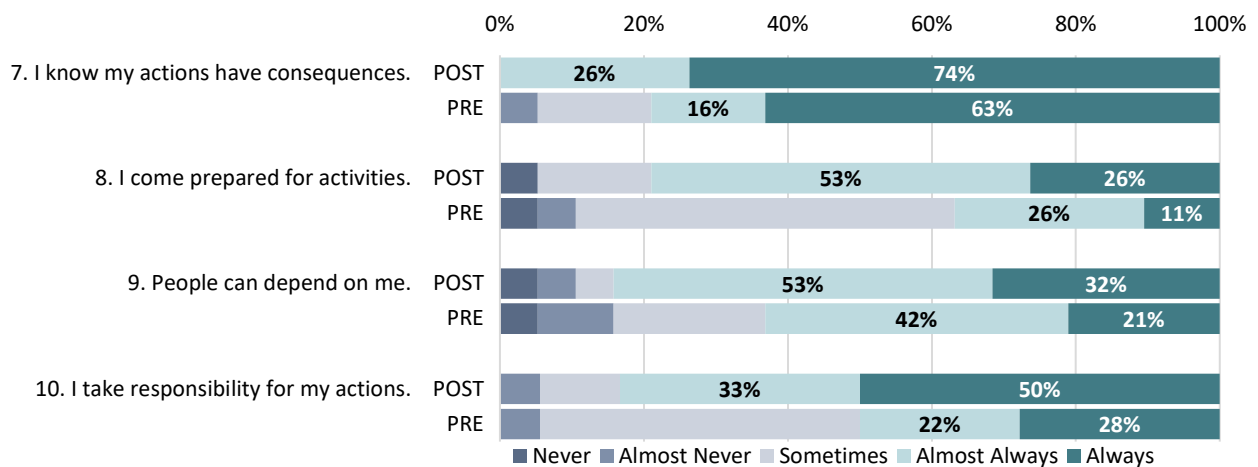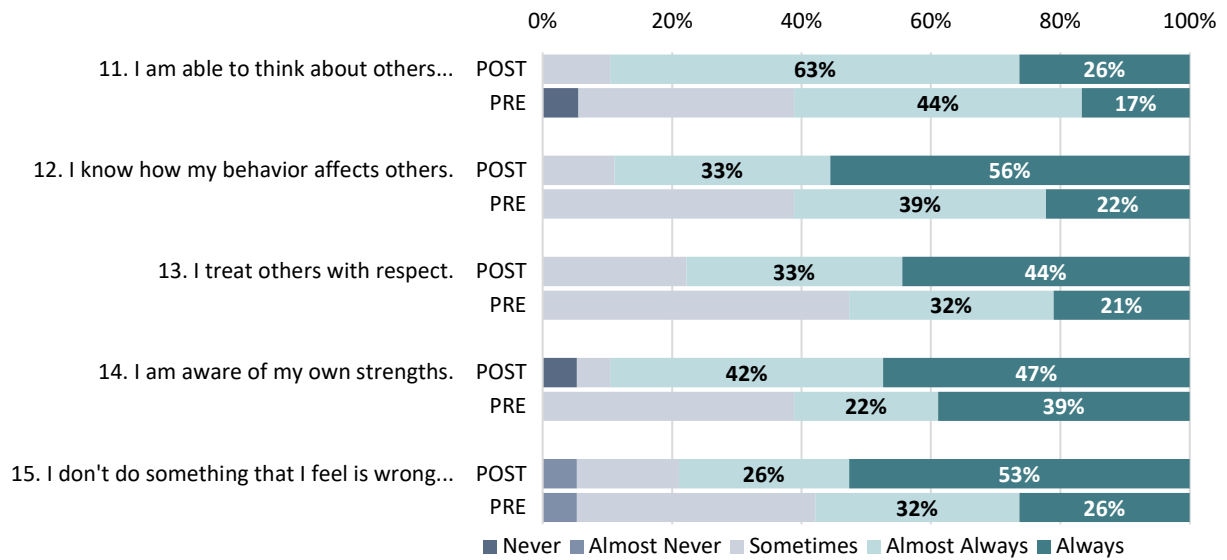

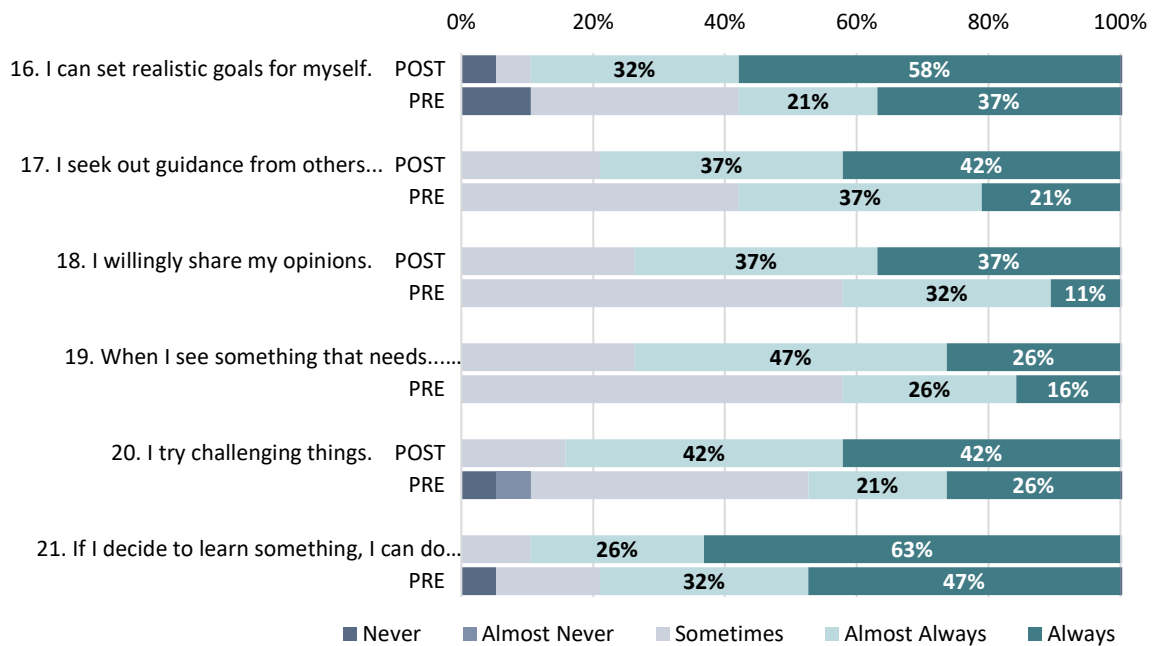**Figure 2. Distribution of Responses for Items 7-10 (*Responsibility* factor)**

Empathy. Items 11-15 provide some insight into respondents' perceptions of shifts in their empathy and integrity. The response patterns to these items (see Figure 3) continue to demonstrate a positive shift in responses; the percentage of *almost always* and *always* responses increased by 21-28 percentage points from pre- to post-program for each statement within this factor. For example, from the pre-trip to the post-trip ratings, there was a 28 percentage point increase in the percent of respondents selecting *almost always* or *always* for item 11 ("*I am able to think about how another person feels*"), item 12 ("*I know how my behavior affects others*"), and item 14 ("*I am aware of my own strengths*"). The trend of these responses demonstrates an increase in respondents' abilities to think about how another person feels, know how their behavior affects others, treat others with respect, be aware of their own strengths, and not follow peers' negative actions.

Initiative. The response patterns to items 16-21 again show positive shifts from pre- to post-program (see Figure 4). The percentage of *almost always* and *always* responses increased by 10-37 percentage points from pre- to post-program for each of these 6 statements. The largest increase occurred for the statement, "*I try challenging things*" (item 20), for which 47% of the respondents selected *almost always* or *always* when thinking about how they were before the trip compared to 84% after the trip (a change of 37 percentage points). Similarly, the percent of respondents who selected *almost always* or *always* increased from 58% to 90% for "*I can set realistic goals for myself*" (item 16, a change of 32 percentage points); from 43% to 74% for *"I willingly share my opinions"* (item 18, a change of 31 percentage points); and from 42% to 73% for *"When I see something that needs to be done, I do it without being asked"* (item 19, a change of 31 percentage points). Thus, on average, respondents

reported increased frequency for setting realistic goals, seeking guidance when needed, sharing opinions willingly, doing things that need to be done without being asked, and trying challenging things.
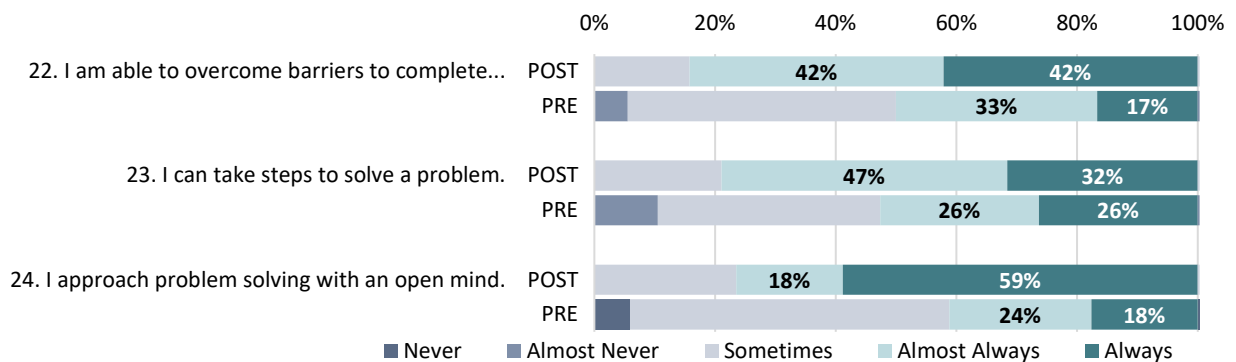

Figure 3. Distribution of Responses for Items 11-15 (*Empathy* factor)

Figure 4. Distribution of Responses for Items 16-21 (*Initiative* factor)

Problem Solving. Again, for all items shown in Figure 5 (items 22-24), a larger proportion of respondents selected the response options *almost always* or *always* for their post-trip ratings as compared to their pre-trip ratings. The percent of respondents selecting *almost always* or *always* for these three items increased pre- to post-program by between 27- 35 percentage points. The largest increase occurred with the statement, "*I approach problem solving with an open mind*" (item 24), for which 42% of the respondents selected *almost always* or *always* when thinking about how they were before the trip compared to 77% after the trip (a change of 35 percentage points). Similarly, the percent of respondents who selected *almost always* or *always* increased from 50% to 84% for "*I am able to overcome barriers to complete a task*" (item 22; a change of 34 percentage points); and from 52% to 79% for *"I can take steps to solve a problem"* (item 23; a change of 27 percentage points).
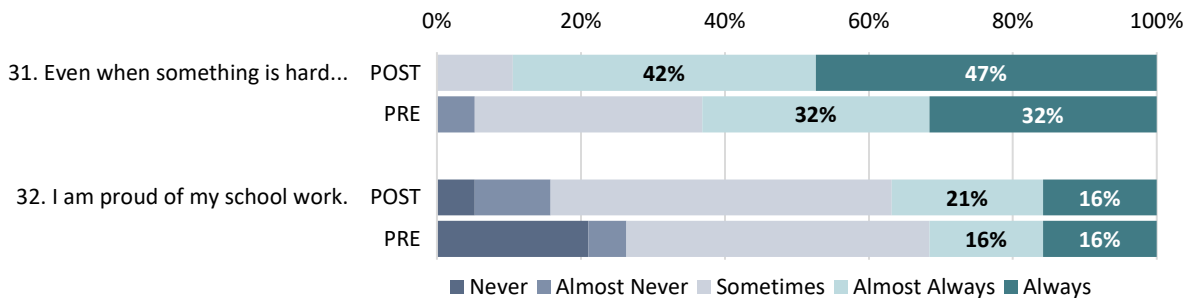

Figure 5. Distribution of Responses for Items 22-24 (*Problem Solving* factor)

Teamwork. The *Teamwork* factor is represented by items 25-30 (see Figure 6). The percentage of *almost always* and *always* responses increased from between 12- 45 percentage points from pre- to post-program for each statement within this factor. The largest increase occurred for the statement, "*I can work with others to accomplish a task*" (item 27), for which 44% of the respondents selected *almost always* or *always* when thinking about how they were before the trip compared to 89% after the trip (a change of 45 percentage points). Similarly, the percent of respondents who selected *almost always* or *always* increased 30 percentage points from 42% to 72% for "*I am able to resolve disagreements positively*" (item 28). The smallest increase occurred for *"I can work with different types of people"* (item 25), which changed from 61% to 73% (a difference of 12 percentage points).

