2012
Learning For Life Program
Evaluation Survey

July 2012
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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 Research and Program Innovation, beginning March 19, 2012. Educators were informed of the survey in a variety of ways. First, links to the online surveys for the early childhood/elementary, middle school, high school, and special needs programs were posted on the Learning for Life website for educators to complete the evaluation. Second, emails were sent to local council offices to have them inform Learning for Life educators in their area about the survey. Emails were also sent to all Learning for Life district executives to have them inform their educators to complete the survey. Six hundred fourteen early childhood and elementary, 91 middle school, 50 high school, and 138 special needs educators responded by June 18, 2012. Because responses were received from an online posting of the survey link and emails, 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/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, additional middle school and high school charts broken out by grade, and a comparison of the 2012 outcomes results to the 2010 and 2011 results by LFL program are included in the appendices of the report.
EXECUTIVE SUMMARY AND RECOMMENDATIONS

Early Childhood and Elementary Program Evaluation and Recommendations

Likelihood to Recommend Program

One-half of early childhood and elementary educators are likely to promote the early childhood and elementary program, rating their likelihood to recommend the program to other teachers as a nine or 10. Nearly one-third of educators, however, are detractors, and are not likely to recommend the program to other teachers. These educators gave a likelihood to recommend rating of zero to six. The overall net promoter score for the early childhood and elementary program is 17.1, the lowest of all Learning for Life programs.

Satisfaction with Program

More than 90 percent of early childhood and elementary educators are satisfied with the Learning for Life program. The few who are not satisfied express that their reasons for dissatisfaction include that the lessons need to be updated and the program should include more hands-on activities.

Involving Students’ Parents

Almost three of 10 early childhood and elementary educators have parents that are involved with the program. These educators got their parents involved by:

- Sending booklets and work home with the children to share with their parents and/or encouraging parent/child discussions;
- Notifying parents of the program and benefits via newsletters, parent/teacher conferences, family nights, Parent Teacher Associations, etc.;
- Co-teaching with or seeking parent volunteers to work in the classrooms;
- Sharing information or discussing weekly concepts with the parents overall.

Integration with Other Programs

Slightly more than one-half of early childhood and elementary educators have integrated Learning for Life’s program with other programs they teach by:
• Combining the program with their regular language arts, or reading and writing, curriculum and building into lesson plans (e.g., writing about experiences reading comprehension, skills review, literacy, peer reading, etc.);
• Combining the program with their regular social studies or social skills curriculum and building into lesson plans (e.g., maps, citizenship, positive behaviors, etc.);
• Finding commonalities between the program and their current teachings or reminding the students of the skills previously learned;
• Combining the program with their current lessons or curriculum in general;
• Tying the program to the core or everything they teach;
• Combining the program with their regular character curriculum and building into lesson plans;
• Combining the program with their regular science curriculum and building into lesson plans.

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 13 of the 15 program outcomes are developed in their students. Almost one-half of educators strongly agree with the following outcomes (see additional information in the table on the next page):

• The lessons effectively teach the concepts of laws and justice;
• The lessons and activities help the children to develop their creativity.

