

3rd Year Report

Spring 2013



For more information regarding this report, please contact:

Aubrey Kent, Ph.D.
Sport Industry Research Center
School of Tourism and Hospitality Management
Temple University
111c Speakman Hall
1810 N. 13th St.
Philadelphia, PA 19122
Phone: 215-204-3810
Email: aubkent@temple.edu

This information and the content provided in this report are governed by a mutual confidentiality agreement between Starfinder Foundation and SIRC.



Sport Industry Research Center
TEMPLE UNIVERSITY

Table of Contents

Page	Item
3	Executive Summary
4-19	Basic Results
4-5	Involvement
6	Commitment
7	Satisfaction
8-9	Character
10-11	Connection
12	Caring
13-15	Competence
15-16	Confidence
17-48	Advanced Analysis
17	ANOVA
18-22	Reduced Lunch
23-27	Single Parent Household
28-32	Country of Birth
33-37	Participation
38	Paired Sample T-Test
39-43	Cohort 1 (Fall 2012 – Spring 2013)
44-38	Cohort 2 (Fall 2010 – Spring 2012)
49-50	Appendix A – Assessment Criteria
51-53	Appendix B – Overview of Research

Executive Summary

The following report presents findings from an ongoing longitudinal outcomes assessment of the Starfinder Foundation soccer program. Data were gathered using surveys administered onsite by staff from the Sport Industry Research Center (SIRC) at Temple University. The first wave of data were collected in Fall 2010, and follow-up surveys occurred semi-annually at approximately six month intervals to capture participant responses at the beginning and end of each program cycle. The survey utilized for the first four waves of data collection (Fall 2010, Spring 2011, Fall 2011, Spring 2012) consisted of 146 items measuring eight dimensions (Involvement, Commitment, Satisfaction, and Positive Youth Development). The instrument was reduced to 77 items in Fall 2012 by adapting the short (PYD-SF) version of the PYD scale for older adolescents which was used in the 4-H Study of Positive Youth Development. Respondents were identified by birthdates, and individual demographic data and participation rates were provided by Starfinder staff to integrate with the psychographic assessment. Although 132 surveys were collected during the Fall 2011 cycle, only 47 respondents included birthdates for matching. Table 1 below illustrates the mean age and collection totals for each wave to date.

Table 1

Collection	Mean Age	N	Std. Deviation	Minimum Age	Maximum Age
Fall 2010	12.95	173	3.16	8	19
Spring 2011	N/A	78	N/A	N/A	N/A
Fall 2011	10.96	132(47)	1.65	8	14
Spring 2012	15.15	101	2.87	9	19
Fall 2012	16.30	92	1.19	9	19
Spring 2013	16.46	62	2.69	9	19
Total	10.87	638	2.44	5	17

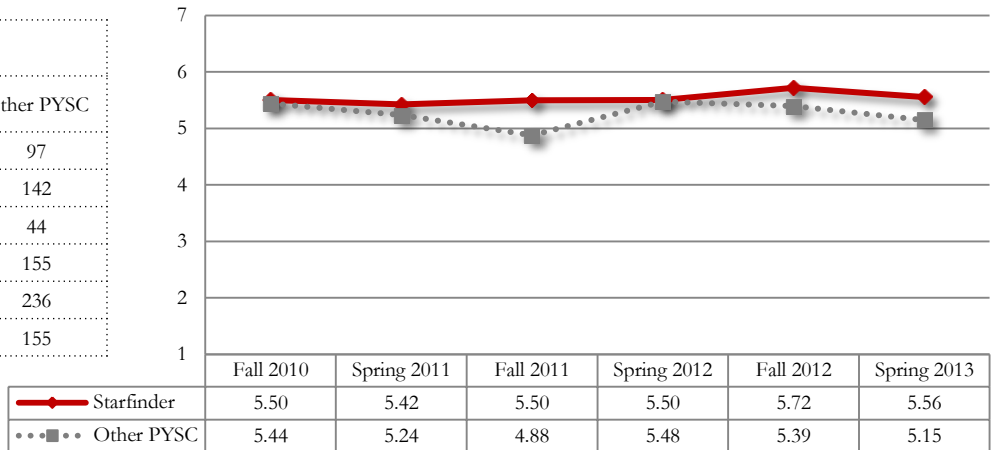
The Basic Results section of this report presents the mean scores for social and behavioral measures included in this study. These measures are plotted with the aggregated mean scores for the other Philadelphia Youth Sport Collaborative (PYSC) organizations currently partnering with SIRC. Although the mean scores provide a useful perspective for analysis, it is important to note that due to program attrition and absence, along with expected survey error, the participants completing surveys at each cycle are not always the same, and may include a mix of new and experienced children. The Advanced Analysis portion of this report provides more in-depth analysis of more specified trends. Overall, the trend lines exhibit positive and consistent long-term development for Starfinder participants in most social and behavioral constructs, with particularly strong levels of organizational and activity involvement. As stated in the Starfinder Foundation mission statement, the program inspires youth from underserved communities to achieve success both on and off the field. The analysis of variance (ANOVA) tests included in the Advanced Analysis portion of this report how these developmental changes manifest themselves in participants from various backgrounds. Despite behavioral and contextual differences amongst groups, it should be noted that participants consistently reported high levels of satisfaction and involvement with both the sport of soccer and the Starfinder program.

Involvement

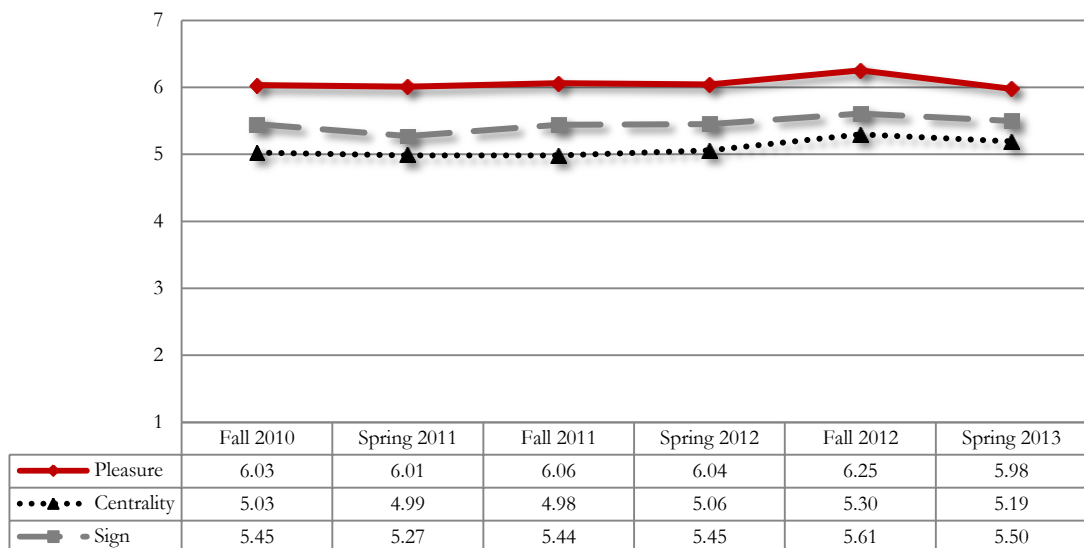
Starfinder participants answered nine questions related to their involvement with the activity of soccer and the Starfinder program to determine which context they most identified (i.e. “I am a martial artist” vs. “I am a Starfinder participant”). The dimension of Involvement consists of three second-order factors (Pleasure, Centrality, and Sign) which collectively examine the development and continuance of participation in physically active leisure. Answers were coded on a 7 point scale from 1-7, with 1 representing the weakest score and 7 representing the strongest score. The longitudinal line chart below displays a consistently strong level of involvement associated with the program. For example, in every collection period to date at least 90% of respondents Slightly Agreed, Agreed, or Strongly Agreed that they really enjoy the Starfinder program. In both Fall 2012 and Spring 2013, 95% of respondents Slightly Agreed, Agreed, or Strongly Agreed with this question. As seen by the second graph below, this attachment is characterized by a particularly strong sense of pleasure related to the program, especially compared to other PYSC organizations. All three second-order factors have remained remarkably consistent throughout every collection period, with the trend lines for sign and centrality displaying slight increases, possibly suggesting a growing proportion of participants are beginning to view the program as a central part of their life.

Organizational Involvement

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	141	97
Spring 2011	77	142
Fall 2011	132	44
Spring 2012	101	155
Fall 2012	92	236
Spring 2013	61	155



Organizational Involvement Factors

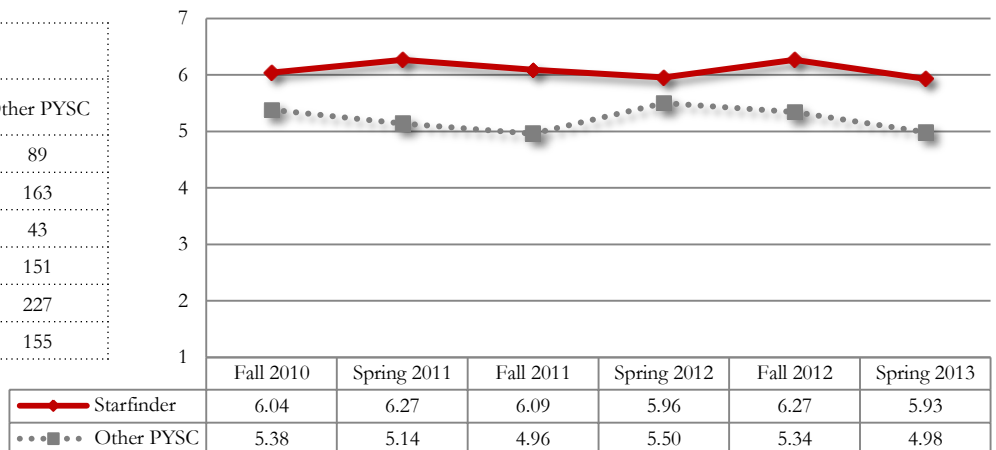


Involvement

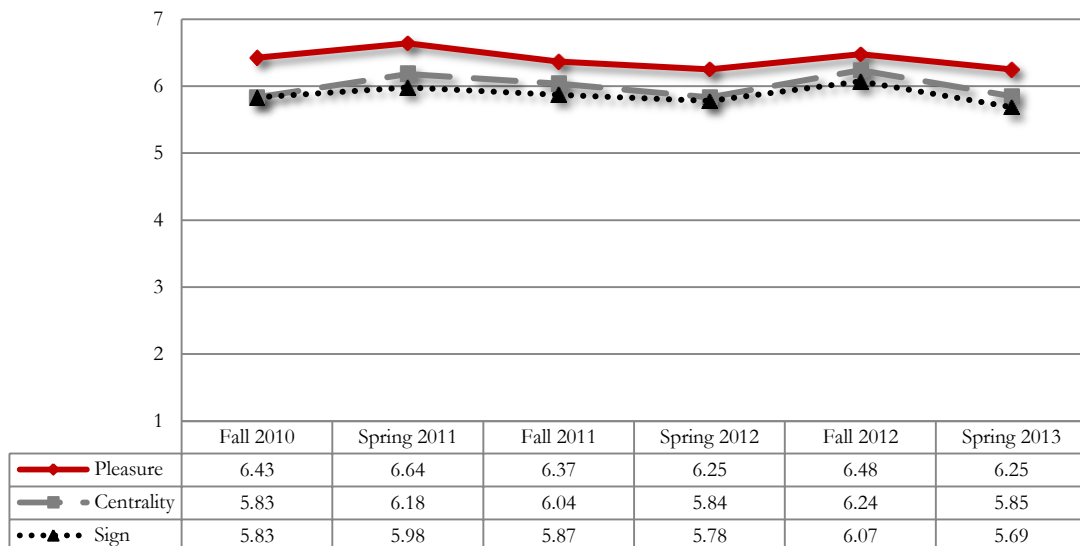
The longitudinal line chart below displays the mean scores for activity involvement, and reveal a similar trend line as organizational involvement. In general, participants reported stronger levels of involvement with the activity of soccer than the program itself, which is a fairly consistent trend across other PYSC organizations. Interestingly, although pleasure was the strongest second-order factor related to respondents involvement with soccer, the mean scores for both centrality and sign were also quite high and even comparable to pleasure, which is certainly a unique result compared to other PYSC organizations. This suggests that Starfinder participants not only enjoy the sport of soccer, but also view it as a significant outlet for self-expression and creativity. Similarly, a majority of participants also consider soccer a central part of their lifestyle, and contemplate their connection and commitment to soccer when making daily decisions. Frequency analyses support this theory, with 84% of respondents Slightly Agreeing, Agreeing, or Strongly Agreeing that a lot of their time is organized around playing soccer in Spring 2013. Similarly, 82% of respondents in Spring 2013 Slightly Agreed, Agreed, or Strongly Agreed that playing soccer has a central role in their life.

Activity Involvement

Collection	Responses (n)	
	Starfinder	Other PYSC
Fall 2010	64	89
Spring 2011	78	163
Fall 2011	131	43
Spring 2012	99	151
Fall 2012	92	227
Spring 2013	61	155



Activity Involvement Factors

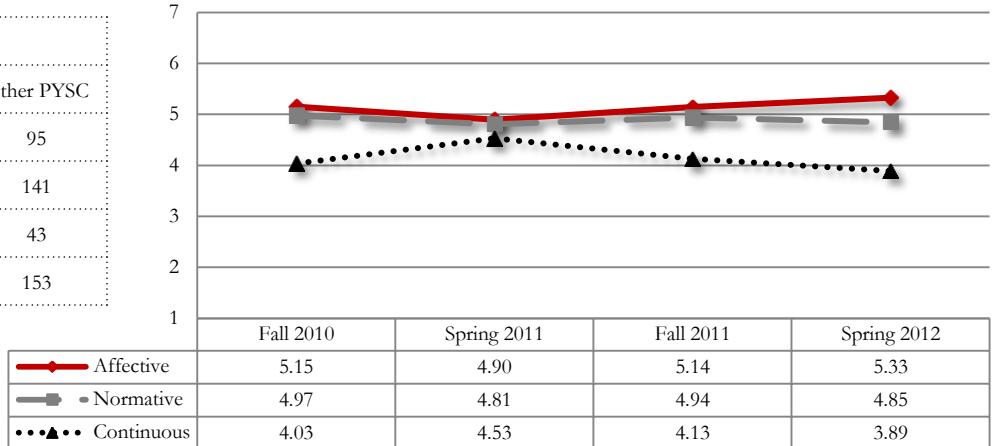


Commitment

Commitment consists of three dimensions, Affective, Normative and Continuance. Affective commitment is expected to have the strongest positive relation to social/behavioral outcomes, followed by normative commitment, while continuance commitment is expected to be unrelated or negatively related to desirable behaviors. The questions are scaled from 1-7, with 1 representing the lowest score, and 7 representing the highest score. As seen in the line graphs below, Starfinder participants exhibit higher affective commitment to the activity than the program, especially when contrasted with the other two dimensions. Interestingly, in the latest collection normative and continuous commitment spiked, which could be attributed to the relatively small sample size (n=61), however this trend was also evident in other PYSC organizations. In Fall 2012, 41% of respondents Slightly Agreed, Agreed, or Strongly agreed that they owe a great deal to soccer. In Spring 2013, this proportion had grown to 74%, with 72% also Slightly Agreeing, Agreeing, or Strongly Agreeing that they would not stop playing soccer right now because of their sense of obligation to it.

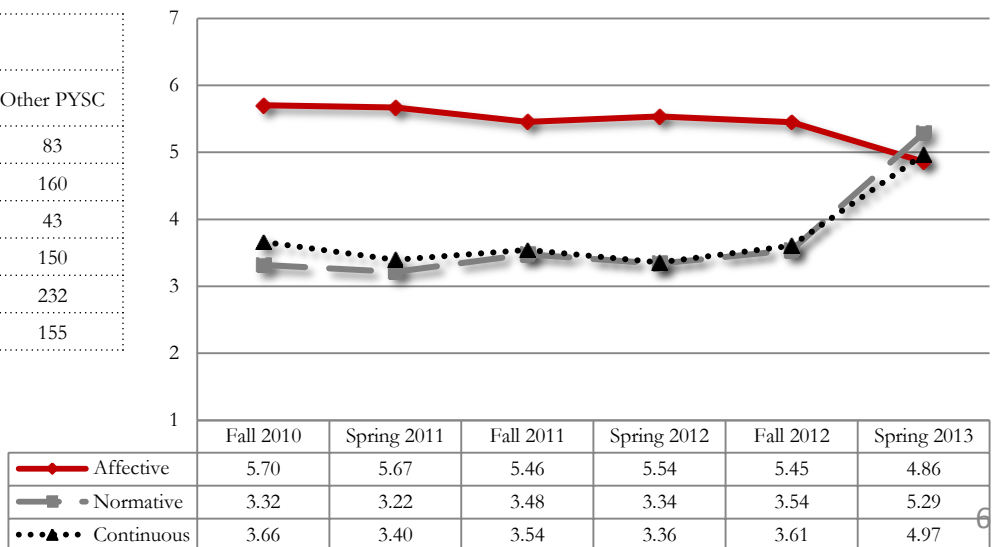
Organizational Commitment

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	139	95
Spring 2011	77	141
Fall 2011	132	43
Spring 2012	101	153



Activity Commitment

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	64	83
Spring 2011	77	160
Fall 2011	132	43
Spring 2012	99	150
Fall 2012	92	232
Spring 2013	61	155

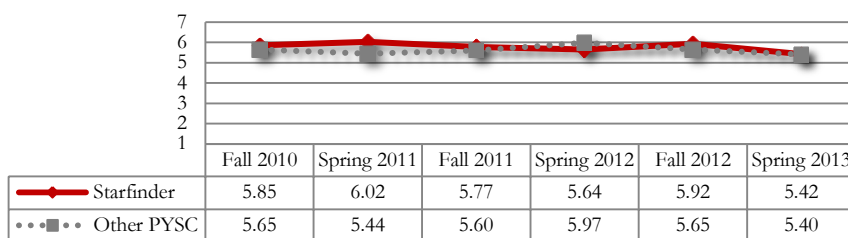


Satisfaction

The Athlete Satisfaction Questionnaire (ASQ) is a multidimensional scale designed to measure an athlete's satisfaction with his/her athletic experience. Prior to evaluation, Starfinder management selected from a list of 15 subscales consisting of three to five questions. Each sub-scale relates to a more specific component of satisfaction (i.e. Individual Performance). The bar charts below display the mean scores for each subscale over the duration of this assessment, and reveal high satisfaction in several areas. 74% of participants were Slightly Satisfied, Satisfied, or Extremely Satisfied with the friendliness of the coach, and an identical percentage were Slightly Satisfied, Satisfied, or Extremely Satisfied with the instruction they had received from the coach.

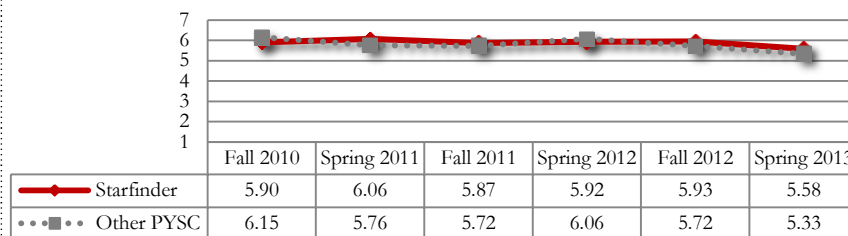
Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	63	89
Spring 2011	77	119
Fall 2011	129	43
Spring 2012	100	150
Fall 2012	91	169
Spring 2013	61	154

Individual Performance



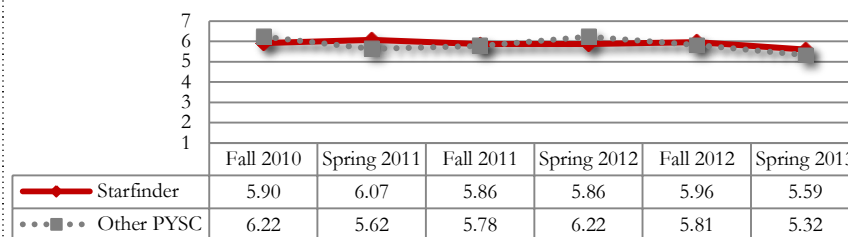
Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	63	89
Spring 2011	77	120
Fall 2011	129	43
Spring 2012	100	150
Fall 2012	91	169
Spring 2013	61	154

Personal Treatment



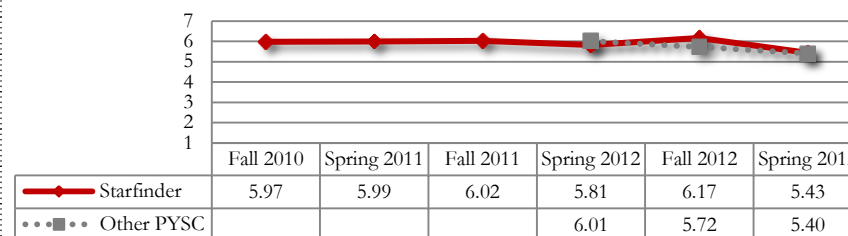
Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	63	89
Spring 2011	77	118
Fall 2011	129	43
Spring 2012	100	149
Fall 2012	91	169
Spring 2013	61	154

Training and Instruction



Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	63	0
Spring 2011	77	0
Fall 2011	129	0
Spring 2012	100	71
Fall 2012	91	169
Spring 2013	61	154

Personal Dedication

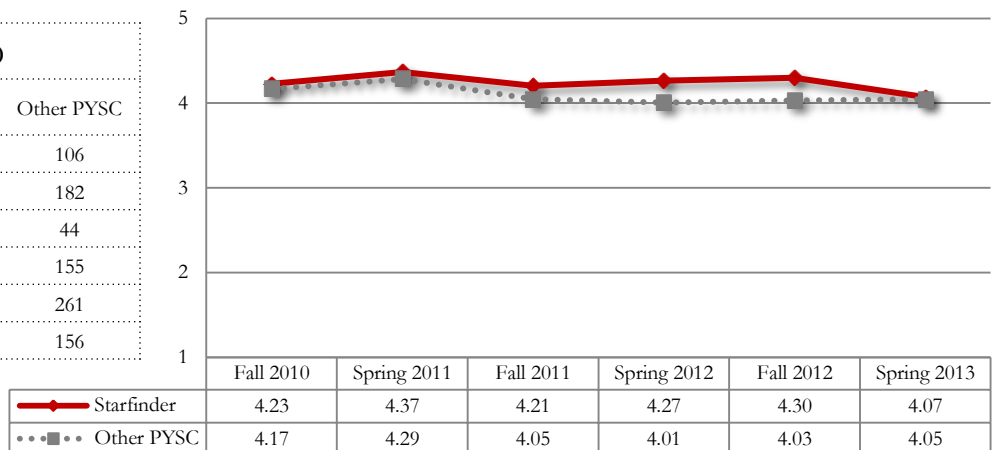


Character

The Character dimension assesses an individual's respect for societal and cultural rules, and their general sense of right and wrong. This dimension is characterized by four subscales (Values Diversity, Conduct Morality, Personal Values and Social Conscience). Answers are coded on a 5 point scale from 1-5, with 1 representing the weakest score and 5 representing the strongest score. In the latest Spring 2013 collection, 89% of participants believed helping to make the world a better place to live in was Quite Important or Extremely Important, while 84% believed giving time and money to make life better for other people was Quite Important or Extremely Important. This suggests that a majority of participants are not only aware of the importance of personal contributions, but also willing to contribute resources towards the improvement of a collective social purpose. In addition, in Spring 2013 88% of participants believed doing what they believe is right even if their friends make fun of them is Quite Important or Extremely Important, and 92% believe accepting responsibility for their actions when they make a mistake or get in trouble is Quite Important or Extremely Important. Such an emphasis on personal standards implies that participants are confident in their personal viewpoints, regardless of situational circumstances.