Persistence. The *Persistence* factor was represented by items 31 and 32 (see Figure 7). The largest percent increase occurred with the statement, "*Even when something is hard, I follow through to finish it*" (item 31), for which 64% of the respondents selected *almost always* or *always* when thinking about how they were before the trip regarding compared to 89% after the trip (a change of 25 percentage points.) For the statement, "*I am proud of my schoolwork"* (item 32), the percent of respondents who selected *almost always* or *always* increased from 32% to 37% (a 5 percentage point change). However, the percent selecting *never* decreased from 21% on the pre-trip rating to 11% on the post-trip rating.
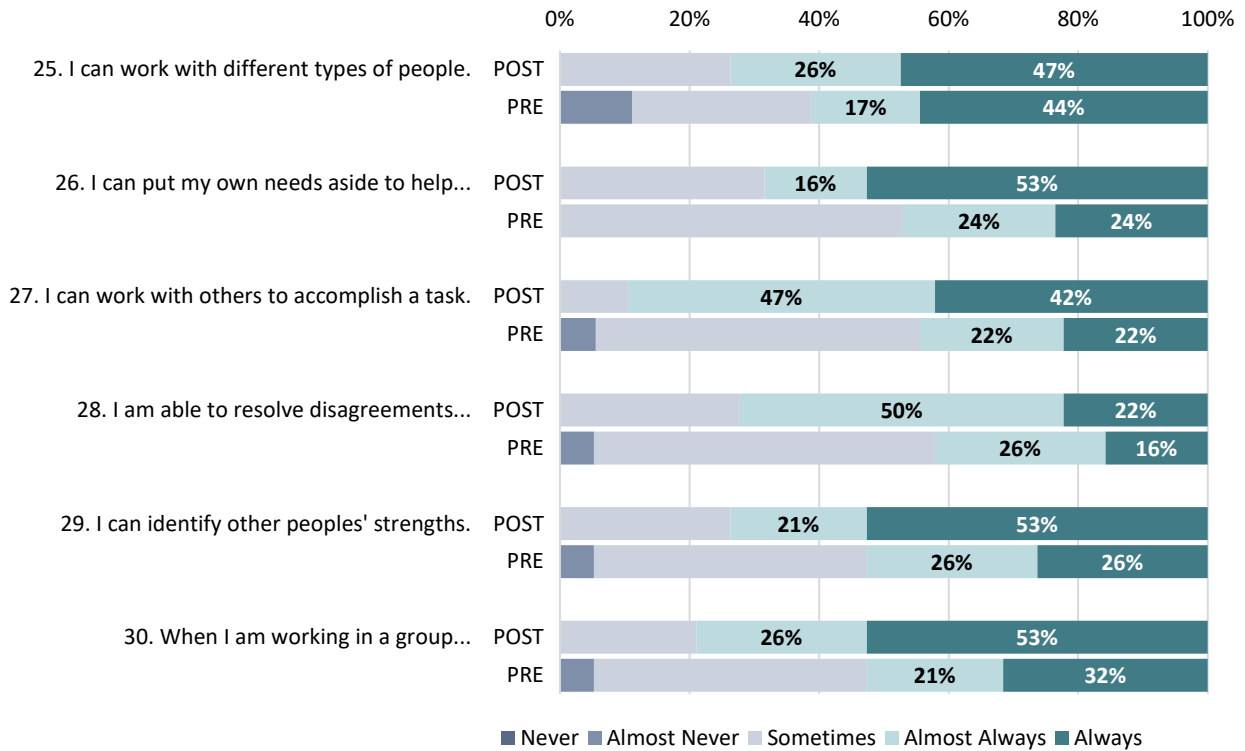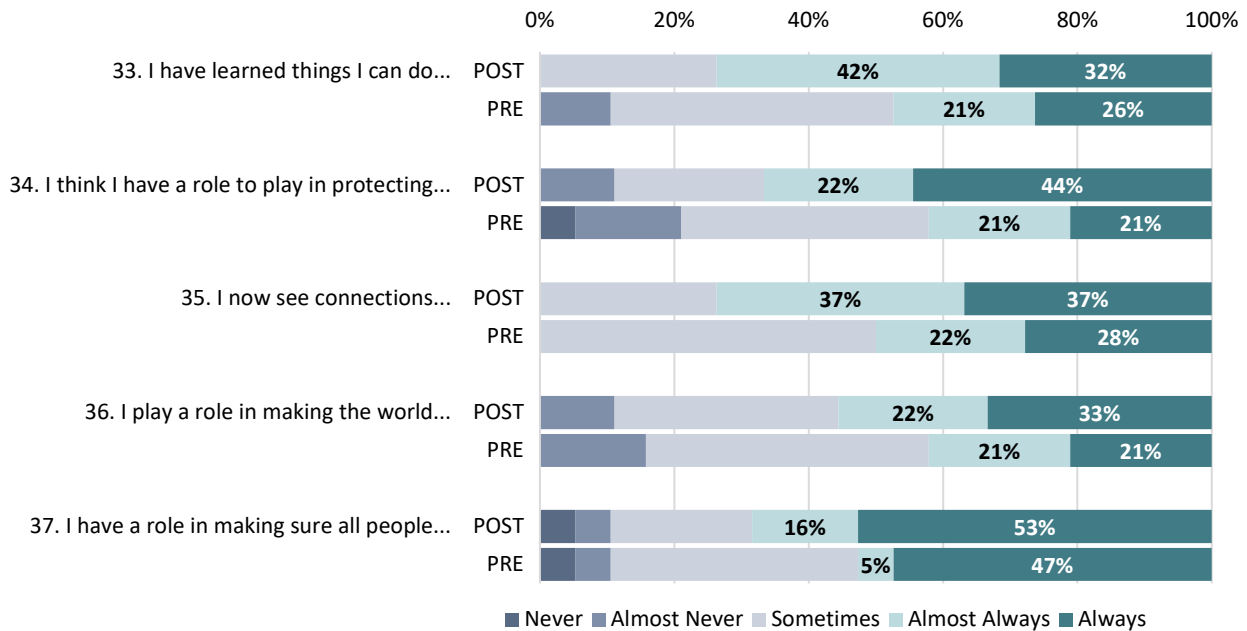
Figure 6. Distribution of Responses for Items 25-30 (*Teamwork* factor)

Figure 7. Distribution of Responses for Items 31-32 (*Persistence* factor)

Service. Consistent with the response patterns for the previous 32 items, the respondents demonstrated a positive shift from pre- to post-program when responding to the statements about service in items 33-37 (i.e., as shown in Figure 8, the percentage of *almost always* and *always* responses increased by 13-27 percentage points from pre- to post-program for each statement within this factor). The largest increase occurred for the statement, "*I have learned things I can do to take care of the environment*" (item 33), which changed from 47% to 74% for respondents who selected *almost always* or *always* when thinking about how they were before and after the trip, respectively (a change of 27 percentage points). Similarly, the percent of respondents who selected *almost always* or *always* increased by 24 percentage points for two items: from 42% to 66% for "*I think I have a role to play in protecting nature*" (item 34) and from 50% to 74% for "*I now see connections between the environment and my life*" (item 35). The smallest increase occurred for item 36, "*I play a role in making the world a better place to live*" (from 42% to 55%, a change of 13 percentage points).

Figure 8. Distribution of Responses for Items 33-37 (*Service* factor)

Summary of the Findings

In 2016 and 2017, the Voyageur Outward Bound School (VOBS) offered a variety of programming to students attending the Open World Learning School (OWLS), with the assistance of funding received through the Youth Intervention Prevention (YIPS) program. A 37-item, retrospective pre/post survey called the *Changes in Social and Emotional Learning (CHiSEL) Survey* was administered to OWLS students who in three of the four Peer Leadership Expeditions offered between June 2016 and September 2017. Changes in the way respondents thought about themselves before the trip to how they felt after the trip were documented by their responses to items on the CHiSEL Survey.

Nineteen students (19) completed the survey. Eighteen of the 19 respondents were male (1 did not provide this information). Forty-two percent (42%) of the respondents self-identified as multi-ethnic, 32% identified as Hispanic or Latino, and 26% identified as African American. (Note that if a respondent participated in more than one Peer Leadership Expedition and completed a survey at the conclusion of each course, that respondent would be included in this analysis multiple times.)

Participants who completed the survey perceived a positive shift in their behaviors in all of the eight areas measured on the survey (*Emotion Management, Responsibility, Empathy, Initiative, Problem Solving, Teamwork, Persistence,* and *Service*). Notably, for all 37 items, the percentage of respondents selecting *almost always* or *always* combined increased from between 5 to 45 percentage points from the pre-trip rating to the post-rating, with an average percent increase of 25 percentage points. The items having the greatest shifts in the percent of respondents selecting *almost always* or *always* (a 35 percentage point increase or greater) from the pre- to post-trip rating are summarized below.

- In the area of **Responsibility**, the statement "*I come prepared for activities*" (item 8) showed a 42 percentage point increase in respondents selecting *almost always* or *always* from the pre-trip rating (37%) to the post-trip rating (79%).

- For the **Initiative** factor, there was a 37 percentage point increase in the percent of respondents selecting *almost always* or *always* on the pre-trip rating (47%) compared to the post-trip rating (84%) for the statement "*I try challenging things*" (item 20).
- In the area of **Problem Solving**, the percent of respondents selecting *almost always* or *always* for the statement "*I approach problem solving with an open mind*" (item 24) increased by 35 percentage points (from 42% to 77%). Ratings for the statement "*I am able to overcome barriers to complete a ta*sk" (item 22) increased by 34 percentage points.
- For **Teamwork**, the percent of respondents selecting *almost always* or *always* for the statement "*I can work with others to accomplish a task*" (item 27) increased 45 percentage points from the pre-trip rating to the post-trip rating (from 44% to 89%).
- In the area of **Service**, two items had increases of greater than 25 percentage points in the percent of respondents selecting *almost always* or *always* from the pre- to post-trip ratings. This includes the following:
  - For item 33, "*I have learned things I can do to take care of the environment,*" the percent of respondents who selected *almost always* or *always* increased from 58% to 88% from the pre- to the post-trip ratings (a change of 30 percentage points).
  - For item 36, "*I play a role in making the world a better place to live,*" the percent of respondents who selected *almost always* or *always* increased from 63% to 88% from the pre- to the post-trip ratings (a change of 25 percentage points).