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 (6.0%);
• Learning for Life is in line with national education standards (5.7%).
<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 lessons and activities help children learn to be more responsible.</td>
<td>65.6%</td>
<td>30.7%</td>
<td>2.2%</td>
<td>1.5%</td>
<td>599</td>
</tr>
<tr>
<td>Learning for Life's lessons and activities are age-appropriate.</td>
<td>64.2%</td>
<td>30.3%</td>
<td>4.1%</td>
<td>1.3%</td>
<td>603</td>
</tr>
<tr>
<td>The lessons and activities help children to learn to get along better with each other.</td>
<td>63.1%</td>
<td>33.3%</td>
<td>2.2%</td>
<td>1.5%</td>
<td>601</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>61.9%</td>
<td>33.4%</td>
<td>3.2%</td>
<td>1.5%</td>
<td>601</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>61.9%</td>
<td>31.8%</td>
<td>4.3%</td>
<td>2.0%</td>
<td>601</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for children to learn new things.</td>
<td>61.6%</td>
<td>33.1%</td>
<td>3.5%</td>
<td>1.8%</td>
<td>601</td>
</tr>
<tr>
<td>Learning for Life's activities are grade-specific.</td>
<td>61.0%</td>
<td>30.8%</td>
<td>6.5%</td>
<td>1.7%</td>
<td>598</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards</td>
<td>60.1%</td>
<td>34.4%</td>
<td>3.3%</td>
<td>2.2%</td>
<td>579</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>59.7%</td>
<td>35.6%</td>
<td>3.0%</td>
<td>1.7%</td>
<td>598</td>
</tr>
<tr>
<td>The lessons help children to respect those of different ethnic and cultural backgrounds.</td>
<td>59.7%</td>
<td>34.3%</td>
<td>3.9%</td>
<td>2.2%</td>
<td>595</td>
</tr>
<tr>
<td>Learning for Life teaches children the skills they need to resist negative peer pressure.</td>
<td>58.1%</td>
<td>36.1%</td>
<td>4.2%</td>
<td>1.7%</td>
<td>596</td>
</tr>
<tr>
<td>The program provides activities that interest the children in your class.</td>
<td>56.2%</td>
<td>36.6%</td>
<td>4.5%</td>
<td>2.7%</td>
<td>598</td>
</tr>
<tr>
<td>Learning for Life helps children improve their relationships with adults.</td>
<td>52.8%</td>
<td>41.8%</td>
<td>4.0%</td>
<td>1.3%</td>
<td>593</td>
</tr>
<tr>
<td>The lessons effectively teach the concepts of laws and justice.</td>
<td>48.2%</td>
<td>43.7%</td>
<td>6.4%</td>
<td>1.7%</td>
<td>577</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>48.2%</td>
<td>42.2%</td>
<td>6.9%</td>
<td>2.7%</td>
<td>595</td>
</tr>
</tbody>
</table>

Elementary educators who rated an outcome as 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.
More than one-half of early childhood and elementary educators never use any of the Learning for Life supporting materials such as the Super Safe DVD, desk chart, and recognition wall stickers.

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

- The program teaches important life skills and provides information children need to know;
- The program includes a variety of fun, creative, and engaging lessons;
- The program includes interactive lessons that interest the children;
- The program includes age-appropriate materials and activities;
- The speakers are dependable and provide another voice to teach important concepts;
- The materials like the charts, stickers, newsletters, and DVDs are great;
- The program ties to character education;
- The program can be integrated with other school curriculum, adapted as needed, or used to reinforce current teaching;
- The program is easy to use and organized;
- The program provides opportunities for class discussions.

More than 10 early childhood and elementary educators indicated that support materials like the wall charts, stickers and DVDs have never been received.

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

- There is no need to enhance the program as the program is already great as it is;
- The lessons should be updated to be relevant to today’s youth and integrate more technology;
- All supporting materials should be accessible and readily available;
- There should be more lessons or activities tied to other curriculum areas;
- Lessons and activities should be more age-specific or age-appropriate to be understandable for all ages and all learning abilities;
- The lessons should be shorter to fit within a teacher’s tight schedule;
- Lessons should be taught more often;
• Instructors and presenters should be better prepared and be of better quality.

More than two-thirds of early childhood and elementary educators do not currently use a drug abuse program in their classroom. Educators who primarily teach fifth-grade are more likely than kindergarten, first-grade, and second-grade educators to currently use a drug abuse program. Most early childhood and elementary educators would be very 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, six of 10 would be interested in using Learning for Life’s program. Very few currently use Learning for Life’s drug abuse program.

Recommendations

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 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 program’s best features as key selling points to schools. In doing so, the Learning for Life department should consider reviewing current lesson plans to identify any areas that could be revised to be more relevant and age-appropriate to early childhood and elementary age children. Any changes made to the lessons should be investigated to be sure they will meet the needs of teachers and be relevant to their students’ lives. If the department needs to prioritize on which lesson plans to review, the department should concentrate on reviewing and updating first-grade, third-grade, and early childhood, followed by kindergarten, fourth-grade, and fifth-grade. In addition, possible lesson revisions include adding more
lessons that are engaging, motivating, age-appropriate, hands-on, and fun and feature less writing and instruction.

