Mission:
To develop and deliver engaging, research based academic, character, leadership and career focused programs aligned to state and national standards that guide and enable all students to achieve their full potential.

Vision:
To provide engaging and relevant PreK-12 solutions that positively impact academic performance, social and emotional maturity, character development, and career education for all students.

Innovation & Research

July 2011
OBJECTIVES AND METHODOLOGY

Background and Objectives

Learning for Life is interested in understanding how well the Learning for Life program meets student needs. Specifically, the department is interested in determining the effectiveness of the program outcomes for early childhood, elementary, middle school, high school, and special needs students.

Methodology

To meet the study objectives, an online survey was conducted by Innovation and Research, beginning March 21, 2011. Educators were informed of the survey in a variety of ways. First, links to the each of the online surveys for the early childhood, elementary, middle school, high school, and special needs programs were posted on the Learning for Life Web site, for educators to complete the evaluation. Second, e-mails were sent to local council offices to have them inform Learning for Life educators in their area about the survey. E-mails were also sent to all Learning for Life district executives to have them inform their educators to complete the survey. Each council was required to have 50.0 percent of their educators complete the survey in order to meet Learning for Life’s quality standards. One thousand thirty-seven early childhood and elementary, 175 middle school, 91 high school, and 233 special needs educators responded by June 17, 2011. Because responses were received from an online posting of the survey link and e-mails, along with a required percent needed to answer the survey, an accurate response rate cannot be calculated.

This report includes the findings from the study. Educators were allowed to select all the grades they teach, with the exception of the early childhood and elementary survey. In addition to being able to select all the grades they teach, these educators were asked to select the grade they primarily teach. When asked to rate the program outcomes, early childhood and elementary educators were asked to rate the outcomes based on the grade they primarily teach.
Statistical testing of differences between responses by grade level taught was only run for the early childhood and elementary educators. These are the educators that have the most differences in their program, and where statistical testing is most applicable. This report highlights overall results for:

- Early childhood and elementary outcomes with statistical differences by grade noted
- Middle school outcomes
- High school outcomes
- Special needs outcomes

Copies of the questionnaire, verbatim responses, and additional middle school and high school charts broken out by grade are included in the appendices of the report.
EXECUTIVE SUMMARY AND RECOMMENDATIONS

Early Childhood and Elementary Program Evaluation

Early Childhood Program Evaluation

More than 90 percent (97.4%) of early childhood educators are very (68.4%) or somewhat (29.0%) satisfied with the early childhood program. Among the very few (2.6%) not at all satisfied with the program, educators indicated this was because

- They have a required guidance curriculum they must use and only see the students once a month (one early childhood educator);
- They have a poor instructor (one early childhood educator).

More than 40 percent of early educators have parents that are very (21.1%) or somewhat (22.4%) involved with the program. These educators got their parents involved by:

- Sending take-home activities with the child to be completed by the parent and child (six early childhood educators);
- Involving the Parent-Teacher Association (five early childhood educators);
- Sharing information about the Learning for Life program with the parents (four early childhood educators);
- Co-teaching with or involving the parents in their child’s program education (three early childhood educators);
- Seeking parent feedback about the program (three early childhood educators);
- Spreading information about the program through word-of-mouth (one early childhood educator).

More than one-half (52.6%) of early childhood educators have integrated Learning for Life’s early childhood program with other programs they teach by:

- Combining the program teachings with the regular lessons (18 early childhood educators);
- Using reading and storytelling (four early childhood educators);
- Using Web sites, newsletters, and morning announcements (three early childhood educators).
Most (96.1%) early childhood educators are very (65.8%) or somewhat (30.3%) likely to recommend Learning for Life’s early childhood program to other teachers.

**Program Outcomes Evaluation**

More than nine of 10 early childhood and elementary educators who rated the elements strongly agreed or somewhat agreed that the Learning for Life elementary program delivers all the outcomes. In fact, among the elementary educators who have used the lesson plans, at least one-half strongly agree that each of the program outcomes are developed by their students.

Some elements of the program appear to be used more than others. While percentages of educators selecting “not applicable” on the outcomes are low compared to middle school, high school, and special needs outcomes, more than five percent of educators indicated the following outcomes or statements were not applicable:

- The lessons effectively teach the concepts of laws and justice (6.8%);
- Learning for Life is in line with national education standards (6.5%).
### Learning for Life's Lessons and Activities

<table>
<thead>
<tr>
<th>Outcome</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for Life's lessons and activities are age-appropriate.</td>
<td>66.8%</td>
<td>28.9%</td>
<td>3.0%</td>
<td>1.3%</td>
<td>1,007</td>
</tr>
<tr>
<td>The lessons and activities help children to learn to get along better with each other.</td>
<td>64.8%</td>
<td>31.2%</td>
<td>2.7%</td>
<td>1.3%</td>
<td>1,004</td>
</tr>
<tr>
<td>The lessons and activities help children learn to be more responsible.</td>
<td>63.4%</td>
<td>33.3%</td>
<td>2.0%</td>
<td>1.3%</td>
<td>1,006</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for children to learn new things.</td>
<td>63.3%</td>
<td>32.1%</td>
<td>3.6%</td>
<td>1.1%</td>
<td>1,010</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>62.5%</td>
<td>32.1%</td>
<td>4.3%</td>
<td>1.1%</td>
<td>1,009</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>61.9%</td>
<td>33.7%</td>
<td>3.5%</td>
<td>0.9%</td>
<td>1,008</td>
</tr>
<tr>
<td>Learning for Life's activities are grade-specific.</td>
<td>61.2%</td>
<td>32.9%</td>
<td>4.2%</td>
<td>1.7%</td>
<td>998</td>
</tr>
<tr>
<td>The lessons help children to respect those of different ethnic and cultural backgrounds.</td>
<td>60.8%</td>
<td>33.8%</td>
<td>3.8%</td>
<td>1.5%</td>
<td>996</td>
</tr>
<tr>
<td>The program provides activities that interest the children in your class.</td>
<td>60.6%</td>
<td>33.1%</td>
<td>5.0%</td>
<td>1.4%</td>
<td>1,007</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>60.1%</td>
<td>35.8%</td>
<td>2.9%</td>
<td>1.3%</td>
<td>1,004</td>
</tr>
<tr>
<td>Learning for Life teaches children the skills they need to resist negative peer pressure.</td>
<td>57.7%</td>
<td>37.3%</td>
<td>3.4%</td>
<td>1.6%</td>
<td>1,002</td>
</tr>
<tr>
<td>Learning for Life helps children improve their relationships with adults.</td>
<td>52.8%</td>
<td>41.9%</td>
<td>3.9%</td>
<td>1.4%</td>
<td>1,003</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>49.8%</td>
<td>42.1%</td>
<td>6.3%</td>
<td>1.9%</td>
<td>1,007</td>
</tr>
<tr>
<td>The lessons effectively teach the concepts of laws and justice.</td>
<td>49.1%</td>
<td>43.8%</td>
<td>5.1%</td>
<td>2.0%</td>
<td>967</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards</td>
<td>60.0%</td>
<td>35.5%</td>
<td>3.8%</td>
<td>0.7%</td>
<td>970</td>
</tr>
</tbody>
</table>

Elementary educators who rated an outcome was not applicable to them have been excluded from the above analysis. Analysis of all educators, including those who gave a “not applicable” response, is included in the detailed findings of this report.
Many early childhood and elementary educators have never used the following Learning for Life materials:

- Super Safe DVD (68.6%, kindergarten through fifth-grade educators only)
- Desk chart (58.0%)
- Desk stickers (57.4%)
- Play it Safe DVD (56.6%, early childhood educators only)
- Recognition wall stickers (50.7%)
- Recognition wall chart (49.1%)
- Value added book (47.4%, early childhood educators only)

Educators who primarily teach early childhood are more likely to always use the recognition wall chart, desk chart, and desk stickers (22.6% each), compared to all other elementary grades.

Top things early childhood and elementary educators like best about the Learning for Life program overall include:

- The students learn valuable life skills and lessons (129 early childhood and elementary educators);
- There are a variety of lessons plans that are engaging, adaptable, and easy to follow (111 early childhood and elementary educators);
- The speakers, teachers, and guests are well-prepared, knowledgeable, engaging, and excellent (70 early childhood and elementary educators);
- The program is easily adaptable and fits with school curriculum (61 early childhood and elementary educators);
- The students can participate in a variety of activities that are fun (59 early childhood and elementary educators);
- The lessons and activities are appropriate for students’ ages (40 early childhood and elementary educators);
- The program provides a variety of materials, such as stickers, incentives, newsletters, etc. (27 early childhood and elementary educators).

More than 10 early childhood and elementary educators indicated:

- Support materials like the wall charts, stickers and DVDS have never been received (14 early childhood and elementary educators);
There wasn’t any time available to use the program (11 early childhood and elementary educators).

When asked how the Learning for Life program could be enhanced, key responses included:

- The lessons should be updated to be relevant to today’s youth and integrate more technology (75 early childhood and elementary educators);
- There is no need to enhance the program as the program is already great as it is (61 early childhood and elementary educators);
- The program should add more lesson plans, activities, visuals, speakers, or materials (52 early childhood and elementary educators);
- The program should provide more engaging hands-on activities (50 early childhood and elementary educators);
- The program should allot more time for teaching, more opportunities to teach the program, or provide more visits from Learning for Life instructors, speakers, and guests (41 early childhood and elementary educators);
- The program should provide all supporting materials to educators, such as DVDS, stickers, and wall charts (30 early childhood and elementary educators);
- The program should provide training and hold staff accountable (28 early childhood and elementary educators);
- The program should provide more age-appropriate or age-specific lessons and activities (17 early childhood and elementary educators).

More than 90 percent (92.7%) of early childhood and elementary educators are very (61.4%) to somewhat (31.3%) likely to recommend the Learning for Life program to other teachers.

More than seven in 10 (72.6%) of early childhood and elementary educators do not currently use a drug abuse program in their classroom. Educators who primarily teach fifth-grade (45.8%) are more likely than all other grades to currently use a drug abuse program. Most (68.3%) early childhood and elementary educators would be very (29.3%) to somewhat (39.0%) interested in a drug abuse program provided by Learning for Life. In addition, among the educators who currently are not using a drug abuse program (72.6%), more than 60 percent (65.6%) would be interested in using
Learning for Life’s program. Very few (2.5%) currently use Learning for Life’s drug abuse program.

**Recommendations**

The Learning for Life early childhood program appears to be meeting the needs of early childhood educators. The Learning for Life department should consider helping early childhood educators get their parents involved and integrate the Learning for Life program with their other school programs. As a starting point, the Learning for Life department could use the ways current early childhood educators got parents involved, as well as use the ways current early childhood educators have integrated the Learning for Life program with other programs. As time progresses, the Learning for Life department could brainstorm additional ways to get parents involved and additional ways the program can be integrated with other programs.

The Learning for Life department should consider ensuring the early childhood and elementary lesson plans continue to reflect the program outcomes. Based upon these survey results, the elementary lesson plans appear to currently reflect the desired objectives of the Learning for Life program outcomes.

The Learning for Life department should consider working with Learning for Life executives to ensure early childhood and elementary educators are aware and have received the materials available (e.g., wall charts, DVDS, stickers, etc.) for their use with the program. These are materials that most teachers never use. From the comments, it appears the lack of use is because the educators have never received them. The availability of these materials was also a key suggestion educators gave as a way to enhance the program.

The Learning for Life department should use the programs’ best features as key selling points to schools. In doing so, the Learning for Life department should consider taking a look at its current lesson plans and identify any areas that could be revised to be more relevant and age-appropriate to early childhood and elementary age children.

Educators are interested in using a drug abuse program. The Learning for Life department could investigate further the need for a drug abuse program and what should be included in the program. This investigation will help increase usage of the
current drug abuse program. In targeting the program to educators, the department may wish to start with the older grades to determine age-appropriateness of the program.
Middle School Program Evaluation

Sixth-Grade Program Outcomes Evaluation

Similar to the early childhood and elementary outcomes, at least 90 percent of sixth-grade educators strongly or somewhat agree the program delivers the desired outcomes. More than one-half of educators who have used the lesson plans strongly agree with each of the program outcomes.

More than 10 percent (11.3%) of sixth-grade educators indicated the lessons effectively taught the concepts of laws and justice was not applicable to them.
<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for Life's lessons and activities are age-appropriate.</td>
<td>69.1%</td>
<td>26.6%</td>
<td>4.3%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>The lessons and activities help children to learn to get along better with each other.</td>
<td>64.9%</td>
<td>34.0%</td>
<td>1.1%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for children to learn new things.</td>
<td>63.8%</td>
<td>31.9%</td>
<td>4.3%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>62.8%</td>
<td>34.0%</td>
<td>3.2%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>The lessons and activities help children learn to be more responsible.</td>
<td>61.7%</td>
<td>37.2%</td>
<td>1.1%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>61.4%</td>
<td>36.2%</td>
<td>2.1%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>58.5%</td>
<td>40.4%</td>
<td>1.1%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>The lessons effectively teach the concepts of laws and justice.</td>
<td>58.1%</td>
<td>33.7%</td>
<td>8.1%</td>
<td>0.0%</td>
<td>86</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>57.4%</td>
<td>42.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>The lessons help children to respect those of different ethnic and cultural backgrounds.</td>
<td>57.4%</td>
<td>39.4%</td>
<td>3.2%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>Learning for Life's activities are grade-specific.</td>
<td>56.4%</td>
<td>40.4%</td>
<td>3.2%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>55.9%</td>
<td>40.9%</td>
<td>3.2%</td>
<td>0.0%</td>
<td>93</td>
</tr>
<tr>
<td>Learning for Life helps children improve their relationships with adults.</td>
<td>54.3%</td>
<td>43.6%</td>
<td>2.1%</td>
<td>0.0%</td>
<td>94</td>
</tr>
<tr>
<td>The program provides activities that interest the children in your class.</td>
<td>54.3%</td>
<td>37.2%</td>
<td>7.4%</td>
<td>1.1%</td>
<td>94</td>
</tr>
</tbody>
</table>

Sixth-grade educators who rated an outcome was not applicable to them have been excluded from this above analysis.
Few sixth-grade educators use the Learning for Life additional materials. More than 40 percent of educators never use the:

- Super Safe DVD (53.6%)
- Desk stickers (51.6%)
- Desk wall chart (50.5%)
- Recognition stickers (47.4%)
- Recognition wall chart (46.4%)

Top things sixth-grade educators like best about the Learning for Life program include:

- The program provides lessons that are easy to use and are adaptable (13 sixth-grade educators);
- The program teaches students life skills that challenge them (nine sixth-grade educators);
- The program provides hands-on learning activities that get the students moving (eight sixth-grade educators);
- The program allows students to get enthused and ask questions through engaging activities and lessons (seven sixth-grade educators);
- The program provides speakers, instructors, and guests that are well-prepared and knowledgeable (seven sixth-grade educators);
- The program provides a variety of age-appropriate lessons (six sixth-grade educators);
- The program touches on issues that are relevant and affect students’ lives (four sixth-grade educators).

Sixth-grade educators suggest the Learning for Life program be enhanced by:

- Providing more hands-on activities to keep the students engaged (10 sixth-grade educators);
- Allotting more time to teach the lessons, more opportunities to teach the lessons, and/or starting the program earlier in the school year (nine sixth-grade educators);
- Not doing any enhancements as the program is great as it is (eight sixth-grade educators);
- Updating the materials and making the content more relevant to today’s students and the issues they face (six sixth-grade educators);
• Providing educators with all supporting materials, such as DVDs, stickers, and wall charts (five sixth-grade educators).

**Seventh- and Eighth-Grade Program Outcomes Evaluation**

Similar to the elementary outcomes, most seventh- and eighth-grade educators agree that the seventh- and eighth-grade program delivers the desired outcomes. At least one-half of educators who have used the lesson plans strongly agree the program delivers 14 of the 15 outcomes, including at least 60 percent who strongly agree with 8 of those outcomes.

However, among seventh- and eighth-grade educators who have used the lesson plans, less than one-half (46.3%) strongly agree it helps the students develop the desire to serve in the community.

Some of the program elements are used more than others. Outcomes or statements with high not applicable percentages of at least 5 percent included:

- The community speakers help the students learn about the opportunities available to them (19.4%);
- The speakers are a positive influence on the students (18.6%);
- Learning for Life is in line with national education standards (7.0%);
- The lesson plans help the students realize that they have control over what happens to them (5.4%);
- It helps motivate the students to do well in school (5.4%).
<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The speakers are a positive influence on the students.</td>
<td>69.5%</td>
<td>26.7%</td>
<td>3.8%</td>
<td>0.0%</td>
<td>105</td>
</tr>
<tr>
<td>The community speakers help the students learn about the opportunities available to them.</td>
<td>68.3%</td>
<td>25.0%</td>
<td>6.7%</td>
<td>0.0%</td>
<td>104</td>
</tr>
<tr>
<td>It helps students develop a sense of personal responsibility.</td>
<td>65.4%</td>
<td>33.1%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>127</td>
</tr>
<tr>
<td>The resources help to teach interpersonal skills.</td>
<td>62.4%</td>
<td>33.6%</td>
<td>4.0%</td>
<td>125.0%</td>
<td>164</td>
</tr>
<tr>
<td>The personality exercises help the students learn more about themselves.</td>
<td>62.1%</td>
<td>33.9%</td>
<td>4.0%</td>
<td>0.0%</td>
<td>124</td>
</tr>
<tr>
<td>It helps the school provide a caring, encouraging environment.</td>
<td>61.6%</td>
<td>33.6%</td>
<td>4.8%</td>
<td>0.0%</td>
<td>125</td>
</tr>
<tr>
<td>Learning for Life helps students learn about setting personal goals.</td>
<td>61.1%</td>
<td>35.7%</td>
<td>3.2%</td>
<td>126.0%</td>
<td>163</td>
</tr>
<tr>
<td>It helps enhance the students’ self-esteem.</td>
<td>60.5%</td>
<td>36.3%</td>
<td>2.4%</td>
<td>0.8%</td>
<td>124</td>
</tr>
<tr>
<td>The lesson plans help the students realize that they have control over what happens to them.</td>
<td>58.2%</td>
<td>38.5%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>122</td>
</tr>
<tr>
<td>The lessons and exercises help the students to understand and appreciate those from different cultural, ethnic, or racial backgrounds.</td>
<td>56.9%</td>
<td>39.8%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>123</td>
</tr>
<tr>
<td>The personality exercises help the students understand others better.</td>
<td>56.9%</td>
<td>37.4%</td>
<td>5.7%</td>
<td>0.0%</td>
<td>123</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>55.8%</td>
<td>40.8%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>120</td>
</tr>
<tr>
<td>It gives students strategies to resolve conflicts without violence.</td>
<td>55.6%</td>
<td>41.9%</td>
<td>2.4%</td>
<td>0.0%</td>
<td>124</td>
</tr>
<tr>
<td>It helps motivate the students to do well in school.</td>
<td>50.3%</td>
<td>42.6%</td>
<td>5.7%</td>
<td>1.6%</td>
<td>122</td>
</tr>
<tr>
<td>It helps the students develop the desire to serve in the community.</td>
<td>46.3%</td>
<td>41.5%</td>
<td>12.2%</td>
<td>0.0%</td>
<td>123</td>
</tr>
</tbody>
</table>

Seventh- and eighth-grade educators who rated an outcome was not applicable to them have been excluded from this above analysis.
Similar to use of the sixth-grade additional materials, few seventh- and eighth-grade educators use the Learning for Life additional materials. More than 40 percent never use the:

- Medals (58.9%);
- Value added DVD (58.1%);
- Value added guidebook (47.3%).