Three areas did not show changes of more than 35 percentage points for respondents selecting *almost always* or *always* from the pre- to post-trip ratings on any given item: **Emotion Management**,[7] **Empathy**[8] and **Persistence.** Note, however, that the percent of respondents selecting *almost always* or *always* for all three of these factors still increased from the pre- to post-trip ratings. For **Emotion Management**, the percent selecting *almost always* or *always* from pre- to post-trip increased by 24 percentage points, on average (with a range of a 10-31 percentage point increases); for **Empathy**, the average increase was 26 percentage points from the pre- to post-trip rating (with a range of 21-28 percentage point changes). For **Persistence**, Item 31 ("*Even when something is hard, I follow through to finish it*") and Item 32 ("*I am proud of my school work*") showed a percentage point change of 25 and 5 points, respectively, in the percent of respondents selecting *almost always* or *always* on the between the pre- and post-trip ratings.

In summary, respondents who completed the survey perceived a positive shift in themselves with respect to the SEL factors measured by the CHiSEL Survey. This was evident from the increase in the percent of respondents shifting their ratings of statements about their own behaviors to *almost always* or *always* in their post-condition ratings.

---

[7] "*I am able to wait my turn, even when I am excited about something*" (item 1); "*I can control my behavior when I am frustrated or mad*" (item 2); "*I know what to do to calm myself down when I am stressed*" (item 3); "*I can identify my emotions*" (item 4); "*I think before I act*" (item 5); "*I am able to adapt when things change*" (item 6).
[8] "*I am able to think about how another person feels*" (item 11); "*I know how my behavior affects others*" (item 12); "*I treat others with respect*" (item 13); "*I am aware of my own strengths*" (item 14); and "*I don't do something that I feel is wrong just because others are doing it*" (item 15).

Appendix A: CHiSEL Survey Instrument

This is a questionnaire, NOT a test. There are no right answers or wrong answers. Your responses are optional, but your answers will help improve the program. If you choose not to answer, it won't affect your grades or your relationship with your teacher, your school, or VOBS staff members. *Thank you for your help!*

YOUR NAME: _____ COURSE NUMBER: _____ DATE: _____

DIRECTIONS. *Read each statement below. First, think about how you were <u>before the course</u> and rate yourself in the BEFORE THE COURSE columns. Then, think about how the course may have changed you and rate yourself in the AFTER THE COURSE (NOW) columns. Choose the best answer for each statement by completely filling in an oval.*

NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS	**BEFORE THE COURSE** ↙ **AFTER THE COURSE (NOW)** ↘	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
0	0	0	0	0	1. I am able to wait my turn, even when I am excited about something.	0	0	0	0	0
0	0	0	0	0	2. I can control my behavior when I am frustrated or mad……………………	0	0	0	0	0
0	0	0	0	0	3. I know what to do to calm myself down when I am stressed……………	0	0	0	0	0
0	0	0	0	0	4. I can identify my emotions…………………………………………………………	0	0	0	0	0
0	0	0	0	0	5. I think before I act………………………………………………………………………	0	0	0	0	0
0	0	0	0	0	6. I am able to adapt when things change……………………………………………	0	0	0	0	0
0	0	0	0	0	7. I know my actions have consequences…………………………………………	0	0	0	0	0
0	0	0	0	0	8. I come prepared for activities……………………………………………………	0	0	0	0	0
0	0	0	0	0	9. People can depend on me…………………………………………………………	0	0	0	0	0
0	0	0	0	0	10. I take responsibility for my actions…………………………………………	0	0	0	0	0
0	0	0	0	0	11. I am able to think about how another person feels……………………	0	0	0	0	0
0	0	0	0	0	12. I know how my behavior affects others……………………………………	0	0	0	0	0
0	0	0	0	0	13. I treat others with respect………………………………………………………	0	0	0	0	0
0	0	0	0	0	14. I am aware of my own strengths………………………………………………	0	0	0	0	0
0	0	0	0	0	15. I don't do something that I feel is wrong just because others are doing it……………………………………………………………………………………	0	0	0	0	0
0	0	0	0	0	16. I can set realistic goals for myself…………………………………………	0	0	0	0	0
0	0	0	0	0	17. I seek out guidance from others when I need it……………………………	0	0	0	0	0
0	0	0	0	0	18. I willingly share my opinions…………………………………………………	0	0	0	0	0

NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS	BEFORE THE COURSE ↙ AFTER THE COURSE (NOW) ↘	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
0	0	0	0	0	19. When I see something that needs to be done, I do it without being asked...	0	0	0	0	0
0	0	0	0	0	20. I try challenging things..	0	0	0	0	0
0	0	0	0	0	21. If I decide to learn something, I can do it....................................	0	0	0	0	0
0	0	0	0	0	22. I am able to overcome barriers to complete a task................................	0	0	0	0	0
0	0	0	0	0	23. I can take steps to solve a problem..	0	0	0	0	0
0	0	0	0	0	24. I approach problem solving with an open mind....................................	0	0	0	0	0
0	0	0	0	0	25. I can work with different types of people....................................	0	0	0	0	0
0	0	0	0	0	26. I can put my own needs aside to help the group meet its goal............	0	0	0	0	0
0	0	0	0	0	27. I can work with others to accomplish a task....................................	0	0	0	0	0
0	0	0	0	0	28. I am able to resolve disagreements positively...	0	0	0	0	0
0	0	0	0	0	29. I can identify other peoples' strengths..	0	0	0	0	0
0	0	0	0	0	30. When I am working in a group, I make sure to do my part...................	0	0	0	0	0
0	0	0	0	0	31. Even when something is hard, I follow through to finish it...................	0	0	0	0	0
0	0	0	0	0	32. I am proud of my school work..	0	0	0	0	0
0	0	0	0	0	33. I have learned things I can do to take care of the environment...........	0	0	0	0	0
0	0	0	0	0	34. I think I have a role to play in protecting nature....................................	0	0	0	0	0
0	0	0	0	0	35. I now see connections between the environment and my life............	0	0	0	0	0
0	0	0	0	0	36. I play a role in making the world a better place to live.........................	0	0	0	0	0
0	0	0	0	0	37. I have a role in making sure all people are treated fairly.....................	0	0	0	0	0

ABOUT YOU: Fill in the oval that *best* applies.

38. I describe myself as:
- 0 African American
- 0 Asian American
- 0 Caucasian
- 0 Hispanic or Latino
- 0 American Indian or Alaskan Native
- 0 Native Hawaiian or Pacific Islander
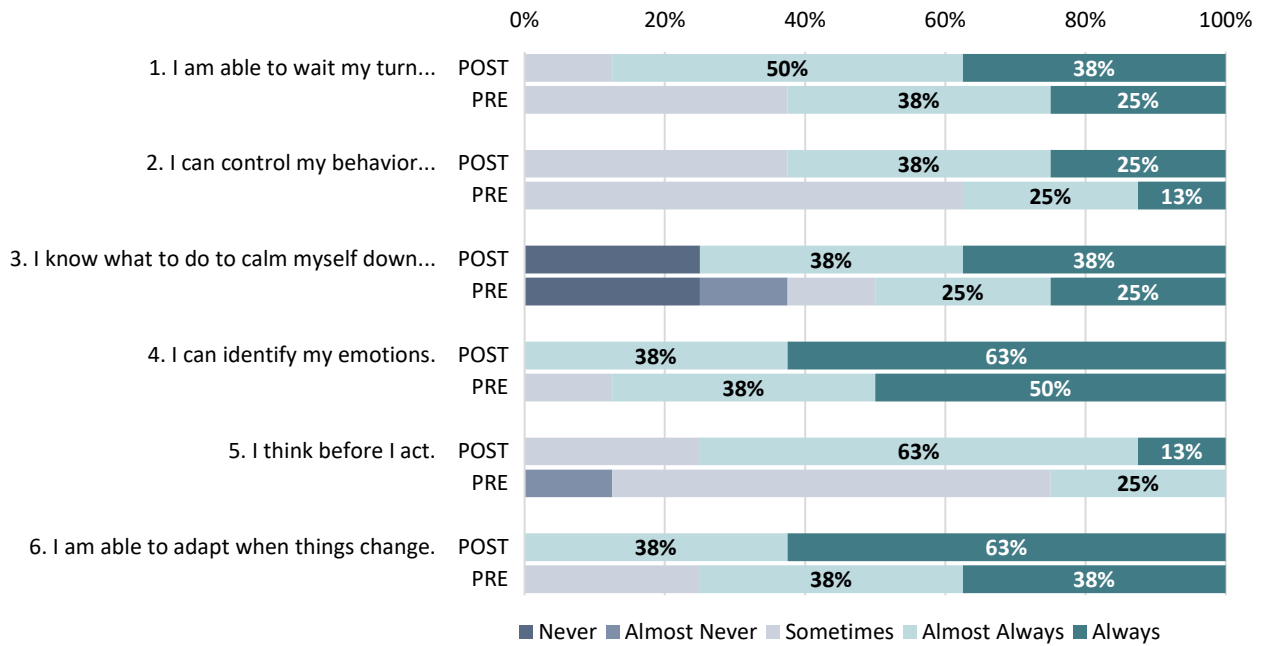- 0 Multi-Ethnic
- 0 Other
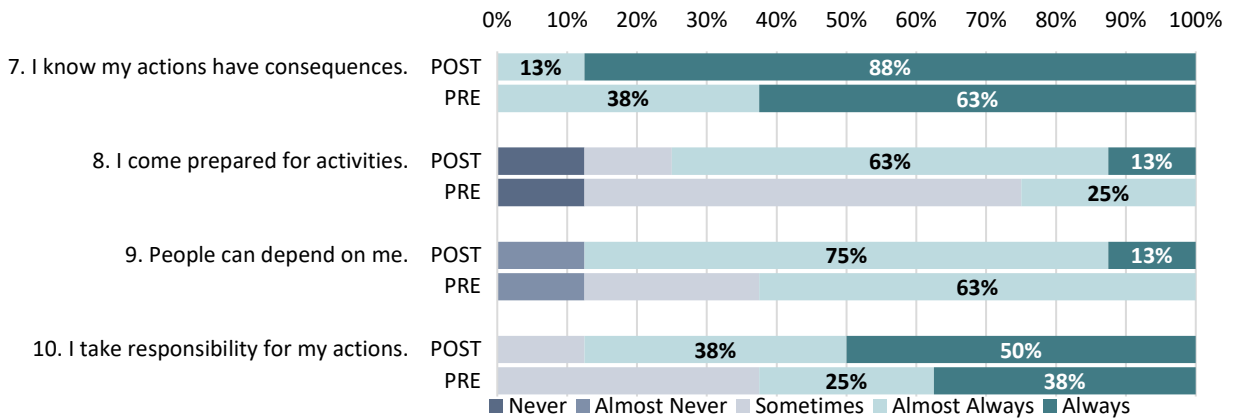
39. I describe myself as:
- 0 Female
- 0 Male
- 0 _____