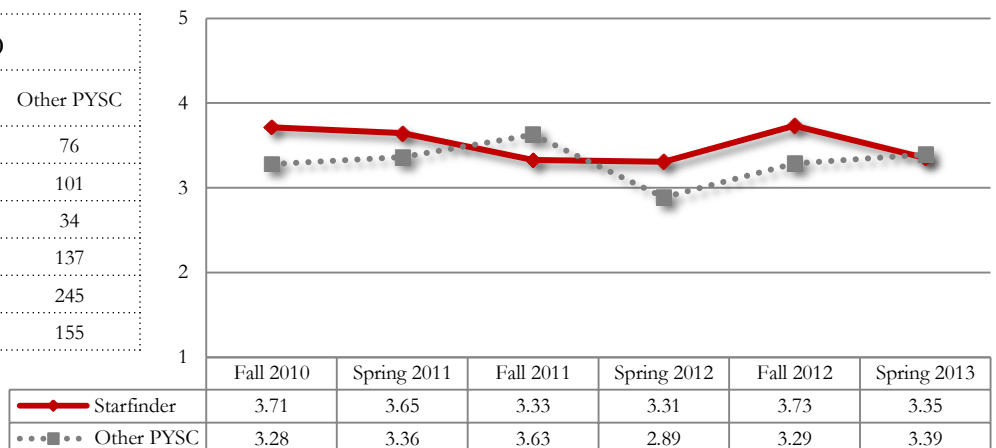
CHARACTER

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	158	106
Spring 2011	78	182
Fall 2011	132	44
Spring 2012	101	155
Fall 2012	92	261
Spring 2013	61	156



Conduct Morality

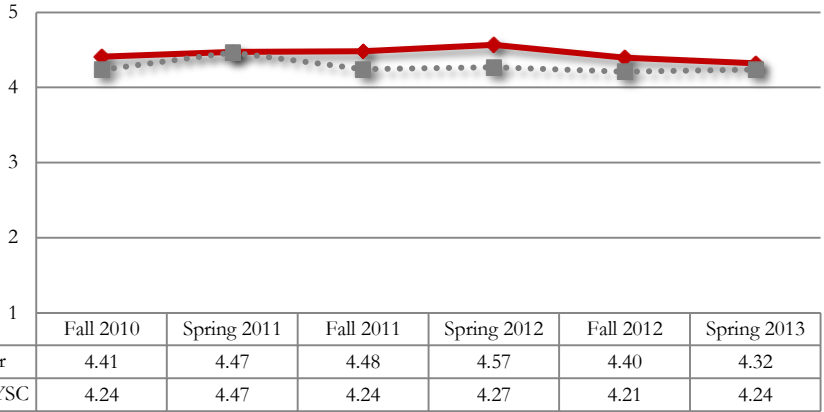
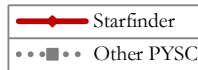
Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	111	76
Spring 2011	61	101
Fall 2011	110	34
Spring 2012	78	137
Fall 2012	71	245
Spring 2013	61	155



Character

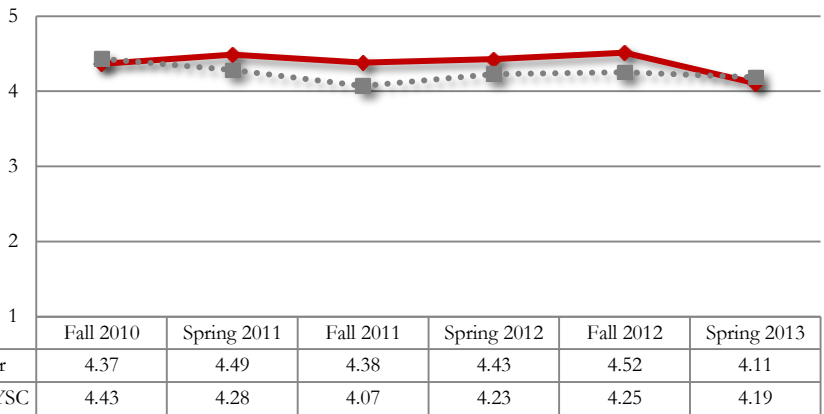
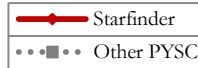
Social Conscience

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	158	106
Spring 2011	78	182
Fall 2011	132	44
Spring 2012	101	155
Fall 2012	92	261
Spring 2013	61	156



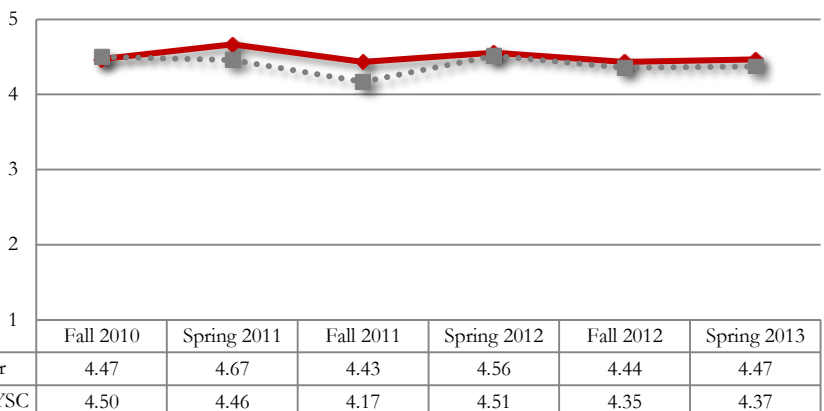
Values Diversity

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	158	106
Spring 2011	78	182
Fall 2011	132	44
Spring 2012	101	155
Fall 2012	92	261
Spring 2013	61	156



Personal Values

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	158	106
Spring 2011	78	182
Fall 2011	132	44
Spring 2012	101	155
Fall 2012	92	261
Spring 2013	61	156

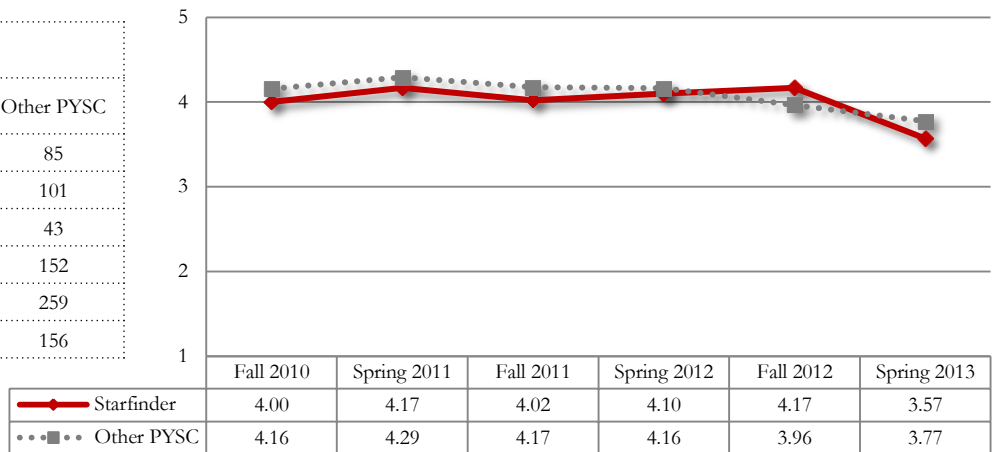


Connection

The Connection dimension evaluates the relationship one experiences with several key social, personal and environmental contexts. These exchanges rely on bidirectional interactions between both parties, which ultimately contributes to the level of connection. Answers are coded on a 5 point scale from 1-5, with 1 representing the weakest score and 5 representing the strongest score. As seen from the line graph below, Starfinder participants exhibited similar levels of connection to various circumstances compared to participants in other PYSC organizations. In the latest collection (Spring 2013), 67% of respondents reported that their friends care about them, and an identical percentage felt their friends were good friends. Comparatively, participant connections with their respective neighborhoods were much weaker, a trend that is evident in other PYSC organizations as well. For example, just over half of participants (52%) feel adults in their town or city make them feel important, and only 38% feel that adults in their town or city listen to what they have to say. These results indicate that the reciprocal relationships necessary for enhanced connectedness vary considerably depending on participants personal environmental context. Conversely, 70% of participants affirmed that teachers at school push them to be the best they can be, suggesting a much more stable environment.

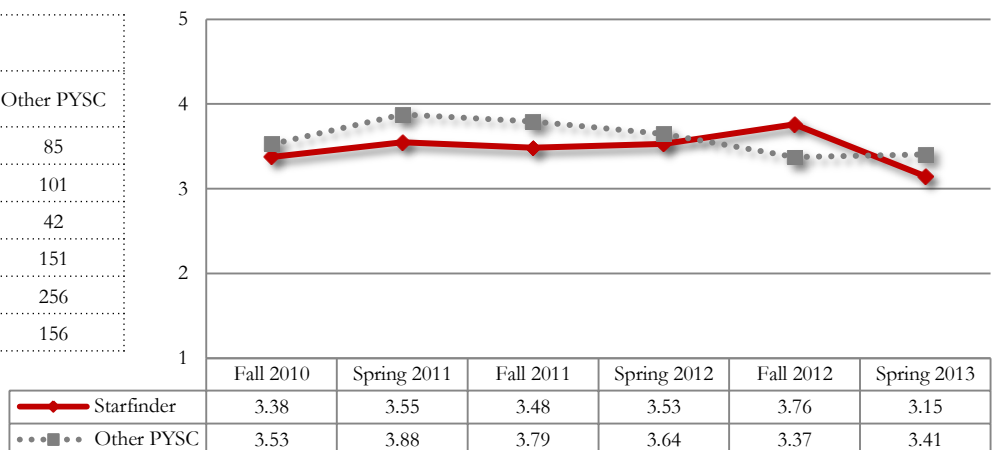
CONNECTION

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	64	85
Spring 2011	78	101
Fall 2011	130	43
Spring 2012	101	152
Fall 2012	92	259
Spring 2013	61	156



Neighborhood

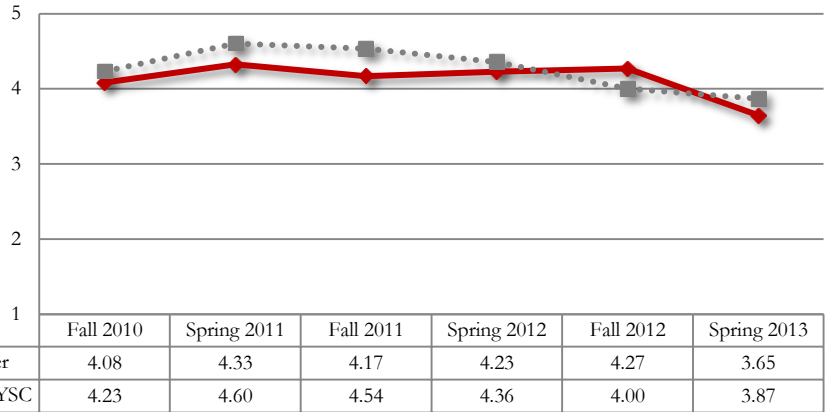
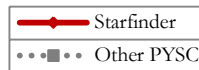
Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	64	85
Spring 2011	78	101
Fall 2011	130	42
Spring 2012	101	151
Fall 2012	92	256
Spring 2013	61	156



Connection

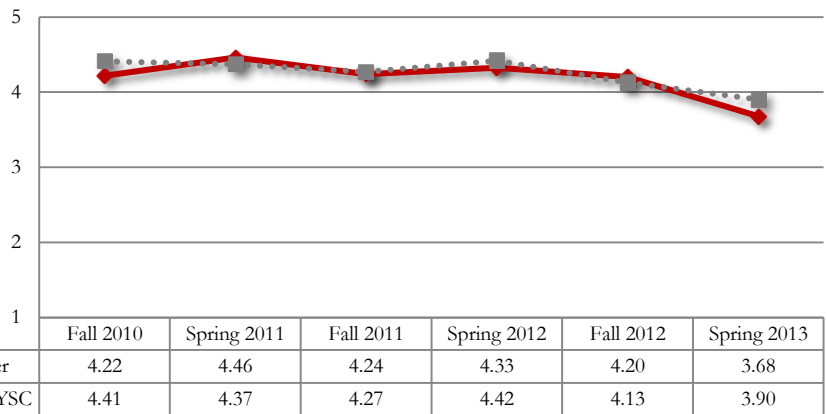
Family

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	64	85
Spring 2011	78	101
Fall 2011	130	43
Spring 2012	101	151
Fall 2012	92	256
Spring 2013	61	156



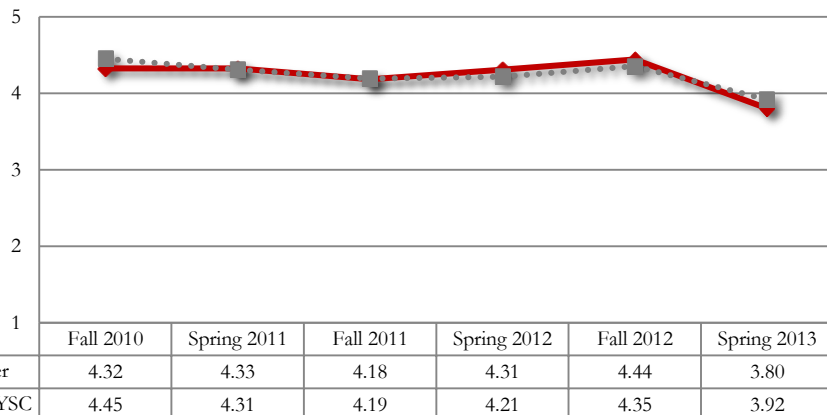
School

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	64	85
Spring 2011	78	100
Fall 2011	130	41
Spring 2012	101	150
Fall 2012	92	256
Spring 2013	61	156



Peers

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	64	85
Spring 2011	77	101
Fall 2011	129	42
Spring 2012	100	151
Fall 2012	91	254
Spring 2013	61	156

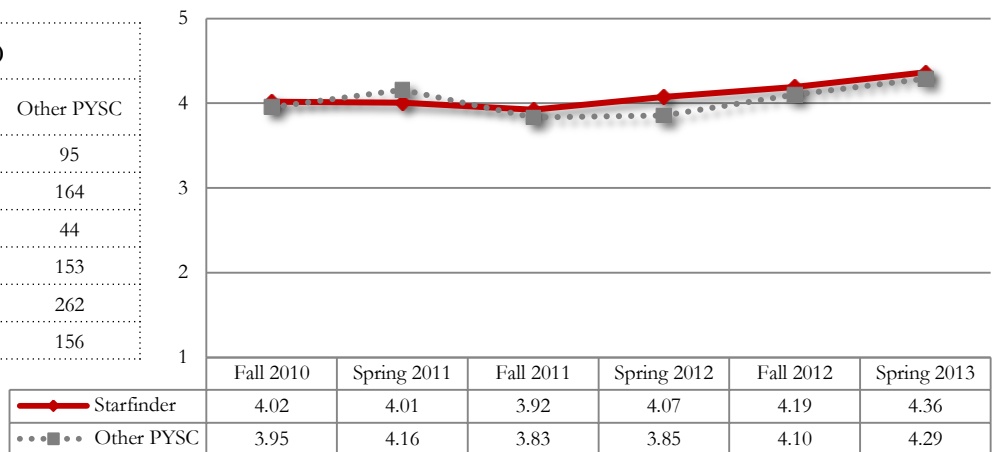


Caring

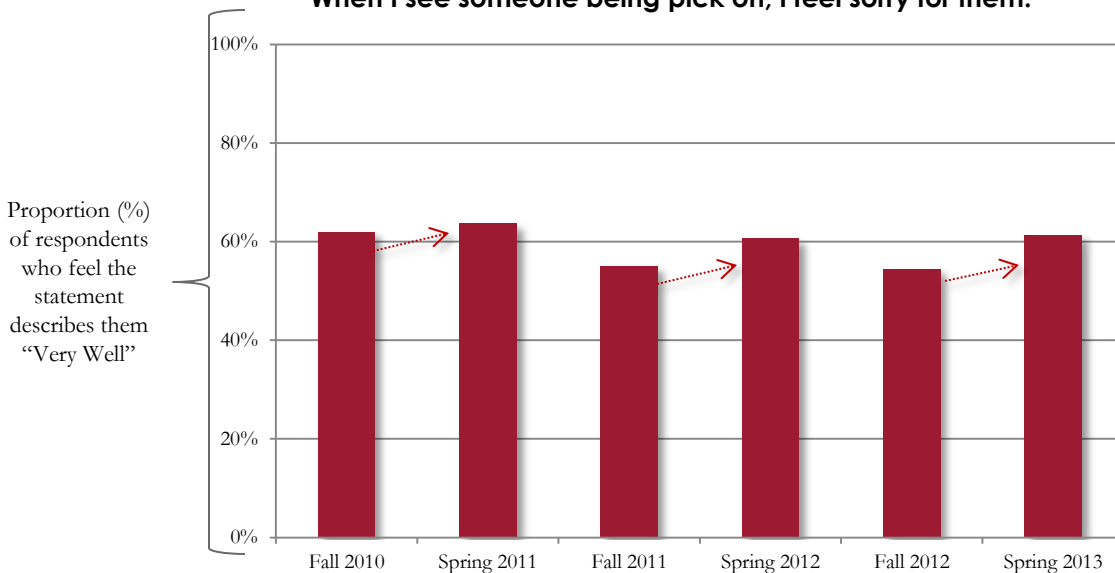
Participants responded to 6 questions related to Caring, which is the only PYD construct that does not consist of subscales. Instead, a modified version of Eisenberg's Sympathy scale, which measures respondents sympathy towards five social contexts (Sympathy of Disadvantaged, Sympathy of Loneliness, Sympathy of Unfortunate, Sympathy of Pain, and Sympathy of Rejection), is combined with items adapted from the Empathic Concern (EC) subscale of the Interpersonal Reactivity Index. Answers are coded on a 5 point scale from 1-5, with 1 indicating the lowest level of sympathy toward a particular circumstance, and 5 indicating the strongest level of sympathy. The mean scores indicate a positive trend related to Caring during each program cycle, with participants displaying a consistently strong degree of sympathy and empathy toward a variety of personal and social contexts. The bar graph below further emphasizes this trend, as it depicts the proportion of respondents who felt that feeling sorry for someone being picked on describes them Very Well for each collection period. As shown by the arrows, the proportion has increased from Fall to Spring each year, with the largest increase occurring over the latest program cycle from Fall 2012 (54%) to Spring 2013 (61%).

CARING

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	135	95
Spring 2011	78	164
Fall 2011	132	44
Spring 2012	100	153
Fall 2012	92	262
Spring 2013	61	156



How well does this statement describe you?
When I see someone being pick on, I feel sorry for them.