Key things seventh- and eighth-grade educators like about the program include:

- The lessons and program are easy to use, well organized, adaptable, and can be added to the other school lessons and curriculum (17 seventh- and eighth-grade educators);
- The program develops positive values, morals, life skills, critical thinking and decision making, and goals in students (17 seventh- and eighth-grade educators);
- The program allows for teamwork and interaction with peers and/or other adults (eight seventh- and eighth-grade educators);
- The program provides great speakers, instructors, and guests who care about the students (eight seventh- and eighth-grade educators);
- The activities are hands-on and fun for the students (six seventh- and eighth-grade educators);
- The topics are relevant to students’ lives (six seventh- and eighth-grade educators).

Key ways the Learning for Life program could be enhanced include:

- Providing more hands-on, interactive activities (12 seventh- and eighth-grade educators);
- Updating lessons to discuss issues relevant to today’s students (11 seventh- and eighth-grade educators);

**All Middle School Educators**

Most (92.2%) middle school educators are likely to recommend the Learning for Life program to other teachers, including 64.3 percent who are very likely to recommend the program.
Almost 70 percent (68.2%) of middle school educators do not currently use a drug abuse program in their classroom. Most (69.2%) educators would, however, be interested in using a drug abuse education program provided by Learning for Life, including 28.3 percent who would be very interested. Among the educators who do not currently use a drug abuse (68.2%), seven of 10 (70.1%) would be interested in using Learning for Life’s program. Very few (2.4%) middle school educators currently use Learning for Life’s drug abuse program.

More than seven in 10 (74.4%) middle school educators would be interested in having a career exploration program for use with the Learning for Life curriculum, including 42.6 percent who are very interested. Key elements the career exploration program should include are:

- Including information on a variety of careers, trends, and necessary skills (23 middle school educators);
- Discussing realistic planning based on choices of what to do after completing high school (e.g., what jobs are available with and without college, how to interview, etc.; 11 middle school educators);
- Discussing careers and the necessary education (seven middle school educators);
- Providing information on specific careers (e.g., catering, psychology, science, information technology, etc; five middle school educators).

Most (89.1%) middle school educators’ schools would be likely to continue to offer the Learning for Life curriculum for sixth, seventh-, or eighth-graders if their students could apply for a scholarship from Learning for Life. This includes more than one-half (51.9%) who would be very likely.

**Recommendations**

Specific to the Learning for Life sixth-grade program, the Learning for Life department should consider ensuring the sixth-grade lesson plans continue to reflect the program outcomes. Based upon these survey results, the sixth-grade lesson plans appear to currently reflect the desired objectives of the Learning for Life program outcomes.

To continue to ensure the needs of sixth-grade educators are being met, the Learning for Life department should work with Learning for Life executives to ensure the
educators are informed of and have received the supporting materials, such as the wall chart and DVD. These are materials that are currently not used by the educators, but are materials they would like to have when asked how the program could be enhanced. Further, the Learning for Life department could review the current lessons to ensure there are enough hands-on activities and the lessons are relevant to today’s sixth-grade students.

Specific to the Learning for Life sixth-grade program, the Learning for Life department may consider further investigating why the program does not meet the outcome of helping the students develop the desire to serve in the community. Understanding the opportunities for improvement within this outcome can help the Learning for Life department identify how to improve the lesson plans and program to better develop this outcome in students. Additionally, the Learning for Life department may consider investigating why certain elements of the seventh- and eighth-grade program are used more than others. This would include understanding why speakers are or are not being used.

Similar to the sixth-grade program, the Learning for Life department should work with the Learning for Life executives to ensure seventh- and eighth-grade educators are informed about the availability of the supporting materials and how they can be used. Their lack of use may be attributed to educators not having received these materials, and these are materials that educators suggest to enhance the program.

If the Learning for Life department is looking for ways to revise the current seventh- and eighth-grade program, the team should consider investigating the number of hands-on activities currently included and what current issues are being addressed through the lessons. There may be newer issues that educators would like to see addressed that affect today’s seventh- and eighth-grade students.

There appears to be an interest in a middle school drug abuse program through Learning for Life. Because the current program is used by few educators, the Learning for Life department should consider investigating how the current program is meeting the needs of those few educators and identify any areas of revision. If the program is better aligned to meet the needs of middle school educators and they are aware of it, the use of the program should increase.
In designing a career exploration program for middle school students, the Learning for Life department should allow the program to include information on a variety of careers, necessary skills needed for each career, necessary education needed for the career, and any steps students should begin taking now to investigate those careers and start their career planning.

The Learning for Life department should further investigate offering a Learning for Life scholarship to middle schools. The department needs to detail how the scholarship would be offered, how many scholarships would be available, and any necessary criteria that students should have to be able to apply for the scholarship.
High School Program Evaluation

Summary
Similar to the other Learning for Life programs, more than 90 percent of high school educators strongly or somewhat agree that the lessons develop each of the program outcomes. While more than one-half strongly agree with two of the 13 outcomes, at least 60 percent strongly agree with eight of the 13, at least 70 percent strongly agree with two of the 13, and more than 80 percent (81.2%) strongly agree the guest presenters are people to look up to.

Despite the similarity the high school outcomes have with other Learning for Life programs in terms of agreement, high school educators are more likely to have indicated an outcome was not applicable to them, affecting the number of educators who strongly agree with an outcome. All high school outcomes show not applicable percentages of at least 10 percent. Outcomes or statements with not applicable percentages of at least 15 percent include:

- The guest presenters are people the students can look up to (24.2%);
- The workshops teach skills for resolving conflicts (18.7%);
- The workshops teach skills for handling peer pressure (18.7%);
- The workshops help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds (17.6%);
- The workshops give the students an understanding of what is necessary to achieve success in the professional world (17.6%);
- The workshops help increase self-esteem (15.4%).
### Evaluation Survey Results

<table>
<thead>
<tr>
<th>Outcome</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guest presenters are people the students can look up to.</td>
<td>81.2%</td>
<td>17.4%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>69</td>
</tr>
<tr>
<td>The workshops and activities have helped the students gain or improve their leadership skills.</td>
<td>73.4%</td>
<td>24.1%</td>
<td>2.5%</td>
<td>0.0%</td>
<td>79</td>
</tr>
<tr>
<td>The workshops and activities actively engage the students in learning.</td>
<td>70.0%</td>
<td>27.5%</td>
<td>2.5%</td>
<td>0.0%</td>
<td>80</td>
</tr>
<tr>
<td>The workshops and activities help the students learn how to set goals and make plans for the future.</td>
<td>67.1%</td>
<td>31.6%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>79</td>
</tr>
<tr>
<td>The workshops help the students understand the importance of being honest and ethical in their careers.</td>
<td>66.7%</td>
<td>32.1%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>78</td>
</tr>
<tr>
<td>The workshops help increase self-esteem.</td>
<td>66.2%</td>
<td>32.5%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>77</td>
</tr>
<tr>
<td>The workshops teach skills for resolving conflicts.</td>
<td>63.5%</td>
<td>32.4%</td>
<td>4.1%</td>
<td>0.0%</td>
<td>74</td>
</tr>
<tr>
<td>The workshops help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds.</td>
<td>62.7%</td>
<td>32.0%</td>
<td>5.3%</td>
<td>0.0%</td>
<td>75</td>
</tr>
<tr>
<td>Learning for Life helps enhance the classroom atmosphere of caring.</td>
<td>62.5%</td>
<td>36.3%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>80</td>
</tr>
<tr>
<td>The workshops teach skills for handling peer pressure.</td>
<td>62.2%</td>
<td>36.5%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>74</td>
</tr>
<tr>
<td>The workshops give the students an understanding of what is necessary to achieve success in the professional world.</td>
<td>60.0%</td>
<td>37.3%</td>
<td>2.7%</td>
<td>0.0%</td>
<td>75</td>
</tr>
<tr>
<td>Learning for Life is in line with national educational standards.</td>
<td>57.0%</td>
<td>41.8%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>79</td>
</tr>
<tr>
<td>The workshops and activities help students improve their communications skills.</td>
<td>56.3%</td>
<td>42.5%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>80</td>
</tr>
</tbody>
</table>

High school educators who rated an outcome was not applicable to them have been excluded from the above analysis. Analysis of all educators is included in the detailed findings.
Key elements high school educators like best about the Learning for Life program include:

- The program provides activities and lessons that are engaging to students (13 high school educators);
- The program provides informative speakers who give detailed career information to students (12 high school educators);
- The program provides an abundance of career information through student participation in career fairs, treks, and field trips (eight high school educators);
- The program allows students to learn relevant life skills to understand their choices (eight high school educators);
- The program builds character development in students (seven high school educators);
- The program provides easy to use and follow lessons that are adaptable (seven high school educators).

High school educators suggest the Learning for Life program be enhanced by:

- Not doing any enhancements as the program is great as it is (eight high school educators);
- Providing more career options for students to participate in (five high school educators);
- Providing more activities and lessons that keep the students engaged (five high school educators);

More than nine in 10 (94.5%) high school educators are very (71.4%) to somewhat (23.1%) likely to recommend the Learning for Life program to other teachers.

Most (62.7%) high school educators do not currently use a drug abuse program in their classroom. Additionally, more than one-half (52.8%) of high school educators would be interested in using a drug abuse education program provided by Learning for Life. This includes 24.2 percent who are very interested. Among high school educators who do not currently use a drug abuse program, 40 percent (40.3%) would be interested in a drug abuse program provided by Learning for Life. Very few (3.3%) high school educators currently use Learning for Life’s drug abuse program.
More than 90 percent (95.6%) of high school educators’ schools would be very (73.6%) or somewhat (22.0%) likely to continue to offer the Learning for Life curriculum for high school students if their students could apply for a scholarship from Learning for Life.

**Recommendations**

Similar to researching the seventh- and eighth-grade outcomes, the Learning for Life department may consider further examining why certain pieces of the high school program are used more than others. For example, almost one-fourth (24.2%) indicate guest speakers were not applicable. Understanding why they are not using speakers could provide insights for improvement of the high school program.

If the Learning for Life department is looking for ways to revise the current high program, the department should consider understanding what, if any, additional career options needed to be included in the lessons. Additionally, the department may want to investigate new activities and lessons that would engage the students.

Because few high school educators currently use Learning for Life’s drug abuse program and more than one-half of educators would be interested in using the program, the Learning for Life department should consider investigating how the current program is meeting the needs of those educators and identify any areas of revision. If the program is better aligned to meet the needs of high school educators and they are aware of it, the use of the program should increase.

The Learning for Life department should further investigate offering a Learning for Life scholarship to high schools. The department needs to detail how the scholarship would be offered, how many scholarships would be available, and any necessary criteria that students should have to be able to apply for the scholarship.
Special Needs Program Evaluation

Most special needs educators who have fully used the special needs program agree (strongly or somewhat) that the special needs program delivers the stated outcomes. At least one-half strongly agree that the Learning for Life lessons develop only three of the 14 program outcomes:

- The lessons provided fun ways to learn important skills (60.8%);
- Learning for Life is in line with national education standards (52.0%);
- The lessons are helping my students build self-esteem (50.3%).

The remaining 11 outcomes have less than one-half of special needs educators strongly agree. These outcomes include:

- The wellness lessons have helped increase my students’ understanding of the importance of exercise (47.8%);
- Because of the safety lessons, my students are better able to avoid common household hazards and dangers (45.4%);
- The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs (45.1%);
- The calendar lessons have helped improve my students’ ability to follow the daily classroom routine (44.9%);
- Through the nutrition lessons, my students have improved their ability to recognize and appreciate healthy foods (44.3%);
- The self concept lessons have helped my students improve their ability to identify basic emotions (44.3%);
- The clothing lessons have helped my students improve their ability to choose clothing to wear that is appropriate for different situations (44.2%);
- The grooming lessons have improved my students’ skills for taking care of themselves, such as washing their hands and brushing their teeth (42.9%);
- The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others (41.8%);
- The safety lessons have increased my students’ knowledge of what to do if they become lost (40.4%);
• The lessons have helped my students improve their ability to recognize and handle anger in healthy ways (39.6%).

Many outcomes have high “did not teach” percentages. In fact, all outcomes have at least 10 percent of special needs educators indicate they did not teach the outcome. Outcomes with at least 15 percent “did not teach” percentages include:

• The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs (30.5%);
• The calendar lessons have helped improve my students’ ability to follow the daily classroom routine (28.3%);
• The clothing lessons have helped my students improve their ability to choose clothing to wear that is appropriate for different situations (26.2%);
• The lessons are helping my students build self esteem (24.5%);
• The grooming lessons have improved my students’ skills for taking care of themselves, such as washing their hands and brushing their teeth (24.0%);
• The lessons have helped my students improve their ability to recognize and handle anger in healthy ways (21.9%);
• Because of the safety lessons, my students are better able to avoid common household hazards and dangers (21.5%);
• The safety lessons have increased my students’ knowledge of what to do if they become lost (21.5%);
• The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others (21.0%);
• Through the nutrition lessons, my students have improved their ability to recognize and appreciate healthy foods (20.6%);
• The wellness lessons have helped increase my students’ understanding of the importance of exercise (20.2%);
• The self concept lessons have helped my students improve their abilities to identify basic emotions (17.6%).
<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lessons provide fun ways to learn important skills.</td>
<td>60.8%</td>
<td>34.8%</td>
<td>2.0%</td>
<td>2.5%</td>
<td>204</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>52.0%</td>
<td>44.1%</td>
<td>1.0%</td>
<td>2.9%</td>
<td>204</td>
</tr>
<tr>
<td>The lessons are helping my students build self-esteem.</td>
<td>50.3%</td>
<td>43.7%</td>
<td>3.0%</td>
<td>3.0%</td>
<td>199</td>
</tr>
<tr>
<td>The wellness lessons have helped increase my students' understanding of the importance of exercise.</td>
<td>47.8%</td>
<td>44.6%</td>
<td>4.8%</td>
<td>2.7%</td>
<td>186</td>
</tr>
<tr>
<td>Because of the safety lessons, my students are better able to avoid common household hazards and dangers.</td>
<td>45.4%</td>
<td>49.7%</td>
<td>1.6%</td>
<td>3.3%</td>
<td>183</td>
</tr>
<tr>
<td>The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs.</td>
<td>45.1%</td>
<td>50.6%</td>
<td>3.1%</td>
<td>1.2%</td>
<td>162</td>
</tr>
<tr>
<td>The calendar lessons have helped improve my students' ability to follow the daily classroom routine.</td>
<td>44.9%</td>
<td>50.9%</td>
<td>1.8%</td>
<td>2.4%</td>
<td>167</td>
</tr>
<tr>
<td>Through the nutrition lessons, my students have improved their ability to recognize and appreciate healthy foods.</td>
<td>44.3%</td>
<td>50.8%</td>
<td>2.2%</td>
<td>2.7%</td>
<td>185</td>
</tr>
<tr>
<td>The self concept lessons have helped my students improve their ability to identify basic emotions.</td>
<td>44.3%</td>
<td>49.0%</td>
<td>3.1%</td>
<td>3.6%</td>
<td>192</td>
</tr>
<tr>
<td>The clothing lessons have helped my students improve their ability to choose clothing to wear that is appropriate for different situations.</td>
<td>44.2%</td>
<td>49.4%</td>
<td>4.1%</td>
<td>2.3%</td>
<td>172</td>
</tr>
<tr>
<td>The grooming lessons have improved my students' skills for taking care of themselves, such as washing their hands and brushing their teeth.</td>
<td>42.9%</td>
<td>53.1%</td>
<td>2.3%</td>
<td>1.7%</td>
<td>177</td>
</tr>
<tr>
<td>The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others.</td>
<td>41.8%</td>
<td>51.6%</td>
<td>2.7%</td>
<td>3.8%</td>
<td>184</td>
</tr>
<tr>
<td>The safety lessons have increased my students' knowledge of what to do if they become lost.</td>
<td>40.4%</td>
<td>56.3%</td>
<td>3.8%</td>
<td>2.2%</td>
<td>183</td>
</tr>
<tr>
<td>The lessons have helped my students improve their ability to recognize and handle anger in healthy ways.</td>
<td>39.6%</td>
<td>51.1%</td>
<td>6.0%</td>
<td>3.3%</td>
<td>182</td>
</tr>
</tbody>
</table>

Special needs educators who rated an outcome was not applicable to them have been excluded from the above analysis. Analysis of all educators is included in the detailed findings.
Key elements special needs educators like best about the Learning for Life program include:

- The instructors and staff are great and really care about and support the students and educators (30 special needs educators);
- The lessons are appropriate and adaptable to students’ needs (28 special needs educators);
- The program teaches valuable life lessons and develops life skills in special needs students (21 special needs educators);
- The program engages students and provides opportunities to participate in things they may not have otherwise had the opportunity to do (16 special needs educators);
- The program provides creative and hands-on activities and projects that facilitate learning (12 special needs educators);
- The special needs curriculum has never been received by the educators (12 special needs educators);
- The lessons are easy to use and follow (11 special needs educators);
- The outdoor events and field trips are great (10 special needs educators);
- The program connects with the school curriculum (five special needs educators).