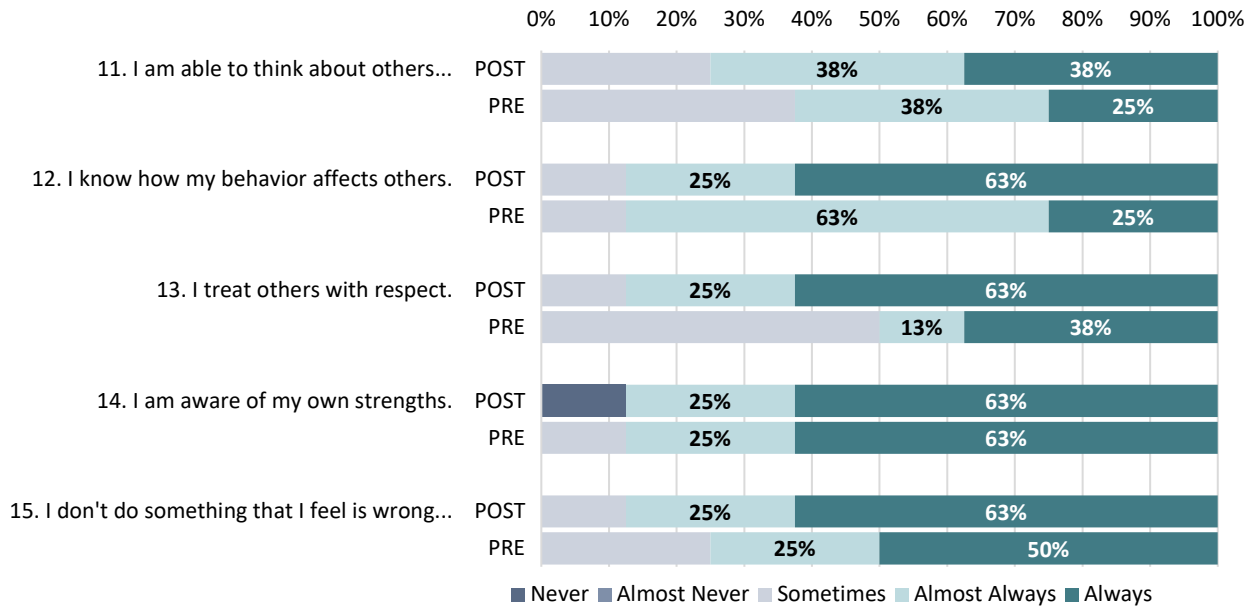40. What grade are you currently in?
- 0 Grade: _____

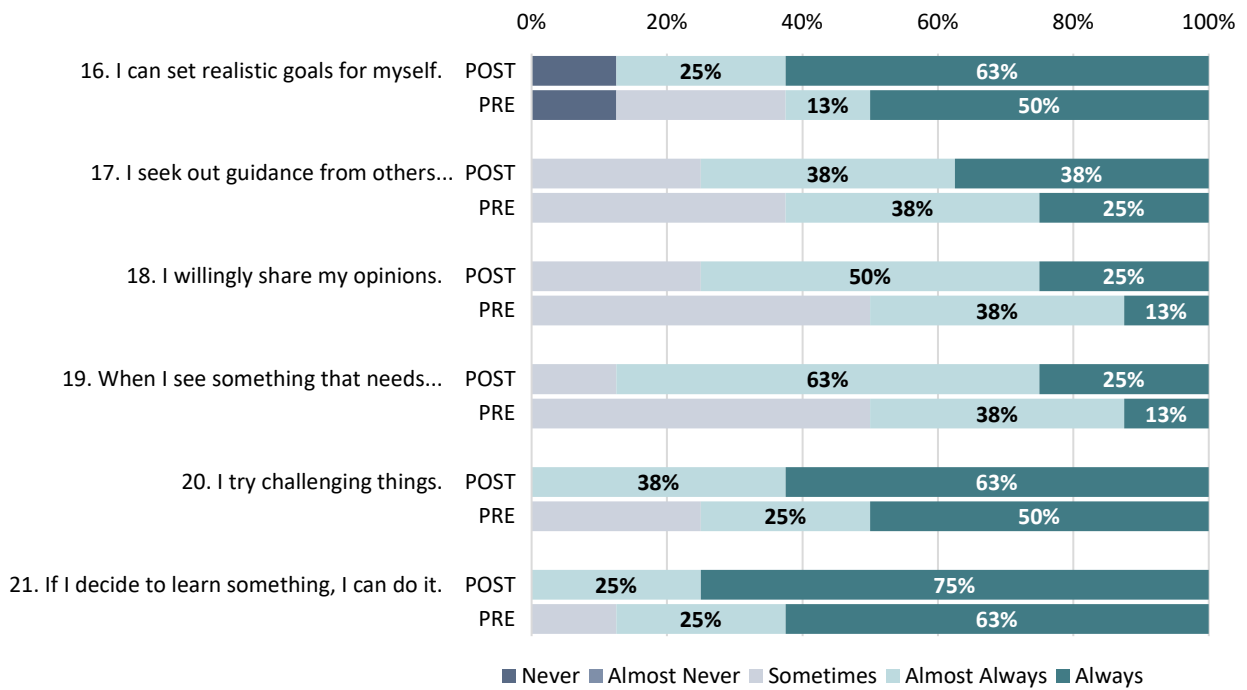# Appendix B: Survey Results for June 2016 Program

Figure B1. Distribution of Responses for Items 1-6 (*Emotion Management* factor)

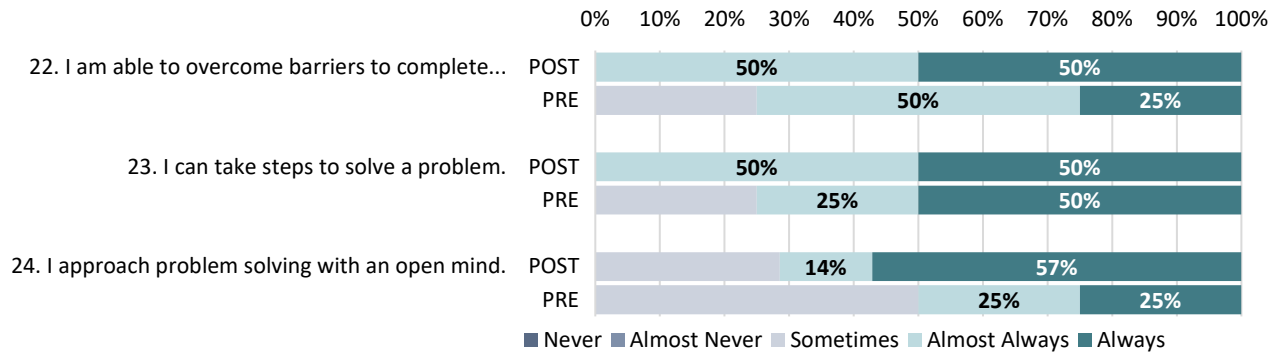**Figure B2. Distribution of Responses for Items 7-10 (*Responsibility* factor)**

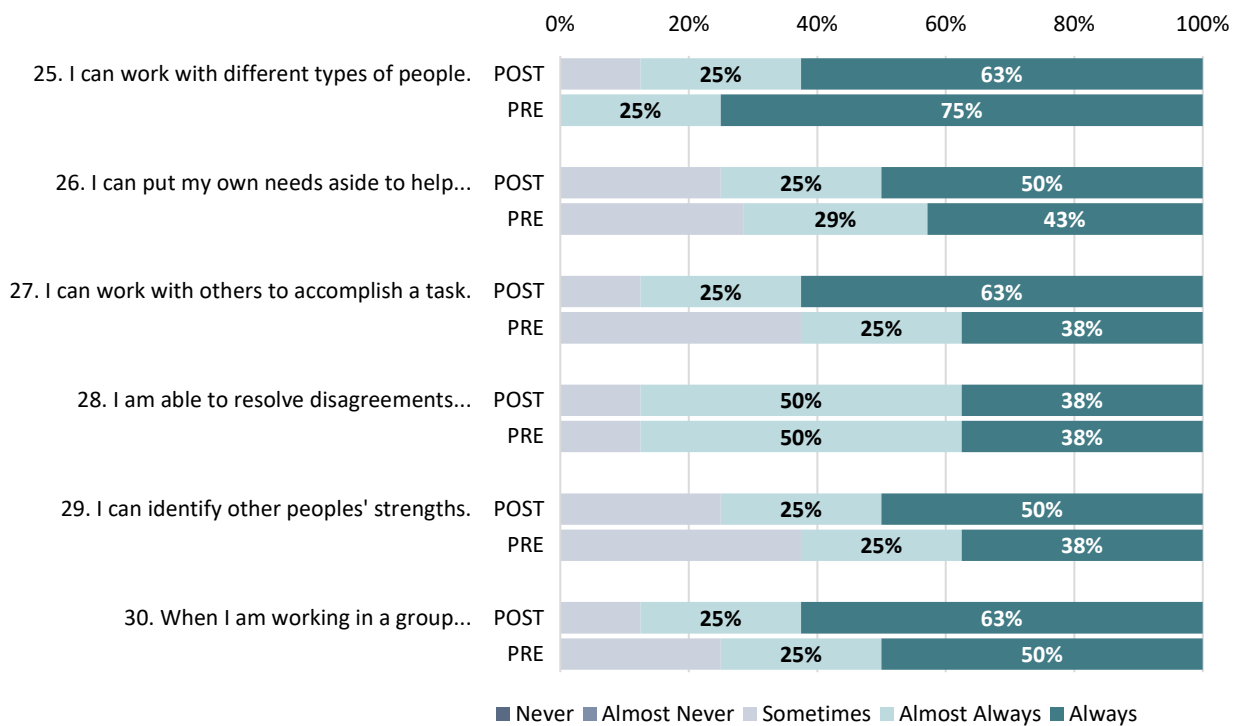**Figure B3. Distribution of Responses for Items 11-15 (*Empathy* factor)**

Figure B4. Distribution of Responses for Items 16-21 (*Initiative* factor)

Figure B5. Distribution of Responses for Items 22-24 (*Problem Solving* factor)

Figure B6. Distribution of Responses for Items 25-30 (*Teamwork* factor)

Figure B7. Distribution of Responses for Items 31-32 (*Persistence* factor)

Figure B8. Distribution of Responses for Items 33-37 (*Service* factor)

Appendix C: Survey Results for June 2017 Program

Figure C1. Distribution of Responses for Items 1-6 (*Emotion Management* factor)

Figure C2. Distribution of Responses for Items 7-10 (*Responsibility* factor)

Figure C3. Distribution of Responses for Items 11-15 (*Empathy* factor)