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 the age-appropriateness of the program.
Middle School Program Evaluation and Recommendations

Likelihood to Recommend Sixth-Grade Program

Close to 60 percent of sixth-grade educators are likely to promote the sixth-grade program, rating their likelihood to recommend the program to other teachers as a nine or 10. More than 10 percent of educators are detractors and are not likely to recommend the program to other teachers. These educators gave a likelihood to recommend rating of zero to six. The overall net promoter score for the sixth-grade program is 43.1.

Satisfaction with Sixth-Grade Program

More than 90 percent of sixth-grade educators are satisfied with the Learning for Life program.

Involving Sixth-Grade Students’ Parents

Almost three of 10 sixth-grade educators have parents that are involved with the program. These educators got the parents involved by:
- Hosting trips, outings, or award ceremonies and inviting parents;
- Notifying parents of the program and benefits via newsletters, parent/teacher conferences, open houses, school functions, etc.

Integration with Other Sixth-Grade Programs

Slightly more than one-half of sixth-grade educators have integrated Learning for Life’s program with other programs they teach by:
- Finding commonalities between the program and their current teachings or reminding the students of the skills previously learned;
- Combining the program with their current lessons or curriculum in general;
- Combining the program with their regular character education curriculum and building into lesson plans;
- Combining the program with their regular health curriculum and building into lesson plans;
• Combining the program with their regular physical education curriculum and building into lesson plans.

**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 (see the table on the next page).

More than five percent of sixth-grade educators indicated the lessons effectively taught the concepts of laws and justice was not applicable to them.
<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 help children to respect those of different ethnic and cultural backgrounds.</td>
<td>73.0%</td>
<td>27.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>63</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for children to learn new things.</td>
<td>72.3%</td>
<td>27.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>65</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>70.8%</td>
<td>27.7%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>65</td>
</tr>
<tr>
<td>The lessons and activities help children to learn to get along better with each other.</td>
<td>69.2%</td>
<td>30.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>65</td>
</tr>
<tr>
<td>Learning for Life’s lessons and activities are age-appropriate.</td>
<td>67.7%</td>
<td>30.8%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>65</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>67.7%</td>
<td>30.8%</td>
<td>0.0%</td>
<td>1.5%</td>
<td>65</td>
</tr>
<tr>
<td>Learning for Life teaches children the skills they need to resist negative peer pressure.</td>
<td>66.7%</td>
<td>31.7%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>63</td>
</tr>
<tr>
<td>The lessons and activities help children learn to be more responsible.</td>
<td>63.1%</td>
<td>36.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>65</td>
</tr>
<tr>
<td>Learning for Life’s activities are grade-specific.</td>
<td>61.9%</td>
<td>33.3%</td>
<td>4.8%</td>
<td>0.0%</td>
<td>63</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>58.7%</td>
<td>36.5%</td>
<td>3.2%</td>
<td>1.5%</td>
<td>63</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>56.9%</td>
<td>43.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>65</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>56.9%</td>
<td>40.0%</td>
<td>3.1%</td>
<td>0.0%</td>
<td>65</td>
</tr>
<tr>
<td>The lessons effectively teach the concepts of laws and justice.</td>
<td>55.0%</td>
<td>45.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>60</td>
</tr>
<tr>
<td>The program provides activities that interest the children in your class.</td>
<td>53.1%</td>
<td>46.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>64</td>
</tr>
<tr>
<td>Learning for Life helps children improve their relationships with adults.</td>
<td>53.1%</td>
<td>45.3%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>64</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 one-half of educators never use the:

- Super Safe DVD
- Desk wall chart
- Recognition stickers
- Recognition wall chart

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

- Teaches life skills;
- Provides lessons that are fun, engaging, and creative;
- Teaches values;
- Can be integrated with current curriculum.

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

- Providing more hands-on, engaging activities and lessons;
- Not doing any enhancements as the program is great as it is.

**Likelihood to Recommend Seventh- and Eighth-Grade Program**

More than one-half of seventh- and eighth-grade educators are likely to promote the seventh- and eighth-grade program, rating their likelihood to recommend the program to other teachers as a nine or 10. More than 10 percent of educators are detractors and are not likely to recommend the program to other teachers. These educators gave a likelihood to recommend rating of zero to six. The overall net promoter score for the seventh- and eighth-grade program is 35.4.