The Learning for Life program could be enhanced by:

- Providing more hands-on activities and lessons to keep the students engaged and help them learn life skills (24 special needs educators);
- Not doing any enhancements, as the program is great as it is (18 special needs educators);
- Alloting more visits to the speakers, guests, and instructors or allowing them to have longer visits with the students (17 special needs educators);
- Providing more visuals and worksheets and integrating more technology (12 special needs educators);
- Providing educators with the special needs curriculum (11 special needs educators);
- Providing more coordination between educators and Learning for Life leaders and staff (six special needs educators);
- Providing more age-appropriate lessons or activities that are modified for special needs students (five special needs educators).
Most (93.6%) special needs educators would be likely to recommend the Learning for Life program to other teachers. This includes three-fourths (75.1%) who would be very likely to recommend the program.

Almost 80 percent (78.1%) of special needs educators do not currently use a drug abuse education program in their classroom. More than one-half (53.7%) of special needs educators would be interested in using a drug abuse program provided by Learning for Life, including 20.2 percent who would be very interested. Among educators not currently using a drug abuse program (78.1%), almost one-half (48.9%) would be interested in Learning for Life’s program. Very few (0.4%) currently use Learning for Life’s program.

**Recommendations**

The Learning for Life department may consider further investigating why certain elements of the special needs program are not used. For example, 30 percent (30.5%) indicate the pedestrian safety lesson is not applicable. Understanding why they are not using certain lessons could provide insights for improvement of the special needs program. One possible reason for the non-use could be because these educators do not have the special needs curriculum. Only 37.3 percent indicated they were using the Champions curriculum. Others noted that having the special needs curriculum would be a way to enhance the program. The Learning for Life department should work with the Learning for Life executives to help schools become aware of the special needs curriculum and how best to use the curriculum.

If the Learning for Life department is looking for ways to revise the current special needs program, the department should consider the suggested program enhancements. The team could give each enhancement a priority and seek understanding into how the enhancement would best meet special needs educators’ needs.

Because very few special needs educators currently use Learning for Life’s drug abuse program and more than one-half of educators would be interested in using the program, the Learning for Life department should consider investigating how the current program is meeting the needs of those educators and identify any areas of
revision. If the program is better aligned to meet the needs of special needs educators, the use of the program should increase.
DETAILED FINDINGS

Early Childhood and Elementary Program Evaluation

Early Childhood Program Evaluation

Nearly all (97.4%) early childhood educators are very (68.4%) to somewhat (29.0%) satisfied with the early childhood program. Few (2.6%) are not at all satisfied with the program. Reasons these educators are not satisfied with the program appear to not be based on the program itself. One reason for dissatisfaction is because the educator has required guidance curriculum they must use and only sees the students once a month. Another reason for dissatisfaction, as commented by the educator, is not the program itself but a poor instructor who drives dissatisfaction.

Overall, how satisfied are you with Learning for Life’s early childhood program?

Not at all satisfied, 2.6%

Somewhat satisfied, 29.0%

Very satisfied, 68.4%

Base: 76 early childhood educators
More than four of 10 (43.5%) early childhood educators have parents that are very (21.1%) or somewhat (22.4%) involved with the program. More than five of 10 (56.6%) have parents who are not very (32.9%) or not at all (23.7%) involved with the program.

**How involved are your students’ parents with the program?**

Base: 76 early childhood educators

Among the 43.5 percent of early childhood educators with parents involved in the program, these educators got the parents involved by:

- Sending take-home activities with the child to be completed by the parent and child (six early childhood educators);
- Involving the Parent-Teacher Associations (five early childhood educators);
- Sharing information about the Learning for Life program with the parents (four early childhood educators);
- Co-teaching with or involving the parents in their child’s program education (three early childhood educators);
- Seeking parent feedback about the program (three early childhood educators);
- Spreading information about the program through word-of-mouth (one early childhood educator).
Early childhood educators were almost equally split on integrating Learning for Life’s early childhood program with other programs they teach. More than one-half (52.6%) of early childhood educators integrated Learning for Life’s early childhood program with other programs they teach. Almost one-half (47.4%) have not integrated Learning for Life’s early childhood program with other programs.

**Did you integrate Learning for Life’s early childhood program with other programs you teach (e.g., reading literacy)?**

Base: 76 early childhood educators

Most (52.6%) early childhood educators were able to integrate Learning for Life’s program with their other programs by:

- Combining the program teachings with their regular lessons (18 early childhood educators);
- Using reading and storytelling (four early childhood educators);
- Using Web sites, newsletters, and morning announcements (three early childhood educators).
More than nine of 10 (96.1%) early childhood educators are very (65.8%) to somewhat (30.3%) likely to recommend Learning for Life’s early childhood program to other teachers. Few (3.9%) are not very (1.3%) or not at all likely (2.6%) to recommend the program to other teachers.

**How likely are you to recommend Learning for Life’s early childhood program to other teachers?**

- Very likely, 65.8%
- Somewhat likely, 30.3%
- Not very likely, 1.3%
- Not at all likely, 2.6%

Base: 76 early childhood educators
**Program Outcomes Evaluation**

Educators were asked to rate their level of agreement with statements about the Learning for Life elementary program based on the primary grade they teach. More than 90 percent (93.0%) of early childhood and elementary educators strongly (64.9%) to somewhat (28.1%) agree the Learning for Life lessons and activities are age-appropriate. Fewer (4.2%) somewhat (2.9%) or strongly (1.3%) disagree the lessons and activities are age-appropriate.

Learning for Life’s lessons and activities are age-appropriate.

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences in how educators rate the age-appropriateness of Learning for Life’s lessons by grade level.

**Learning for Life’s lessons and activities are age-appropriate.**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>64.5%</td>
<td>58.2%</td>
<td>64.6%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>25.8%</td>
<td>31.5%</td>
<td>25.3%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>3.2%</td>
<td>4.8%</td>
<td>3.8%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.2%</td>
<td>1.4%</td>
<td>2.5%</td>
<td>0.5%</td>
</tr>
<tr>
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<td>3.2%</td>
<td>4.1%</td>
<td>3.8%</td>
<td>0.0%</td>
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<tr>
<td><strong>Base</strong></td>
<td>31</td>
<td>146</td>
<td>158</td>
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<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>61.3%</td>
<td>63.1%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>33.8%</td>
<td>28.9%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>2.5%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.6%</td>
<td>2.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.9%</td>
<td>3.4%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>160</td>
<td>149</td>
<td>201</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
More than one-half (51.1%) of all early childhood and elementary educators strongly agree the lessons help children improve their relationship with adults. Forty percent (40.5%) somewhat agree with this outcome. Less than 10 percent (5.2%) somewhat (3.8%) to strongly (1.4%) disagree the program delivers this outcome.

Learning for Life lessons help children improve their relationships with adults.

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

Fifth-grade educators (59.7%) are more likely to strongly agree the lessons help children improve their relationship with adults, compared to fourth-grade educators (42.3%). Third-grade (47.5%) and fourth-grade (47.0%) educators are more likely to somewhat agree with this outcome, compared to fifth-grade educators (30.3%).

Learning for Life lessons help children improve their relationships with adults.

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<tr>
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<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<th>SECOND GRADE</th>
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<td>4.0%</td>
<td>5.5%</td>
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<td>0.5%</td>
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<tr>
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<tr>
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</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Almost 60 percent (58.9%) of early childhood and elementary educators strongly agree the program’s activities are grade-specific. More than 30 percent (31.6%) somewhat agree the activities are grade-specific. Fewer somewhat (4.1%) to strongly (1.6%) disagree with this outcome.

**Learning for Life’s activities are grade-specific.**

- Strongly agree, 58.9%
- Somewhat agree, 31.6%
- Somewhat disagree, 4.1%
- Strongly disagree, 1.6%
- Not applicable, 3.8%

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

More fifth-grade educators (65.7%) than kindergarten educators (47.9%) strongly agree Learning for Life’s activities are grade-specific.

Learning for Life’s activities are grade-specific.

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<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<tr>
<td>Somewhat agree</td>
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<tr>
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<td>35.0%</td>
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<td>4.4%</td>
<td>3.4%</td>
<td>3.0%</td>
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<td>1.0%</td>
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↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Most (93.8%) early childhood and elementary educators agree the lessons and activities help children learn to be more responsible, including 61.5 percent who strongly agree. Very few (3.2%) somewhat (1.9%) to strongly (1.3%) disagree the lessons and activities help children learn to be more responsible.

The lessons and activities help children learn to be more responsible.

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

Second-grade educators are more likely than kindergarten educators to strongly agree the lessons and activities help children learn to be more responsible (68.2% and 50.7%, respectively).

The lessons and activities help children learn to be more responsible.

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<tr>
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<tr>
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<td>4.8%</td>
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<td>3.1%</td>
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<td>1.5%</td>
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<td>2.7%</td>
<td>0.5%</td>
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<td>1.9%</td>
<td>3.4%</td>
<td>4.0%</td>
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↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Almost 60 percent (58.8%) of early childhood and elementary educators strongly agree and more than 30 percent (32.1%) somewhat agree the program provides activities that interest the children in their class. Similar to other program outcomes, fewer somewhat (4.8%) or strongly (1.4%) disagree the program provides activities that interest the children in their class.

**The program provides activities that interest the children in your class.**

![Pie chart showing the distribution of responses.](chart)

**Base:** 1,037 early childhood and elementary educators
Comparing by primarily taught grade

More second-grade educators (70.3%) strongly agree the program provides activities that interest the children in their class, compared to kindergarten (53.4%) and fourth-grade (54.4%) educators.

The program provides activities that interest the children in your class.

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<td>70.3%</td>
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<tr>
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<td>3.2%</td>
<td>7.5%</td>
<td>3.8%</td>
<td>2.1%</td>
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<tr>
<td>Strongly disagree</td>
<td>3.2%</td>
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<td>2.5%</td>
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<tr>
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<td>3.2%</td>
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<td>33.8%</td>
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<td>28.4%</td>
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<tr>
<td>Somewhat disagree</td>
<td>3.1%</td>
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<td>1.5%</td>
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<td>0.6%</td>
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<td>0.5%</td>
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<tr>
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<td>1.9%</td>
<td>3.4%</td>
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Base: 160 149 201

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
More than 80 percent (86.7%) of early childhood and elementary educators strongly (45.8%) or somewhat (40.9%) agree the lessons effectively teach the concepts of laws and justice. Less than 10 percent (6.5%) somewhat (4.7%) or strongly (1.8%) disagree the lessons effectively teach the concepts of laws and justice.

**The lessons effectively teach the concepts of laws and justice.**

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences by primarily taught grade in agreement that the lessons effectively teach the concepts of laws and justice.

**The lessons effectively teach the concepts of laws and justice.**

<table>
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<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
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<td>3.6%</td>
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<td>12.3%</td>
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Base: 31 146 158 192

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Base: 160 149 201

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Nine of 10 (90.9%) early childhood and elementary educators strongly (58.4%) to somewhat (32.5%) agree the lessons help children to respect those of different ethnic and cultural backgrounds. Fewer somewhat (3.7%) or strongly (1.5%) disagree the lessons help children respect those of different backgrounds.

The lessons help children to respect those of different ethnic and cultural backgrounds.

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

All early childhood and elementary educators equally agree or disagree the lessons help children to respect those of different ethnic and cultural backgrounds. There are no significant differences.

The lessons help children to respect those of different ethnic and cultural backgrounds.

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<tr>
<th></th>
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<th>KINDERGARTEN</th>
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<th>SECOND GRADE</th>
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<tr>
<td>Somewhat disagree</td>
<td>3.2%</td>
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<td>3.6%</td>
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<tr>
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<tbody>
<tr>
<td>Strongly agree</td>
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↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
More than one-half (55.7%) of early childhood and elementary educators strongly agree, while more than one-third (36.1%) somewhat agree the program teaches children the skills they need to resist negative peer pressure. Less than five percent (4.8%) somewhat (3.3%) or strongly (1.5%) disagree the program teaches children skills to resist negative peer pressure.

Learning for Life teaches children the skills they need to resist negative peer pressure.

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

Second-grade educators (64.1%) and fifth-grade educators (60.7%) are more likely to strongly agree Learning for Life teaches children the skills they need to resist negative peer pressure, compared to kindergarten educators (43.2%). Kindergarten educators (47.3%) are more likely to somewhat agree with this outcome, compared to second-grade educators (30.7%) and fifth-grade educators (30.8%).

Learning for Life teaches children the skills they need to resist negative peer pressure.

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<td>54.8%</td>
<td>43.2%</td>
<td>52.5%</td>
<td>64.1% ↑</td>
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<tr>
<td>Somewhat agree</td>
<td>32.3%</td>
<td>47.3% ↑↑</td>
<td>38.0%</td>
<td>30.7%</td>
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<tr>
<td>Somewhat disagree</td>
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<tr>
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Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑↑ significantly different from educators who primarily teach kindergarten
↑↑↑ significantly different from educators who primarily teach first-grade
↑↑↑↑ significantly different from educators who primarily teach second-grade
↑↑↑↑↑ significantly different from educators who primarily teach third-grade
↑↑↑↑↑↑ significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ significantly different from educators who primarily teach fifth-grade
Most (92.8%) early childhood and elementary educators strongly (58.2%) or somewhat (34.6%) agree Learning for Life helps children develop skills to manage day-to-day challenges. Few somewhat (2.8%) or strongly (1.3%) disagree the program helps children develop skills to manage day-to-day challenges.

Learning for Life helps children develop skills to manage day-to-day challenges.

- Strongly agree, 58.2%
- Somewhat agree, 34.6%
- Somewhat disagree, 2.8%
- Strongly disagree, 1.3%
- Not applicable, 3.2%

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences by primary grade taught in agreement Learning for Life helps children develop skills to manage day-to-day challenges.

**Learning for Life helps children develop skills to manage day-to-day challenges.**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>64.5%</td>
<td>49.3%</td>
<td>57.0%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>29.0%</td>
<td>40.4%</td>
<td>34.2%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>4.1%</td>
<td>2.5%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>0.7%</td>
<td>1.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>6.5%</td>
<td>5.5%</td>
<td>4.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>31</strong></td>
<td><strong>146</strong></td>
<td><strong>158</strong></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>56.9%</td>
<td>51.0%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>36.3%</td>
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<td>29.4%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>5.0%</td>
<td>4.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.6%</td>
<td>2.7%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.3%</td>
<td>2.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>160</strong></td>
<td><strong>149</strong></td>
<td><strong>201</strong></td>
</tr>
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Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Sixty percent (60.2%) of early childhood and elementary educators strongly agree and more than 30 percent (32.8%) somewhat agree Learning for Life helps children build self-esteem. Nearly five percent (4.3%) somewhat (3.4%) or strongly (0.9%) disagree the program helps children build self-esteem.

**Learning for Life helps children build self-esteem.**

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

More second-grade educators (69.3%) than kindergarten educators (50.0%) strongly agree Learning for Life helps children build self-esteem.

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>74.2%</td>
<td>50.0%</td>
<td>58.9%</td>
<td>69.3%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>16.1%</td>
<td>43.2%</td>
<td>33.5%</td>
<td>28.1%</td>
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<tr>
<td>Somewhat disagree</td>
<td>6.5%</td>
<td>2.7%</td>
<td>3.2%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3.2%</td>
<td>4.1%</td>
<td>3.2%</td>
<td>0.0%</td>
</tr>
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<tr>
<td>Somewhat agree</td>
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</tr>
<tr>
<td>Somewhat disagree</td>
<td>5.0%</td>
<td>4.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.6%</td>
<td>2.7%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.3%</td>
<td>2.0%</td>
<td>5.0%</td>
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↑↑↑↑↑↑ significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ significantly different from educators who primarily teach fifth-grade
Almost one-half (48.3%) of early childhood and elementary educators strongly agree the lessons and activities help children to develop their creativity. While 40 percent (40.9%) somewhat agree with this outcome, fewer somewhat (6.1%) or strongly (1.8%) disagree the lessons and activities help children develop their creativity.

**The lessons and activities help children to develop their creativity.**

- Strongly agree, 48.3%
- Somewhat agree, 40.9%
- Somewhat disagree, 6.1%
- Strongly disagree, 1.8%
- Not applicable, 2.9%

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

Second-grade educators (52.6%) are more likely to strongly agree the lessons and activities help children to develop their creativity, compared to kindergarten educators (39.7%).

The lessons and activities help children to develop their creativity.

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>51.6%</td>
<td>39.7%</td>
<td>49.4%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>32.3%</td>
<td>46.6%</td>
<td>38.0%</td>
<td>43.2%</td>
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<tr>
<td>Somewhat disagree</td>
<td>9.7%</td>
<td>6.8%</td>
<td>7.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.2%</td>
<td>2.1%</td>
<td>1.3%</td>
<td>0.5%</td>
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<tr>
<td>Not applicable</td>
<td>3.2%</td>
<td>4.8%</td>
<td>4.4%</td>
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<tr>
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<td>146</td>
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<table>
<thead>
<tr>
<th></th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>58.8%</td>
<td>56.4%</td>
<td>61.7%</td>
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<tr>
<td>Somewhat agree</td>
<td>34.4%</td>
<td>34.2%</td>
<td>29.4%</td>
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<tr>
<td>Somewhat disagree</td>
<td>5.0%</td>
<td>4.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.6%</td>
<td>2.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.3%</td>
<td>2.7%</td>
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Base: early childhood and elementary educators

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↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
More than 90 percent (92.8%) of early childhood and elementary educators strongly (61.6%) or somewhat (31.2%) agree Learning for Life provides fun ways for the children to learn new things. Similar to other program outcomes, few somewhat (3.5%) or strongly (1.1%) disagree the program provides fun ways for the children to learn new things.