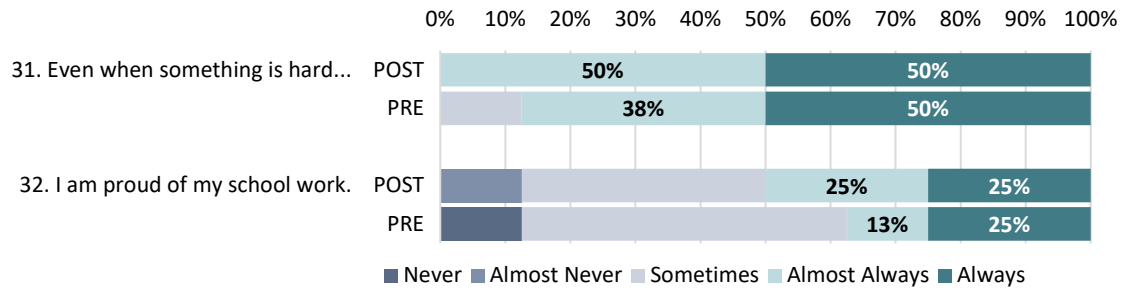**Figure C4. Distribution of Responses for Items 16-21 (*Initiative* factor)**
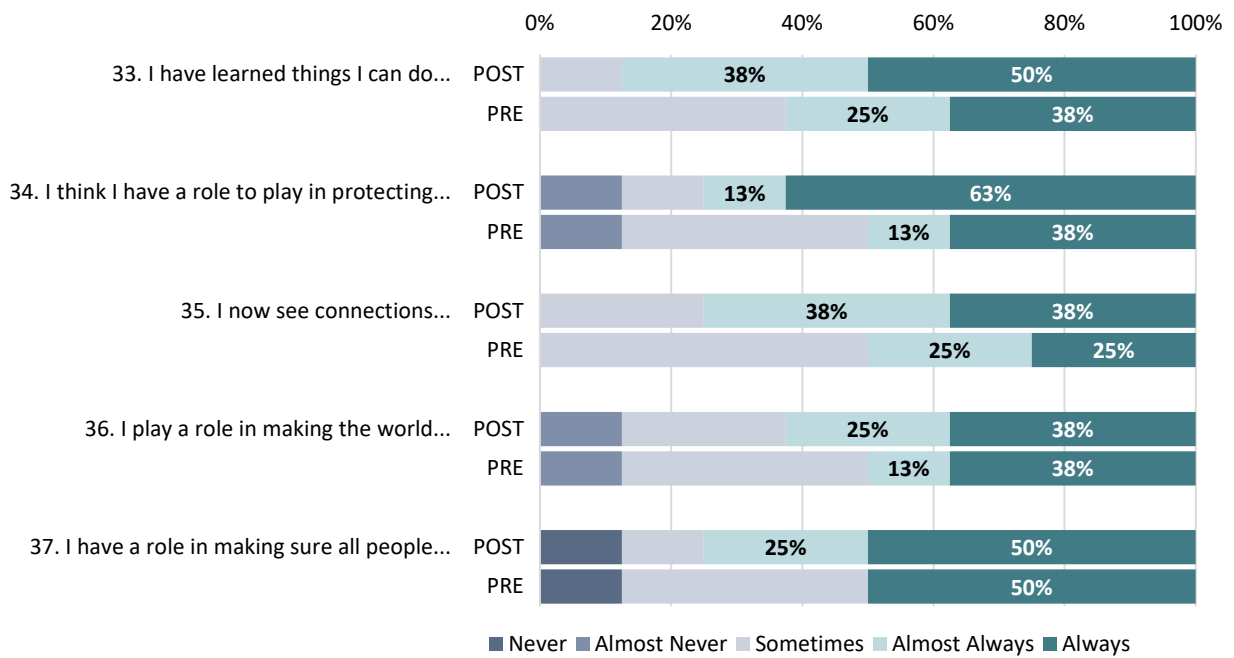
Figure C5. Distribution of Responses for Items 22-24 (*Problem Solving* factor)
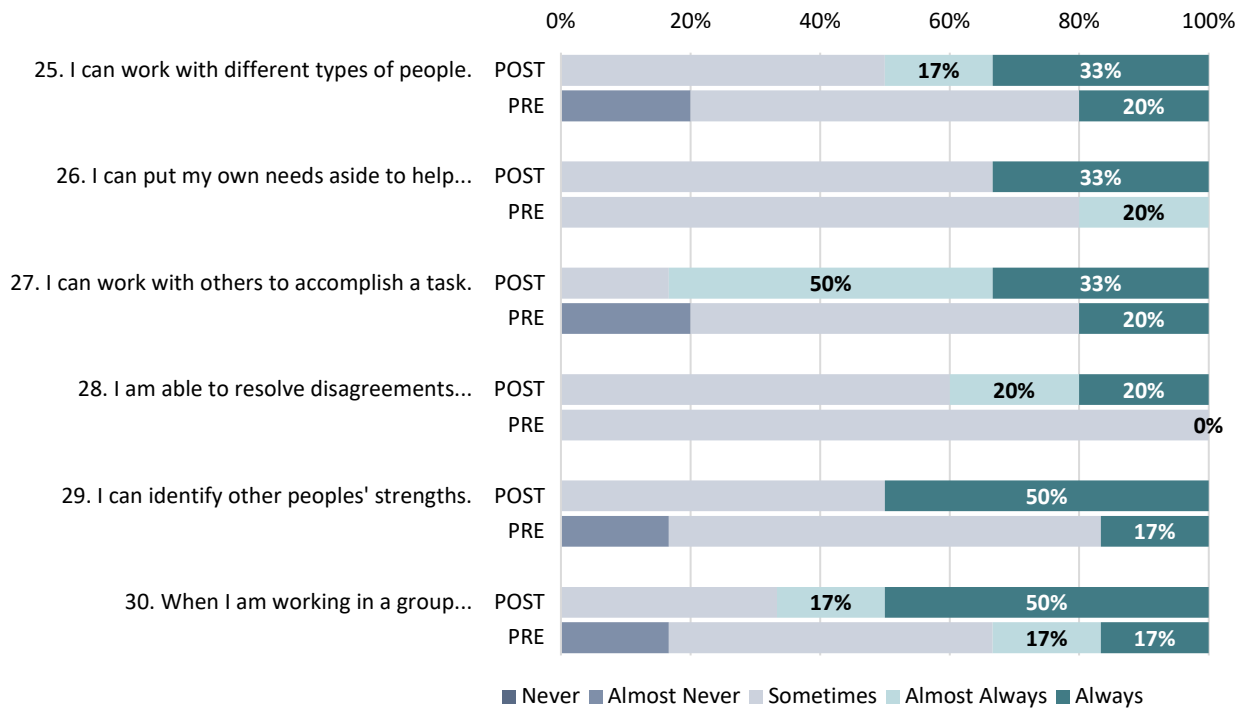
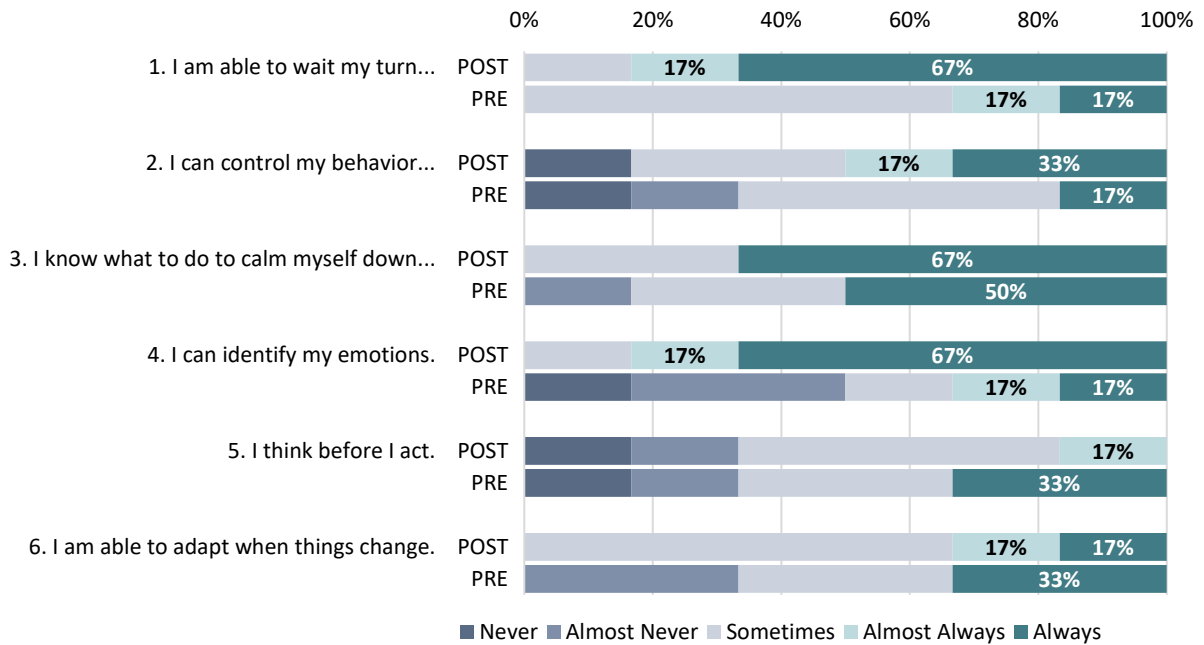**Figure C6. Distribution of Responses for Items 25-30 (*Teamwork* factor)**

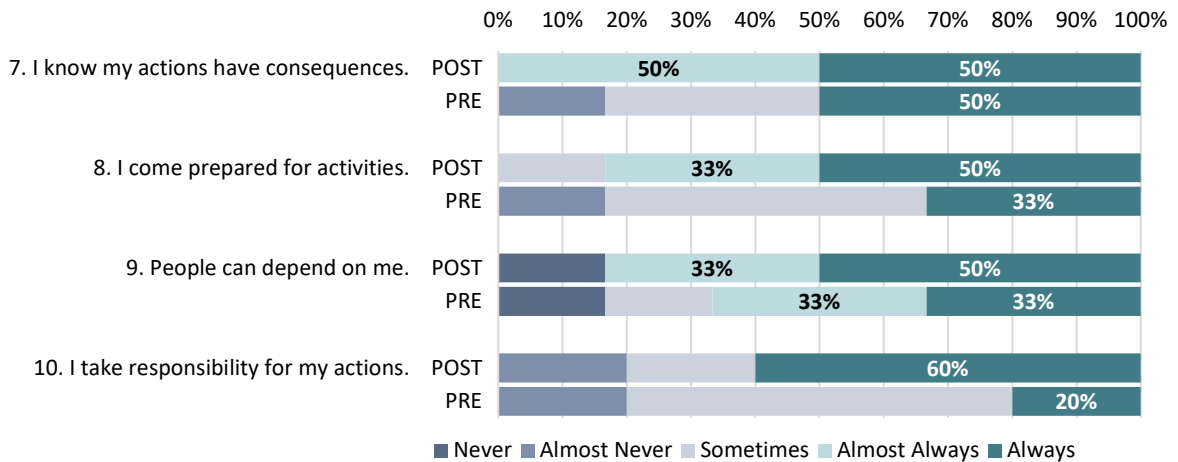**Figure C7. Distribution of Responses for Items 31-32 (*Persistence* factor)**