**Satisfaction with Seventh- and Eighth-Grade Program**

More than nine of 10 seventh- and eighth-grade educators are satisfied with the Learning for Life program.

**Involving Seventh and Eighth-Grade Students’ Parents**

Thirty percent of seventh- and eighth-grade educators have parents that are involved with the program. These educators got their parents involved by notifying parents of the program and benefits via letters, parent/teacher conferences, etc.
Integration with Other Seventh- and Eighth-Grade Programs

One-half of seventh- and eighth-grade educators have integrated Learning for Life’s program with other programs they teach by:

- Combining the program with their regular health curriculum and building into lesson plans;
- Finding commonalities between the program and their current teachings or reminding the students’ of the skills previously learned;
- Combining the program with their regular physical education curriculum and building into lesson plans.

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 two-thirds who strongly agree with 10 of those outcomes (see the table on the next page).

Some of the program elements are used more than others. All program outcomes or statements have at least 10 percent of educators who indicate the statement is not applicable. Below is a list of the statements with their corresponding not applicable percentages:

- The community speakers help the students learn about the opportunities available to them (29.2%);
- The speakers are a positive influence on the students (27.7%);
- Learning for Life is in line with national education standards (16.9%);
- It helps the students develop the desire to serve in the community (15.4%);
- The personality exercises help the students understand others better (15.4%);
- It gives students strategies to resolve conflict without violence (13.9%);
- It helps the school provide a caring, encouraging environment (13.9%);
- The lessons and exercises help the students to understand and appreciate those from different cultural, ethnic, or racial backgrounds (13.9%);
- Learning for Life helps students learn about setting personal goals (13.9%);
- The personality exercises help the students learn more about themselves (13.9%);
• It helps students develop a sense of personal responsibility (12.3%);
• The lesson plans help the students realize that they have control over what happens to them (12.3%);
• The resources help to teach interpersonal skills (10.8%);
• It helps to enhance the students’ self-esteem (10.8%);
• It helps motivate the students to do well in school (10.8%).
<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>It helps students develop a sense of personal responsibility.</td>
<td>73.7%</td>
<td>26.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>57</td>
</tr>
<tr>
<td>The personality exercises help the students learn more about themselves.</td>
<td>73.2%</td>
<td>26.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>56</td>
</tr>
<tr>
<td>It helps the school provide a caring, encouraging environment.</td>
<td>73.2%</td>
<td>26.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>56</td>
</tr>
<tr>
<td>The speakers are a positive influence on the students.</td>
<td>72.3%</td>
<td>27.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>47</td>
</tr>
<tr>
<td>Learning for Life helps students learn about setting personal goals.</td>
<td>69.6%</td>
<td>28.6%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>56</td>
</tr>
<tr>
<td>It helps enhance the students' self-esteem.</td>
<td>69.0%</td>
<td>29.3%</td>
<td>1.7%</td>
<td>0.0%</td>
<td>58</td>
</tr>
<tr>
<td>The lesson plans help the students realize that they have control over what happens to them.</td>
<td>68.4%</td>
<td>28.1%</td>
<td>3.5%</td>
<td>0.0%</td>
<td>57</td>
</tr>
<tr>
<td>It gives students strategies to resolve conflicts without violence.</td>
<td>67.9%</td>
<td>30.4%</td>
<td>0.0%</td>
<td>1.8%</td>
<td>56</td>
</tr>
<tr>
<td>The community speakers help the students learn about the opportunities available to them.</td>
<td>67.4%</td>
<td>32.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>46</td>
</tr>
<tr>
<td>The resources help to teach interpersonal skills.</td>
<td>67.2%</td>
<td>32.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>58</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>64.3%</td>
<td>35.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>56</td>
</tr>
<tr>
<td>The personality exercises help the students understand others better.</td>
<td>60.0%</td>
<td>40.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>55</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards</td>
<td>59.3%</td>
<td>37.0%</td>
<td>1.9%</td>
<td>1.9%</td>
<td>54</td>
</tr>
<tr>
<td>It helps motivate the students to do well in school</td>
<td>53.4%</td>
<td>43.1%</td>
<td>3.4%</td>
<td>0.0%</td>
<td>58</td>
</tr>
<tr>
<td>It helps the students develop the desire to serve in the community.</td>
<td>49.1%</td>
<td>49.1%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>55</td>
</tr>
</tbody>
</table>

Seventh- and eighth-grade educators who rated an outcome as 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 60 percent never use any of the additional materials.