**Learning for Life provides fun ways for the children to learn new things.**

![Pie chart showing the distribution of responses.]

- Strongly agree, 61.6%
- Somewhat agree, 31.2%
- Somewhat disagree, 3.5%
- Strongly disagree, 1.1%
- Not applicable, 2.6%

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

Second-grade educators (69.3%) are more likely than fourth-grade educators (46.3%) to strongly agree Learning for Life provides fun ways for the children to learn new things.

**Learning for Life provides fun ways for the children to learn new things.**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>67.7%</td>
<td>52.1%</td>
<td>62.0%</td>
<td>69.3% ↑</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>22.6%</td>
<td>39.0%</td>
<td>29.7%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>3.2%</td>
<td>4.1%</td>
<td>3.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.2%</td>
<td>0.7%</td>
<td>1.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3.2%</td>
<td>4.1%</td>
<td>3.2%</td>
<td>0.0%</td>
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<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>45.0%</td>
<td>46.3%</td>
<td>53.2%</td>
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<td>Somewhat agree</td>
<td>45.6%</td>
<td>38.9%</td>
<td>35.8%</td>
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<tr>
<td>Somewhat disagree</td>
<td>6.9%</td>
<td>7.4%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.3%</td>
<td>5.4%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.3%</td>
<td>2.0%</td>
<td>5.0%</td>
</tr>
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↑↑↑↑↑↑ significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ significantly different from educators who primarily teach fifth-grade
More than nine of 10 (93.0%) early childhood and elementary educators strongly (62.8%) or somewhat (30.2%) agree the lessons and activities help children to learn to get along better with each other. Fewer than five percent (3.9%) somewhat (2.6%) or strongly (1.3%) disagree with the lessons and activities deliver this outcome.

**The lessons and activities help children to learn to get along better with each other.**

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences in agreement by primarily taught grade that the lessons and activities help children to learn to get along better with each other.

**The lessons and activities help children to learn to get along better with each other.**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>74.2%</td>
<td>56.2%</td>
<td>62.7%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>19.4%</td>
<td>35.6%</td>
<td>27.8%</td>
<td>26.0%</td>
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<tr>
<td>Somewhat disagree</td>
<td>3.2%</td>
<td>3.4%</td>
<td>3.8%</td>
<td>0.5%</td>
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<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
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<td>1.9%</td>
<td>2.1%</td>
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<tr>
<td>Not applicable</td>
<td>3.2%</td>
<td>4.1%</td>
<td>3.8%</td>
<td>0.5%</td>
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<td>2.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.6%</td>
<td>2.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.3%</td>
<td>2.7%</td>
<td>6.5%</td>
</tr>
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↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Most (92.1%) early childhood and elementary educators strongly (60.9%) or somewhat (31.2%) agree Learning for Life helps create a fun learning environment. Fewer somewhat (4.2%) or strongly (1.1%) disagree the program helps create a fun learning environment.

**Learning for Life helps create a fun learning environment.**

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

No significant differences exist between the early childhood and elementary grades in agreement that Learning for Life helps create a fun learning environment.

Learning for Life helps create a fun learning environment.

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>64.5%</td>
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</tr>
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<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>4.1%</td>
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<td>Strongly disagree</td>
<td>3.2%</td>
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<td>4.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.6%</td>
<td>2.7%</td>
<td>0.0%</td>
</tr>
<tr>
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<td>1.3%</td>
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<td>4.5%</td>
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↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Nearly 90 percent (89.3%) of early childhood and elementary educators strongly (56.1%) to somewhat (33.2%) agree Learning for Life is in line with national education standards. Fewer than five percent (4.3%) somewhat (3.6%) or strongly (0.7%) disagree the program is in line with national education standards.

**Learning for Life is in line with national education standards.**

- Strongly agree, 56.1%
- Somewhat agree, 33.2%
- Somewhat disagree, 3.6%
- Strongly disagree, 0.7%
- Not applicable, 6.5%

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

Similar to other program outcomes, no significant differences exist between the early childhood and elementary grades in agreement that Learning for Life is in line with national education standards.

Learning for Life is in line with national education standards.

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<td>51.6%</td>
<td>53.4%</td>
<td>55.1%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>22.6%</td>
<td>34.2%</td>
<td>35.4%</td>
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</tr>
<tr>
<td>Somewhat disagree</td>
<td>9.7%</td>
<td>4.1%</td>
<td>2.5%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>16.1%</td>
<td>↑ 8.2%</td>
<td>5.7%</td>
<td>3.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>31</td>
<td>146</td>
<td>158</td>
<td>192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>51.9%</td>
<td>52.3%</td>
<td>60.7%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>37.5%</td>
<td>34.9%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>5.0%</td>
<td>2.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.6%</td>
<td>2.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>5.0%</td>
<td>8.1%</td>
<td>7.5%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>160</td>
<td>149</td>
<td>201</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Few Learning for Life materials are used always or often by early childhood and elementary educators. Almost 70 percent (68.6%) of kindergarten through fifth-grade educators have never used the Super Safe DVD. At least one-half of early childhood or elementary educators have never used the desk chart (58.0%), desk stickers (57.4%), Play it Safe DVD (56.6%; early childhood educators only), or the recognition stickers (50.7%). Almost one-half of early childhood and elementary educators have never used the recognition wall chart (49.1%) and value added book (47.4%; early childhood educators only).

**How often do you use each of the following Learning for Life materials?**

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SELDOM</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value added book**</td>
<td>10.5%</td>
<td>29.0%</td>
<td>13.2%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Recognition wall stickers</td>
<td>8.7%</td>
<td>21.9%</td>
<td>18.7%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Recognition wall chart</td>
<td>8.3%</td>
<td>20.6%</td>
<td>22.0%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Desk stickers</td>
<td>6.9%</td>
<td>15.8%</td>
<td>19.9%</td>
<td>57.4%</td>
</tr>
<tr>
<td>Play it Safe DVD**</td>
<td>6.6%</td>
<td>21.1%</td>
<td>15.8%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Desk chart</td>
<td>5.9%</td>
<td>14.3%</td>
<td>21.9%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Super Safe DVD*</td>
<td>2.4%</td>
<td>11.4%</td>
<td>17.6%</td>
<td>68.6%</td>
</tr>
</tbody>
</table>

Base: 1,037 early childhood and elementary educators

*Note: Only asked of 1,014 kindergarten through fifth-grade educators.

**Note: Only asked of 76 early childhood educators.
Comparing by primarily taught grade

Early childhood educators (22.6%) are more likely to always use the recognition wall chart, compared to kindergarten educators (4.8%). Educators who primarily teach kindergarten (54.8%), second-grade (49.5%), or fourth-grade (53.0%) are more likely than early childhood educators (19.4%) to never use the recognition wall chart.

How often do you use each of the following Learning for Life materials?

Recognition wall chart

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>22.6% ↑</td>
<td>4.8%</td>
<td>12.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Often</td>
<td>35.5%</td>
<td>21.9%</td>
<td>19.0%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Seldom</td>
<td>22.6%</td>
<td>18.5%</td>
<td>20.9%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Never</td>
<td>19.4%</td>
<td>54.8% ↑</td>
<td>47.5%</td>
<td>49.5% ↑</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>31</td>
<td>146</td>
<td>158</td>
<td>192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8.1%</td>
<td>6.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Often</td>
<td>22.5%</td>
<td>22.8%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>21.3%</td>
<td>17.4%</td>
<td>24.4%</td>
</tr>
<tr>
<td>Never</td>
<td>48.1%</td>
<td>53.0% ↑</td>
<td>48.3%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>160</td>
<td>149</td>
<td>201</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Educators who primarily teach kindergarten (54.8%), first-grade (48.7%), second-grade (50.5%), third-grade (50.0%), fourth-grade (58.4%), or fifth-grade (49.8%) are more likely to never use the recognition wall stickers, compared to early childhood educators (16.1%).

**How often do you use each of the following Learning for Life materials?**

**Recognition wall stickers**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>22.6%</td>
<td>6.2%</td>
<td>12.7%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Often</td>
<td>35.5%</td>
<td>23.3%</td>
<td>22.8%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>25.8%</td>
<td>15.8%</td>
<td>15.8%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Never</td>
<td>16.1%</td>
<td>54.8% ↑</td>
<td>48.7% ↑</td>
<td>50.5% ↑</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>31</td>
<td>146</td>
<td>158</td>
<td>192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8.8%</td>
<td>8.1%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Often</td>
<td>21.9%</td>
<td>21.5%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>19.4%</td>
<td>12.1%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Never</td>
<td>50.0% ↑</td>
<td>58.4% ↑</td>
<td>49.8% ↑</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>160</td>
<td>149</td>
<td>201</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
More educators who primarily teach early childhood (22.6%) than educators who primarily teach kindergarten (2.1%), first-grade (7.8%), third-grade (5.0%), or fifth-grade (5.0%) always use the desk chart. Kindergarten educators (66.4%) are more likely to never use the desk chart, compared to early childhood educators (35.5%).

**How often do you use each of the following Learning for Life materials?**

**Desk chart**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>22.6% ↑↑↑↑</td>
<td>2.1%</td>
<td>7.8%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Often</td>
<td>16.1%</td>
<td>11.6%</td>
<td>17.1%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Seldom</td>
<td>25.8%</td>
<td>19.9%</td>
<td>22.2%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Never</td>
<td>35.5%</td>
<td>66.4% ↑</td>
<td>55.7%</td>
<td>55.2%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>31</td>
<td>146</td>
<td>158</td>
<td>192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5.0%</td>
<td>6.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Often</td>
<td>13.1%</td>
<td>12.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Seldom</td>
<td>25.0%</td>
<td>17.4%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Never</td>
<td>56.9%</td>
<td>63.1%</td>
<td>56.7%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>160</td>
<td>149</td>
<td>201</td>
</tr>
</tbody>
</table>

**Base: early childhood and elementary educators**

↑ significantly different from educators who primarily teach early childhood
↑↑ significantly different from educators who primarily teach kindergarten
↑↑↑ significantly different from educators who primarily teach first-grade
↑↑↑↑ significantly different from educators who primarily teach second-grade
↑↑↑↑↑ significantly different from educators who primarily teach third-grade
↑↑↑↑↑↑ significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ significantly different from educators who primarily teach fifth-grade
Early childhood educators (22.6%) are more likely to always use the desk stickers, compared to kindergarten educators (4.1%), first-grade educators (5.7%), and fifth-grade educators (5.5%). Educators who primarily teach kindergarten (65.1%) are more likely than early childhood educators (35.5%) to never use the desk stickers.

**How often do you use each of the following Learning for Life materials?**

**Desk stickers**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>22.6%</td>
<td>4.1%</td>
<td>5.7%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Often</td>
<td>9.4%</td>
<td>15.1%</td>
<td>19.0%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Seldom</td>
<td>22.6%</td>
<td>15.8%</td>
<td>19.6%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Never</td>
<td>35.5%</td>
<td>65.1%</td>
<td>55.7%</td>
<td>52.6%</td>
</tr>
</tbody>
</table>

Base: 31 146 158 192

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6.3%</td>
<td>6.0%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Often</td>
<td>15.0%</td>
<td>12.8%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Seldom</td>
<td>21.9%</td>
<td>16.8%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Never</td>
<td>56.9%</td>
<td>64.4%</td>
<td>56.2%</td>
</tr>
</tbody>
</table>

Base: 160 149 201

† significantly different from educators who primarily teach early childhood
†† significantly different from educators who primarily teach kindergarten
††† significantly different from educators who primarily teach first-grade
†††† significantly different from educators who primarily teach second-grade
††††† significantly different from educators who primarily teach third-grade
†††††† significantly different from educators who primarily teach fourth-grade
††††††† significantly different from educators who primarily teach fifth-grade
The Super Safe DVD was only asked of educators who indicated they primarily or additionally taught kindergarten, first-grade, second-grade, third-grade, fourth-grade, or fifth-grade. No significant differences are present between grade primarily taught and the use of the Super Safe DVD.

How often do you use each of the following Learning for Life materials?

**Super Safe DVD**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0.0%</td>
<td>1.4%</td>
<td>1.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Often</td>
<td>12.5%</td>
<td>11.0%</td>
<td>13.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>25.0%</td>
<td>12.3%</td>
<td>15.2%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Never</td>
<td>62.5%</td>
<td>75.3%</td>
<td>69.6%</td>
<td>65.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>8</strong></td>
<td><strong>146</strong></td>
<td><strong>158</strong></td>
<td><strong>192</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4.4%</td>
<td>0.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Often</td>
<td>12.5%</td>
<td>8.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>15.0%</td>
<td>15.4%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Never</td>
<td>68.1%</td>
<td>75.8%</td>
<td>61.2%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>160</strong></td>
<td><strong>149</strong></td>
<td><strong>201</strong></td>
</tr>
</tbody>
</table>

Base: Educators who teach kindergarten through fifth-grade

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
The value added book was only asked of educators who indicated they primarily or additionally taught early childhood. No significant differences are present between grade primarily taught and the use of the value added book.

**How often do you use each of the following Learning for Life materials?**

**Value added book**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Early Childhood</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>19.4%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Often</td>
<td>32.3%</td>
<td>0.0%</td>
<td>12.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>12.9%</td>
<td>0.0%</td>
<td>12.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Never</td>
<td>35.5%</td>
<td>80.0%</td>
<td>75.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>31</strong></td>
<td><strong>5</strong></td>
<td><strong>8</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Often</td>
<td>20.0%</td>
<td>0.0%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.0%</td>
<td>33.3%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Never</td>
<td>40.0%</td>
<td>66.7%</td>
<td>52.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>5</strong></td>
<td><strong>3</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Base: Educators who teach early childhood

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
The Play it Safe DVD was only asked of educators who indicated they primarily or additionally taught early childhood. No significant differences are present between grade primarily taught and the use of the Play it Safe DVD.

How often do you use each of the following Learning for Life materials?

**Play it Safe DVD**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>19.4%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Often</td>
<td>32.3%</td>
<td>0.0%</td>
<td>12.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>12.9%</td>
<td>0.0%</td>
<td>12.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Never</td>
<td>35.5%</td>
<td>80.0%</td>
<td>75.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>31</strong></td>
<td><strong>5</strong></td>
<td><strong>8</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Often</td>
<td>20.0%</td>
<td>0.0%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.0%</td>
<td>33.3%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Never</td>
<td>40.0%</td>
<td>66.7%</td>
<td>52.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>5</strong></td>
<td><strong>3</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Base: educators who teach early childhood

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
When asked what they liked best about the Learning for Life program, early childhood and elementary educators commented:

- Early childhood
  - The lesson plans are easy to follow and organized (six educators who primarily teach early childhood);
  - Students learn valuable life lessons before they enter elementary school (six educators who primarily teach early childhood);
  - The instructors, speakers, and guests are excellent (three educators who primarily teach early childhood);
  - The program provides a variety of materials, such as stickers, incentives, newsletters, etc. (two educators who primarily teach early childhood);
  - There are a variety of activities for the students to participate in (one educator who primarily teaches early childhood);
  - The lessons and activities are appropriate for the students’ ages (one educator who primarily teaches early childhood);
  - The program is easy to use (one educator who primarily teaches early childhood);
  - The materials such as the recognition wall chart, DVDs, and stickers were never received (one educator who primarily teaches early childhood).

- Kindergarten
  - Students learn valuable life lessons that affect them (24 educators who primarily teach kindergarten);
  - There are a variety of lessons that are engaging and easy to follow (16 educators who primarily teach kindergarten);
  - The speakers, teachers, and guests are well-prepared and excellent (nine educators who primarily teach kindergarten);
  - The program is easily adaptable and fits with the school curriculum (nine educators who primarily teach kindergarten);
  - The lessons and activities are appropriate for the students’ ages (eight educators who primarily teach kindergarten);
  - Students learn through hands-on activities (six educators who primarily teach kindergarten);
  - Support materials like the wall charts, stickers, and DVDs have never been received (three educators who primarily teach kindergarten);
Overall, in general, the program is great (two educators who primarily teach kindergarten);
The program allows teamwork, interaction, or cooperation between the students, school, and/or community (one educator who primarily teaches kindergarten);
There wasn’t any time available to use the program (one educator who primarily teaches kindergarten).

First grade
- The lessons are creative, easy to follow, and adaptable (28 educators who primarily teach first-grade);
- The program is easy to use and adapts to current curriculum (15 educators who primarily teach first-grade);
- Students learn valuable life lessons (12 educators who primarily teach first-grade);
- Students can participate in a variety of activities that are fun (eight educators who primarily teach first-grade);
- The community instructors are wonderful and knowledgeable (eight educators who primarily teach first-grade);
- The program provides a variety of materials, such as stickers, incentives, newsletters, etc. (five educators who primarily teach first-grade);
- The lessons and activities are appropriate for the students’ ages (five educators who primarily teach first-grade);
- The support materials, such as the wall charts, DVDS, and stickers, were never received (two educators who primarily teach first-grade);
- The program allows teamwork, interaction, or cooperation between the students, school, and/or community (one educator who primarily teaches first-grade);
- There wasn’t any time available to use the program (one educator who primarily teaches first-grade).

Second grade
- Students learn valuable life lessons that affect them (27 educators who primarily teach second-grade);
- The instructors, speakers, and guests are well-prepared, knowledgeable, and engaging (19 educators who primarily teach second-grade);
o Students learn through hands-on activities (16 educators who primarily teach second-grade);

o There are a variety of lessons that are easy to follow and are engaging (14 educators who primarily teach second-grade);

o The program is easy to use and fits with the school curriculum (11 educators who primarily teach second-grade);

o The lessons and activities are appropriate for students’ ages (11 educators who primarily teach second-grade);

o A variety of materials, such as stickers, newsletters, incentives, etc., are provided for teachers’ use (five educators who primarily teach second-grade);

o The support materials, such as the wall charts, DVDS, and stickers, were never received (three educators who primarily teach second-grade);

o There wasn’t any time available to use the program (one educator who primarily teaches second-grade).