Figure C8. Distribution of Responses for Items 33-37 (*Service* factor)
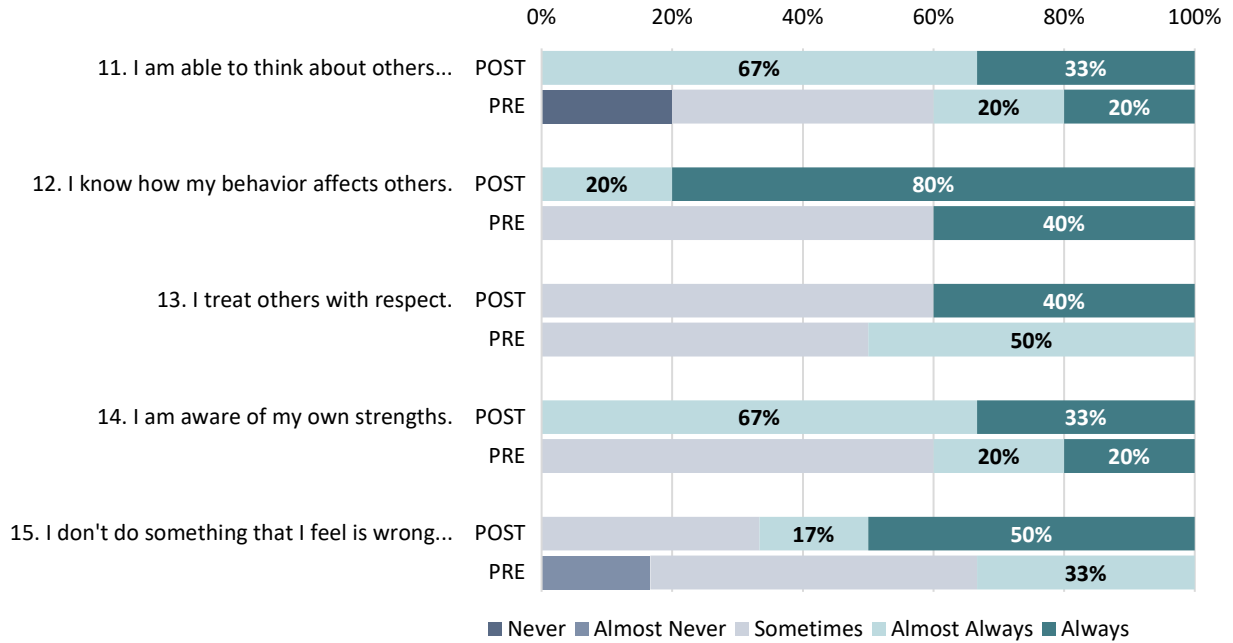
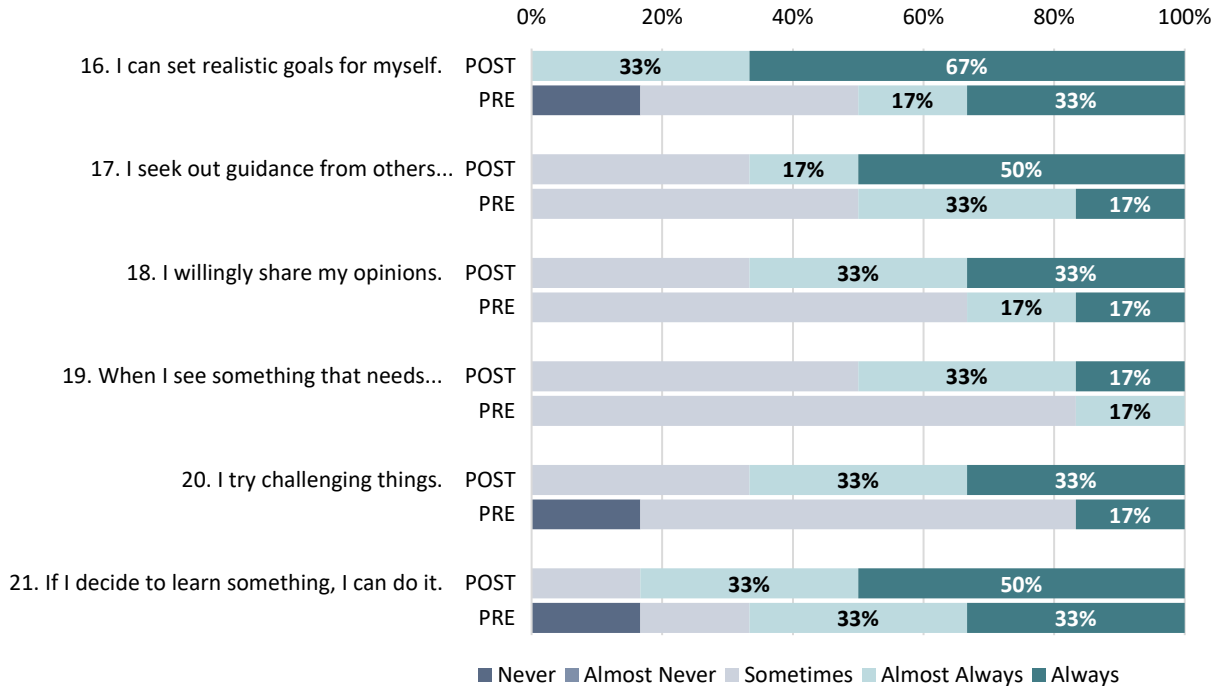# Appendix D: Survey Results for September 2017 Program

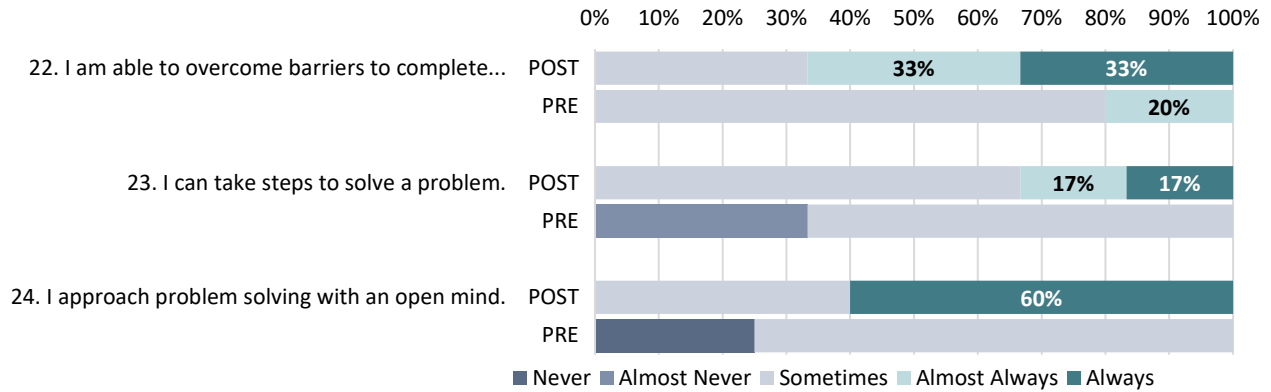**Figure D1. Distribution of Responses for Items 1-6 (*Emotion Management* factor)**

Figure D2. Distribution of Responses for Items 7-10 (*Responsibility* factor)

Figure D3 (Empathy factor)

Item		0%	20%	40%	60%	80%	100%
11. I am able to think about others…	POST				100%		
	PRE			80%			
12. I know how my behavior affects others.	POST			60%		20%	
	PRE			40%			
13. I treat others with respect.	POST			80%		20%	
	PRE			40%		20%	
14. I am aware of my own strengths.	POST			40%		40%	
	PRE			20%		20%	
15. I don't do something that I feel is wrong…	POST			40%		40%	
	PRE			40%		20%	

■ Never ■ Almost Never ■ Sometimes ■ Almost Always ■ Always

Figure D3. Distribution of Responses for Items 11-15 (*Empathy* factor)

Figure D4 (Initiative factor)

Item		0%	20%	40%	60%	80%	100%
16. I can set realistic goals for myself.	POST			40%		40%	
	PRE			40%		20%	
17. I seek out guidance from others…	POST			60%		40%	
	PRE			40%		20%	
18. I willingly share my opinions.	POST		20%		60%		
	PRE				40%		
19. When I see something that needs…	POST			40%		40%	
	PRE			20%		40%	
20. I try challenging things.	POST			60%		20%	
	PRE				40%		
21. If I decide to learn something, I can do it.	POST		20%		60%		
	PRE			40%		40%	

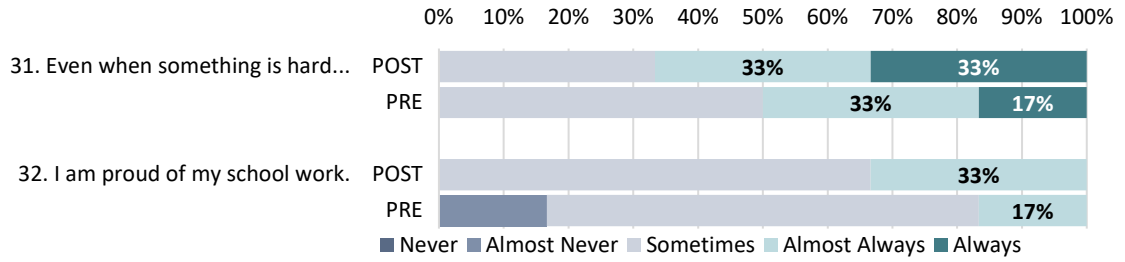■ Never ■ Almost Never ■ Sometimes ■ Almost Always ■ Always

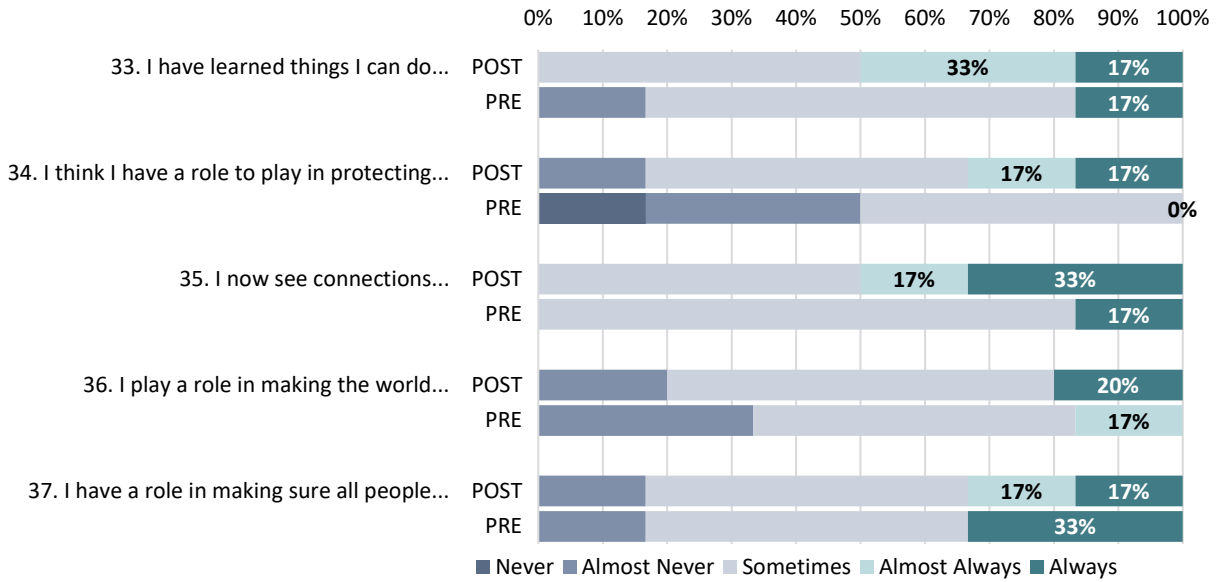**Figure D4. Distribution of Responses for Items 16-21 (*Initiative* factor)**