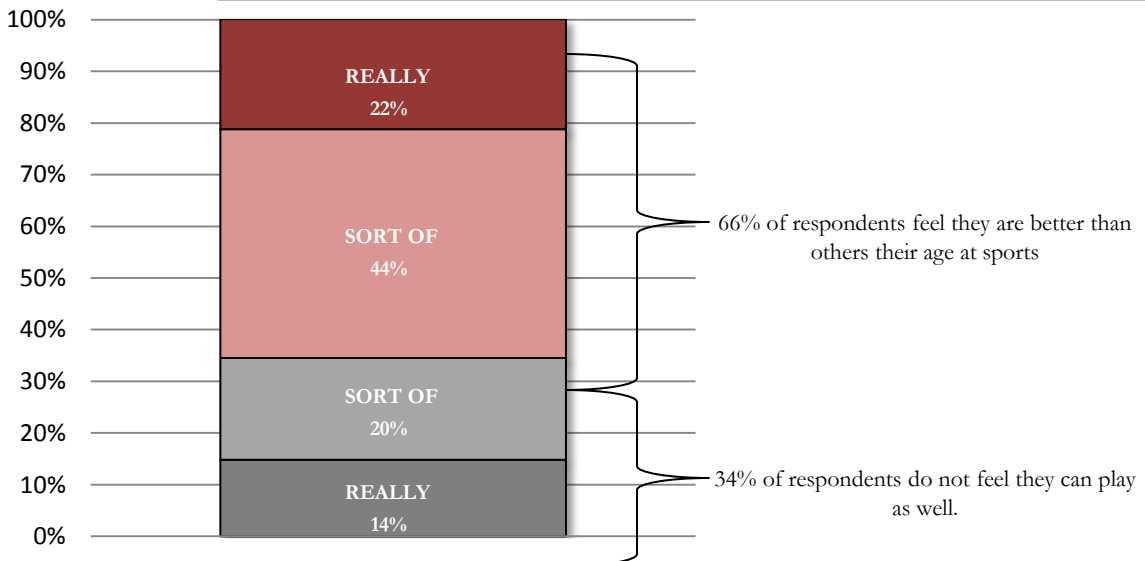
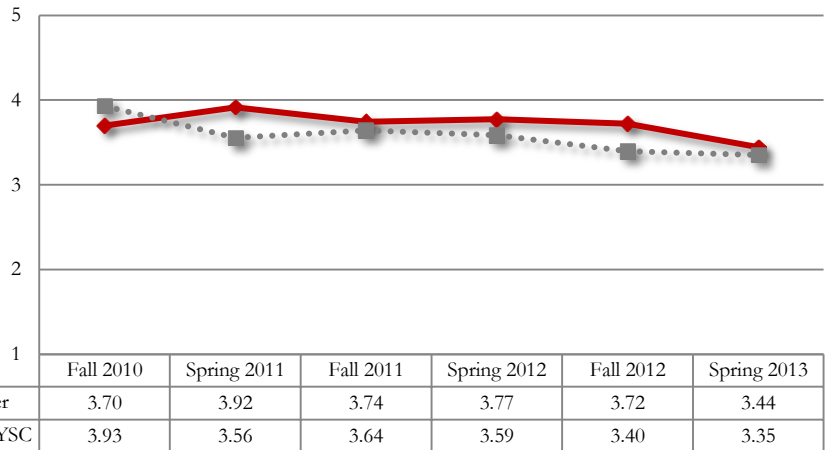


Competence

Starfinder participants displayed consistent levels of academic and social competence, and more varied levels of physical competence over the past six collections. The results indicate most participants have a positive perception of their abilities in various disciplines, yet the distribution and spread of results indicates that these feelings are tempered in comparison to the perceived skills and abilities of others. For example, in Spring 2013 66% of respondents felt that they were better than others their age at sports, however over two-thirds of this group only SORT OF thought they were better at sports, while less than one-third REALLY felt they were better at sports (see bar chart below). This conservative mindset was apparent in relation to academic competence as well. For example, in Spring 2013 59% of participants felt they were just as smart as others their age, which was similar to the proportion of other PYSC organizations (60% of other PYSC respondents felt they were just as smart as others their age in Spring 2013). Despite the similar proportions, Starfinder participants reported higher average grades (Mostly A's and B's, Mean= 2.46) than other PYSC participants (Mostly B's, Mean= 2.23). These results were especially apparent in older participants, as high school students generally reported lower levels of competence than middle and elementary school students in all three areas, perhaps due to more realistic perspectives or more extensive experience and exposure to other students, athletes, etc.

COMPETENCE

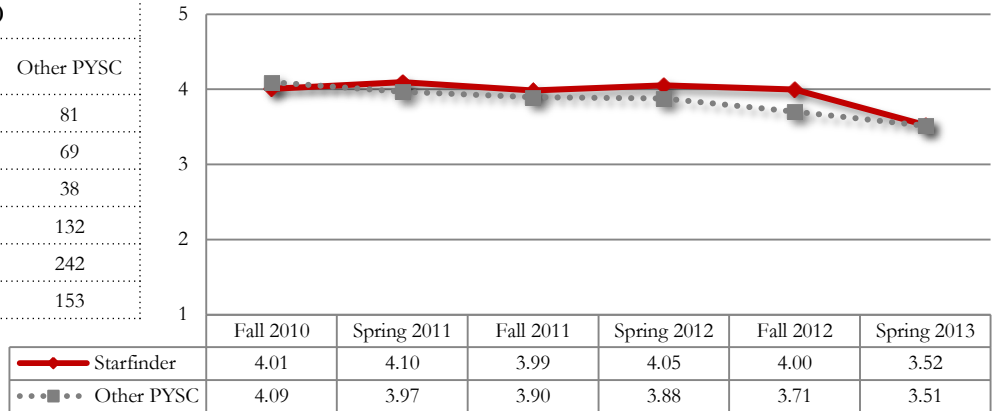
Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	56	84
Spring 2011	54	70
Fall 2011	113	39
Spring 2012	88	140
Fall 2012	71	246
Spring 2013	61	153



Competence

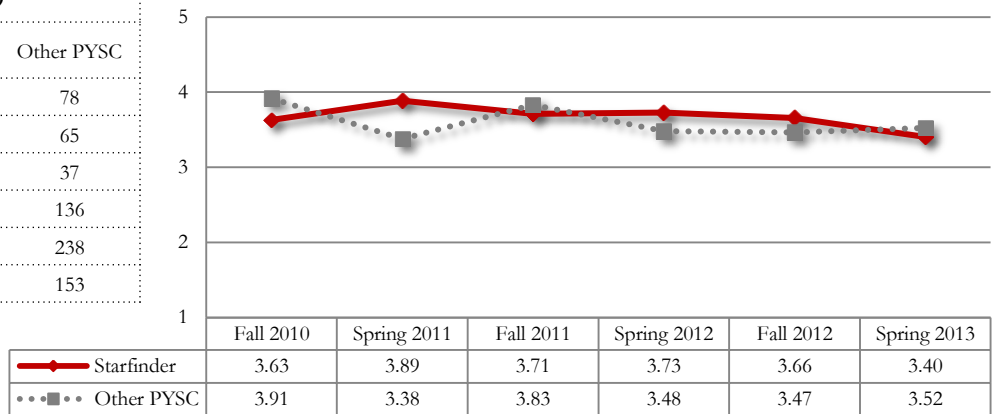
Academic

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	55	81
Spring 2011	62	69
Fall 2011	109	38
Spring 2012	85	132
Fall 2012	69	242
Spring 2013	61	153



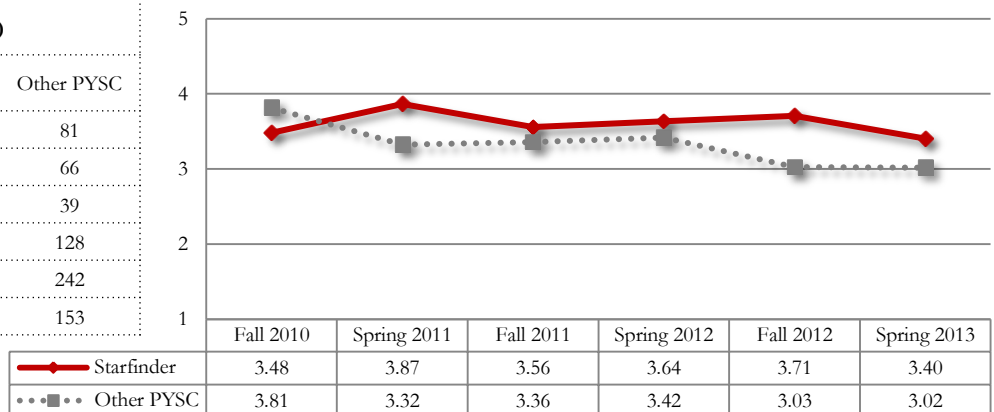
Social

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	54	78
Spring 2011	61	65
Fall 2011	109	37
Spring 2012	85	136
Fall 2012	68	238
Spring 2013	61	153



Physical

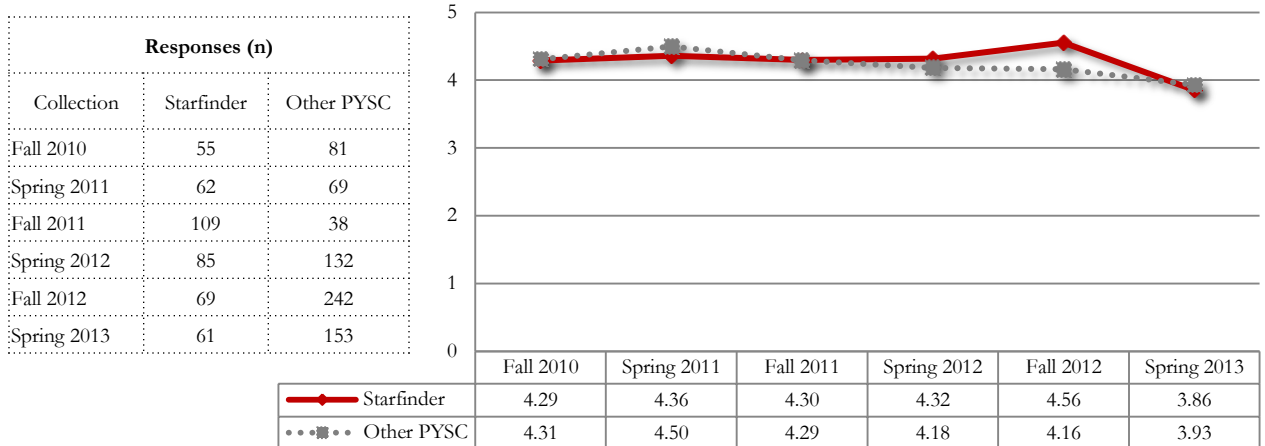
Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	51	81
Spring 2011	60	66
Fall 2011	111	39
Spring 2012	87	128
Fall 2012	64	242
Spring 2013	61	153



Confidence

The Confidence dimension refers to one's internal sense of overall self-efficacy and importance. For this particular dimension, the focus is on one's global self-regard, rather than domain specific sentiments or beliefs. Answers are coded on a 5 point scale from 1-5, with 1 representing the weakest score and 5 representing the strongest score. In the Spring 2013 collection, 75% of Starfinder participants reported being happy the way they are, while 69% answered that they are happy with themselves most of the time. These positive feelings of self-worth appeared to manifest themselves in optimistic viewpoints of future behavior, as 75% of respondents Agreed or Strongly Agreed that when they are an adult, they are sure they will have a good life. In terms of Physical Appearance, 65% of respondents stated that they think they are good looking, while 67% reported that they really like their looks. Although these proportions are smaller than the Fall 2012 collection, most Starfinder participants surveyed are either middle to late teenagers, representing a phase of life typically characterized by more critical self-perceptions of weight and physical appearance, particularly amongst females.

CONFIDENCE



How much do you agree or disagree with the following?

All in all, I am glad I am me. (n=61)							
(n)	COLLECTION	(1) Strongly Disagree	2	3	4	(5) Strongly Agree	Total
61	Spring 2013	10%	6%	7%	20%	57%	100%

When I am an adult, I'm sure I will have a good life. (n=61)							
(n)	COLLECTION	(1) Strongly Disagree	2	3	4	(5) Strongly Agree	Total
61	Spring 2013	12%	5%	8%	18%	57%	100%

Confidence

Self-Worth

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	55	81
Spring 2011	62	69
Fall 2011	109	38
Spring 2012	85	132
Fall 2012	69	242
Spring 2013	61	153

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Starfinder	3.98	4.18	4.01	4.02	4.22	3.65
Other PYSC	4.05	4.12	3.98	3.68	3.83	3.84

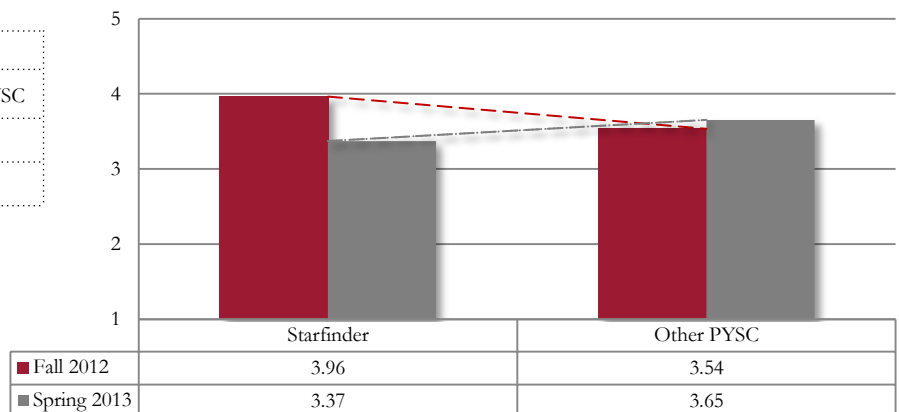
Positive Identity

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2010	55	81
Spring 2011	62	69
Fall 2011	109	38
Spring 2012	85	132
Fall 2012	69	242
Spring 2013	61	153

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Starfinder	4.53	4.51	4.51	4.59	4.76	4.07
Other PYSC	4.54	4.62	4.49	4.65	4.47	4.02

Physical Appearance

Responses (n)		
Collection	Starfinder	Other PYSC
Fall 2012	33	192
Spring 2013	61	154



Advanced Analysis

The data provided by Starfinder allowed for advanced analysis within critical nominal variables (i.e. family status, free lunch, etc.) that previous research has shown to significantly impact developmental outcomes and negotiation strategies. Analysis of variance (ANOVA) is a useful statistical method for examining the differences between two or more group means, and was employed to determine the significance of such differences between categorical variables. Any mean differences between the groups that were significant at 90% confidence are highlighted, and reflect mean differences which were unlikely to have occurred by chance.

Reduced Lunch – Participant qualified for free or reduced lunch.

This variable was dichotomized to compare participants who qualified for free or reduced lunch with those who did not. In general, participants who did not qualify for free or reduced lunch reported higher mean scores related to each of the 5 C's of PYD (Character, Caring, Competence, Confidence, Connection) and Involvement/Commitment, although the disparities were marginal and typically not statistically significant. Of note, participants who qualified for free or reduced lunch reported significantly lower levels of social conscience (i.e. helping others, making the world a better place, and treating people fairly), yet significantly higher levels of social competence (i.e. interpersonal skills, perceived popularity amongst peers).

Single Parent Household – Participant lives in a single parent home.

The second ANOVA compared participants from single parent households with those who did not live in single parent households. The mean differences between these two groups were much more significant, with children from single parent households scoring significantly lower in both Activity and Organizational Involvement, and Positive Youth Development (PYD). In particular, participants from single parent homes reported much lower scores related to academic, social, and physical competence, along with two second-order factors related to confidence (Positive Identity and Appearance). Similarly, family connectedness was much lower for participants from single parent households.

Country of Birth – Country in which the participant was born.

Initially this variable was coded by continent (i.e. Africa, Europe, South America, etc.) to provide as much information as possible. However, due to the unbalanced distribution of responses the variable was dichotomized into two groups, participants born in the USA and participants born outside the USA. Interestingly, participants born outside the USA reported higher mean scores related to both soccer and the Starfinder program, with one measure (Organizational Pleasure) proving statistically significant. The mean differences related to the 5 C's of PYD were typically marginal and not significant, although participants born outside the USA did report much lower levels of peer connectedness, perhaps due to cultural or language barriers they face from friends in their schools or communities. This accentuates the importance of the exceptionally strong activity and organizational involvement scores amongst Starfinder participants born outside the USA, as it suggests they view both soccer and the Starfinder program as quality outlets for self-expression and individualism., which could help mitigate the disconnect they currently sense from peers. When more results are available, future analyses will specifically examine differences within both groups (i.e. continent, home state, etc.).

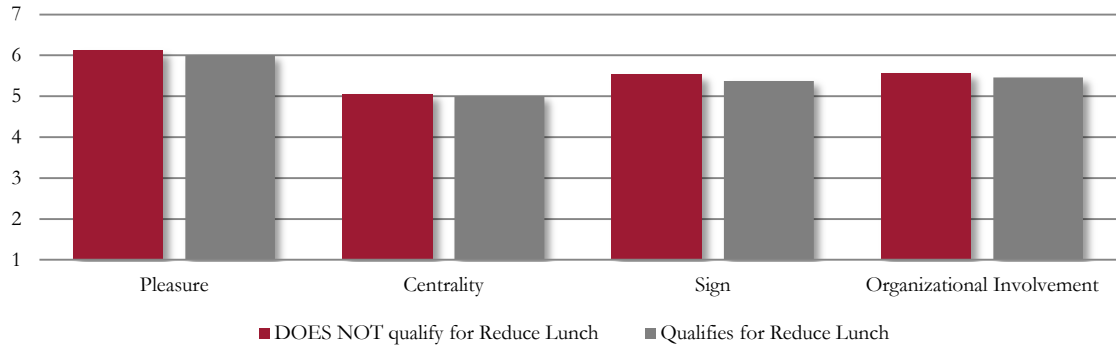
Participation – How many days did the child participate?

Starfinder provided the participation rates for youth in the program, which ranged from 1 to 53 days. This data was plotted with each of the attitudinal and behavioral constructs measured in the survey to distinguish any patterns (i.e. linear, curvilinear, etc.) that may explain the effect of attendance on outcomes. An increase in outcome scores was graphically observed and identified on the X axis at approximately 8 days of participation, which would equal approximately 4 weeks. This point was set as a potential threshold, and the responses were subsequently dichotomized into kids who participated 4 weeks or less, and kids who participated 4 weeks or more. The ANOVA results indicated that kids who participated 4 weeks or more had significantly higher mean scores related to organizational involvement, particularly associated with the pleasure and level of symbolism they derive from Starfinder. Youth who participated 4 weeks or more also reported significantly higher levels of competence, especially related to their academic abilities. When more results are available, this analyses will focus specifically on identifying a relationship between participation and behavioral outcome data, which could aid Starfinder staff in setting targets for development and retention.

ANOVA

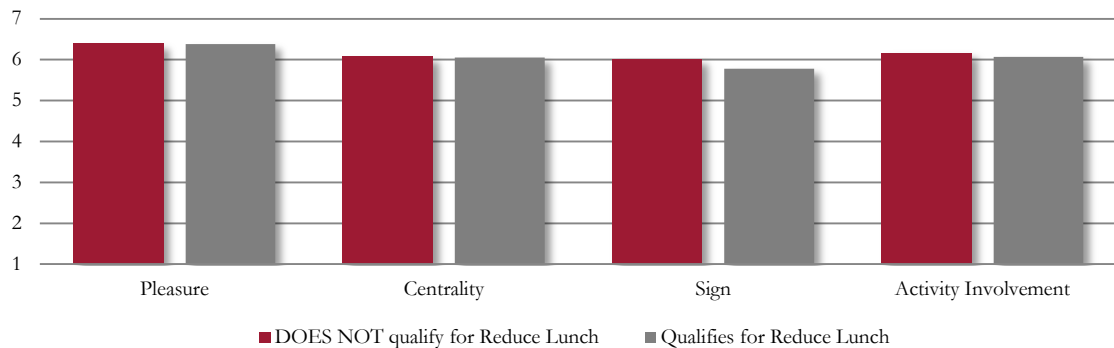
Reduced Lunch

Organizational Involvement



Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Pleasure	No	6.12	1.03	.42
	Yes	6.01	1.05	
Centrality	No	5.06	1.40	.82
	Yes	5.01	1.41	
Sign	No	5.53	1.21	.36
	Yes	5.38	1.23	
Organizational Involvement	No	5.56	1.06	.48
	Yes	5.47	1.07	

Activity Involvement

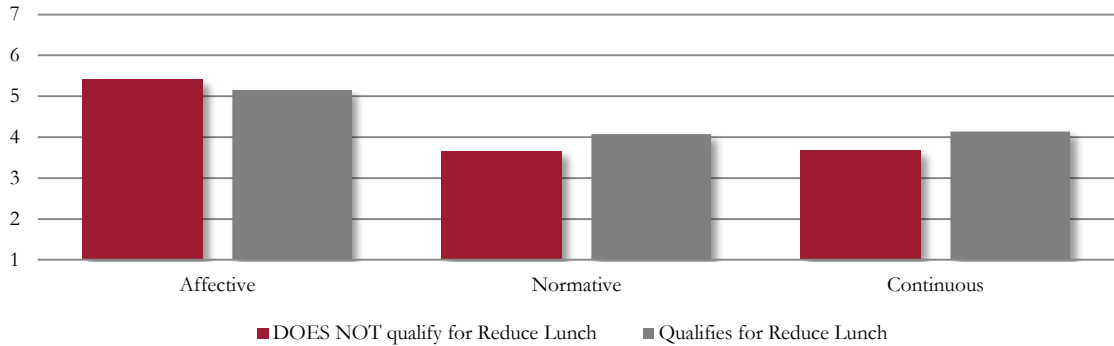


Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Pleasure	No	6.12	1.16	.98
	Yes	6.01	0.95	
Centrality	No	5.06	1.40	.90
	Yes	5.01	1.22	
Sign	No	5.53	1.31	.21
	Yes	5.38	1.33	
Activity Involvement	No	5.56	1.21	.59
	Yes	5.47	1.03	

ANOVA

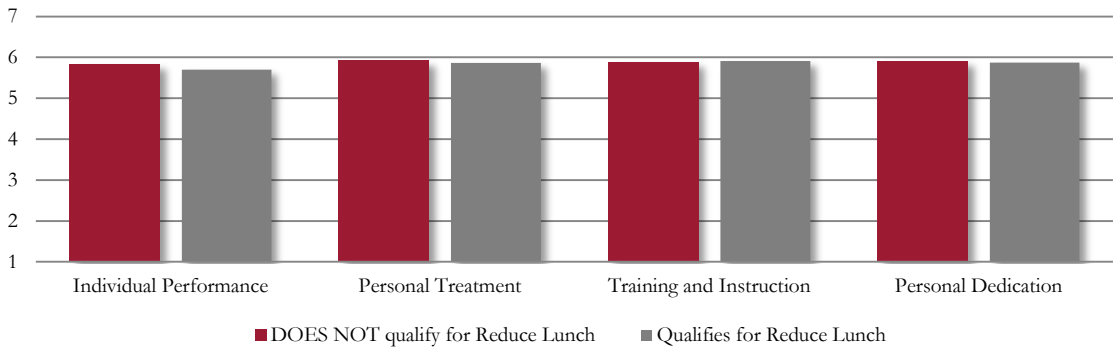
Reduced Lunch

Activity Commitment



Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Affective	No	5.41	1.79	.32
	Yes	5.16	1.98	
Normative	No	3.66	1.77	.10
	Yes	4.07	1.88	
Continuous	No	3.67	1.77	.05
	Yes	4.14	1.73	