• Third grade

o Students learn valuable life lessons that affect them (24 educators who primarily teach third-grade);

o There are a variety of lessons that are easy to follow and are engaging (22 educators who primarily teach third-grade);

o Students learn through hands-on activities (nine educators who primarily teach third-grade);

o The instructors, speakers, and guests are well-prepared and knowledgeable (nine educators who primarily teach third-grade);

o The program is flexible, easy to use, and fits with the school curriculum (seven educators who primarily teach third-grade);

o A variety of materials, such as stickers, newsletters, incentives, etc., are provided for teachers’ use (six educators who primarily teach third-grade);

o The lessons and activities are appropriate for students’ ages (four educators who primarily teach third-grade);

o The support materials, such as the wall charts, DVDS, and stickers, were never received (three educators who primarily teach third-grade);

o There wasn’t any time available to use the program (two educators who primarily teach third-grade);
• The program is great overall (one educator who primarily teaches third-grade).

• Fourth grade
  o The instructors, speakers, and guests are wonderful, well-prepared, and knowledgeable (19 educators who primarily teach fourth-grade);
  o Students learn life lessons that affect them (19 educators who primarily teach fourth-grade);
  o The lessons are easy to follow and engaging (14 educators who primarily teach fourth-grade);
  o Students learn through hands-on activities (12 educators who primarily teach fourth-grade);
  o The lessons and activities are appropriate for students’ ages (nine educators who primarily teach fourth-grade);
  o The program is flexible and fits with the school curriculum (seven educators who primarily teach fourth-grade);
  o The support materials, such as the wall charts, DVDS, and stickers, were never received (three educators who primarily teach fourth-grade);
  o A variety of materials, such as stickers, newsletters, incentives, etc., are provided for teachers’ use (one educator who primarily teaches fourth-grade);
  o The program allows teamwork, interaction, or cooperation between students, the school, and/or community (one educator who primarily teaches fourth-grade).

• Fifth grade
  o The lessons are easy to follow and fit with the curriculum (20 educators who primarily teach fifth-grade);
  o Students learn valuable life lessons that affect them (20 educators who primarily teach fifth-grade);
  o The program is easy to use and follow (15 educators who primarily teach fifth-grade);
  o There are plenty of quality instructors available to teach the class (12 educators who primarily teach fifth-grade);
  o The activities are easy and engaging (10 educators who primarily teach fifth-grade);
A variety of materials, such as stickers, newsletters, incentives, etc., are provided for teachers’ use (six educators who primarily teach fifth-grade);

The lessons and activities are appropriate for students’ ages (five educators who primarily teach fifth-grade);

The program allows teamwork, interaction, or cooperation between the students, school, and/or community (three educators who primarily teach fifth-grade);

There wasn’t any time available to use the program (three educators who primarily teach fifth-grade);

The support materials, such as the wall charts, DVDS, and stickers, were never received (two educators who primarily teach fifth-grade).

The Learning for Life program could be enhanced by:

- Early childhood
  - Not doing any enhancement since the program is good as it is (four educators who primarily teach early childhood);
  - Adding more lesson plans, activities, visuals, speakers, or materials (four educators who primarily teach early childhood);
  - Providing more age-appropriate or age-specific lessons and activities (three educators who primarily teach early childhood);
  - Providing more engaging hands-on activities (two educators who primarily teach early childhood);
  - Allotting more time for teaching, more opportunities to teach the program, or having more visits from Learning for Life instructors, speakers, and guests (two educators who primarily teach early childhood);
  - Providing more training and holding staff accountable (one educator who primarily teaches early childhood);
  - Providing instructors that are fun and engaging (one educator who primarily teaches early childhood).

- Kindergarten
  - Updating the lessons to be relevant to today’s students and integrating more technology (13 educators who primarily teach kindergarten);
• Not doing any enhancement since the program is good as it is (seven educators who primarily teach kindergarten);
• Adding more lesson plans, activities, visuals, speakers, or materials (five educators who primarily teach kindergarten);
• Providing more age-appropriate or age-specific lessons and activities (five educators who primarily teach kindergarten);
• Providing training and holding staff accountable (three educators who primarily teach kindergarten);
• Allotting more time for teaching, more opportunities to teach the program, or having more visits from Learning for Life instructors, speakers, and guests (three educators who primarily teach kindergarten);
• Providing more engaging hands-on activities (two educators who primarily teach kindergarten);
• Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (two educators who primarily teach kindergarten).

• First grade
• Not doing any enhancement since the program is good as it is (13 educators who primarily teach first-grade);
• Adding more lesson plans, activities, visuals, speakers, or materials (13 educators who primarily teach first-grade);
• Updating the lessons to be relevant to today's students and integrating more technology (10 educators who primarily teach first-grade);
• Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (10 educators who primarily teach first-grade);
• Providing more engaging hands-on activities (five educators who primarily teach first-grade);
• Allotting more time for teaching, more opportunities to teach the program, or having more visits from Learning for Life instructors, speakers, and guests (four educators who primarily teach first-grade);
• Providing training and holding staff accountable (three educators who primarily teach first-grade);
• Providing more age-appropriate or age-specific lessons and activities (one educator who primarily teaches first-grade).
• Second grade
  o Providing more engaging hands-on activities (13 educators who primarily teach second-grade);
  o Updating the lessons to be relevant to today’s students and integrating more technology (10 educators who primarily teach second-grade);
  o Not doing any enhancement since the program is good as it is (10 educators who primarily teach second-grade);
  o Adding more lesson plans, activities, visuals, speakers, or materials (nine educators who primarily teach second-grade);
  o Allotting more time for teaching, more opportunities to teach the program, or having more visits from Learning for Life instructors, speakers, and guests (eight educators who primarily teach second-grade);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (seven educators who primarily teach second-grade);
  o Providing training and holding staff accountable (five educators who primarily teach second-grade);
  o Providing more age-appropriate or age-specific lessons and activities (three educators who primarily teach second-grade).

• Third grade
  o Updating the lessons to be relevant to today’s students and integrating more technology (16 educators who primarily teach third-grade);
  o Not doing any enhancement since the program is good as it is (eight educators who primarily teach third-grade);
  o Adding more lesson plans, activities, visuals, speakers, or materials (seven educators who primarily teach third-grade);
  o Providing more engaging hands-on activities (five educators who primarily teach third-grade);
  o Allotting more time for teaching, more opportunities to teach the program, or having more visits from Learning for Life instructors, speakers, and guests (four educators who primarily teach third-grade);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (four educators who primarily teach third-grade);
  o Providing training and holding staff accountable (three educators who primarily teach third-grade);
- Fourth grade
  o Providing more age-appropriate or age-specific lessons and activities (two educators who primarily teach third-grade).

- Fourth grade
  o Updating the lessons to be relevant to today’s students and integrating more technology (10 educators who primarily teach fourth-grade);
  o Not doing any enhancement since the program is good as it is (nine educators who primarily teach fourth-grade);
  o Adding more lesson plans, activities, visuals, speakers, or materials (eight educators who primarily teach fourth-grade);
  o Providing more engaging hands-on activities (eight educators who primarily teach fourth-grade);
  o Providing training and holding staff accountable (six educators who primarily teach fourth-grade);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (three educators who primarily teach fourth-grade);
  o Allotting more time for teaching, more opportunities to teach the program, or having more visits from Learning for Life instructors, speakers, and guests (two educators who primarily teach fourth-grade);
  o Providing more age-appropriate or age-specific lessons and activities (two educators who primarily teach fourth-grade).

- Fifth grade
  o Updating the lessons to be relevant to today's students and integrating more technology (19 educators who primarily teach fifth-grade);
  o Providing more engaging hands-on activities (16 educators who primarily teach fifth-grade);
  o Not doing any enhancement since the program is good as it is (nine educators who primarily teach fifth-grade);
  o Allotting more time for teaching, more opportunities to teach the program, or having more visits from Learning for Life instructors, speakers, and guests (seven educators who primarily teach fifth-grade);
  o Providing training and holding staff accountable (six educators who primarily teach fifth-grade);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (six educators who primarily teach fifth-grade);
- Adding more lesson plans, activities, visuals, speakers, or materials (five educators who primarily teach fifth-grade);
- Providing more age-appropriate or age-specific lessons and activities (two educators who primarily teach fifth-grade).
More than nine of 10 (92.7%) early childhood and elementary educators are very (61.4%) to somewhat (31.3%) likely to recommend the Learning for Life program to other teachers. Fewer than one of 10 (7.2%) are not very (5.2%) or not at all (2.0%) likely to recommend the program.

**How likely are you to recommend the Learning for Life program to other teachers?**

- Very likely, 61.4%
- Somewhat likely, 31.3%
- Not very likely, 5.2%
- Not at all likely, 2.0%

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

No significant differences exist by primarily taught grade in likelihood to recommend the Learning for Life program to other teachers.

**How likely are you to recommend the Learning for Life program to other teachers?**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>58.1%</td>
<td>55.5%</td>
<td>65.8%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>35.5%</td>
<td>36.3%</td>
<td>25.9%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Not very likely</td>
<td>0.0%</td>
<td>4.8%</td>
<td>5.1%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Not at all likely</td>
<td>6.5%</td>
<td>3.4%</td>
<td>3.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>31</strong></td>
<td><strong>146</strong></td>
<td><strong>158</strong></td>
<td><strong>192</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
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<tbody>
<tr>
<td>Very likely</td>
<td>59.4%</td>
<td>53.7%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>31.3%</td>
<td>38.3%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Not very likely</td>
<td>8.8%</td>
<td>6.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Not at all likely</td>
<td>0.6%</td>
<td>1.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>160</strong></td>
<td><strong>149</strong></td>
<td><strong>201</strong></td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
↑ significantly different from educators who primarily teach first-grade
↑ significantly different from educators who primarily teach second-grade
↑ significantly different from educators who primarily teach third-grade
↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Most (72.6%) early childhood and elementary educators do not currently use a drug abuse program in their classroom.

**Do you currently use a drug abuse program in your classroom?**

- **Yes,** 27.4%
- **No,** 72.6%

Base: 1,022 early childhood and elementary educators
Comparing by primarily taught grade

Fifth-grade educators (45.8%) are more likely than all other educators (32.3%, early childhood; 15.8%, kindergarten; 22.8%, first-grade; 20.8%, second-grade; 26.3%, third-grade; 27.5%, fourth-grade) to currently use a drug abuse program in their classroom.

Do you currently use a drug abuse program in your classroom?

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>32.3%</td>
<td>15.8%</td>
<td>22.8%</td>
<td>20.8%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>67.7%</td>
<td>84.2%</td>
<td>77.2% ↑</td>
<td>79.2% ↑</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>31</td>
<td>146</td>
<td>158</td>
<td>192</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>26.3% ↑</td>
<td>27.5% ↑</td>
<td>45.8% ↑↑↑↑↑↑</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>73.8% ↑</td>
<td>72.5% ↑</td>
<td>54.2%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>160</td>
<td>149</td>
<td>201</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
↑↑ significantly different from educators who primarily teach kindergarten
↑↑↑ significantly different from educators who primarily teach first-grade
↑↑↑↑ significantly different from educators who primarily teach second-grade
↑↑↑↑↑ significantly different from educators who primarily teach third-grade
↑↑↑↑↑↑ significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ significantly different from educators who primarily teach fifth-grade
Almost 70 percent (68.3%) of early childhood and elementary educators would be very (29.3%) or somewhat interested (39.0%) in using a drug abuse program provided by Learning for Life. Further, among the 72.6 percent of educators who indicated they currently do not use a drug abuse program, nearly two-thirds (65.6%) are very (23.8%) or somewhat (41.8%) interested in using Learning for Life’s program.

Nearly 30 percent (29.3%) of early childhood and elementary educators are not very (20.1%) to not at all (9.2%) interested in using Learning for Life’s drug abuse program. Few (2.5%) currently use Learning for Life’s program.

**How interested would you be in using a drug abuse program provided by Learning for Life?**

- Very interested, 29.3%
- Somewhat interested, 39.0%
- Not very interested, 20.1%
- Not at all interested, 9.2%
- Currently use LFL, 2.5%

Base: 1,037 early childhood and elementary educators
Comparing by primarily taught grade

Kindergarten educators (18.8%) are more likely to be not at all interested in using a drug abuse program provided by Learning for Life in their classroom, compared to second-grade (7.4%), third-grade (6.3%), and fourth-grade (5.4%) educators.

How interested would you be in using a drug abuse program provided by Learning for Life?

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td>35.5%</td>
<td>22.2%</td>
<td>29.9%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Somewhat interested</td>
<td>19.4%</td>
<td>29.2%</td>
<td>40.8%</td>
<td>45.2%</td>
</tr>
<tr>
<td>Not very interested</td>
<td>25.8%</td>
<td>27.1%</td>
<td>19.1%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Not at all interested</td>
<td>16.1%</td>
<td>18.8%</td>
<td>7.6%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Currently use LFL</td>
<td>3.2%</td>
<td>2.8%</td>
<td>2.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>31</td>
<td>144</td>
<td>157</td>
<td>188</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td>31.0%</td>
<td>29.9%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Somewhat interested</td>
<td>43.7%</td>
<td>40.8%</td>
<td>37.1%</td>
</tr>
<tr>
<td>Not very interested</td>
<td>18.4%</td>
<td>21.8%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Not at all interested</td>
<td>6.3%</td>
<td>5.4%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Currently use LFL</td>
<td>0.6%</td>
<td>2.0%</td>
<td>4.6%</td>
</tr>
<tr>
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<td>147</td>
<td>197</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

↑ significantly different from educators who primarily teach early childhood
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↑↑↑↑ significantly different from educators who primarily teach second-grade
↑↑↑↑↑ significantly different from educators who primarily teach third-grade
↑↑↑↑↑↑ significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ significantly different from educators who primarily teach fifth-grade
**Demographics**

Most (79.3%) early childhood and elementary educators use the Learning for Life curriculum as a teacher in a school setting, followed by as a counselor in a school setting (16.1%). Fewer use the curriculum as a teacher in a YMCA/YWCA setting (2.8%), a teacher in a daycare center (1.3%), or as a teacher in a home school (0.6%).

**Which of the following best describes you?**

- Teacher in a school, 79.3%
- Counselor in a school, 16.1%
- Teacher in a daycare center, 1.3%
- Teacher in a YMCA/YWCA, 2.8%
- Teacher in a home school, 0.6%

*Base: 1,034 early childhood and elementary educators*
Nearly 20 percent (19.4%) of early childhood and elementary educators primarily teach fifth-grade. More than 10 percent primarily teach second-grade (18.5%), third-grade (15.4%), first-grade (15.2%), fourth-grade (14.4%), and kindergarten (14.1%). Few (3.0%) primarily teach early childhood.

**What grade do you primarily teach?**

- **Early childhood**: 3.0%
- **Kindergarten**: 14.1%
- **1st grade**: 15.2%
- **2nd grade**: 18.5%
- **3rd grade**: 15.4%
- **4th grade**: 14.4%
- **5th grade**: 19.4%

Base: 1,034 early childhood and elementary educators
Almost six of 10 (57.7%) early childhood and elementary educators do not teach any other grades than their primary grade. More than 20 percent also teach third-grade (22.5%), fourth-grade (21.9%), second-grade (21.9%), or first-grade (21.0%). Almost 20 percent (18.6%) also teach kindergarten. Few (5.6%) also teach early childhood.

**What other grades do you teach, if any?**

- Early childhood: 5.6%
- Kindergarten: 18.6%
- 1st grade: 21.0%
- 2nd grade: 21.9%
- 3rd grade: 22.5%
- 4th grade: 21.9%
- 5th grade: 17.8%
- I do not teach any other grades: 57.7%

Base: 1,034 early childhood and elementary educators

Note: Percentages will add up to more than 100 percent due to multiple responses.
Middle School Program Evaluation

Sixth-Grade Program Outcomes Evaluation

Most (92.8%) sixth-grade educators strongly (67.0%) to somewhat (25.8%) agree the Learning for Life lessons and activities are age-appropriate. Few (4.1%) somewhat disagree the lessons and activities are age-appropriate. No educators strongly disagree the lessons and activities are age-appropriate.

Learning for Life’s lessons and activities are age-appropriate.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>67.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>25.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>4.1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

Base: 97 sixth-grade educators
More than one-half (52.6%) of sixth-grade educators strongly agree the lessons help children improve their relationship with adults. More than 40 percent (42.3%) somewhat agree with this outcome. Twenty percent (20.6%) somewhat disagree the program delivers this outcome. No educators strongly disagree with this outcome.

**Learning for Life lessons help children improve their relationships with adults.**

Base: 97 sixth-grade educators
More than one-half (54.6%) of sixth-grade educators strongly agree the program’s activities are grade-specific. Nearly 40 percent (39.2%) somewhat agree the activities are grade-specific. Fewer (3.1%) somewhat disagree with this outcome. No educators strongly disagree with this outcome.

Learning for Life’s activities are grade-specific.

- Strongly agree, 54.6%
- Somewhat agree, 39.2%
- Somewhat disagree, 3.1%
- Not applicable, 3.1%

Base: 97 sixth-grade educators
Nearly all (95.9%) sixth-grade educators agree the lessons and activities help children learn to be more responsible, including 59.8 percent who strongly agree. Very few (1.0%) somewhat disagree the lessons and activities help children learn to be more responsible. No educators strongly disagree with this outcome.

**The lessons and activities help children learn to be more responsible.**

- Strongly agree, 59.8%
- Somewhat agree, 36.1%
- Somewhat disagree, 1.0%
- Not applicable, 3.1%

Base: 97 sixth-grade educators
More than one-half (52.6%) of sixth-grade educators strongly agree and more than 30 percent (36.1%) somewhat agree the program provides activities that interest the children in their class. Fewer than 10 percent (8.2%) somewhat (7.2%) or strongly (1.0%) disagree the program provides activities that interest the children in their class.

**The program provides activities that interest the children in your class.**

Base: 97 sixth-grade educators
More than 80 percent (81.5%) of sixth-grade educators strongly (51.6%) or somewhat (29.9%) agree the lessons effectively teach the concepts of laws and justice. Fewer than 10 percent (7.2%) somewhat disagree the lessons effectively teach the concepts of laws and justice. No educators strongly disagree with this outcome.