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

- Teaches important life skills;
- Is relevant to students’ lives;
- Provides activities that are hands-on, visual, auditory, and tactical;
- Can be integrated with current curriculum or used to reinforce current teaching;
- Teaches values;
- Provides age-appropriate topics and activities.

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

- Providing more hands-on, engaging activities and lessons;
- Providing access to all materials such as the DVDs, workbooks, charts, etc.;
- Not doing any enhancements as the program is great as it is;
- Providing more programs throughout the year.

**All Middle School Educators**

Nearly eight of 10 middle school educators do not currently use a drug abuse program in their classroom. Two-thirds of educators would, however, be interested in using a drug abuse education program provided by Learning for Life. Among the educators who do not currently use a drug abuse program, more than seven of 10 would be interested in using Learning for Life’s program. Very few middle school educators currently use Learning for Life’s drug abuse program.

Most middle school educators do not currently use a career exploration program in their classroom. Three-fourths of educators would be interested in having a career exploration program for use with the Learning for Life curriculum. In addition, nearly three-fourths of those who do not currently use a career exploration program would be interested in using one with the Learning for Life curriculum. Key elements the career exploration program should include are:

- Information on a variety of careers;
- Information on the necessary skills and education for all careers;
• Including guest speakers or presenters and/or allowing for the ability to meet professionals in various career fields.

More than seven of 10 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 nearly one-half 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 improved. 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 department should consider investigating the number of current hands-on activities 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 currently using the program and identify any areas of revision. If the LFL program is better aligned to meet the needs of middle school educators and they are aware of its availability, 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, and necessary education needed for the career.

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 for scholarship applications.
High School Program Evaluation and Recommendations

Likelihood to Recommend Program

Seven of 10 high school educators are likely to promote the high school program, rating their likelihood to recommend the program to other teachers as a nine or 10. Fewer than 10 percent of educators are detractors and are not likely to recommend the program to other teachers. These educators gave a likelihood to recommend rating of zero to six. The overall net promoter score for the high school program is 62.0.

Satisfaction with Program

More than 90 percent of high school educators are satisfied with the Learning for Life program.

Involving Students’ Parents

Two of 10 high school educators have parents that are involved with the program. These educators got their parents involved by aligning the program with other programs.

Integration with Other Programs

Slightly more than one-half of high school educators have integrated Learning for Life’s program with other programs they teach by:
  • Combining the program with their current lessons or curriculum in general;
  • Combining the program with their regular social skills curriculum and building into lesson plans;
  • Combining the program with their regular reading curriculum and building into lesson plans;
  • Combining the program with their regular math curriculum and building into lesson plans.

Program Outcomes Evaluation

Similar to the other Learning for Life programs, at least 70 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 12 of the 13 outcomes, at least 60 percent strongly agree with nine of the 13, and at least 70 percent strongly agree with one of the 13 (see the table on next page).