Satisfaction

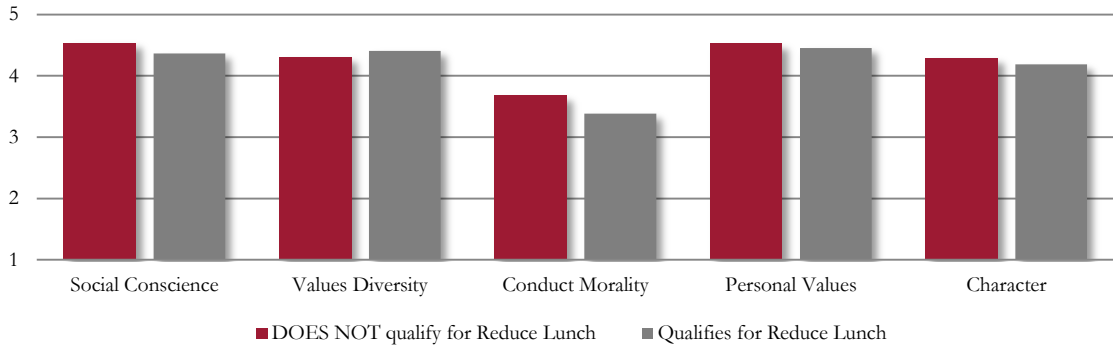


Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Individual Performance	No	5.83	1.19	.41
	Yes	5.70	1.15	
Personal Treatment	No	5.91	1.17	.74
	Yes	5.87	1.00	
Training and Instruction	No	5.91	1.25	.84
	Yes	5.87	1.08	
Personal Dedication	No	5.91	1.21	.82
	Yes	5.87	1.04	

ANOVA

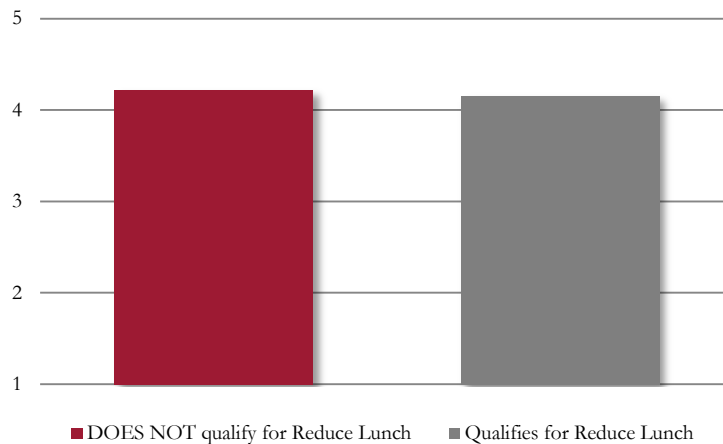
Reduced Lunch

Character



Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Social Conscience	No	4.53	0.61	.07
	Yes	4.37	0.80	
Values Diversity	No	4.30	0.93	.40
	Yes	4.41	0.88	
Conduct Morality	No	3.68	1.27	.12
	Yes	3.38	1.34	
Personal Values	No	4.52	0.71	.50
	Yes	4.46	0.71	
Character	No	4.29	0.62	.19
	Yes	4.19	0.61	

Caring

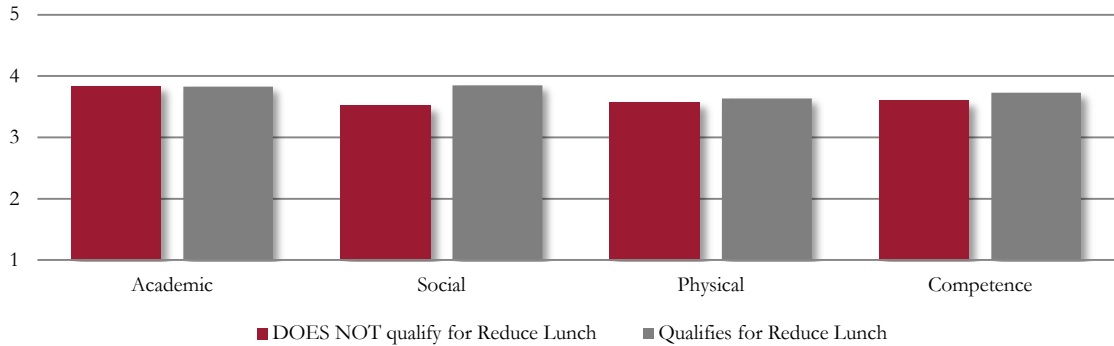


Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Caring	No	4.21	0.74	.58
	Yes	4.16	0.80	

ANOVA

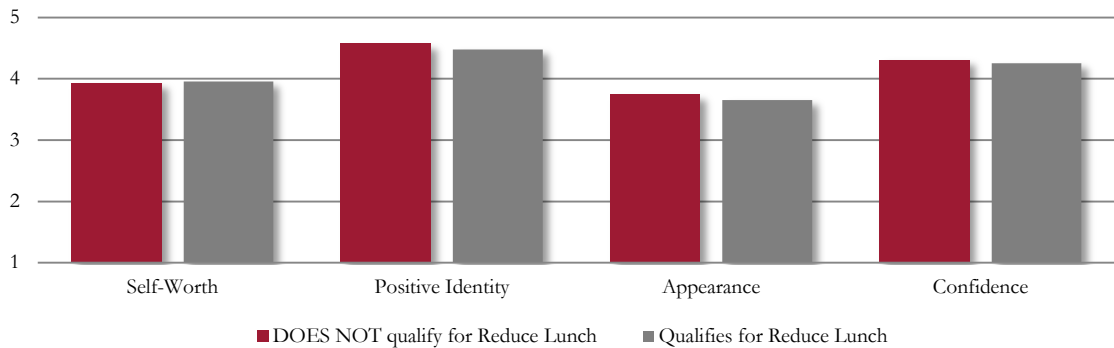
Reduced Lunch

Competence



Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Academic	No	3.83	1.09	.97
	Yes	3.83	1.22	
Social	No	3.52	1.20	.06
	Yes	3.85	1.16	
Physical	No	3.57	1.30	.74
	Yes	3.64	1.29	
Competence	No	3.60	0.98	.36
	Yes	3.73	0.99	

Confidence

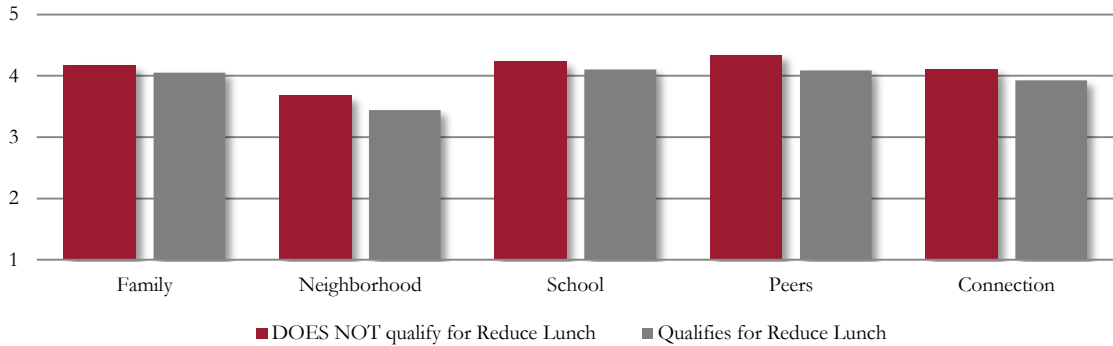


Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Self-Worth	No	3.93	1.27	.88
	Yes	3.95	1.25	
Positive Identity	No	4.57	0.94	.46
	Yes	4.48	0.92	
Appearance	No	3.74	1.04	.69
	Yes	3.65	1.26	
Confidence	No	4.30	0.90	.69
	Yes	4.25	0.92	

ANOVA

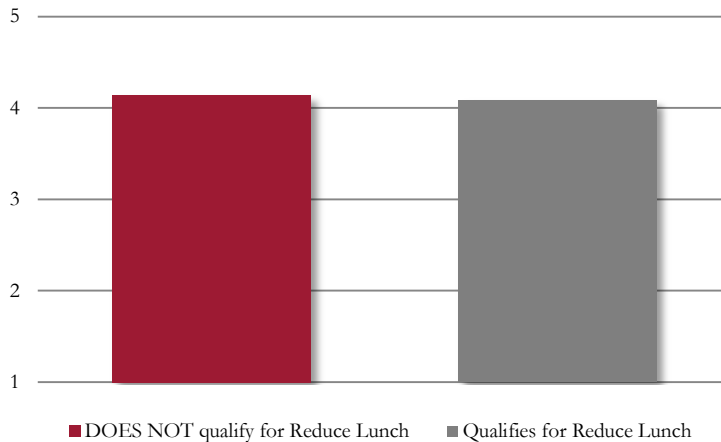
Reduced Lunch

Connection



Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Family	No	4.16	0.97	.44
	Yes	4.06	1.09	
Neighborhood	No	3.68	1.10	.15
	Yes	3.44	1.27	
School	No	4.23	0.95	.36
	Yes	4.11	1.09	
Peers	No	4.34	0.82	.05
	Yes	4.09	1.00	
Connection	No	4.10	0.77	.11
	Yes	3.93	0.88	

Positive Youth Development (PYD)

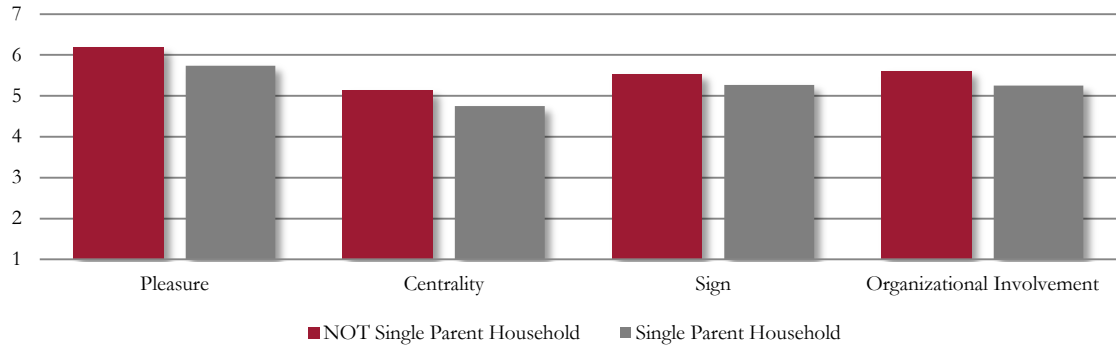


Dimension	Does Participant Qualify for Free/Reduced Lunch?	Mean	St. Dev.	Sig.
Positive Youth Development (PYD)	No	4.13	0.58	.47
	Yes	4.08	0.58	

ANOVA

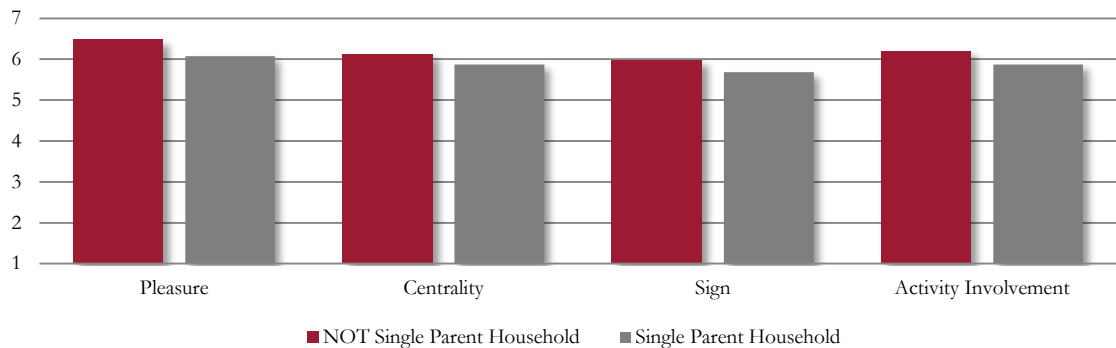
Single Parent Household

Organizational Involvement



Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Pleasure	No	6.17	.90	.01
	Yes	5.74	1.35	
Centrality	No	5.13	1.37	.07
	Yes	4.75	1.47	
Sign	No	5.53	1.20	.17
	Yes	5.27	1.28	
Organizational Involvement	No	5.61	1.00	.03
	Yes	5.25	1.21	

Activity Involvement

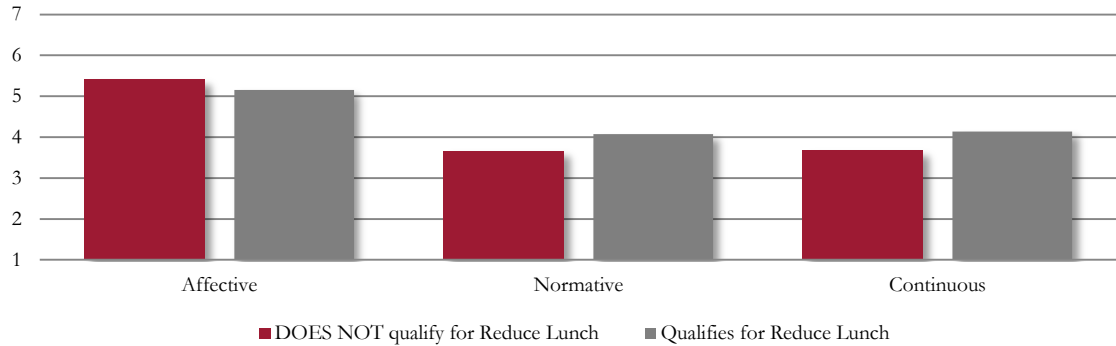


Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Pleasure	No	6.48	.99	.02
	Yes	6.07	1.27	
Centrality	No	6.12	1.31	.27
	Yes	5.87	1.34	
Sign	No	5.97	1.29	.16
	Yes	5.68	1.39	
Activity Involvement	No	6.19	1.09	.08
	Yes	5.87	1.23	

ANOVA

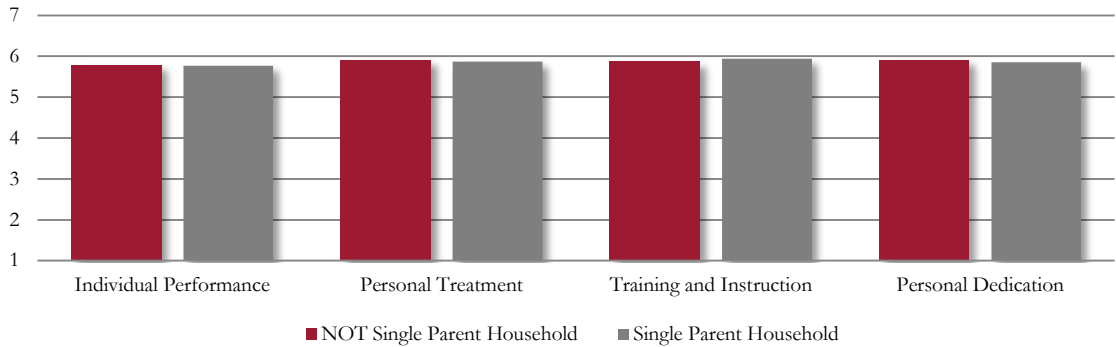
Single Parent Household

Activity Commitment



Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Affective	No	5.41	1.80	.12
	Yes	4.94	2.06	
Normative	No	3.79	1.79	.41
	Yes	4.03	1.95	
Continuous	No	3.80	1.75	.23
	Yes	4.14	1.81	

Satisfaction

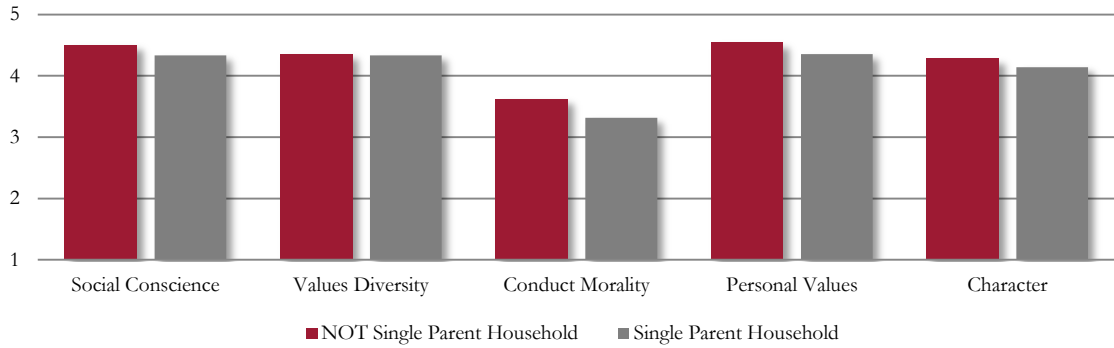


Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Individual Performance	No	5.77	1.15	.99
	Yes	5.77	1.23	
Personal Treatment	No	5.90	1.10	.87
	Yes	5.87	1.07	
Training and Instruction	No	5.87	1.21	.71
	Yes	5.94	1.08	
Personal Dedication	No	5.90	1.13	.80
	Yes	5.86	1.17	

ANOVA

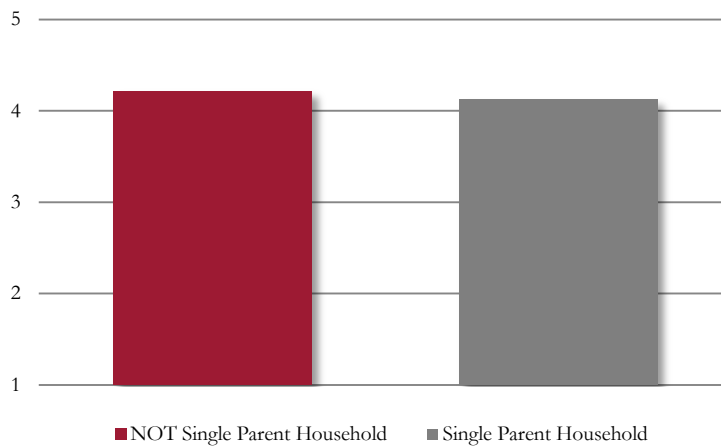
Single Parent Household

Character



Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Social Conscience	No	4.50	.64	.11
	Yes	4.33	.85	
Values Diversity	No	4.35	.90	.91
	Yes	4.34	.95	
Conduct Morality	No	3.62	1.28	.17
	Yes	3.32	1.36	
Personal Values	No	4.54	.68	.09
	Yes	4.35	.80	
Character	No	4.28	.59	.14
	Yes	4.14	.69	

Caring

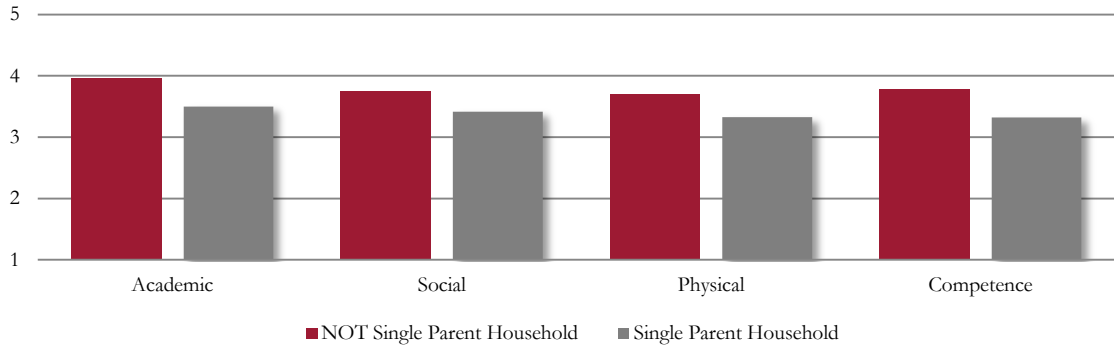


Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Caring	No	4.21	.73	.43
	Yes	4.12	.87	

ANOVA

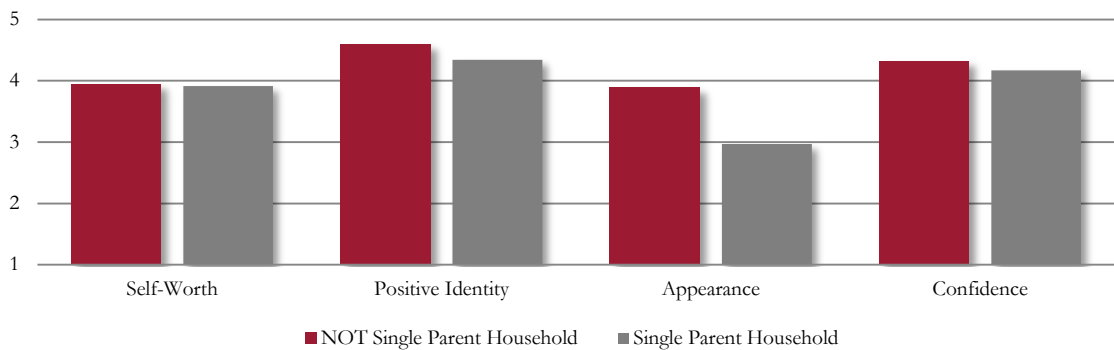
Single Parent Household

Competence



Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Academic	No	3.95	1.07	.01
	Yes	3.50	1.27	
Social	No	3.75	1.12	.08
	Yes	3.42	1.37	
Physical	No	3.70	1.22	.74
	Yes	3.33	1.46	
Competence	No	3.78	.90	.00
	Yes	3.32	1.13	