Figure D5. Distribution of Responses for Items 22-24 (*Problem Solving* factor)

Figure D6. Distribution of Responses for Items 25-30 (*Teamwork* factor)
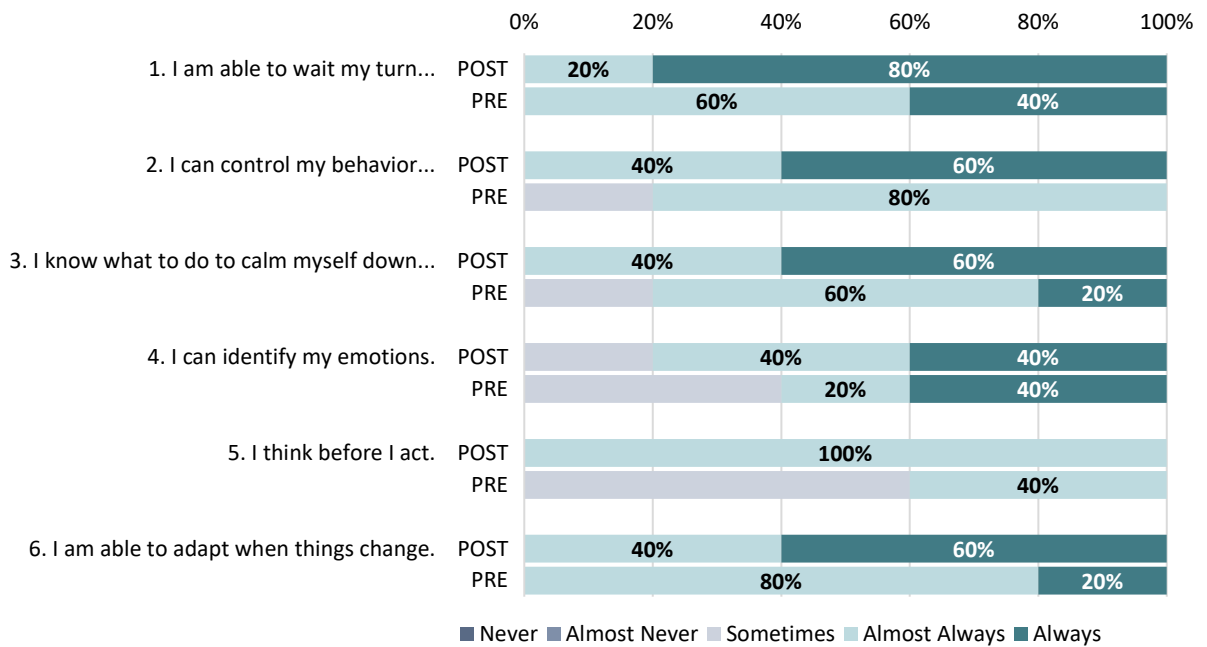
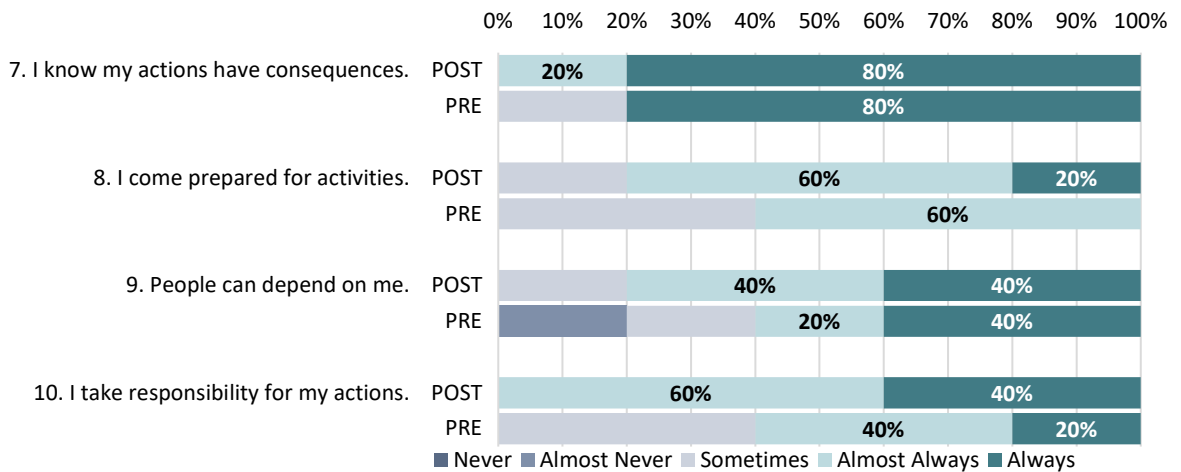**Figure D7. Distribution of Responses for Items 31-32 (Persistence factor)**

Figure D8. Distribution of Responses for Items 33-37 (*Service* factor)
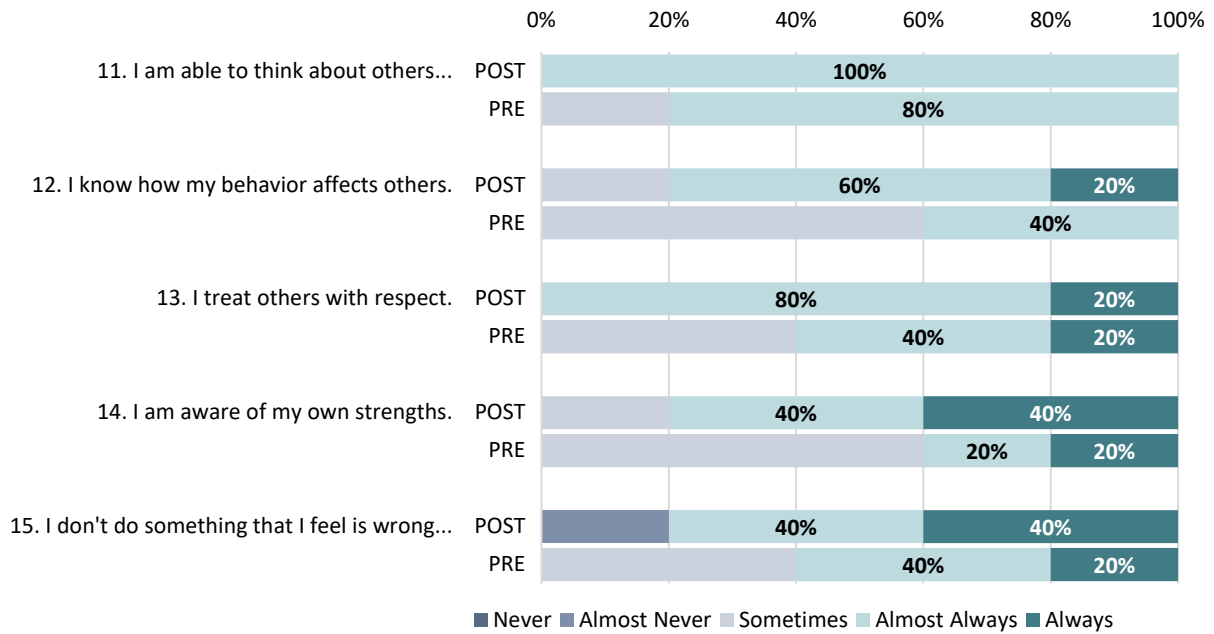
Appendix E: Percentage of Respondents Selecting Each Response Option for Each Item by Factor
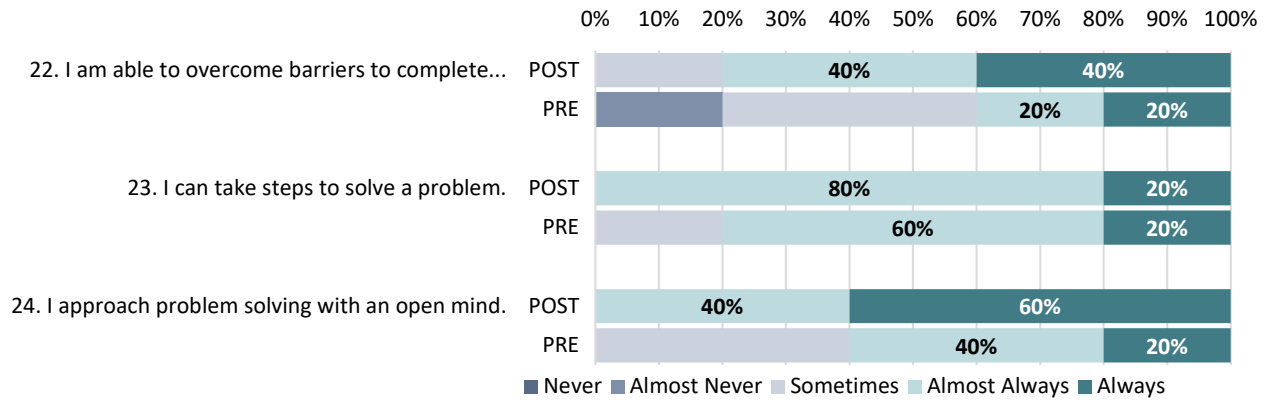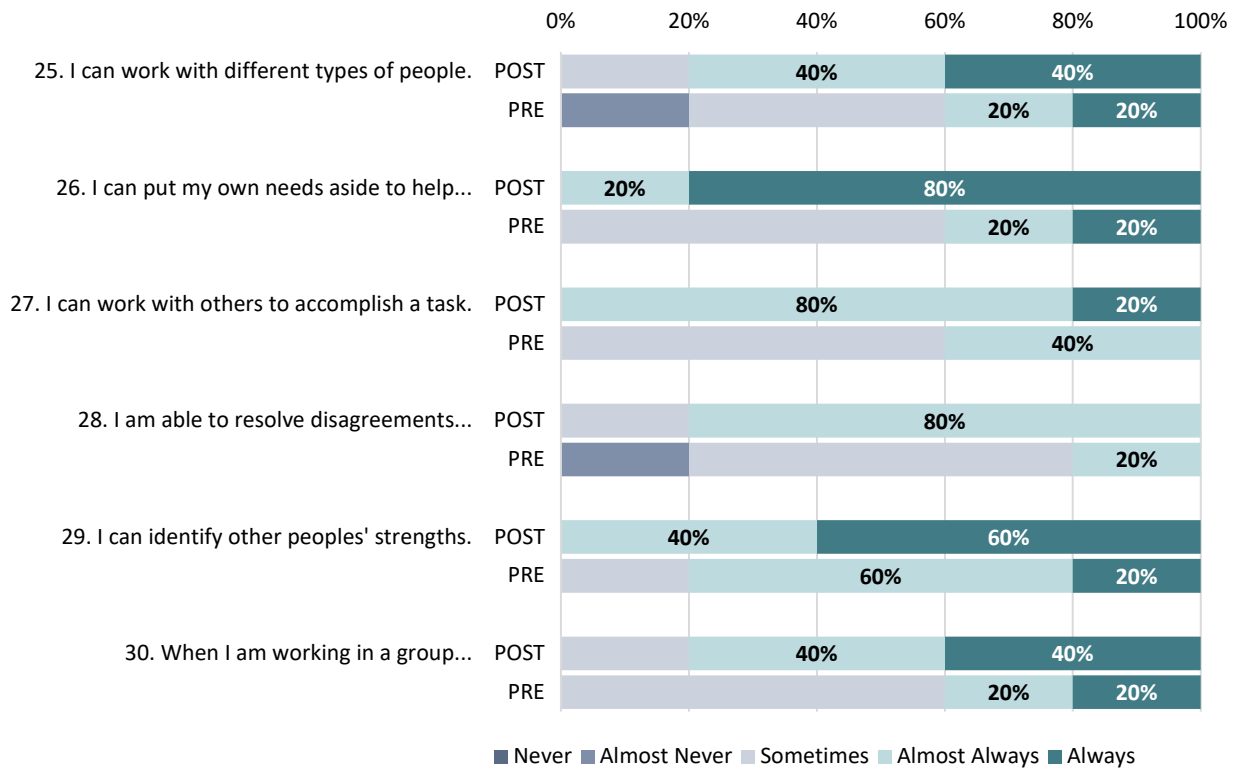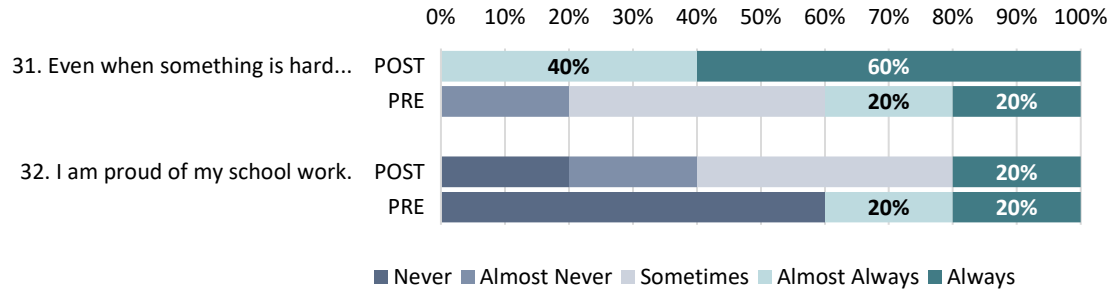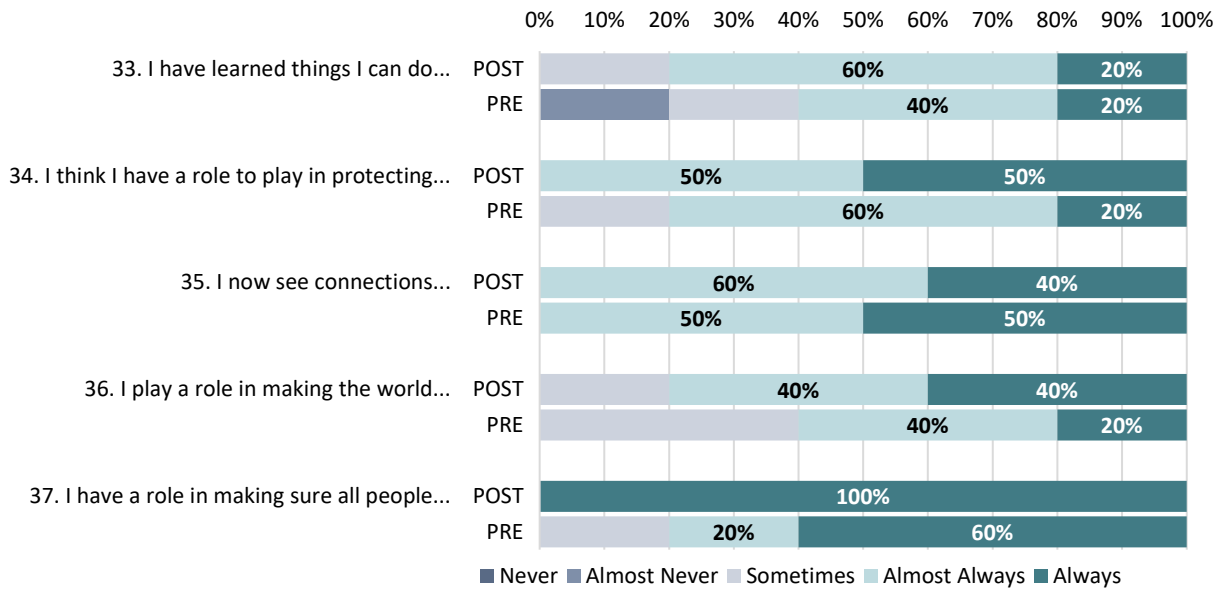
Table E1. Emotion Management