**The lessons effectively teach the concepts of laws and justice.**

- Strongly agree, 51.6%
- Somewhat agree, 29.9%
- Somewhat disagree, 7.2%
- Not applicable, 11.3%

Base: 97 sixth-grade educators
More than nine of 10 (93.8%) sixth-grade educators strongly (55.7%) to somewhat (38.1%) agree the lessons help children to respect those of different ethnic and cultural backgrounds. Fewer (3.1%) somewhat disagree the lessons help children respect those of different backgrounds. No educators strongly disagree with this outcome.

**The lessons help children to respect those of different ethnic and cultural backgrounds.**

![Pie chart showing agreement levels](chart.png)

Base: 97 sixth-grade educators
Nearly all (96.9%) sixth-grade educators strongly (55.7%) or somewhat (41.2%) agree Learning for Life helps children develop skills to manage day-to-day challenges. No educators somewhat or strongly disagree with this outcome.

**Learning for Life helps children develop skills to manage day-to-day challenges.**

- Strongly agree, 55.7%
- Somewhat agree, 41.2%
- Not applicable, 3.1%

Base: 97 sixth-grade educators
Nearly 60 percent (59.8%) of sixth-grade educators strongly agree and more than 30 percent (35.1%) somewhat agree Learning for Life helps children build self-esteem. Few (2.1%) somewhat disagree the program helps children build self-esteem. No educators strongly disagree with this outcome.

**Learning for Life helps children build self-esteem.**

- Strongly agree, 59.8%
- Somewhat agree, 35.1%
- Somewhat disagree, 2.1%
- Not applicable, 3.1%

Base: 97 sixth-grade educators
More than one-half (53.6%) of sixth-grade educators strongly agree the lessons and activities help children to develop their creativity. While nearly 40 percent (39.2%) somewhat agree with this outcome, very few (3.1%) somewhat disagree the lessons and activities help children develop their creativity. No educators strongly disagree with this outcome.

**The lessons and activities help children to develop their creativity.**

![Pie chart showing responses](chart.png)

Base: 97 sixth-grade educators
More than 90 percent (92.8%) of sixth-grade educators strongly (61.9%) or somewhat (30.9%) agree Learning for Life provides fun ways for the children to learn new things. Similar to other program outcomes, few (4.1%) somewhat disagree the program provides fun ways for the children to learn new things. No educators strongly disagree with the outcome.

Learning for Life provides fun ways for the children to learn new things.

Base: 97 sixth-grade educators
More than nine of 10 (95.9%) sixth-grade educators strongly (62.9%) or somewhat (33.0%) agree the lessons and activities help children to learn to get along better with each other. Very few (1.0%) somewhat disagree the lessons and activities deliver this outcome. No educators strongly disagree with this outcome.

**The lessons and activities help children to learn to get along better with each other.**

Base: 97 sixth-grade educators
Most (93.8%) sixth-grade educators strongly (60.8%) or somewhat (33.0%) agree Learning for Life helps create a fun learning environment. Fewer (3.1%) somewhat disagree the program helps create a fun learning environment. No educators strongly disagree with this outcome.

**Learning for Life helps create a fun learning environment.**

- **Strongly agree,** 60.8%
- **Somewhat agree,** 33.0%
- **Somewhat disagree,** 3.1%
- **Not applicable,** 3.1%

Base: 97 sixth-grade educators
More than 90 percent (95.9%) of sixth-grade educators strongly (56.7%) to somewhat (39.2%) agree Learning for Life is in line with national education standards. Very few (1.0%) somewhat disagree the program is in line with national education standards. No educators strongly disagree the program is in line with national education standards.

Learning for Life is in line with national education standards.

<table>
<thead>
<tr>
<th>Strongly agree, 56.7%</th>
<th>Somewhat agree, 39.2%</th>
<th>Somewhat disagree, 1.0%</th>
<th>Not applicable, 3.1%</th>
</tr>
</thead>
</table>

Base: 97 sixth-grade educators
Few Learning for Life materials are used always or often by sixth-grade educators. More than one-half never use the Super Safe DVD (53.6%), desk stickers (51.6%), or desk wall chart (50.5%). Almost one-half never use the stickers (47.4%) or recognition wall chart (46.4%).

**How often do you use each of the following Learning for Life materials?**

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SELDOM</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition wall chart</td>
<td>4.1%</td>
<td>26.8%</td>
<td>22.7%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Recognition stickers</td>
<td>4.1%</td>
<td>23.7%</td>
<td>24.7%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Desk wall chart</td>
<td>3.1%</td>
<td>13.4%</td>
<td>33.0%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Desk stickers</td>
<td>2.1%</td>
<td>17.6%</td>
<td>28.9%</td>
<td>51.6%</td>
</tr>
<tr>
<td>Super Safe DVD</td>
<td>2.1%</td>
<td>14.4%</td>
<td>29.9%</td>
<td>53.6%</td>
</tr>
</tbody>
</table>

Base: 97 sixth-grade educators
Sixth-grade educators like best that the Learning for Life program:

- Provides lessons that are easy to use and are adaptable (13 sixth-grade educators);
- Teaches students life skills that challenge them (nine sixth-grade educators);
- Provides hands-on activities that get the students moving (eight sixth-grade educators);
- Allows students to get enthused and ask questions through engaging activities and lessons (seven sixth-grade educators);
- Provides speakers, instructors, and guests that are well-prepared and knowledgeable (seven sixth-grade educators);
- Provides a variety of age-appropriate lessons (six sixth-grade educators);
- Touches on issues that are relevant and affect students’ lives (four sixth-grade educators);
- Allows students to build skills in teamwork (one sixth-grade educator).

The Learning for Life program can be enhanced by:

- Providing more hands-on activities to keep the students engaged (10 sixth-grade educators);
- Allotting more time to teach the lessons, more opportunities to teach the lessons, and/or starting the program earlier in the school year (nine sixth-grade educators);
- Not doing any enhancements as the program is great as it is (eight sixth-grade educators);
- Updating the materials and making the content more relevant to today’s students and the issues they face (six sixth-grade educators);
- Providing educators with all supporting materials, such as DVDs, stickers, and wall charts (five sixth-grade educators).
Three-fourths (75.2%) of seventh- and eighth-grade educators strongly (55.0%) or somewhat (20.2%) agree the community speakers help the students learn about the opportunities available to them. While few somewhat (5.4%) and none (0.0%) strongly disagree, nearly 20 percent (19.4%) indicate this outcome was not applicable to them, implying they do not use or have not used community speakers.
More than 90 percent (92.3%) of seventh- and eighth-grade educators agree the program helps the school provide a caring, encouraging environment, including more nearly 60 percent (59.7%) who strongly agree. Nearly five percent (4.7%) somewhat disagree the program helps the school provide a caring, encouraging environment. No educators strongly disagree with this outcome.

**It helps the school provide a caring, encouraging environment.**

Base: 129 seventh- and eighth-grade educators
More than three-fourths (78.3%) of seventh- and eighth-grade educators strongly (56.6%) to somewhat (21.7%) agree the speakers are a positive influence on the students. Fewer (3.1%) somewhat disagree the lesson plans deliver this outcome. No educators strongly disagree the lesson plans deliver this outcome. Almost 20 percent (18.6%) indicate this outcome was not applicable to them. This may indicate these educators do not use or have not used speakers.

**The speakers are a positive influence on the students.**

![Pie chart showing the percentage of agreement](chart.png)

- **Strongly agree,** 56.6%
- **Somewhat agree,** 21.7%
- **Somewhat disagree,** 3.1%
- **Not applicable,** 18.6%

Base: 129 seventh- and eighth-grade educators
Nearly all (96.9%) seventh- and eighth-grade educators strongly (64.3%) or somewhat agree (32.6%) the program helps students develop a sense of personal responsibility. Very few somewhat or strongly disagree (0.8% each) the program helps students develop a sense of personal responsibility.

**It helps students develop a sense of personal responsibility.**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>64.3%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>32.6%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.8%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

Base: 129 seventh- and eighth-grade educators
Sixty percent (60.5%) of seventh- and eighth-grade educators strongly agree and more than 30 percent (32.6%) somewhat agree the resources help to teach interpersonal skills. Less than five percent (3.9%) somewhat disagree the resources help to teach interpersonal skills. No educators strongly disagree.

The resources help to teach interpersonal skills.

Base: 129 seventh- and eighth-grade educators
More than 90 percent (91.4%) of seventh- and eighth-grade educators strongly (55.0%) or somewhat (36.4%) agree the lesson plans help the students realize that they have control over what happens to them. Fewer than five percent (3.1%) somewhat disagree the lesson plans help the students realize they have control over what happens to them. No educators strongly disagree with this outcome.

**The lesson plans help the students realize that they have control over what happens to them.**

Base: 129 seventh- and eighth-grade educators
More than 90 percent (93.0%) of seventh- and eighth-grade educators strongly (58.1%) to somewhat (34.9%) agree the program helps enhance the students’ self-esteem. Very few somewhat (2.3%) or strongly (0.8%) disagree it helps enhance the students’ self-esteem.

**It helps enhance the students’ self-esteem.**

- Strongly agree, 58.1%
- Somewhat agree, 34.9%
- Somewhat disagree, 2.3%
- Strongly disagree, 0.8%
- Not applicable, 3.9%

Base: 129 seventh- and eighth-grade educators
Almost 90 percent (87.6%) of seventh- and eighth-grade educators strongly (47.3%) or somewhat (40.3%) agree the program helps motivate the students to do well in school. Fewer than 10 percent (7.0%) somewhat (5.4%) or strongly (1.6%) disagree the program helps motivate the students to do well in school.

**It helps motivate the students to do well in school.**

- Strongly agree, 47.3%
- Somewhat agree, 40.3%
- Somewhat disagree, 5.4%
- Strongly disagree, 1.6%
- Not applicable, 5.4%

Base: 129 seventh- and eighth-grade educators
Most (92.3%) seventh- and eighth-grade educators strongly (59.7%) or somewhat (32.6%) agree the personality exercises help the students learn more about themselves. Fewer than five percent (3.9%) somewhat disagree the lesson plans deliver this outcome. No educators strongly disagree with this outcome.

**The personality exercises help the students learn more about themselves.**

![Pie chart showing responses to the statement about personality exercises helping students learn more about themselves.]

- **Strongly agree,** 59.7%
- **Somewhat agree,** 32.6%
- **Somewhat disagree,** 3.9%
- **Not applicable,** 3.9%

*Base: 129 seventh- and eighth-grade educators*
More than 80 percent (83.7%) of seventh- and eighth-grade educators strongly (44.2%) to somewhat (39.5%) agree the program helps the students develop the desire to serve in the community. More than 10 percent (11.6%) somewhat disagree the lesson plans help the students develop the desire to serve in the community. No educators strongly disagree with this outcome.

**It helps the students develop the desire to serve in the community.**

Base: 129 seventh- and eighth-grade educators
Nine of 10 (90.0%) seventh- and eighth-grade educators strongly (54.3%) or somewhat (35.7%) agree the personality exercise help the students understand others better. Five percent (5.4%) somewhat disagree. No educators strongly disagree with this outcome.

**The personality exercises help the students understand others better.**

- **Strongly agree, 54.3%**
- **Somewhat agree, 35.7%**
- **Somewhat disagree, 5.4%**
- **Not applicable, 4.7%**

Base: 129 seventh- and eighth-grade educators
More than nine of 10 (93.8%) seventh- and eighth-grade educators strongly (53.5%) to somewhat (40.3%) agree the program gives students strategies to resolve conflict without violence. Fewer (2.3%) somewhat disagree the lesson develops this outcome. No educators strongly disagree with this outcome.

**It gives students strategies to resolve conflict without violence.**

- Somewhat agree, 40.3%
- Not applicable, 3.9%
- Somewhat disagree, 2.3%
- Strongly agree, 53.5%

Base: 129 seventh- and eighth-grade educators
More than one-half (54.3%) of seventh- and eighth-grade educators strongly agree and more than one-third (38.0%) somewhat agree the lessons and exercises help students understand and appreciate those from different cultural, ethnic, or racial backgrounds. Fewer than five percent (3.1%) somewhat disagree the lesson develops this outcome in their students. No educators strongly disagree with this outcome.

**The lessons and exercises help the students to understand and appreciate those from different cultural, ethnic, or racial backgrounds.**

![Pie chart showing responses]

Base: 129 seventh- and eighth-grade educators
More than nine in 10 (94.6%) seventh- and eighth-grade educators strongly (59.7%) to somewhat (34.9%) agree Learning for Life helps students learn about setting personal goals. Fewer than five percent (3.1%) somewhat disagree Learning for Life helps students learn about setting personal goals. No educators strongly disagree with this outcome.

**Learning for Life helps students learn about setting personal goals.**

Base: 129 seventh- and eighth-grade educators
Most (89.9%) seventh- and eighth-grade educators strongly (51.9%) or somewhat (38.0%) agree Learning for Life is in line with national education standards. Fewer than five percent (3.1%) somewhat disagree Learning for Life is in line with national education standards. No educators strongly disagree with this outcome. Almost 10 percent (7.0%) indicate this outcome was not applicable to them.

Learning for Life is in line with national education standards.

- Strongly agree, 51.9%
- Somewhat agree, 38.0%
- Somewhat disagree, 3.1%
- Not applicable, 7.0%

Base: 129 seventh- and eighth-grade educators
Few Learning for Life materials are used always or often by seventh- and eighth-grade educators. Almost 60 percent never use the medals (58.9%) or value added DVD (58.1%). Almost one-half (47.3%) never use the value added guidebook.

**How often do you use each of the following Learning for Life materials?**

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SELDOM</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medals</td>
<td>7.0%</td>
<td>10.1%</td>
<td>24.0%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Value added DVD</td>
<td>3.1%</td>
<td>16.3%</td>
<td>22.5%</td>
<td>58.1%</td>
</tr>
<tr>
<td>Value added guidebook</td>
<td>3.1%</td>
<td>27.9%</td>
<td>21.7%</td>
<td>47.3%</td>
</tr>
</tbody>
</table>

Base: 129 seventh- and eighth-grade educators
When asked what was best about the Learning for Life program, seventh- and eighth-grade educators commented:

- The lessons and program are easy to use, well organized, adaptable, and can be added to the other school lessons and curriculum (17 seventh- and eighth-grade educators);
- The program develops positive values, morals, life skills, critical thinking and decision making, and goals in students (17 seventh- and eighth-grade educators);
- The program allows for teamwork and interaction with peers and/or other adults (eight seventh- and eighth-grade educators);
- The program provides great speakers, instructors, and guests who care about the students (eight seventh- and eighth-grade educators);
- The activities are hands-on and fun for the students (six seventh- and eighth-grade educators);
- The topics are relevant to students’ lives (six seventh- and eighth-grade educators);
- The program teaches students about giving back to the community and volunteering (two seventh- and eighth-grade educators);
- The camping, outdoor activities, and field trips are great (two seventh- and eighth-grade educators);
- The program overall is good (two seventh- and eighth-grade educators);
- The supporting materials, such as DVDS, wall charts, and stickers, have not been received by educators (two seventh- and eighth-grade educators);
- The Learning for Life program has not been able to be used by educators (two seventh- and eighth-grade educators);
- The program is a great avenue for career education (one seventh- and eighth-grade educator).

The Learning for Life program could be enhanced by:

- Providing more hands-on, interactive activities (12 seventh- and eighth-grade educators);
- Updating lessons to discuss issues relevant to today’s students (11 seventh- and eighth-grade educators);
- Not doing any enhancements as the program is great as it is (four seventh- and eighth-grade educators);
• Allotting more time for speakers, instructors, and guests to come and visit the class or more time to teach the lessons and activities (three seventh- and eighth-grade educators);
• Providing more speakers, instructors, and guests (three seventh- and eighth-grade educators);
• Promoting a better emphasis on education and career importance (three seventh- and eighth-grade educators);
• Providing all supporting materials, such as DVDS, stickers, and wall charts, to educators (three seventh- and eighth-grade educators);
• Integrating more technology into the lessons (two seventh- and eighth-grade educators);
• Providing more field trips (two seventh- and eighth-grade educators).
All Middle School Educators

More than 90 percent (92.2%) of middle school educators are very (64.3%) to somewhat (27.9%) likely to recommend the Learning for Life program to other teachers. Fewer than 10 percent (7.8%) are not very (6.2%) or not at all (1.6%) likely to recommend the program.

How likely are you to recommend the Learning for Life program to other teachers?

- Very likely, 64.3%
- Somewhat likely, 27.9%
- Not very likely, 6.2%
- Not at all likely, 1.6%

Base: 175 middle school educators
Most (68.2%) middle school educators do not currently use a drug abuse program in their classroom.

**Do you currently use a drug abuse program in your classroom?**

- Yes, 31.8%
- No, 68.2%

Base: 175 middle school educators
Nearly 70 percent (69.2%) of middle school educators would be very (28.3%) or somewhat (40.9%) interested in using a drug abuse education program provided by Learning for Life in their classroom. Further, among the 68.2 percent of middle school educators who are currently not using a drug abuse education program, 70 percent (70.1%) would be very (28.2%) to somewhat (41.9%) interested in using Learning for Life’s program.

Almost 30 percent (28.4%) would be not very (15.0%) or not at all (13.4%) interested in using Learning for Life’s drug abuse program. Very few (2.4%) currently use Learning for Life’s drug abuse program.

**How interested would you be in using a drug abuse education program provided by Learning for Life?**

- Very interested, 28.3%
- Somewhat interested, 40.9%
- Not very interested, 15.0%
- Not at all interested, 13.4%
- Currently use LFL, 2.4%

Base: 173 middle school educators
Nearly three-fourths (74.4%) of middle school educators would be very (42.6%) or somewhat (31.8%) interested in having a career exploration program for use with the Learning for Life curriculum. More than one-fourth (25.6%) would be not very (21.7%) to not at all (3.9%) interested in this program.