Confidence

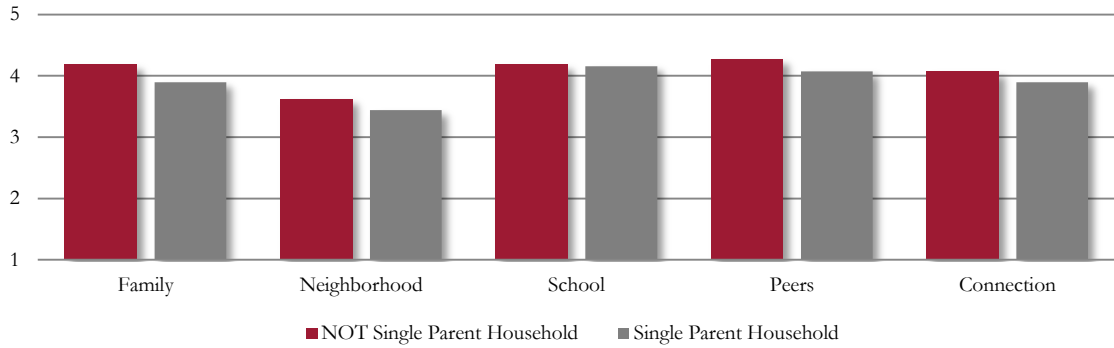


Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Self-Worth	No	3.95	1.24	.88
	Yes	3.92	1.33	
Positive Identity	No	4.59	.86	.08
	Yes	4.34	1.10	
Appearance	No	3.89	.97	.00
	Yes	2.97	1.43	
Confidence	No	4.32	.87	.29
	Yes	4.17	1.03	

ANOVA

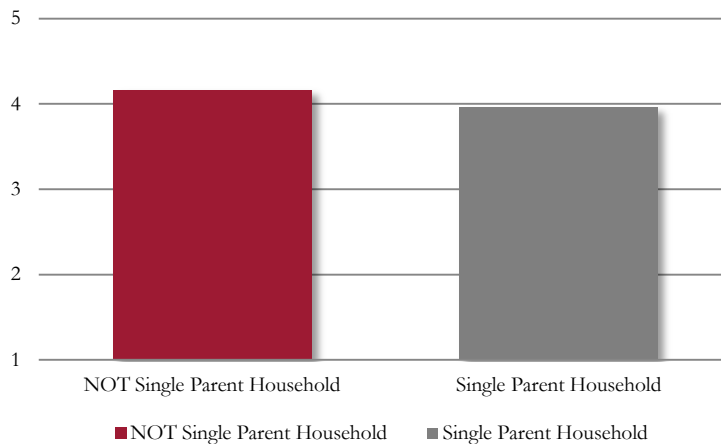
Single Parent Household

Connection



Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Family	No	4.18	.96	.08
	Yes	3.90	1.21	
Neighborhood	No	3.62	1.14	.36
	Yes	3.44	1.33	
School	No	4.18	.98	.89
	Yes	4.16	1.12	
Peers	No	4.28	.86	.17
	Yes	4.07	1.05	
Connection	No	4.07	.78	.20
	Yes	3.90	.93	

Positive Youth Development (PYD)

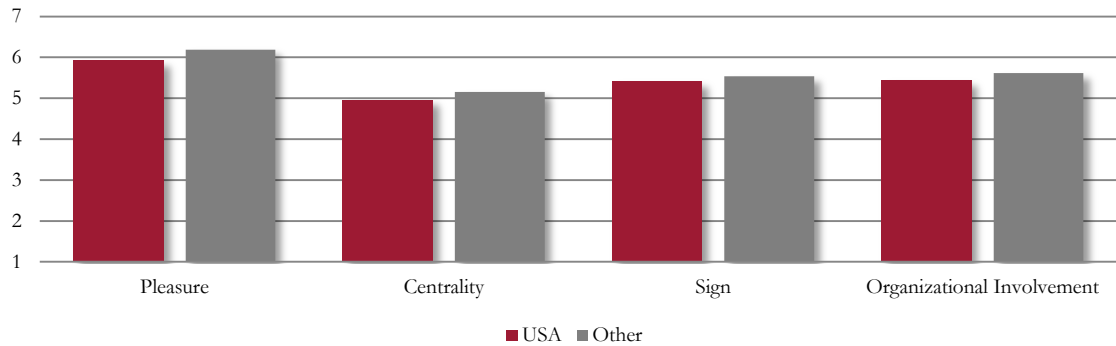


Dimension	Does Participant live in Single Parent Household?	Mean	St. Dev.	Sig.
Positive Youth Development (PYD)	No	4.16	0.55	.02
	Yes	3.96	0.64	

ANOVA

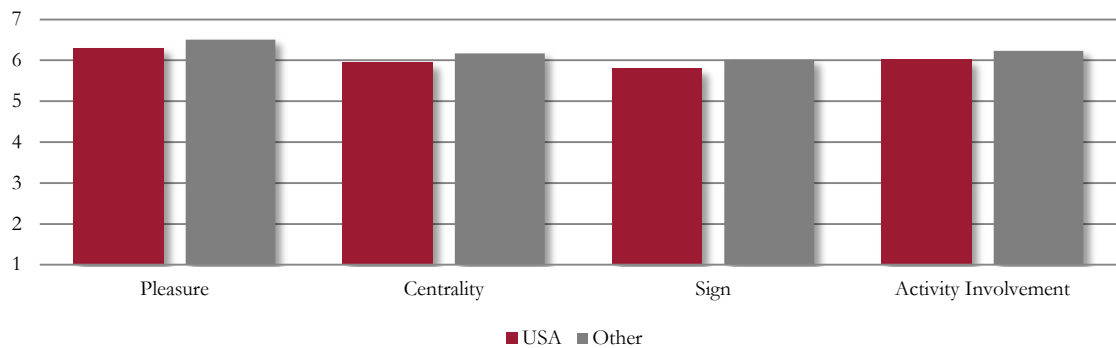
Country of Birth

Organizational Involvement



Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Pleasure	USA	5.92	1.14	.06
	Other	6.19	0.98	
Centrality	USA	4.95	1.48	.28
	Other	5.16	1.35	
Sign	USA	5.41	1.28	.43
	Other	5.54	1.19	
Organizational Involvement	USA	5.43	1.16	.20
	Other	5.62	1.02	

Activity Involvement

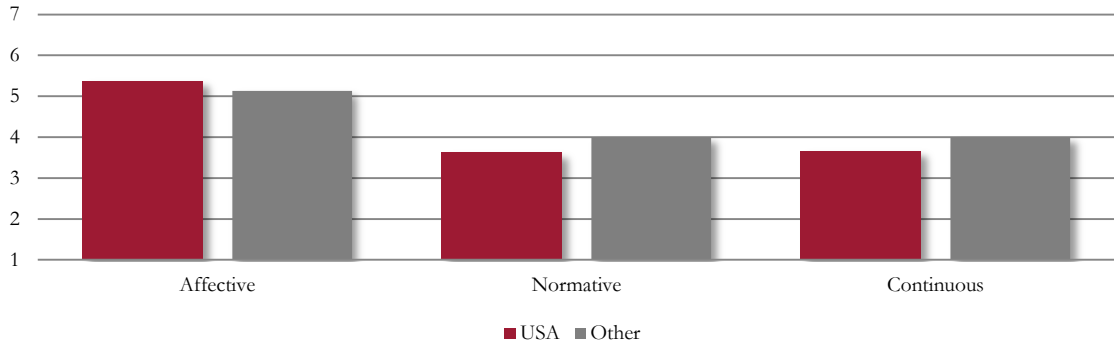


Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Pleasure	USA	6.29	1.16	.14
	Other	6.50	0.84	
Centrality	USA	5.95	1.40	.24
	Other	6.17	1.17	
Sign	USA	5.79	1.34	.24
	Other	6.01	1.17	
Activity Involvement	USA	6.01	1.21	.16
	Other	6.23	0.92	

ANOVA

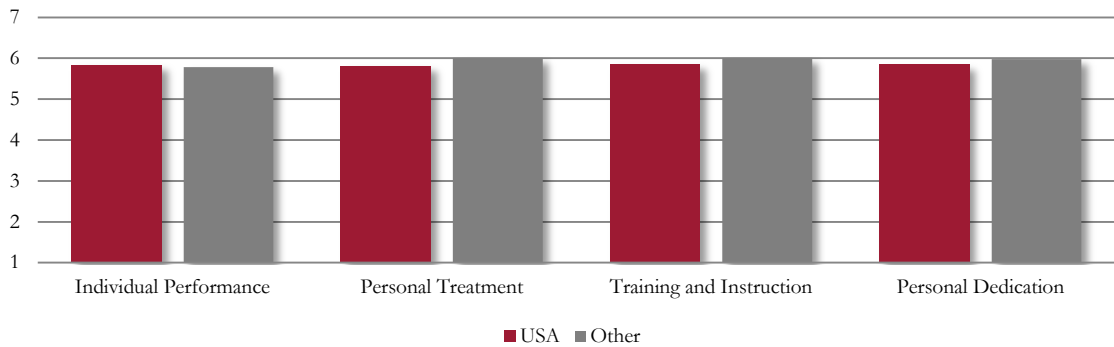
Country of Birth

Activity Commitment



Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Affective	USA	5.37	1.82	.38
	Other	5.13	1.91	
Normative	USA	3.62	1.77	.15
	Other	4.00	1.84	
Continuous	USA	3.66	1.72	.17
	Other	4.01	1.76	

Satisfaction

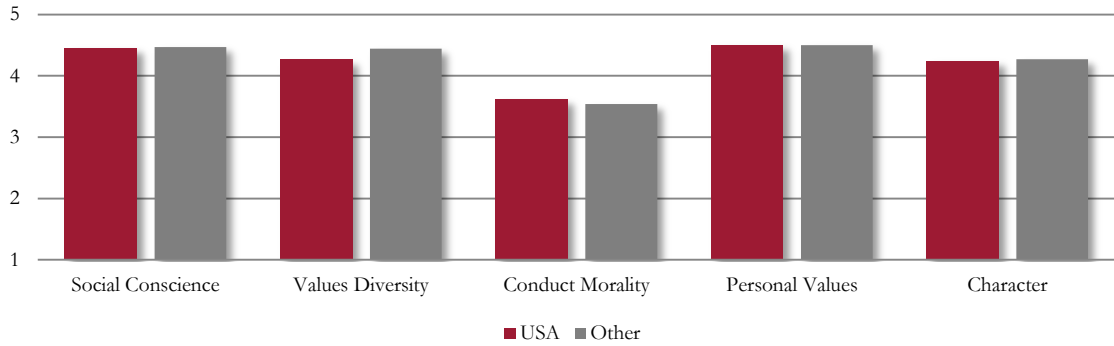


Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Individual Performance	USA	5.83	1.29	.77
	Other	5.78	0.97	
Personal Treatment	USA	5.81	1.21	.17
	Other	6.01	0.87	
Training and Instruction	USA	5.86	1.23	.33
	Other	6.01	0.93	
Personal Dedication	USA	5.85	1.35	.44
	Other	5.98	0.84	

ANOVA

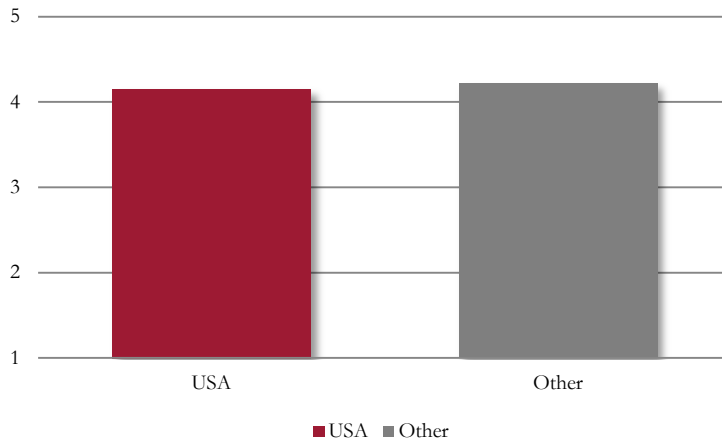
Country of Birth

Character



Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Social Conscience	USA	4.45	0.80	.85
	Other	4.47	0.60	
Values Diversity	USA	4.26	1.01	.15
	Other	4.45	0.77	
Conduct Morality	USA	3.62	1.43	.69
	Other	3.54	1.23	
Personal Values	USA	4.50	0.72	.98
	Other	4.51	0.71	
Character	USA	4.24	0.67	.68
	Other	4.27	0.56	

Caring

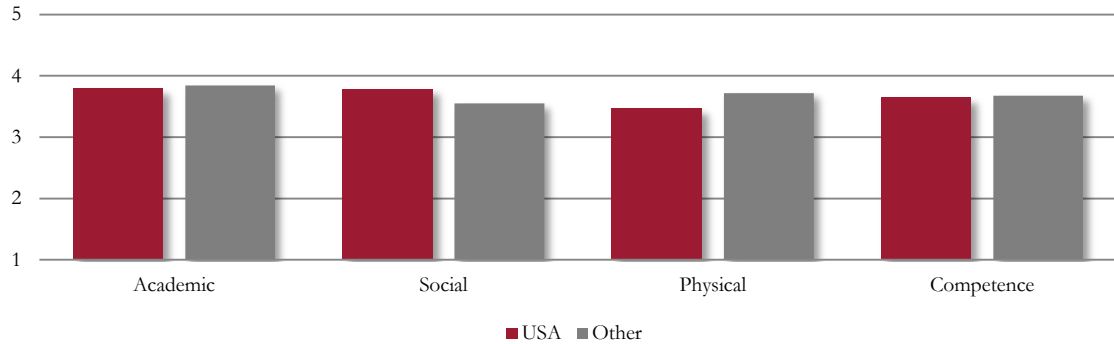


Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Caring	USA	4.14	0.91	.50
	Other	4.21	0.66	

ANOVA

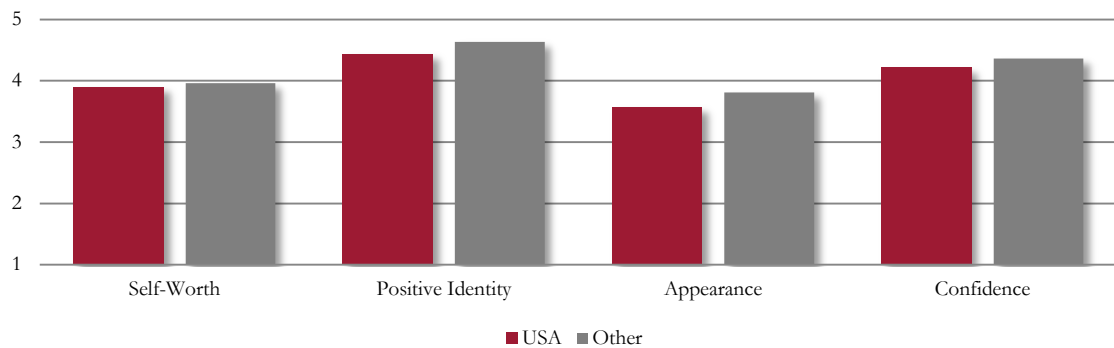
Country of Birth

Competence



Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Academic	USA	3.95	1.07	.77
	Other	3.50	1.27	
Social	USA	3.75	1.12	.21
	Other	3.42	1.37	
Physical	USA	3.70	1.22	.21
	Other	3.33	1.46	
Competence	USA	3.78	.90	.83
	Other	3.32	1.13	

Confidence

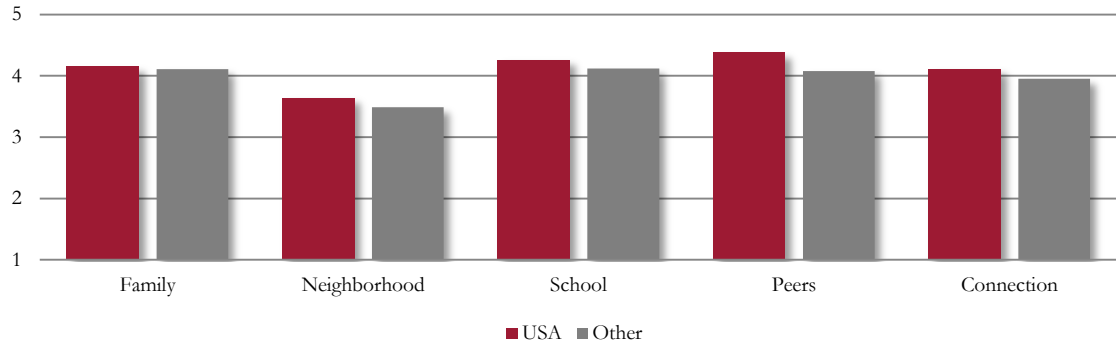


Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Self-Worth	USA	3.89	1.40	.75
	Other	3.96	1.19	
Positive Identity	USA	4.43	1.04	.12
	Other	4.63	0.76	
Appearance	USA	3.56	1.33	.31
	Other	3.81	1.00	
Confidence	USA	4.21	1.02	.24
	Other	4.36	0.80	

ANOVA

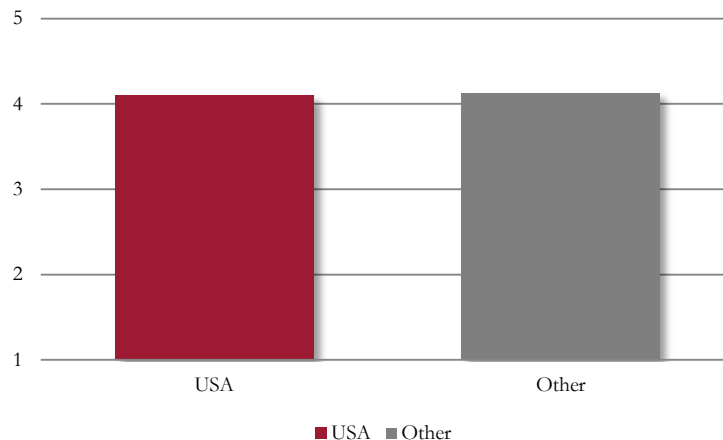
Country of Birth

Connection



Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Family	USA	4.15	1.10	.80
	Other	4.11	0.96	
Neighborhood	USA	3.63	1.25	.42
	Other	3.49	1.13	
School	USA	4.26	1.04	.34
	Other	4.12	0.97	
Peers	USA	4.38	0.96	.03
	Other	4.08	0.88	
Connection	Where was the participant born?	4.10	0.85	.20
	USA	3.95	0.79	

Positive Youth Development (PYD)

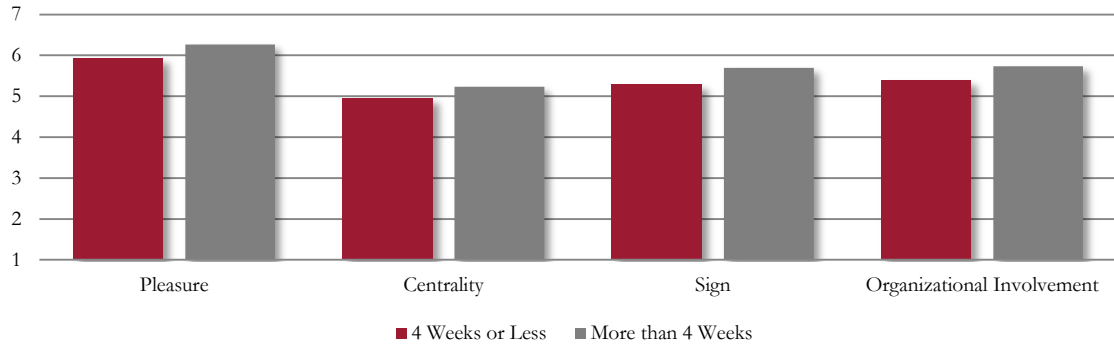


Dimension	Where was the participant born?	Mean	St. Dev.	Sig.
Positive Youth Development (PYD)	USA	4.10	0.65	.71
	Other	4.13	0.52	

ANOVA

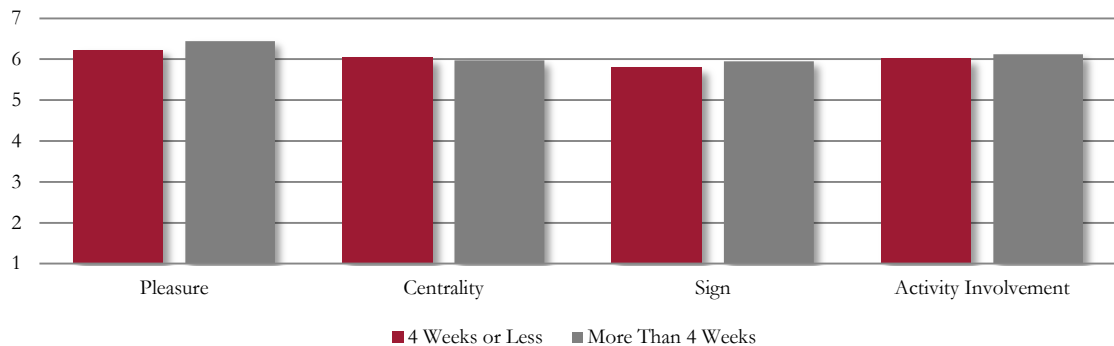
Participation

Organizational Involvement



Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Pleasure	4 Weeks or Less	5.93	1.22	.03
	More Than 4 Weeks	6.27	0.94	
Centrality	4 Weeks or Less	4.95	1.49	.18
	More Than 4 Weeks	5.23	1.33	
Sign	4 Weeks or Less	5.30	1.27	.02
	More Than 4 Weeks	5.70	1.11	
Organizational Involvement	4 Weeks or Less	5.39	1.16	.03
	More Than 4 Weeks	5.73	0.98	

Activity Involvement

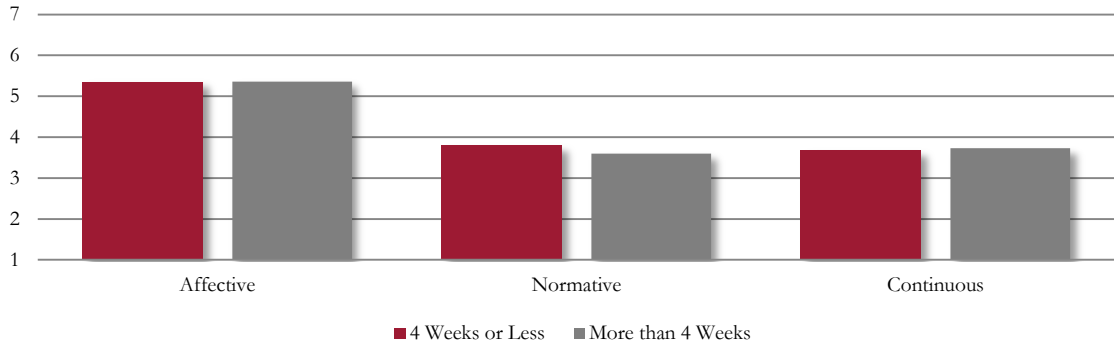


Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Pleasure	4 Weeks or Less	6.22	1.37	.23
	More Than 4 Weeks	6.44	0.98	
Centrality	4 Weeks or Less	6.03	1.41	.79
	More Than 4 Weeks	5.97	1.36	
Sign	4 Weeks or Less	5.79	1.47	.44
	More Than 4 Weeks	5.95	1.26	
Activity Involvement	4 Weeks or Less	6.01	1.35	.57
	More Than 4 Weeks	6.12	1.09	