Item	Pre/ Post	n	Never	Almost Never	Sometimes	Almost Always	Always
1. I am able to wait my turn, even when I am excited about something.	PRE	19	0%	0%	37%	37%	26%
	POST	19	0%	0%	11%	32%	58%
2. I can control my behavior when I am frustrated or mad.	PRE	19	5%	5%	47%	32%	11%
	POST	19	5%	0%	26%	32%	37%
3. I know what to do to calm myself down when I am stressed.	PRE	19	11%	11%	21%	26%	32%
	POST	19	11%	0%	11%	26%	53%
4. I can identify my emotions.	PRE	19	5%	11%	21%	26%	37%
	POST	19	0%	0%	11%	32%	58%
5. I think before I act.	PRE	19	5%	11%	53%	21%	11%
	POST	19	5%	5%	26%	58%	5%
6. I am able to adapt when things change.	PRE	19	0%	11%	21%	37%	32%
	POST	19	0%	0%	21%	32%	47%

Table E2. Responsibility

Item	Pre/ Post	n	Never	Almost Never	Sometimes	Almost Always	Always
7. I know my actions have consequences.	PRE	19	0%	5%	16%	16%	63%
	POST	19	0%	0%	0%	26%	74%
8. I come prepared for activities.	PRE	19	5%	5%	53%	26%	11%
	POST	19	5%	0%	16%	53%	26%
9. People can depend on me.	PRE	19	5%	11%	21%	42%	21%
	POST	19	5%	5%	5%	53%	32%
10. I take responsibility for my actions.	PRE	18	0%	6%	44%	22%	28%
	POST	18	0%	6%	11%	33%	50%

Table E3. Empathy

Item	Pre/ Post	n	Never	Almost Never	Sometimes	Almost Always	Always
11. I am able to think about how another person feels.	PRE	18	6%	0%	33%	44%	17%
	POST	19	0%	0%	11%	63%	26%
12. I know how my behavior affects others.	PRE	19	0%	0%	39%	39%	22%
	POST	18	0%	0%	11%	33%	56%
13. I treat others with respect.	PRE	19	0%	0%	47%	32%	21%
	POST	18	0%	0%	22%	33%	44%
14. I am aware of my own strengths.	PRE	18	0%	0%	39%	22%	39%
	POST	19	5%	0%	5%	42%	47%
15. I don't do something that I feel is wrong just because others are doing it.	PRE	19	0%	5%	37%	32%	26%
	POST	19	0%	5%	16%	26%	53%

Table E4. Initiative

Item	Pre/Post	n	Never	Almost Never	Sometimes	Almost Always	Always
16. I can set realistic goals for myself.	PRE	19	11%	0%	32%	21%	37%
	POST	19	5%	0%	5%	32%	58%
17. I seek out guidance from others when I need it.	PRE	19	0%	0%	42%	37%	21%
	POST	19	0%	0%	21%	37%	42%
18. I willingly share my opinions.	PRE	19	0%	0%	58%	32%	11%
	POST	19	0%	0%	26%	37%	37%
19. When I see something that needs to be done, I do it without being asked.	PRE	19	0%	0%	58%	26%	16%
	POST	19	0%	0%	26%	47%	26%
20. I try challenging things.	PRE	19	5%	5%	42%	21%	26%
	POST	19	0%	0%	16%	42%	42%
21. If I decide to learn something, I can do it.	PRE	19	5%	0%	16%	32%	47%
	POST	19	0%	0%	11%	26%	63%

Table E5. Problem Solving

Item	Pre/Post	n	Never	Almost Never	Sometimes	Almost Always	Always
22. I am able to overcome barriers to complete a task.	PRE	19	0%	6%	44%	33%	17%
	POST	19	0%	0%	16%	42%	42%
23. I can take steps to solve a problem.	PRE	17	0%	11%	37%	26%	26%
	POST	17	0%	0%	21%	47%	32%
24. I approach problem solving with an open mind.	PRE	18	6%	0%	53%	24%	18%
	POST	19	0%	0%	24%	18%	59%

Table E6. Teamwork

Item	Pre/Post	n	Never	Almost Never	Sometimes	Almost Always	Always
25. I can work with different types of people.	PRE	18	0%	11%	28%	17%	44%
	POST	19	0%	0%	26%	26%	47%
26. I can put my own needs aside to help the group meet its goal.	PRE	17	0%	0%	53%	24%	24%
	POST	19	0%	0%	32%	16%	53%
27. I can work with others to accomplish a task.	PRE	18	0%	6%	50%	22%	22%
	POST	19	0%	0%	11%	47%	42%
28. I am able to resolve disagreements positively.	PRE	19	0%	5%	53%	26%	16%
	POST	18	0%	0%	28%	50%	22%
29. I can identify other peoples' strengths.	PRE	19	0%	5%	42%	26%	26%
	POST	19	0%	0%	26%	21%	53%
30. When I am working in a group, I make sure to do my part.	PRE	19	0%	5%	42%	21%	32%
	POST	19	0%	0%	21%	26%	53%

Table E7. Persistence

Item	Pre/ Post	n	Never	Almost Never	Sometimes	Almost Always	Always
31. Even when something is hard, I follow through to finish it.	PRE	19	0%	5%	32%	32%	32%
	POST	19	0%	0%	11%	42%	47%
32. I am proud of my schoolwork.	PRE	19	21%	5%	42%	16%	16%
	POST	19	5%	11%	47%	21%	16%

Table E8. Service

Item	Pre/ Post	n	Never	Almost Never	Sometimes	Almost Always	Always
33. I have learned things I can do to take care of the environment.	PRE	19	0%	11%	42%	21%	26%
	POST	19	0%	0%	26%	42%	32%
34. I think I have a role to play in protecting nature.	PRE	19	5%	16%	37%	21%	21%
	POST	18	0%	11%	22%	22%	44%
35. I now see connections between the environment and my life.	PRE	18	0%	0%	50%	22%	28%
	POST	19	0%	0%	26%	37%	37%
36. I play a role in making the world a better place to live.	PRE	19	0%	16%	42%	21%	21%
	POST	18	0%	11%	33%	22%	33%
37. I have a role in making sure all people are treated fairly.	PRE	19	5%	5%	37%	5%	47%
	POST	19	5%	5%	21%	16%	53%