**How interested would you be in having a career exploration program for use with the Learning for Life curriculum?**

- **Very interested,** 42.6%
- **Somewhat interested,** 31.8%
- **Not very interested,** 21.7%
- **Not at all interested,** 3.9%

*Base: 175 middle school educators*

Among middle school educators interested in having a career exploration program for use with the Learning for Life curriculum, educators suggested the program include:

- Providing information on a variety of careers, trends, and necessary skills (23 middle school educators);
- Discussing realistic planning based on choices of what to do after completing high school (e.g., what jobs are available with and without college, how to interview, etc.; 11 middle school educators);
- Discussing careers and the necessary education (seven middle school educators);
- Providing information on specific careers (e.g., catering, psychology, science, information technology, etc.; five middle school educators);
- Providing real-life career experience through shadowing or some other way to experience the career in the real world (three middle school educators);
- Including anything and everything career related (three middle school educators);
- Making the program an Explorer post (two middle school educators).
Nearly nine in 10 (89.1%) middle school educators’ schools would be very (51.9%) or somewhat (37.2%) likely to continue to offer the Learning for Life curriculum for sixth, seventh-, or eighth-graders if their students could apply for a scholarship from Learning for Life. One in 10 (10.8%) would be not very or not at all likely (5.4% each) to continue to offer the curriculum for their middle school students.

If students could apply for a scholarship from Learning for Life, how likely would your school be to continue to offer the Learning for Life curriculum for sixth, seventh-, or eighth-graders?

![Pie chart showing the likelihood of offering the Learning for Life curriculum.]

- Very likely, 51.9%
- Somewhat likely, 37.2%
- Not very likely, 5.4%
- Not at all likely, 5.4%

Base: 175 middle school educators
**Demographics**

Almost 60 percent (58.8%) of educators who use middle school curriculums teach seventh-grade, followed by eighth-grade (56.0%) and sixth-grade (55.4%).

![Bar chart showing grades taught by educators]

**What grade do you teach?**

- Sixth grade: 55.4%
- Seventh grade: 58.3%
- Eighth grade: 56.0%

Base: 175 middle school educators

Note: Percentages will add up to more than 100 percent due to multiple responses.
High School Program Evaluation

Program Outcomes Evaluation

Almost eight in 10 (86.9%) high school educators strongly (49.5%) or somewhat (37.4%) agree the workshops and activities help students improve their communication skills. Very few (1.1%) somewhat disagree that the lesson develops this outcome. No educators strongly disagree with this outcome. More than 10 percent (12.1%) of high school educators indicate this outcome was not applicable to them.

The workshops and activities help students improve their communication skills.

![Pie chart showing the distribution of agreement levels among high school educators.]

Base: 91 high school educators
Nearly three-fourths (74.7%) of high school educators strongly (61.5%) to somewhat (13.2%) agree the guest presenters are people the students can look up to. Fewer (1.1%) somewhat disagree, but nearly one-fourth (24.2%) indicate this outcome was not applicable to them. This may be because high school educators have not used or do not use guest presenters as a part of the program.

The guest presenters are people the students can look up to.

Base: 91 high school educators
More than one-half (55.0%) of high school educators strongly agree, while almost one-third (31.9%) somewhat agree Learning for Life helps enhance the classroom atmosphere of caring. Few (1.1%) educators somewhat disagree the lesson delivers this outcome. No educators strongly disagree with this outcome. Similar to other lessons, more than 10 percent (12.1%) of high school educators indicate this outcome was not applicable to them.

**Learning for Life helps enhance the classroom atmosphere of caring.**

![Chart showing the percentage distribution of educators' responses to the statement: Strongly agree (55.0%), Somewhat agree (31.9%), Somewhat disagree (1.1%), Not applicable (12.1%). Base: 91 high school educators.](chart.png)
Most (85.7%) high school educators agree the workshops and activities actively engage the students in learning, including 61.5 percent who strongly agree. Fewer than five percent (2.2%) somewhat disagree the workshops and activities actively engage the students in learning. No educators strongly disagree with this outcome. More than 10 percent (12.1%) of high school educators indicate this outcome is not applicable to them.

**The workshops and activities actively engage the students in learning.**

![Pie chart showing the distribution of agreement levels among educators.](image)

- **Strongly agree,** 61.5%
- **Somewhat agree,** 24.2%
- **Somewhat disagree,** 2.2%
- **Not applicable,** 12.1%

*Base: 91 high school educators*
Eighty percent (80.3%) of high school educators strongly (49.5%) to somewhat (30.8%) agree the workshops give the students an understanding of what is necessary to achieve success in the professional world. Fewer than five percent (2.2%) somewhat disagree the lesson helps develop this outcome. No educators strongly disagree with this outcome. Almost 20 percent (17.6%) of educators indicate this outcome was not applicable to them.

**The workshops give the students an understanding of what is necessary to achieve success in the professional world.**

Base: 91 high school educators
Eight in 10 (80.2%) high school educators agree (50.5%, strongly; 29.7%, somewhat) the workshops teach skills for handling peer pressure. While almost two in 10 (18.7%) indicate this outcome was not applicable to them, very few (1.1%) somewhat disagree the lesson delivers this outcome. No educators strongly disagree with this outcome.

The workshops teach skills for handling peer pressure.

Base: 91 high school educators
More than 80 percent (83.5%) of high school educators strongly (56.0%) or somewhat (27.5%) agree the workshops help increase self-esteem. Very few (1.1%) somewhat disagree the workshops help increase self-esteem. No educators strongly disagree with this outcome. Fifteen percent (15.4%) of educators indicate this outcome was not applicable to them.

**The workshops help increase self-esteem.**

- Strongly agree, 56.0%
- Somewhat agree, 27.5%
- Somewhat disagree, 1.1%
- Not applicable, 15.4%

Base: 91 high school educators
More than eight in 10 (84.6%) high school educators strongly (57.1%) to somewhat (27.5%) agree the workshops help the students understand the importance of being honest and ethical in their careers. Fewer than five percent (1.1%) somewhat disagree the lesson deliver this outcome. No educators strongly disagree with this outcome. Nearly 15 percent (14.3%) indicate this outcome was not applicable to them.

**The workshops help the students understand the importance of being honest and ethical in their careers.**

Base: 91 high school educators
More than three-fourths (78.1%) of high school educators strongly (51.7%) or somewhat (26.4%) agree the workshops teach skills for resolving conflicts. Almost five percent (3.3%) of educators somewhat disagree the workshops teach skills for resolving conflicts. No educators strongly disagree with this outcome. Almost 20 percent (18.7%) indicate this outcome was not applicable to them.

**The workshops teach skills for resolving conflicts.**

- **Strongly agree,** 51.7%
- **Somewhat agree,** 26.4%,
- **Somewhat disagree,** 3.3%
- **Not applicable,** 18.7%

Base: 91 high school educators
More than three-fourths (78.1%) of high school educators strongly (51.7%) to somewhat (26.4%) agree the workshops help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds. Nearly five percent (4.4%) of educators somewhat disagree the lesson delivers this outcome to their students. No educators strongly disagree with this outcome. Almost 20 percent (17.6%) indicate this outcome was not applicable to them.

**The workshops help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds.**

![Pie chart showing the distribution of responses](image)

- **Strongly agree**, 51.7%
- **Somewhat agree**, 26.4%
- **Somewhat disagree**, 4.4%
- **Not applicable**, 17.6%

*Base: 91 high school educators*
More than eight in 10 (85.7%) high school educators strongly (58.2%) to somewhat (27.5%) agree the workshops and activities help the students learn how to set goals and make plans for the future. While almost 15 percent (13.2%) indicate this outcome was not applicable to them, very few (1.1%) somewhat disagree the workshops and activities help the students learn how to set goals and make plans for the future. No educators strongly disagree with this outcome.

The workshops and activities help the students learn how to set goals and make plans for the future.

Base: 91 high school educators
More than 80 percent (84.6%) of high school educators strongly (63.7%) or somewhat (20.9%) agree the workshops and activities have helped the students gain or improve their leadership skills. Fewer (2.2%) educators somewhat disagree the lesson develops this outcome. No educators strongly disagree with this outcome. More than 10 percent (13.2%) indicate this outcome was not applicable to them.

**The workshops and activities have helped the students gain or improve their leadership skills.**

![Pie chart showing the distribution of responses](chart.png)

Base: 91 high school educators
More than 80 percent (85.8%) of high school educators strongly (49.5%) or somewhat (36.3%) agree the workshops and activities have helped the students gain or improve their leadership skills. Very few (1.1%) educators somewhat disagree the lesson develops this outcome. No educators strongly disagree with this outcome. More than 10 percent (13.2%) indicate this outcome was not applicable to them.

**Learning for Life is in line with national educational standards.**

- Strongly agree, 49.5%
- Somewhat agree, 36.3%
- Somewhat disagree, 1.1%
- Not applicable, 13.2%

Base: 91 high school educators
High school educators like best that the Learning for Life program:

- Provides activities and lessons that are engaging to the students (13 high school educators);
- Provides informative speakers who give detailed career information to students (12 high school educators);
- Provides an abundance of career information through student participation in career fairs, treks, and field trips (eight high school educators);
- Allows students to learn relevant life skills to understand their choices (eight high school educators);
- Builds character development in students (seven high school educators);
- Provides easy to use and follow lessons that are adaptable (seven high school educators).

The Learning for Life program could be enhanced by:

- Not doing any enhancements as the program is great as it is (eight high school educators);
- Providing more career options for students to participate in (five high school educators);
- Providing more activities and lessons that keep the students engaged (five high school educators);
- Allotting more time for speakers, instructors, and guests to come in and present or more time to teach the lessons (four high school educators);
- Updating the lessons to be more realistic to today’s students (four high school educators);
- Providing more age-appropriate lessons and activities (three high school educators);
- Obtaining more support from district, state, and local resources to support the school’s use of the program (three high school educators).
Most (94.5%) of high school educators are very (71.4%) or somewhat (23.1%) likely to recommend the Learning for Life program to other teachers. Five percent (5.5%) are not very (4.4%) to not at all likely (1.1%) to recommend the program.

How likely are you to recommend the Learning for Life program to other teachers?

- Very likely: 71.4%
- Somewhat likely: 23.1%
- Not very likely: 4.4%
- Not at all likely: 1.1%

Base: 91 high school educators
More than 60 percent (62.7%) of high school educators do not currently use a drug abuse program in their classroom.

**Do you currently use a drug abuse program in your classroom?**

- Yes, 37.4%
- No, 62.7%

Base: 91 high school educators
More than one-half (52.8%) of high school educators would be very (24.2%) or somewhat (28.6%) interested in using a drug abuse education program provided by Learning for Life. Additionally, among the 62.7 percent of high school educators who are not currently using a drug abuse education program, 40 percent (40.3%) would be very (17.5%) or somewhat (22.8%) interested in using Learning for Life’s program.

More than 40 percent (44.0%) of high school educators would be not very (17.6%) or not at all (26.4%) interested in using a drug abuse education program provided by Learning for Life. Few (3.3%) currently use Learning for Life’s program in their classroom.

**How interested would you be in using a drug abuse education program provided by Learning for Life?**

- Very interested, 24.2%
- Somewhat interested, 28.6%
- Not very interested, 17.6%
- Not all interested, 26.4%
- I currently use, 3.3%

Base: 91 high school educators
More than nine in 10 (95.6%) of high school educators’ schools would be very (73.6%) to somewhat (22.0%) likely to continue to offer the Learning for Life curriculum for high school students if their students could apply for a scholarship from Learning for Life. Nearly five percent (4.4%) would be not very or not at all likely (2.2% each).

If students could apply for a scholarship from Learning for Life, how likely would your school be to continue to offer the Learning for Life curriculum for high school students?

![Pie chart showing the likelihood of continuing the curriculum]

Base: 91 high school educators
Demographics
At least 70 percent of high school educators teach tenth (75.8%), eleventh (71.4%), or ninth grade (70.3%). More than 60 percent (65.9%) teach twelfth grade.

What grade do you teach?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>70.3%</td>
</tr>
<tr>
<td>10th grade</td>
<td>75.8%</td>
</tr>
<tr>
<td>11th grade</td>
<td>71.4%</td>
</tr>
<tr>
<td>12th grade</td>
<td>65.9%</td>
</tr>
</tbody>
</table>

Base: 91 high school educators
Note: Percentages will add up to more than 100 percent due to multiple responses.
Special Needs Program Evaluation

Program Outcomes Evaluation

Nearly three-fourths of (74.7%) of special needs educators strongly (35.6%) to somewhat (39.1%) agree that because of the safety lessons, their students are better able to avoid common household hazards and dangers. Few (3.9%) somewhat (1.3%) or strongly (2.6%) disagree. More than 20 percent (21.5%) of educators indicate the lesson plans they use did not include this outcome.

Because of the safety lessons, my students are better able to avoid common household hazards and dangers.

Base: 233 special needs educators
Almost three-fourths (73.9%) of special needs educators agree the safety lessons have increased their students’ knowledge of what to do if they become lost, including 31.8 percent who strongly agree. Nearly five percent (4.7%) disagree; more than 20 percent (21.5%) indicate they did not use the lesson plan that contained this outcome.

**The safety lessons have increased my students’ knowledge of what to do if they become lost.**

Base: 233 special needs educators
More than 30 percent of special needs educators strongly (31.3%) or somewhat (35.2%) agree the pedestrian safety lesson helped their students improve skills such as how to cross the street safely and to recognize traffic signs. Fewer (3.1%) somewhat (2.2%) or strongly disagree (0.9%). Thirty percent (30.5%) indicate they did not use the lesson plan related to pedestrian safety in their classroom.

The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs.
More than two-thirds (68.7%) of special needs educators strongly (32.2%) or somewhat (36.5%) agree the calendar lessons have helped improve their students’ ability to follow the daily classroom routine. Few (3.0%) somewhat (1.3%) or strongly (1.7%) disagree the lessons develop this outcome. Almost 30 percent (28.3%), however, indicate they did not teach this lesson to their students.

*The calendar lessons have helped improve my students’ ability to follow the daily classroom routine.*

- **Strongly agree, 32.2%**
- **Somewhat agree, 36.5%**
- **Somewhat disagree, 1.3%**
- **Strongly disagree, 1.7%**
- **Did not teach, 28.3%**

Base: 233 special needs educators
More than seven in 10 (76.8%) of special needs educators strongly (36.5%) to somewhat (40.3%) agree the self concept lessons have helped their students improve their ability to identify their basic emotions. Five percent (5.6%) of educators somewhat (2.6%) or strongly (3.0%) disagree the lessons deliver this outcome. Similar to other lessons, almost 20 percent (17.6%) indicate they did not teach this lesson to their students.

**The self concept lessons have helped my students improve their ability to identify their basic emotions.**

Base: 233 special needs educators
More than 70 percent (73.9%) of special needs educators strongly (33.1%) or somewhat (40.8%) agree the self concept lessons have helped their students improve their ability to identify positive personality traits in themselves and in others. Fewer (5.2%) educators somewhat (2.2%) or strongly disagree (3.0%) the students receive this outcome. More than 20 percent (21.0%) indicate they did not use this lesson with their students.

**The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others.**

- Strongly agree, 33.1%
- Somewhat agree, 40.8%
- Somewhat disagree, 2.2%
- Strongly disagree, 3.0%
- Did not teach, 21.0%

Base: 233 special needs educators
More than 70 percent (72.9%) of special needs educators agree the grooming lessons have improved their students’ skills for taking care of themselves, including nearly one-third (32.6%) who strongly agree. Few (3.0%) somewhat (1.7%) or strongly (1.3%) disagree the lessons develop this outcome. Nearly one-fourth (24.0%) indicate they did not use this lesson with their students.

The grooming lessons have improved my students’ skills for taking care of themselves, such as washing their hands and brushing their teeth.

Base: 233 special needs educators
Nearly 70 percent (69.1%) of special needs educators strongly (32.6%) or somewhat (36.5%) agree the clothing lessons have helped their students improve their ability to choose clothing to wear that is appropriate for different situations. While more than one-fourth (26.2%) indicate they did not teach this lesson to their students, nearly five percent (4.7%) somewhat (3.0%) or strongly (1.7%) disagree the lesson delivers this outcome.

The clothing lessons have helped my students improve their ability to choose clothing to wear that is appropriate for different situations.

Base: 233 special needs educators
Seventy percent (70.8%) of special needs educators strongly (30.9%) or somewhat (39.9%) agree the lessons have helped their students improve their ability to recognize and handle anger in healthy ways. Less than 10 percent (7.3%) somewhat (4.7%) or strongly (2.6%) disagree the lesson delivers this outcome. More than 20 percent (21.9%) indicate they did not teach this lesson to their students.

**The lessons have helped my students improve their ability to recognize and handle anger in healthy ways.**

![Pie chart showing responses](chart.png)

**Base:** 233 special needs educators
Three-fourths (75.5%) of special needs educators agree that through the nutrition lessons their students have improved their ability to recognize and appreciate healthy foods, including 35.2 percent who strongly agree. Few (3.9%) somewhat (1.7%) or strongly (2.2%) disagree that the lessons have improved their students’ ability to recognize and appreciate healthy foods. Twenty percent (20.6%) indicate they did not teach this lesson to their students.

**Through the nutrition lessons my students have improved their ability to recognize and appreciate healthy foods.**

- Strongly agree, 35.2%
- Somewhat agree, 40.3%
- Somewhat disagree, 1.7%
- Strongly disagree, 2.2%
- Did not teach, 20.6%

Base: 233 special needs educators
More than 70 percent (73.8%) of special needs educators strongly (38.2%) or somewhat (35.6%) agree the wellness lessons have helped increase their students’ understanding of the importance of exercise. Fewer than 10 percent (6.1%) somewhat (3.9%) or strongly (2.2%) disagree the lessons deliver this outcome. Similar to other lessons, 20 percent (20.2%) indicate they did not teach these lessons to their students.

**The wellness lessons have helped increase my students’ understanding of the importance of exercise.**

![Pie chart showing distribution of responses.]

Base: 233 special needs educators
Seven in 10 (70.4%) of special needs educators agree the lessons are helping their students build self-esteem, including 30.5 percent who strongly agree. Five percent (5.2%) somewhat or strongly disagree (2.6% each) these lessons deliver this outcome. One-fourth (24.5%) of educators indicate they did not teach this lesson to their students.