ANOVA

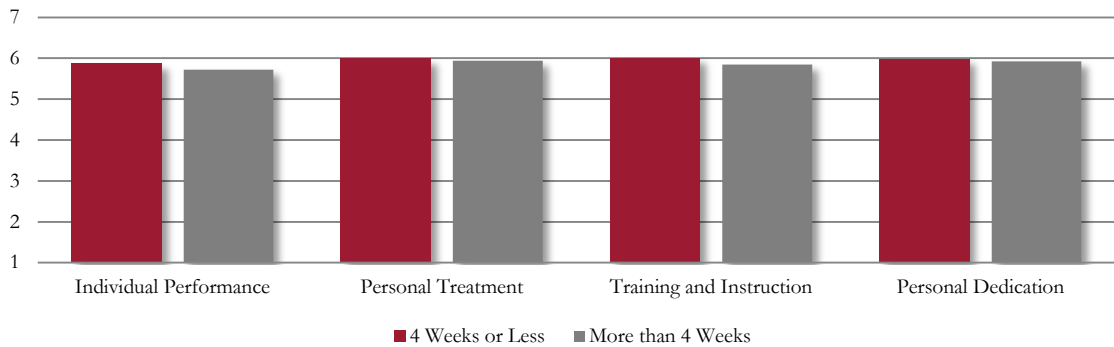
Participation

Activity Commitment



Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Affective	4 Weeks or Less	5.34	1.93	.94
	More Than 4 Weeks	5.36	1.84	
Normative	4 Weeks or Less	3.80	1.87	.49
	More Than 4 Weeks	3.60	1.71	
Continuous	4 Weeks or Less	3.67	1.85	.84
	More Than 4 Weeks	3.73	1.70	

Satisfaction

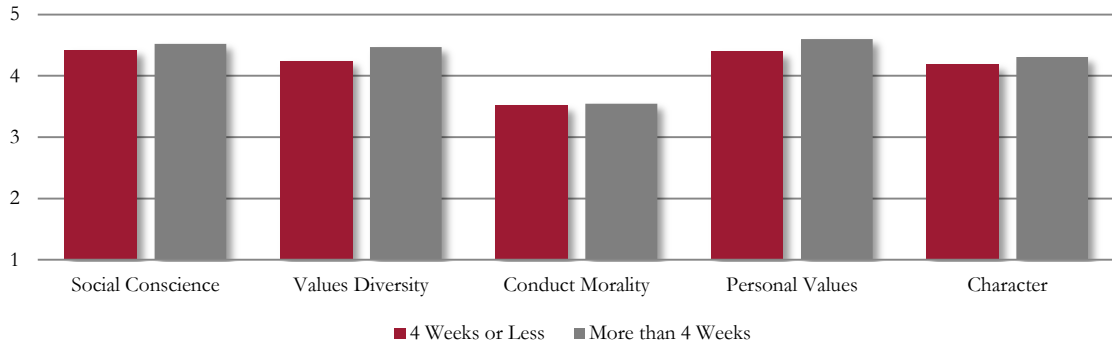


Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Individual Performance	4 Weeks or Less	5.87	1.22	.45
	More Than 4 Weeks	5.72	1.22	
Personal Treatment	4 Weeks or Less	5.98	1.11	.78
	More Than 4 Weeks	5.94	1.05	
Training and Instruction	4 Weeks or Less	6.00	1.22	.42
	More Than 4 Weeks	5.85	1.20	
Personal Dedication	4 Weeks or Less	5.97	1.16	.79
	More Than 4 Weeks	5.93	1.10	

ANOVA

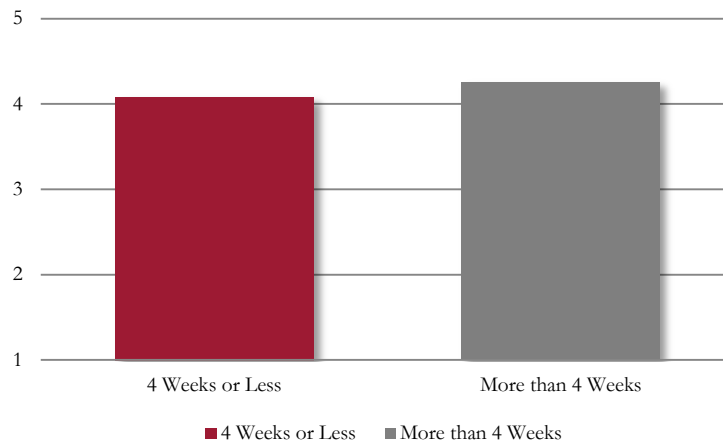
Participation

Character



Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Social Conscience	4 Weeks or Less	4.42	0.74	.28
	More Than 4 Weeks	4.53	0.64	
Values Diversity	4 Weeks or Less	4.24	1.04	.12
	More Than 4 Weeks	4.47	0.83	
Conduct Morality	4 Weeks or Less	3.51	1.25	.87
	More Than 4 Weeks	3.55	1.34	
Personal Values	4 Weeks or Less	4.39	0.76	.05
	More Than 4 Weeks	4.60	0.65	
Character	4 Weeks or Less	4.19	0.65	.17
	More Than 4 Weeks	4.31	0.56	

Caring

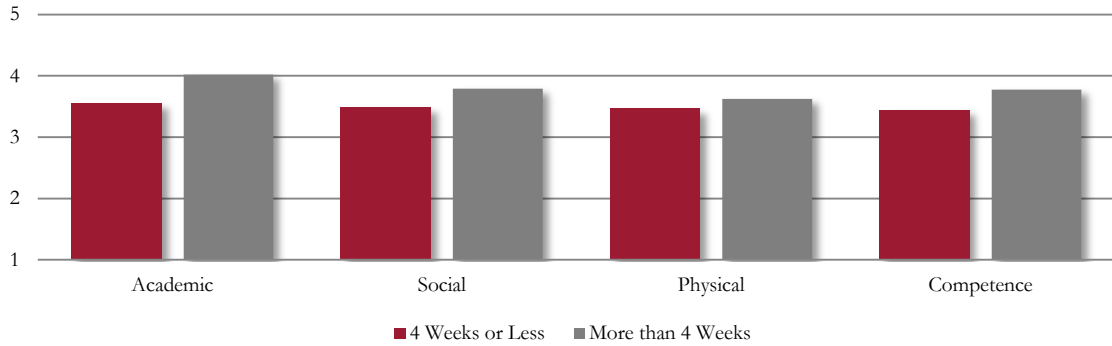


Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Caring	4 Weeks or Less	4.08	0.81	.13
	More Than 4 Weeks	4.25	0.72	

ANOVA

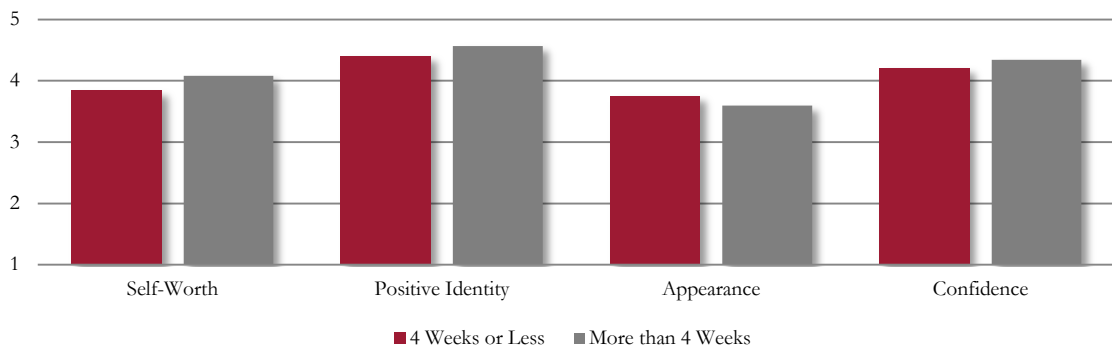
Participation

Competence



Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Academic	4 Weeks or Less	3.55	1.23	.02
	More Than 4 Weeks	4.02	1.07	
Social	4 Weeks or Less	3.49	1.20	.12
	More Than 4 Weeks	3.79	1.09	
Physical	4 Weeks or Less	3.47	1.21	.46
	More Than 4 Weeks	3.63	1.35	
Competence	4 Weeks or Less	3.44	1.02	.04
	More Than 4 Weeks	3.78	0.92	

Confidence

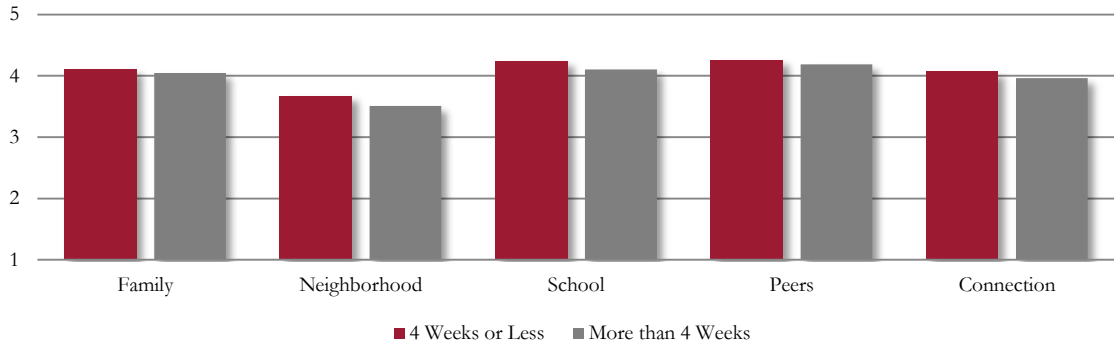


Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Self-Worth	4 Weeks or Less	3.83	1.33	.24
	More Than 4 Weeks	4.08	1.14	
Positive Identity	4 Weeks or Less	4.40	1.05	.26
	More Than 4 Weeks	4.56	0.87	
Appearance	4 Weeks or Less	3.74	1.15	.55
	More Than 4 Weeks	3.59	1.10	
Confidence	4 Weeks or Less	4.21	1.00	.34
	More Than 4 Weeks	4.34	0.85	

ANOVA

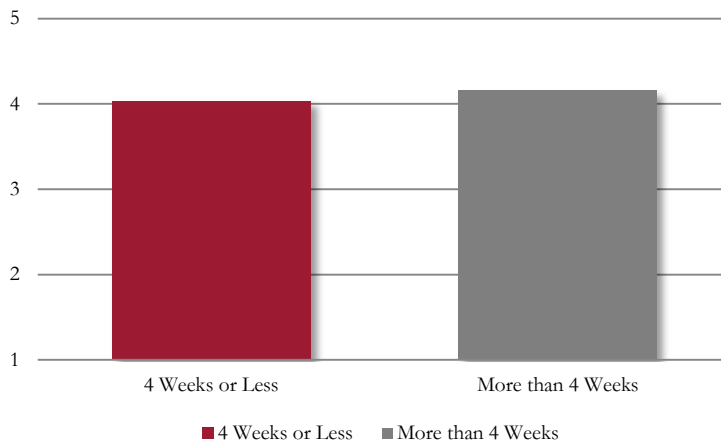
Participation

Connection



Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Family	4 Weeks or Less	4.11	0.96	.71
	More Than 4 Weeks	4.05	1.09	
Neighborhood	4 Weeks or Less	3.67	1.11	.40
	More Than 4 Weeks	3.51	1.25	
School	4 Weeks or Less	4.24	0.98	.42
	More Than 4 Weeks	4.11	1.04	
Peers	4 Weeks or Less	4.26	0.92	.62
	More Than 4 Weeks	4.19	0.93	
Connection	4 Weeks or Less	4.07	0.81	.43
	More Than 4 Weeks	3.97	0.86	

Positive Youth Development (PYD)



Dimension	How many days did the respondent participate?	Mean	St. Dev.	Sig.
Positive Youth Development (PYD)	4 Weeks or Less	4.03	0.62	.14
	More Than 4 Weeks	4.15	0.53	

Advanced Analysis

The basic results revealed a trend of Fall to Spring decreases in developmental mean scores for the latest collection cycle (Fall 2012 – Spring 2013) that was evident in other PYSC organizations as well. This could potentially be attributed to the relatively unstable growth pattern of most outcome changes. Oftentimes the growth of a certain behavior (i.e. confidence or competence) does not follow a linear trajectory, but instead projects in a less direct pattern that can be influenced by certain contextual factors and occurrences such as social environments and traumatic personal experiences that youth negotiate. This emphasizes the importance of continuous longitudinal assessment, which provides a more comprehensive evaluation involving long-term behavioral and attitudinal developments. Therefore, in order to further examine this trend, two cohorts were identified based on timing and response rates to track the growth of individuals over two different periods. The first Cohort included in this analysis consists of respondents from the latest collection cycle (Fall 2012 to Spring 2013), who were identified and matched by birthdates. Cohort 1 comprises 22 Starfinder participants whose ages ranged from 10 to 18. The second Cohort consists of respondents from the Fall 2010 and Spring 2012 collections, and were also identified by birthdates. Cohort 2 comprises 22 Starfinder participants whose ages ranged from 10 to 18 as well. A Paired Sample T-Test was used to track the strength and significance of attitudinal and behavioral changes of each cohort over the specified period of time (5-6 months for Cohort 1, 18-19 months for Cohort 2). The following section graphically displays the mean scores for each period, and the change observed. Mean changes that had a P-value < .05 are identified by two asterisk (**), and changes with a P-value < .10 are identified by one asterisk (*).

Cohort 1 (Fall 2012-Spring 2013)

The first cohort reported decreases in most psychographic and behavioral constructs. Although only a limited number of first-order dimensions and second-order factors had decreases that were significant, the overall decrease in PYD was significant. The mean score decreases in physical competence, confidence, peer connectedness, and overall connection were significant with 95% confidence (P-value < .05), and the decrease in school connectedness was statistically significant with 90% confidence (P-value < .10). Interestingly, although the scores for most attitudinal outcomes measures decreased, none of the changes in organizational involvement, activity involvement, or satisfaction were significant. This suggests that despite the decreases in outcome data, participants are still satisfied with the program, and remain engaged with both sport of soccer and Starfinder program.

Cohort 2 (Spring 2010-Spring 2012)

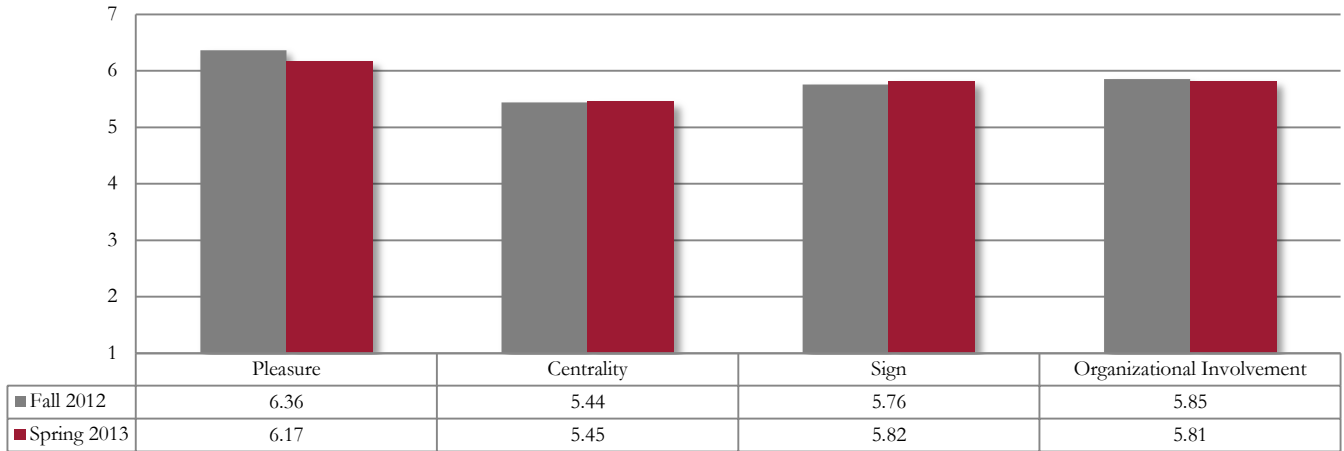
The second cohort tracked individual change over a period of time three times longer than Cohort 1, and revealed increases in a majority of measures, yet none of the reported differences were statistically significant. The mean scores for Connection, Competence, Confidence, and all four measures of Satisfaction increased over this time period, with only marginal decreases in both Caring and Character. Similarly, increases were evident in the constructs of affective and normative commitment, with noticeable decreases to the continuous commitment measure as well. This suggests an increasing number of kids in this cohort are motivated to participate by their own intrinsic initiative rather than feelings of guilt or extrinsic motivations. Interestingly, although perceived involvement related to the sport of soccer decreased, involvement with the Starfinder program increased markedly, particularly in relation to centrality. This may indicate that as participants progress through the program, they become just as involved and engaged with the Starfinder program as they do with the sport of soccer. Given Starfinders unique curriculum which fuses athletic and soccer specific instruction with educational and enrichment opportunities, this redistribution of involvement may reflect participants' beginning to recognize the 'off-the-field' benefits of the program. This trend will be revisited when more repeated measures are available .

It is very important to note that this portion of the report is provided for format/content evaluation only. The data presented, and any conclusions that may be made therefrom are premature at this point. Until a sufficient level of data is gathered, in-depth analysis and interpretation is not possible.

Cohort 1

Fall 2012 – Spring 2013

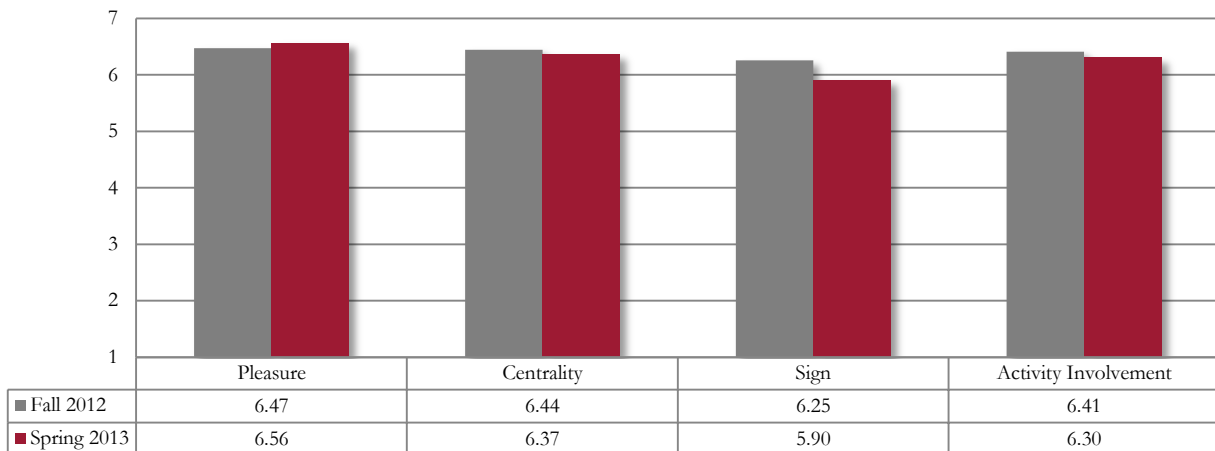
Organizational Involvement



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Pleasure	22	-0.19
Centrality	22	0.01
Sign	22	0.06
Organizational Involvement	22	-0.04

Activity Involvement



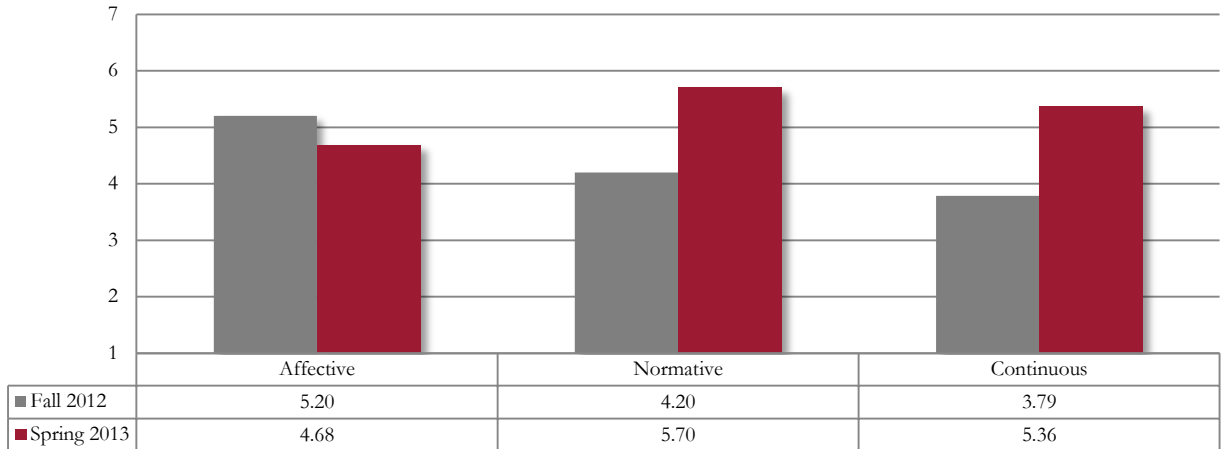
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Pleasure	22	0.09
Centrality	22	-0.07
Sign	22	-0.35
Activity Involvement	22	-0.11