The lessons are helping my students build self-esteem.

Base: 233 special needs educators
More than 80 percent (83.7%) of special needs educators strongly (53.9%) or somewhat (30.5%) agree the lessons provide fun ways to learn important skills. Fewer than five percent (3.9%) somewhat (1.7%) or strongly (2.2%) disagree lessons provide fun ways to learn important skills. More than 10 percent (12.5%) indicate they did not teach this lesson to their students.

The lessons provide fun ways to learn important skills.

- Strongly agree, 53.2%
- Somewhat agree, 30.5%
- Somewhat disagree, 1.7%
- Strongly disagree, 2.2%
- Did not teach, 12.5%

Base: 233 special needs educators
More than eight in 10 (84.1%) special needs educators strongly (45.5%) or somewhat (38.6%) agree Learning for Life is in line with national education standards. Fewer (3.5%) somewhat (0.9%) or strongly (2.6%) disagree the program is in line with national education standards. More than 10 percent (12.5%) indicate they did not teach this lesson to their students, but this is not a specific outcome taught within the program.

**Learning for Life is in line with national education standards.**

- Strongly agree, 45.5%
- Somewhat agree, 38.6%
- Somewhat disagree, 0.9%
- Strongly disagree, 2.6%
- Did not teach, 12.5%

Base: 233 special needs educators
When asked what is best about the Learning for Life program, special needs educators commented:

- The instructors and staff are great and really care about and support the students and educators (30 special needs educators);
- The lessons are appropriate and adaptable to students’ needs (28 special needs educators);
- The program teaches valuable life lessons and develops life skills in special needs students (21 special needs educators);
- The program engages students and provides opportunities to participate in things they may not have otherwise had the opportunity to do (16 special needs educators);
- The program provides creative and hands-on activities and projects that facilitate learning (12 special needs educators);
- The special needs curriculum has never been received by the educators (12 special needs educators);
- The lessons are easy to use and follow (11 special needs educators);
- The outdoor events and field trips are great (10 special needs educators);
- The program connects with the school curriculum (five special needs educators);
- The program is flexible in general (four special needs educators);
- The cost of the program for the school is too expensive (three special needs educators).

The Learning for Life program could be enhanced by:

- Providing more hands-on activities and lessons to keep the students engaged and help them learn life skills (24 special needs educators);
- Not doing any enhancements as the program is great as it is (18 special needs educators);
- Alloting more visits to the speakers, guests, and instructors or allowing them to have longer visits with the students (17 special needs educators);
- Providing more visuals and worksheets and integrating more technology (12 special needs educators);
- Providing educators with the special needs curriculum (11 special needs educators);
- Providing more coordination between educators and Learning for Life leaders and staff (six special needs educators);
- Providing more age-appropriate lessons or activities that are modified for special needs students (five special needs educators);
- Engaging the students more in a variety of activities (four special needs educators);
More than 90 percent (93.6%) of special needs educators would be very (75.1%) to somewhat (18.5%) likely to recommend the Learning for Life program to other teachers. More than five percent (6.5%) would be not very (2.6%) or not at all likely (3.9%) to recommend the program.

**How likely are you to recommend the Learning for Life program to other teachers?**

- Very likely, 75.1%
- Somewhat likely, 18.5%
- Not very likely, 2.6%
- Not at all likely, 3.9%

Base: 233 special needs educators
More than three-fourths (78.1%) of special needs educators do not currently use a drug abuse education program in their classroom.

**Do you currently use a drug abuse education program in your classroom?**

- **Yes**, 21.9%
- **No**, 78.1%

Base: 233 special needs educators
More than one-half (53.7%) of special needs educators would be very (20.2%) or somewhat (33.5%) interested in using a drug abuse education program provided by Learning for Life in their classroom. Further, among the 78.1 percent of educators who do not currently use a drug abuse program, almost one-half (48.9%) would be very (17.6%) or somewhat (31.3%) interested in using the program.

Almost one half (45.9%) of special needs educators would be not very (22.3%) to not at all (23.6%) interested in using a drug abuse education program provided by Learning for Life. Very few (0.4%) currently use Learning for Life’s drug abuse education program.

**How interested would you be in using a drug abuse education program provided by Learning for Life?**

- Very interested, 20.2%
- Somewhat interested, 33.5%
- Not very interested, 22.3%
- Not at all interested, 23.6%
- Currently use LFL, 0.4%

Base: 233 special needs educators
More than one-third (37.3%) of special needs educators use the Champions curriculum with their special needs students, followed by the kindergarten (28.8%), first-grade (27.0%), third-grade (22.3%), fourth-grade (21.9%), and second-grade (20.6%) curriculums. More than 10 percent use the fifth-grade (15.9%) and sixth-grade (12.0%) curriculums.

Base: 233 special needs educators
Note: Percentages will add up to more than 100 percent due to multiple responses.
APPENDIX I – QUESTIONNAIRE
LFL EARLY CHILDHOOD AND ELEMENTARY PROGRAM OUTCOMES

[INVITATION]
Dear teacher:
To help us determine how well the Learning for Life curriculum is meeting your needs, please answer the following questions.

Which of the following best describes you? [SELECT ONE]
[ ] I use the Learning for Life curriculum as a teacher in a school setting.
[ ] I use the Learning for Life curriculum as a counselor in a school setting.
[ ] I use the Learning for Life curriculum as a teacher in a home school setting.
[ ] I use the Learning for Life curriculum as a teacher in a daycare center.
[ ] I use the Learning for Life curriculum as a teacher in a YMCA/YWCA setting.

What grade you primarily teach? Please select the grade you teach the majority of your time. [SELECT ONE]
[ ] Early childhood/pre-kindergarten
[ ] Kindergarten
[ ] First grade
[ ] Second grade
[ ] Third grade
[ ] Fourth grade
[ ] Fifth grade

What other grades do you teach, if any? [SELECT ALL THAT APPLY]
[ ] Early childhood/pre-kindergarten
[ ] Kindergarten
[ ] First grade
[ ] Second grade
[ ] Third grade
[ ] Fourth grade
[ ] Fifth grade
[ ] I do not teach any other grades.

[EARLY CHILDHOOD/PRE-KINDERGARTEN ANSWER THE NEXT SEVEN QUESTIONS]

Overall, how satisfied are you with Learning for Life’s early childhood program? [SELECT ONE]
[ ] Very satisfied
[ ] Somewhat satisfied
[ ] Not very satisfied
[ ] Not at all satisfied

[IF NOT VERY OR NOT AT ALL SATISFIED, POP UP] Why are you not satisfied with the early childhood program? ____________________________________________

2011 Learning for Life Program Evaluation
Appendix I - Questionnaire
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How involved are your students’ parents with the program? [SELECT ONE]
[ ] Very involved
[ ] Somewhat involved
[ ] Not very involved
[ ] Not at all involved

[IF VERY OR SOMEWHAT INVOLVED, POP UP] How were you able to get the parents involved with the program?
__________________________________________________________________________________________________________________________________________________________________

Did you integrate Learning for Life’s early childhood program with other programs you teach (e.g., early reading literacy)? [SELECT ONE]
[ ] Yes
[ ] No

[IF YES, POP UP] How did you integrate the early childhood program with other programs?
__________________________________________________________________________________________________________________________________________________________________

How likely are you recommend Learning for Life’s early childhood program to other teachers? [SELECT ONE]
[ ] Very likely
[ ] Somewhat likely
[ ] Not very likely
[ ] Not at all likely

EVERYONE

Please rate the extent you agree with the following statements about the Learning for Life program you primarily teach. [SELECT ONE]

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for Life’s lessons and activities are age-appropriate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life helps children improve their relationship with adults.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life’s activities are grade-specific.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons and activities help children learn to be more responsible.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The program provides activities that interest the children in your class.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons effectively teach the concepts of laws and justice.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons help children to respect those of different ethnic and cultural backgrounds.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>Learning for Life teaches children the skills they need to resist negative peer pressure.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for the children to learn new things.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>The lessons and activities help children to learn to get along better with each other.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
</tbody>
</table>

How often do you use the following Learning for Life materials? [SELECT ONE]

<table>
<thead>
<tr>
<th>Materials</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SELDOM</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition wall chart</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Recognition wall stickers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Desk chart</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Desk stickers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Super Safe DVD [KINDERGARTEN – FIFTH GRADE ONLY]</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Value added book [EARLY CHILDHOOD ONLY]</td>
<td>○</td>
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<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
What do you like best about the Learning for Life program? Please be specific to the grade.
___________________________________________________________________________________
___________________________________________________________________________________

How can the Learning for Life program be enhanced? Please be specific to the grade.
___________________________________________________________________________________
___________________________________________________________________________________

How likely are you to recommend the Learning for Life program to other teachers? [SELECT ONE]
[ ] Very likely
[ ] Somewhat likely
[ ] Not very likely
[ ] Not at all likely

Do you currently use a drug abuse program in your classroom? [SELECT ONE]
[ ] Yes
[ ] No

How interested would you be in using a drug abuse program provided by Learning for Life? [SELECT ONE]
[ ] Very interested
[ ] Somewhat interested
[ ] Not very interested
[ ] Not at all interested
[ ] I currently use Learning for Life’s drug abuse education program.

The following questions are for demographic purposes. All responses will be looked at in total, only.

What is the name of your school? ________________________

What is the zip code for your school? _____________________

Optional, if you would like for someone from the national Learning for Life team to contact you, please fill in the following information:

Name_______________________
Phone number _________________________
E-mail address ___________________________

Thank you for taking the survey.
[INVITATION]
Dear teacher:
To help us determine how well the Learning for Life curriculum is meeting your needs, please answer the following questions.

What grade do you teach? [SELECT ALL THAT APPLY]
[ ] Sixth grade
[ ] Seventh grade
[ ] Eighth grade

[SIXTH GRADE ANWER THE NEXT FOUR QUESTIONS]

Please rate the extent you agree with the following statements about the Learning for Life program you teach. [SELECT ONE]

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for Life’s lessons and activities are age-appropriate.</td>
<td>○</td>
<td>○</td>
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<td>○</td>
<td>○</td>
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<tr>
<td>Learning for Life helps children improve their relationship with adults.</td>
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</tr>
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<td>The lessons and activities help children learn to be more responsible.</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life teaches children the skills they need to resist negative peer pressure.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for the children to learn new things.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons and activities help children to learn to get along better with each other.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

How often do you use the following Learning for Life materials? [SELECT ONE]

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SELDOM</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition wall chart</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Recognition stickers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Desk chart and stickers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Super Safe DVD</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What do you like best about the Learning for Life program? Please be specific to the sixth grade.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________  

How can the Learning for Life program be enhanced? Please be specific to the sixth grade.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2011 Learning for Life Program Evaluation
Please rate the extent you agree with the following statements about the Learning for Life program.

**[SELECT ONE]**

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community speakers help the students learn about the opportunities available to them.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It helps the school provide a caring, encouraging environment.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The speakers are a positive influence on the students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It helps students develop a sense of personal responsibility.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The resources help to teach interpersonal skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lesson plans help the students realize that they have control over what happens to them.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It helps enhance the students’ self-esteem.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It helps motivate the students to do well in school.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The personality exercise help the students learn more about themselves.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It helps the students develop the desire to serve in the community.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The personality exercises help the students understand others better.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It gives students strategies to resolve conflicts without violence.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons and exercises help the students to understand and appreciate those from different cultural, ethnic, or racial backgrounds.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Learning for Life helps students learn about setting personal goals.  ○  ○  ○  ○  ○

Learning for Life is in line with national education standards.  ○  ○  ○  ○  ○

How often do you use the following Learning for Life materials? [SELECT ONE]

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SELDOM</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Value added DVD</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Value added DVD guidebook</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What do you like best about the Learning for Life program? Please be specific to the seventh and eighth grade programs.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How can the Learning for Life program be enhanced? Please be specific to the seventh and eighth grade programs.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

[EVERYONE]

How likely are you to recommend the Learning for Life program to other teachers? [SELECT ONE]
[ ] Very likely
[ ] Somewhat likely
[ ] Not very likely
[ ] Not at all likely

Do you currently use a drug abuse program in your classroom? [SELECT ONE]
[ ] Yes
[ ] No
How interested would you be in using a drug abuse program provided by Learning for Life? [SELECT ONE]

[ ] Very interested
[ ] Somewhat interested
[ ] Not very interested
[ ] Not at all interested
[ ] I currently use Learning for Life's drug abuse education program.

How interested would you be in having a career exploration program for use with the Learning for Life curriculum? [SELECT ONE]

[ ] Very interested
[ ] Somewhat interested
[ ] Not very interested
[ ] Not at all interested

[IF VERY OR SOMEWHAT INTERESTED] What would you like included in the program?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

If students could apply for a scholarship from Learning for Life, how likely would your school be to continue to offer the Learning for Life curriculum for sixth, seventh, and eighth graders? [SELECT ONE]

[ ] Very likely
[ ] Somewhat likely
[ ] Not very likely
[ ] Not at all likely

The following questions are for demographic purposes. All responses will be looked at in total, only.

What is the name of your school? ________________________

What is the zip code for your school? _____________________

If you would like for someone from the national Learning for Life team to contact you, please fill in the following information:

Name_______________________
Phone number _________________________
E-mail address ___________________________

Thank you for taking the survey.
LFL HIGH SCHOOL PROGRAM OUTCOMES

[INVITATION]
Dear teacher:
To help us determine how well the Learning for Life curriculum is meeting your needs, please answer the following questions.

What grade do you teach? [SELECT ALL THAT APPLY]
[ ] Ninth grade
[ ] Tenth grade
[ ] Eleventh grade
[ ] Twelfth grade

Please rate the extent you agree with the following statements about the Learning for Life program. [SELECT ONE]

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshops and activities help students improve their communication skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The guest presenters are people the students can look up to.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life helps enhance the classroom atmosphere of caring.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops and activities actively engage the students in learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops give the students an understanding of what is necessary to achieve success in the professional world.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops teach skills for handling peer pressure.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops help increase self-esteem.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops help the students understand the importance of being honest and ethical in their careers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops teach skills for resolving conflicts.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

2011 Learning for Life Program Evaluation
Appendix I - Questionnaire
Page 10 of 15
<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshops help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops and activities help the students learn how to set goals and make plans for the future.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The workshops and activities have helped the students gain or improve their leadership skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What do you like best about the Learning for Life program? Please be specific to the grade.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How can the Learning for Life program be enhanced? Please be specific to the grade.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How likely are you to recommend the Learning for Life program to other teachers? [SELECT ONE]
[ ] Very likely
[ ] Somewhat likely
[ ] Not very likely
[ ] Not at all likely

Do you currently use a drug abuse program in your classroom? [SELECT ONE]
[ ] Yes
[ ] No

How interested would you be in using a drug abuse program provided by Learning for Life? [SELECT ONE]
[ ] Very interested
[ ] Somewhat interested
[ ] Not very interested
[ ] Not at all interested
[ ] I currently use Learning for Life’s drug abuse education program.
If students could apply for a scholarship from Learning for Life, how likely would your school be to continue to offer the Learning for Life curriculum for high school students? [SELECT ONE]

[ ] Very likely
[ ] Somewhat likely
[ ] Not very likely
[ ] Not at all likely

The following questions are for demographic purposes. All responses will be looked at in total, only.

What is the name of your school? ________________________

What is the zip code for your school? ____________________

Optional, if you would like for someone from the national Learning for Life team to contact you, please fill in the following information:

Name_______________________
Phone number ________________________
E-mail address ___________________________

Thank you for taking the survey.
LFL SPECIAL NEEDS PROGRAM OUTCOMES

[INVITATION]

Dear teacher:
To help us determine how well the Learning for Life curriculum is meeting your needs, please answer the following questions.

Which of the following Learning for Life curriculums do you use with your special needs students? [SELECT ALL THAT APPLY]

- [] Champions
- [] Kindergarten
- [] First grade
- [] Second grade
- [] Third grade
- [] Fourth grade
- [] Fifth grade
- [] Sixth grade
- [] Seventh grade
- [] Eighth grade
- [] Ninth grade
- [] Tenth grade
- [] Eleventh grade
- [] Twelfth grade

Taking the ability level of your special needs students into account, please rate the extent you agree with the following statements about the Learning for Life program. [SELECT ONE]

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>DID NOT TEACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of the safety lessons, my students are better able to avoid common household hazards and dangers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The safety lessons have increased my students’ knowledge of what to do if they become lost.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The calendar lessons have helped improve my students’ ability to follow the daily classroom routine.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>DID NOT TEACH</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>The self concept lessons have helped my students improve the ability to identify their basic emotions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The grooming lessons have improved my students’ skills for taking care of themselves, such as washing their hands and brushing their teeth.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The clothing lessons have helped my students improve their ability to choose clothing to wear that is appropriate for different situations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons have helped my students improve their ability to recognize and handle anger in healthy ways.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Through the nutrition lessons my students have improved their ability to recognize and appreciate healthy foods.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The wellness lessons have helped increase my students’ understanding of the importance of exercise.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The wellness lessons have helped increase my students’ understanding of the need for proper rest.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons are helping my students build self-esteem.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The lessons provide fun ways to learn important skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
What do you like best about the Learning for Life program? Please be specific.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How can the Learning for Life program be enhanced? Please be specific.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How likely are you to recommend the Learning for Life program to other teachers? [SELECT ONE]
[ ] Very likely
[ ] Somewhat likely
[ ] Not very likely
[ ] Not at all likely

Do you currently use a drug abuse program in your classroom? [SELECT ONE]
[ ] Yes
[ ] No

How interested would you be in using a drug abuse program provided by Learning for Life? [SELECT ONE]
[ ] Very interested
[ ] Somewhat interested
[ ] Not very interested
[ ] Not at all interested
[ ] I currently use Learning for Life’s drug abuse education program.

The following questions are for demographic purposes. All responses will be looked at in total, only.

What is the name of your school? ________________________

What is the zip code for your school? _____________________

Optional, if you would like for someone from the national Learning for Life team to contact you, please fill in the following information:

Name_______________________
Phone number _________________________
E-mail address ___________________________

Thank you for taking the survey.