Cohort 1

Fall 2012 – Spring 2013

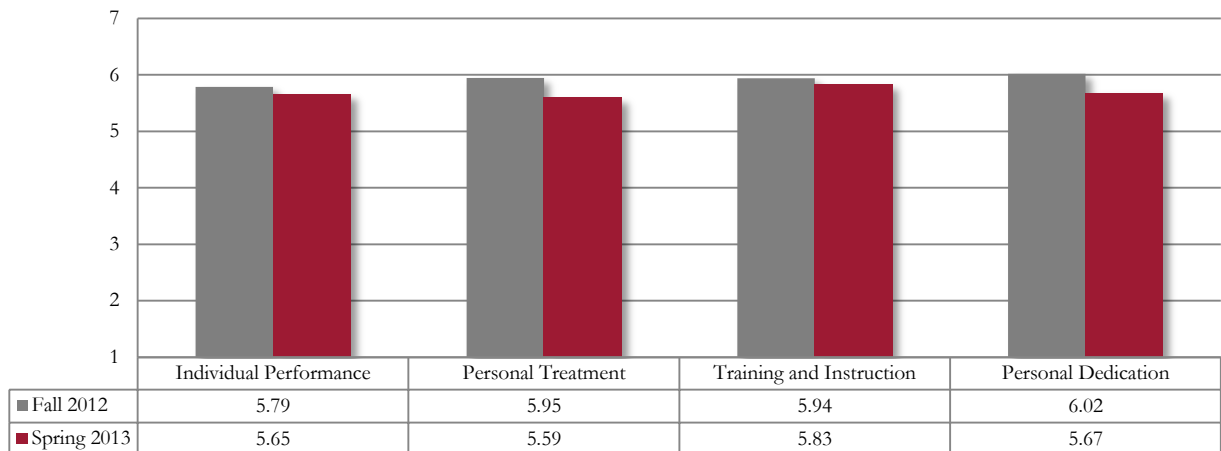
Activity Commitment



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Affective	22	-0.52
Normative	22	1.50**
Continuous	22	1.57**

Satisfaction



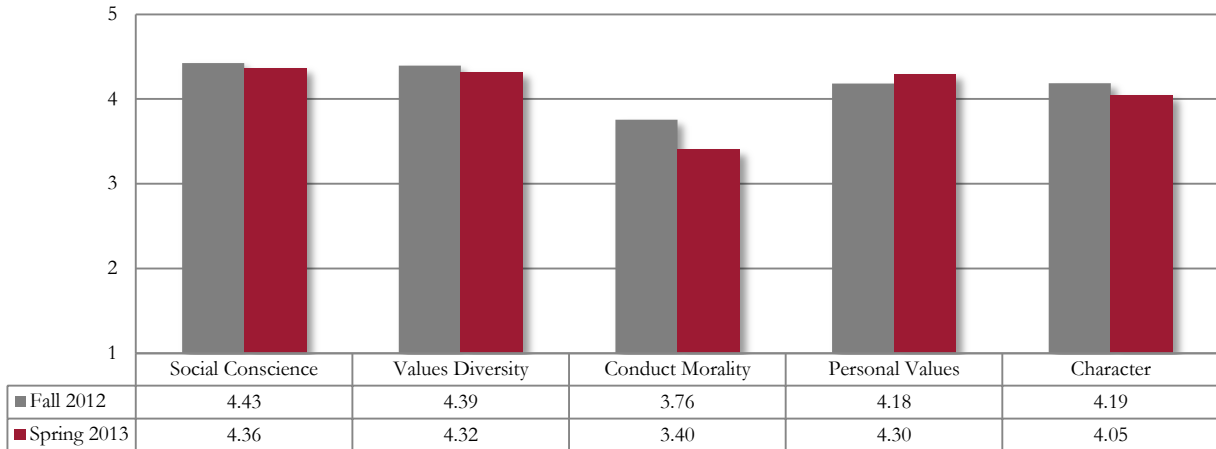
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Individual Performance	22	-0.14
Personal Treatment	22	-0.36
Training and Instruction	22	-0.11
Personal Dedication	22	-0.35

Cohort 1

Fall 2010 – Spring 2012

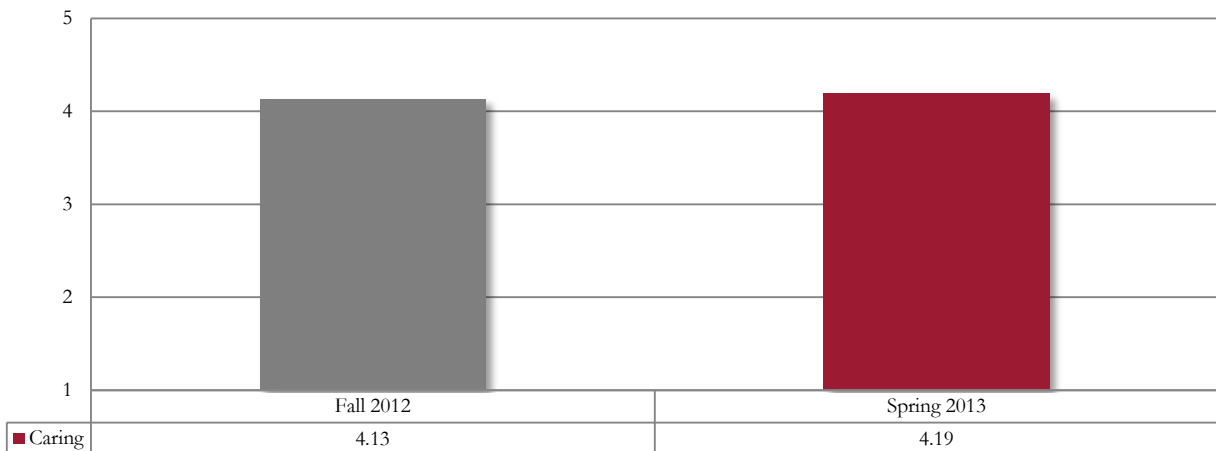
Character



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Social Conscience	22	-0.07
Values Diversity	22	-0.07
Conduct Morality	22	-0.36
Personal Values	15	0.12
Character	22	-0.14

Caring



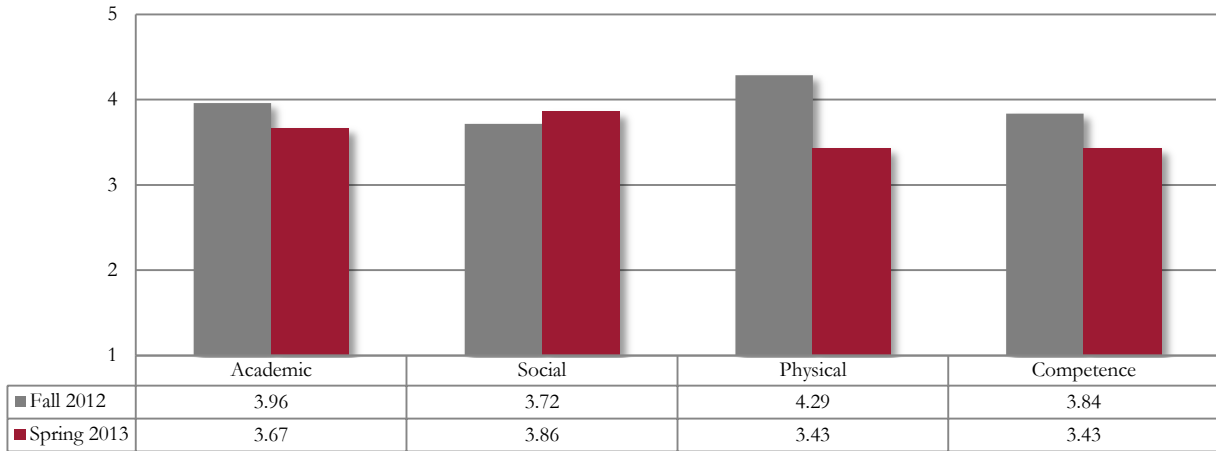
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Caring	22	0.06

Cohort 1

Fall 2010 – Spring 2012

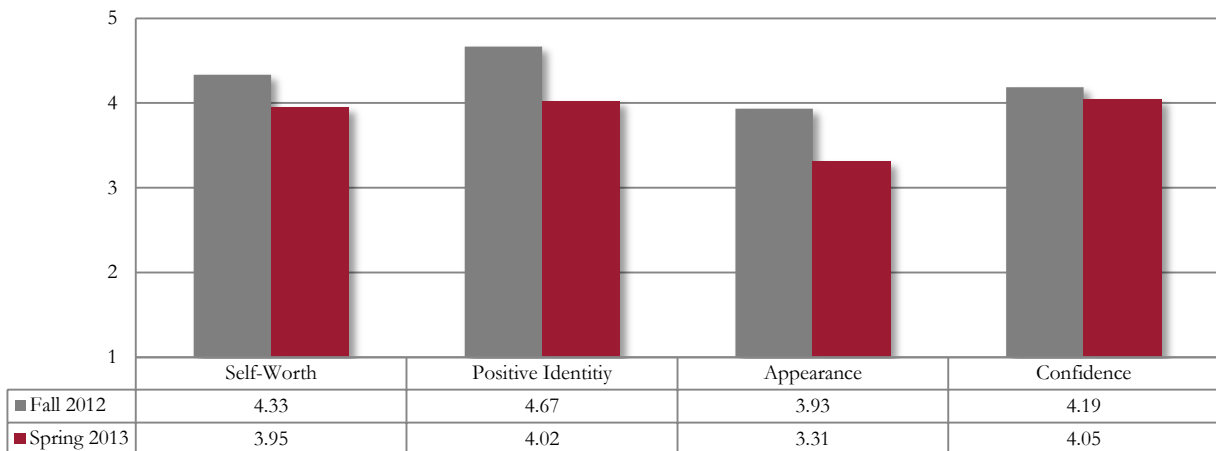
Competence



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Academic	16	-0.29
Social	14	0.14
Physical	14	-0.86**
Competence	14	-0.41

Confidence



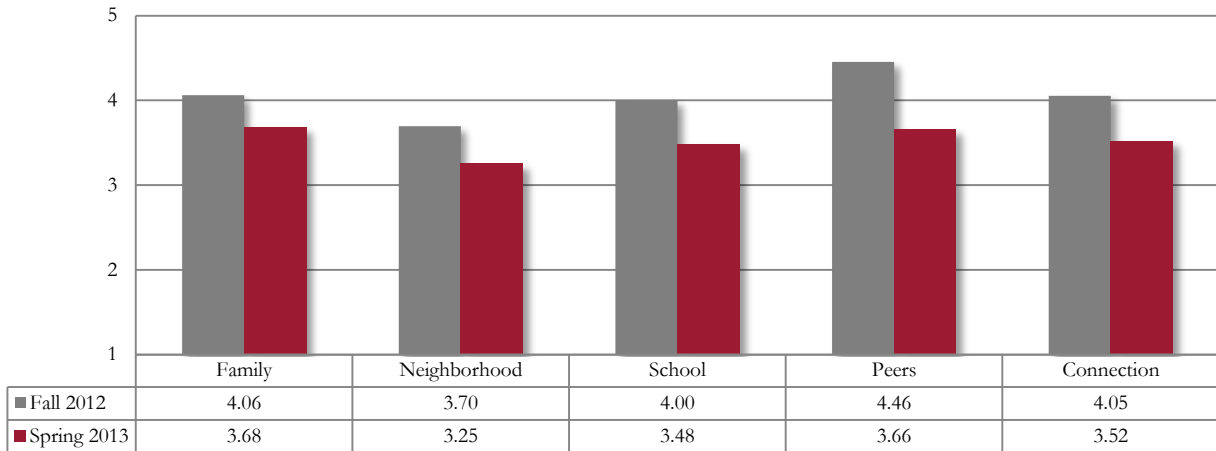
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Self Worth	14	-0.38
Positive Identity	22	-0.65
Appearance	15	-0.62
Confidence	22	-0.14**

Cohort 1

Fall 2010 – Spring 2012

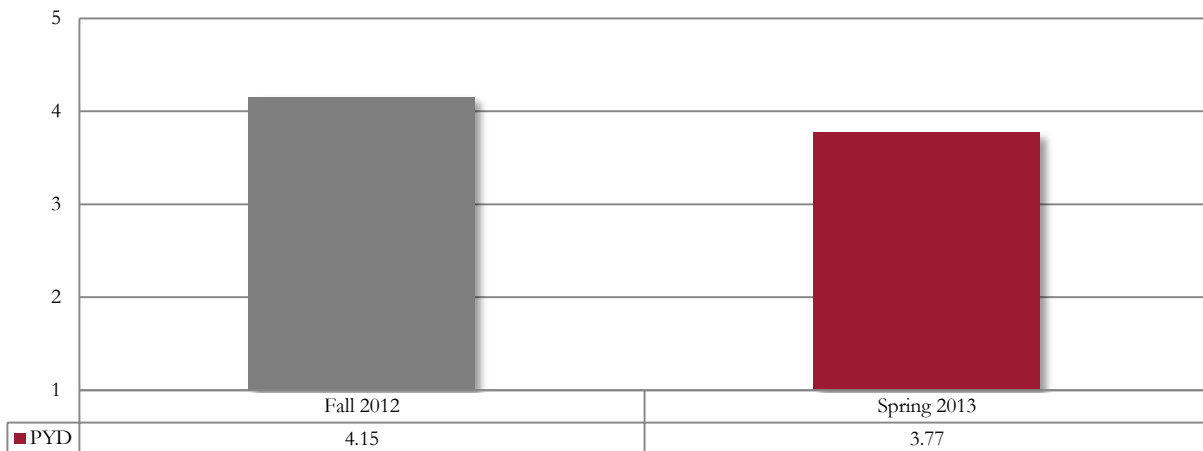
Connection



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Family	14	-0.38
Neighborhood	14	-0.45
School	14	-0.52*
Peers	14	-0.80**
Connection	14	-0.53**

Positive Youth Development (PYD)



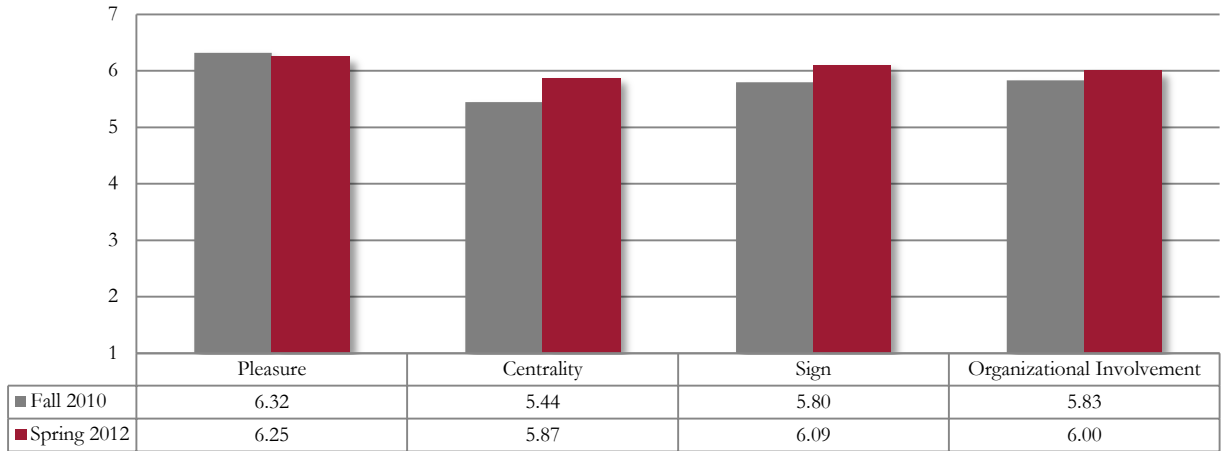
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2012 – Spring 2013 Mean Difference
Positive Youth Development (PYD)	22	-0.38**

Cohort 2

Fall 2010 – Spring 2012

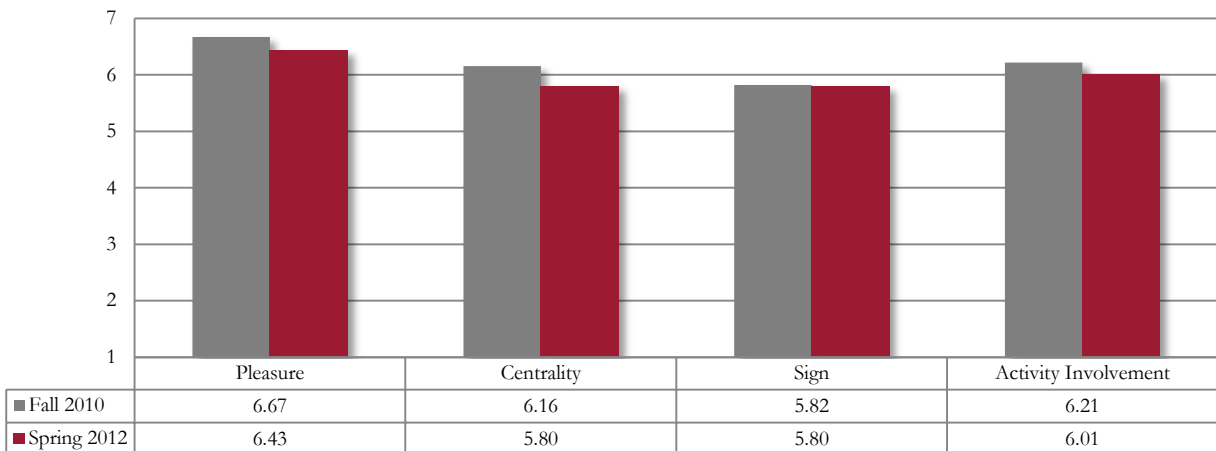
Organizational Involvement



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Pleasure	19	-0.07
Centrality	18	0.43
Sign	18	0.29
Organizational Involvement	19	0.17

Activity Involvement



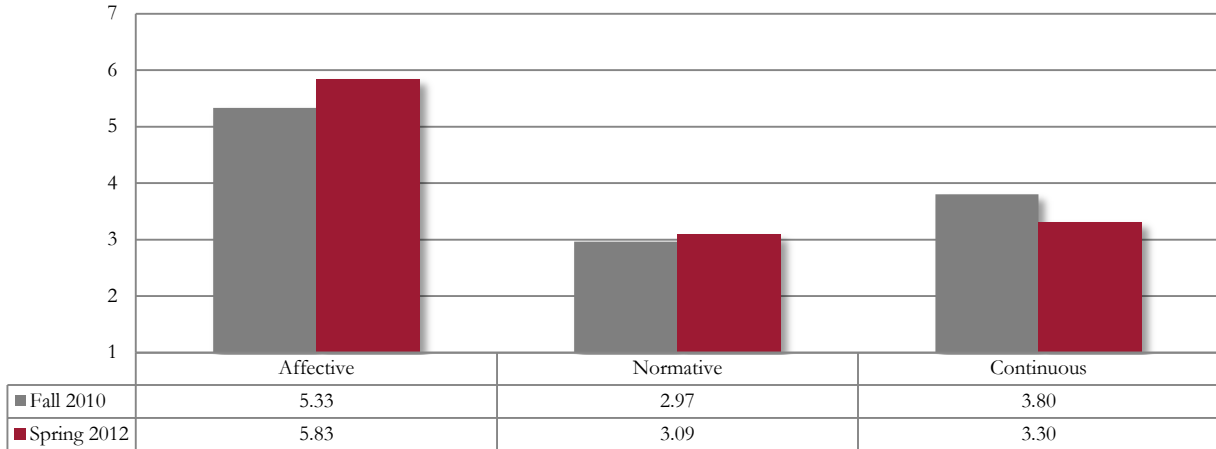
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Pleasure	15	-0.24
Centrality	15	-0.36
Sign	15	-0.02
Activity Involvement	15	-0.20

Cohort 2

Fall 2012 – Spring 2013

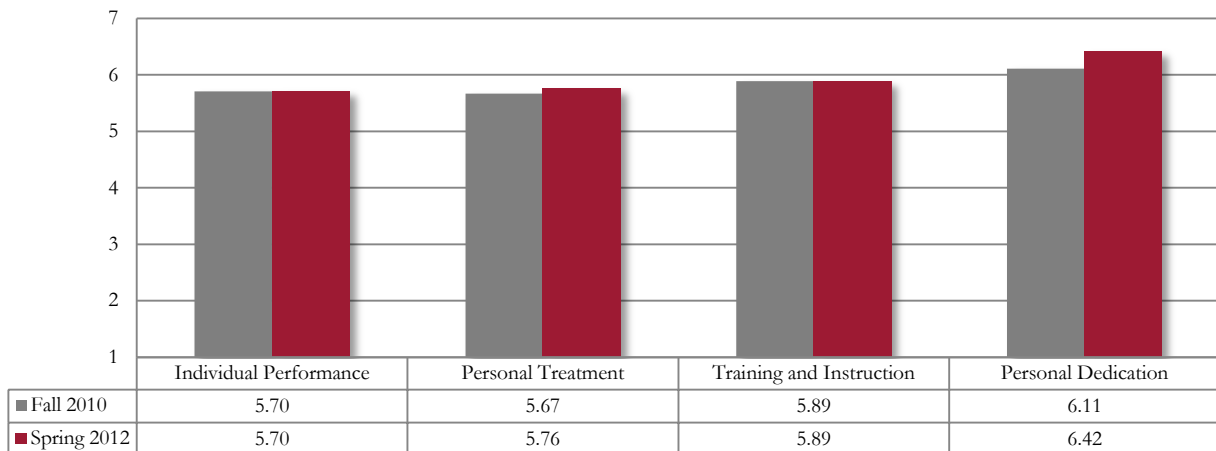
Activity Commitment



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Affective	15	0.50
Normative	15	0.12
Continuous	15	-0.50

Satisfaction



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Individual Performance	9	0.00
Personal Treatment	9	0.09
Training and Instruction	9	0.00
Personal Dedication	9	0.31

Cohort 2

Fall 2010 – Spring 2012

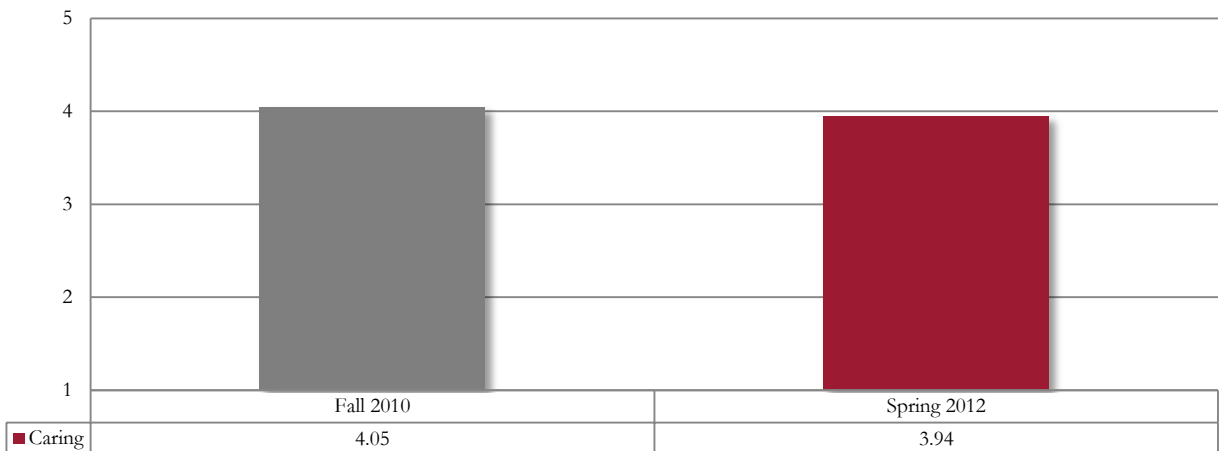
Character



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Social Conscience	22	0.03
Values Diversity	22	-0.09
Conduct Morality	22	0.00
Personal Values	15	-0.25
Character	22	-0.05

Caring



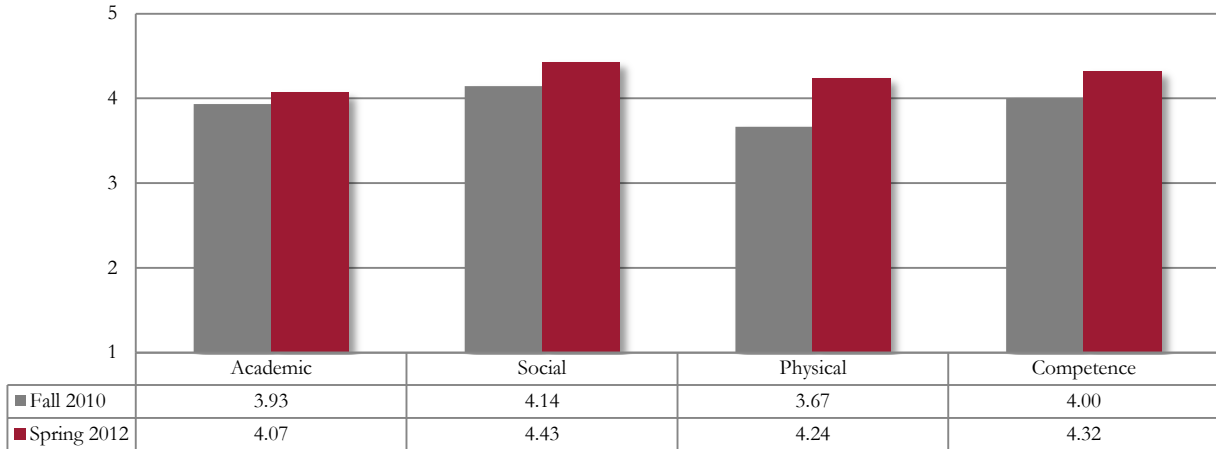
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Caring	17	-0.11

Cohort 2

Fall 2010 – Spring 2012

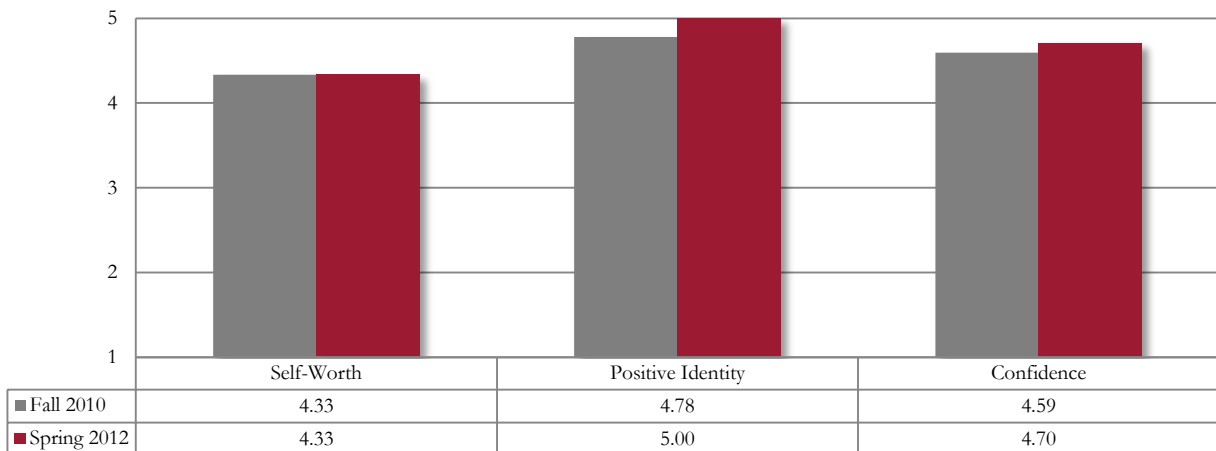
Competence



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Academic	5	0.14
Social	7	0.29
Physical	7	0.57
Competence	8	0.32

Confidence



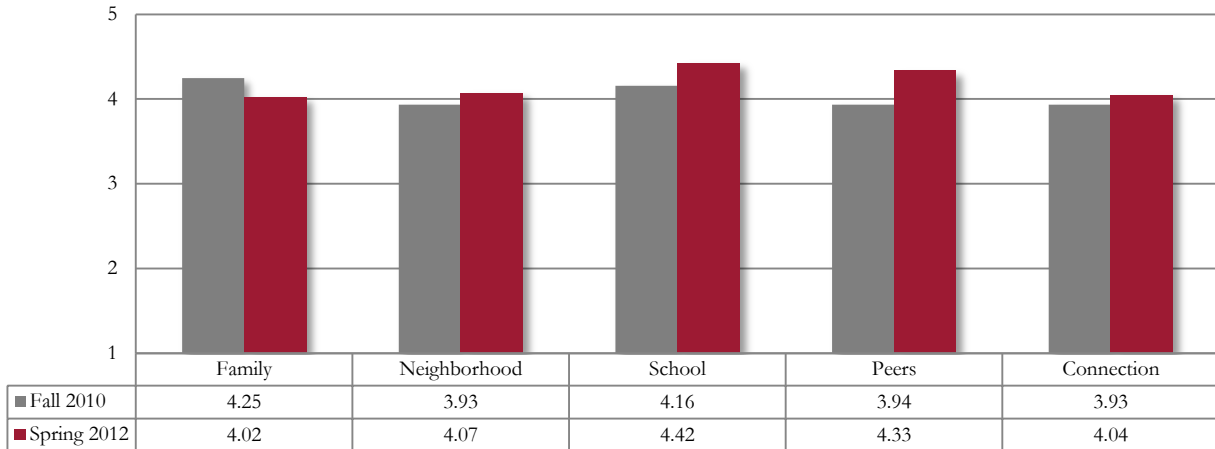
P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Self Worth	8	0.00
Positive Identity	9	0.22
Confidence	9	0.21

Cohort 2

Fall 2010 – Spring 2012

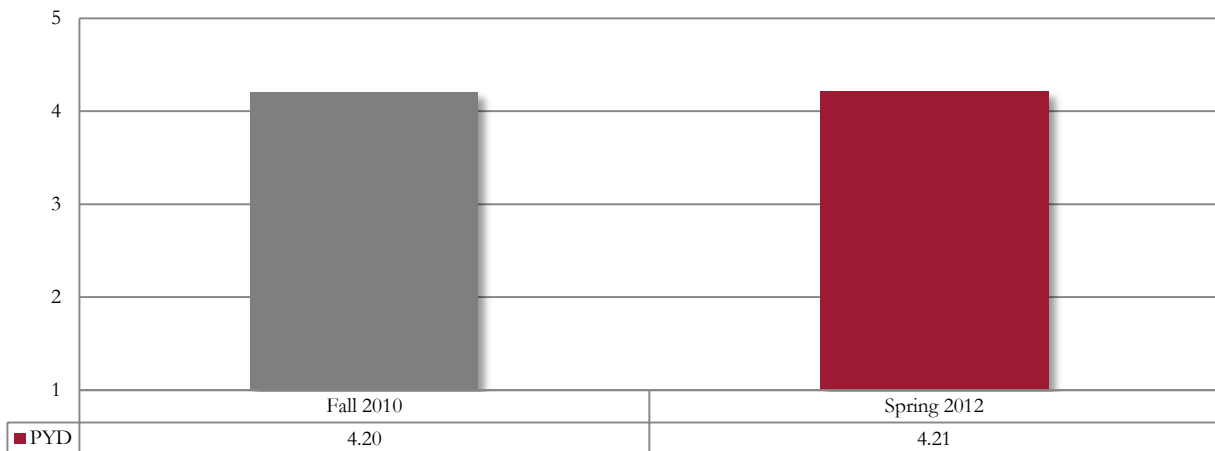
Connection



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Family	15	-0.23
Neighborhood	5	0.14
School	15	0.26
Peers	15	0.39
Connection	15	0.11

Positive Youth Development (PYD)



P-value < .05 = **
P-value < .10 = *

Dimension	(n)	Fall 2010 – Spring 2012 Mean Difference
Positive Youth Development (PYD)	22	0.01

APPENDIX A - Assessment Criteria

The following measures have been adapted for this assessment.

Dimension	Definition
Competence	Positive view of one's actions in domain specific areas including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills (e.g., conflict resolution). Cognitive competence pertains to cognitive abilities (e.g., decision making). School grades, attendance, and test scores are part of academic competence.
Academic	Pertains to perceived competence in school performance.
Social	Pertains to interpersonal skills (i.e. conflict resolution) and perceived popularity among peers.
Physical	Pertains to cognitive skills related to athletic activities and self-perceived ability in sports and outdoor games.
Confidence	An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.
Appearance	Emphasis on how comfortable one is with their physical appearance (i.e. looks and body image).
Positive Identification	Emphasis on how much one likes them self, their sense of pride, and outlook on their future.
Self-Worth	Emphasis on how comfortable one is with whom they are.
Connection	Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.
School	Emphasis on encouragement received and quality of relationships with teachers and students.
Neighborhood	Emphasis on quality of relationships with adults and their own importance within the community.
Family	Emphasis on the quality of relationship with parents.
Peers	Emphasis on the quality of relationship with peers
Character	Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
Values Diversity	Feelings on the importance of learning about people from a different race or culture, respecting their values and beliefs, and getting to know them.
Conduct Morality	Feelings on the importance of doing the right thing, and liking the way he or she behaves.
Personal Values	Feelings on importance of doing one's best, accepting responsibility, and standing up for what they believe.
Social Conscience	Feelings on the significance of helping others, making the world a better place, and treating people fairly.
Caring	A sense of sympathy and empathy for others.

Assessment Criteria

The following measures have been adapted for this assessment.

Dimension	Definition
Involvement	The Psychological Continuum Model (PCM) provides a stage-based developmental framework of recreational involvement. Engagement in recreational activities progresses along four general hierarchical stages: Awareness (I know about soccer), Attraction (I like soccer), Attachment (I am a soccer player), or Allegiance (I live to play soccer).
Pleasure	Enjoyment derived from the activity (soccer) and program (Starfinder).
Centrality	How central the activity (soccer) and program (Starfinder) are to the lifestyle of the individual.
Sign	Self-expression, value, or level of symbolism of the activity (soccer) or program (Starfinder).
Commitment	The psychological state that characterizes the participants relationship with the program or activity, and has implications for the decision to continue participating.
Affective	Commitment based on emotional ties the participant develops with the program or activity via positive experiences
Normative	Commitment based on perceived obligations towards the program or activity, rooted in the norms of reciprocity.
Continuous	Commitment based on the perceived costs, both economic and social, of leaving the organization.
Satisfaction	The ASQ is multidimensional scale designed to measure an athlete's satisfaction with his/her athletic experience.
Training and Instruction	Satisfaction with the training and instruction provided by the coach.
Personal Dedication	Satisfaction with his/her own contribution to the team.
Personal Treatment	Satisfaction with those coaching behaviors which directly affect the individual, yet indirectly affect team development. It includes social support and positive feedback.
Individual Performance	Satisfaction with an individual's personal task performance.

Items adapted from measures included in references.

1. Psychological Continuum Model (PCM) (Funk & James, 2001).
2. Three-Component Model of Organizational Commitment (Meyer & Allen, 1991).
3. Athlete Satisfaction Questionnaire (ASQ) (Riemer & Chelladurai, 2000).
4. Epstein, M. R. (2002, May). Standardization of the behavioral and Emotional Rating Scale: Factor Structure, Reliability, and Criterion Validity. *The Journal of Behavioral Health Services and Research*, 208-216.
5. LeBuffe, P. a. (2009). Introduction to the Devereux Student Strength Assessment (DESSA). Lewisville, NC: Kaplan Press Publishing.
6. 5 C's of Positive Youth Development (Lerner, 2005) & Short-Form Five C's of Positive Youth Development (Bowers et. al, 2011).
 1. Search Institute Profiles of Student Life – Attitudes and Behaviors.
 2. Self-Perception Profile for Children (SPPC; Harter, 1983).
 3. Teen Assessment Project (TAP) Survey Question Bank (Small & Rodgers, 1995).
 4. Eisenberg Sympathy Scale (Eisenberg, Fabes, Murphy, Karbon, Smith, & Maszk, 1996).
 5. Empathic Concern (EC) subscale of the Interpersonal Reactivity Index (IRI; Davis, 1983).

APPENDIX B – RESEARCH OVERVIEW

An Assessment Culture

The inner-city environment is such that negative influences are prevalent, and often lend themselves to higher rates of youth crime rates and increased numbers of high school drop-outs (U.S. Conference of Mayors, 2009). America's Promise Alliance (2009) recently released graduation rates from the 50 largest cities in the U.S. In their report, *Cities in Crisis 2009*, they found that roughly half (53%) of all young people in the nation's 50 largest cities are graduating from high school on time (62.1% in Philadelphia for the 2005 class). This represents a considerable distance from the national graduation rate of 71%.

In the face of this, many organizations in Philadelphia (and elsewhere) are taking on the mission of providing additional mentoring for young people. In assessing the efficacy of such programs however, the terminology of outcome is often confused with that of output. In short, inputs represent total dollars spent on certain programs, while outputs represent the mere existence and delivery of such programs, as expressed in easily gathered data such as participation rates and expense amounts. Outcomes, in contrast, represent the actual timely and enduring change that occurs within the participants of the program, as a result of participation in the program. It seems that a fundamental perception problem exists within the non-profit framework, in that many organizations view evaluation as an unnecessary burden that takes resources away from the participants they serve, or fail to see assessment as a strategic resource acquisition tool (Urban Institute, 2009).

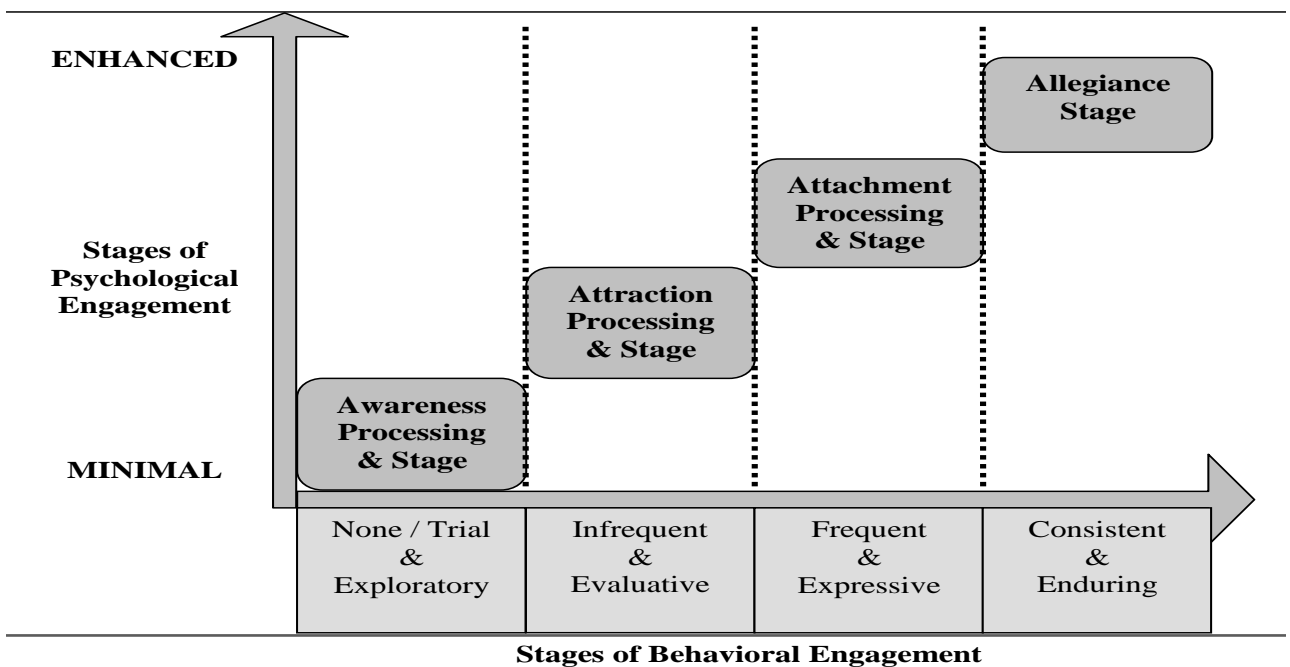
Theoretical Basis of Research (Change Model)

Research indicates more than half of the world's population does not engage in sufficient physical activity to benefit their health. Reducing the amount of people in this category by just one percent could save millions of lives and billions of dollars (WHO, 2006). Governments throughout the world are investing significantly in the promotion of healthy lifestyles. However, public interventions designed to combat these trends have produced mixed results due in large part because physical activity is a complex human behavior and theory-driven research applied to natural populations remains inadequate to provide guidance. When developing strategies to increase levels of physical activity, recreation in the form of physically active leisure is considered to play an important role (WHO, 2006). Unfortunately, such strategies fail to target other aspects of daily life including vocational, educational, political, theological, and familial that increase the social value and importance of recreational involvement. The efficacy of programs designed to increase and sustain active lifestyles may well rest upon their ability to promote social engagement helping individuals build social connections through recreational involvement.

The capacity to understand and increase participation is not only important for the recreation industry delivering these opportunities, but extends to community organizations charged with protecting the public interest. Strategies to promote active lifestyles are often used to assist special populations as engaging in regular physical activity helps prevent illnesses and promotes mental health and well-being.

The Psychological Continuum Model (PCM) provides a sound framework to examine the development and continuance of participation in physically active leisure to inform the practice of sport and recreation managers and public policymakers. The PCM provides a stage-based developmental framework of recreational involvement. Engagement in recreational activities progresses along four general hierarchical stages: Awareness (I know about soccer), Attraction (I like soccer), Attachment (I am a soccer player), or Allegiance (I live to play soccer). The framework suggests participating and engaging continuously through social and individual processes explains how personal, psychological and environmental determinants increase the level of psychological connection with an activity.

Table 1



Psychological engagement progresses from “minimal” to “enhanced” while behavioral engagement progresses from simple to complex. Psychological engagement represents the degree of attitude formation that occurs as a person becomes more involved with the activity. As psychological engagement increases, the level of behavioral engagement will theoretically increase to create movement through linear trajectory of the PCM. Hence, the complexity of behavioral engagement will increase positively as individuals move towards the highest level of the PCM. Unfortunately, human behavior and participation in particular does not adhere to a simple linear progression as perceived and actual barriers may constrain the level of behavioral engagement. Therefore, individuals must utilize negotiation strategies and resources to overcome constraints. Failure to negotiate constraints may prevent individuals from progressing through the different stages of the PCM. Importantly, the PCM also offers the ability to gauge and track engagement with multiple entities (e.g., both “soccer” generally, and the Starfinder soccer program specifically).

Research on Youth Development

In the 1950's, U.S. Federal funding programs were initiated to address concerns regarding troubled youth. From this period in U.S. history evolved a prevention approach to problem behaviors amongst youth. It wasn't until the 1990's that researchers developed a broader focus in regard to youth development. This period of time was a major turning point for considering the promotion and development of positive behaviors, rather than only viewing individuals from a deficit point of view of needing to correct adverse behaviors. This outlook has become a mainstream approach known as Positive Youth Development (PYD), which focuses on the talents, strengths, and potential of youth. There is also evidence suggesting that increased positive youth development outcomes are likely to prevent negative behaviors in youth as well.

There is a generally accepted conclusion that participation in community youth organizations has been found to relate to a variety of positive outcome. When discussing youth development programs that are also related to sport, it has been found that positive developmental outcomes are clearly experienced by the participants, and that specifically areas of Psychological/Emotional Development, Social Development, and Intellectual Development can result from involvement in youth sports programs.

New PYD vocabulary since the early nineties has led to more relevant discussions regarding youth development. After much analysis, there is a general consensus that it would be desirable for future studies to utilize what are known as the Five C's of PYD to best understand the outcomes of community-based programs. These latent constructs are referred to as: Competence, Confidence, Connection, Compassion, and Character.

Clichés such as 'Sport Builds Character' are commonly used in reference to sports as an important tool to develop positive values in youth. Sport has a unique potential to be an important medium for character development due to natural occurring teachable moments that exist in this context. However, most emphasize the necessity of appropriate programmatic design in order for sport context to have its greatest influence on character. In general, participation in sport-related programs has been found to play an important role in the development of character and other targeted outcomes. However, this has primarily been done from the perspective of participating versus not participating, or more participation verses less participation. Measuring participant levels of involvement give the opportunity to gain a deeper understanding of the effectiveness of character development strategies.