Despite the similarity in agreement the high school outcomes have with other Learning for Life programs, 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 good role models the students can look up to (20.0%);
- Learning for Life helps enhance the classroom atmosphere of caring (18.0%);
- The workshops teach skills for handling peer pressure (24.0%);
- The workshops teach skills for resolving conflicts (20.0%);
- The workshops help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds (20.0%);
- The workshops help increase self-esteem (18.0%);
- The workshops help the students understand the importance of being honest and ethical in their careers (18.0%).
<table>
<thead>
<tr>
<th>途项</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>72.5%</td>
<td>27.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40</td>
</tr>
<tr>
<td>Learning for Life is in line with national educational standards.</td>
<td>68.2%</td>
<td>27.3%</td>
<td>4.5%</td>
<td>0.0%</td>
<td>44</td>
</tr>
<tr>
<td>The workshops help the students understand the importance of being</td>
<td>63.4%</td>
<td>34.1%</td>
<td>2.4%</td>
<td>0.0%</td>
<td>41</td>
</tr>
<tr>
<td>The workshops teach skills for handling peer pressure.</td>
<td>63.2%</td>
<td>34.2%</td>
<td>2.6%</td>
<td>0.0%</td>
<td>38</td>
</tr>
<tr>
<td>The workshops give the students an understanding of what is necessary</td>
<td>62.8%</td>
<td>32.6%</td>
<td>0.0%</td>
<td>4.7%</td>
<td>43</td>
</tr>
<tr>
<td>The workshops and activities help the students learn how to set</td>
<td>61.4%</td>
<td>36.4%</td>
<td>0.0%</td>
<td>2.3%</td>
<td>44</td>
</tr>
<tr>
<td>The workshops teach skills for resolving conflicts.</td>
<td>60.0%</td>
<td>35.0%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>40</td>
</tr>
<tr>
<td>The workshops help increase self-esteem.</td>
<td>58.5%</td>
<td>36.6%</td>
<td>4.9%</td>
<td>0.0%</td>
<td>41</td>
</tr>
<tr>
<td>The workshops and activities actively engage the students in learning.</td>
<td>58.1%</td>
<td>37.2%</td>
<td>4.7%</td>
<td>0.0%</td>
<td>43</td>
</tr>
<tr>
<td>The workshops help the students be more comfortable with people from</td>
<td>55.0%</td>
<td>37.5%</td>
<td>5.0%</td>
<td>2.5%</td>
<td>40</td>
</tr>
<tr>
<td>The workshops and activities have helped the students gain or</td>
<td>53.5%</td>
<td>41.9%</td>
<td>4.7%</td>
<td>0.0%</td>
<td>43</td>
</tr>
<tr>
<td>The workshops and activities help students improve their</td>
<td>48.9%</td>
<td>46.7%</td>
<td>0.0%</td>
<td>4.4%</td>
<td>45</td>
</tr>
</tbody>
</table>

High school educators who rated an outcome as 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 informative speakers;
- Teaches functional life skills;
- Can be integrated with or supplement other curriculum.

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

- Integrating more visual aids and technology;
- Updating the lessons to be more relevant to students’ lives;
- Not making any changes because the program is great as it is.

More than seven of 10 high school educators do not currently use a drug abuse program in their classroom. Additionally, more than two-thirds of high school educators would be interested in using a drug abuse education program provided by Learning for Life. Among high school educators who do not currently use a drug abuse program, more than two-thirds would be interested in a drug abuse program provided by Learning for Life.

Almost 90 percent of high school educators’ schools would be 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, 20.0 percent 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 school program, the department should consider understanding what, if any, visual aids and technology can be included in the lessons. Additionally, the department may want to investigate new activities and lessons that would engage the students and make the program more relevant.
Because few high school educators currently use Learning for Life’s drug abuse program and more than two-thirds of educators would be interested in using the program, the Learning for Life department should consider investigating how the current programs offered are meeting the needs of those educators currently those programs and identify any areas of revision in creating an LFL program. If the LFL program is better aligned to meet the needs of high school educators and they are aware of its availability, 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 and Recommendations

**Likelihood to Recommend Program**

More than 70 percent of special needs educators are likely to promote the special needs educator program, rating their likelihood to recommend the program to other teachers as a nine or 10. Around five percent of educators are detractors and are not likely to recommend the program to other teachers. These educators gave a likelihood to recommend rating of zero to six. The overall net promoter score for the seventh- and eighth-grade program is 68.1, the highest of all Learning for Life programs.

**Satisfaction with Program**

More than 90 percent of special needs educators are satisfied with the Learning for Life program.

**Involving Students’ Parents**

Almost four of 10 special needs educators have parents that are involved with the program. These educators got their parents involved by:

- Seeking parent volunteers to work in the classroom or go on field trips;
- Notifying parents of the program and benefits via letters, parent/teacher conferences, etc.;
- Sending work home with the students to share with their parent and encouraging parent/child discussions.

**Integration with Other Programs**

Nearly seven of 10 special needs educators have integrated Learning for Life’s program with other programs they teach by:

- Combining the program with their regular social skills/health curriculum and building into lesson plans;
- Integrating activities and activity sheets;
- Combining the program with their regular science curriculum and building into lesson plans;
- Combining the program with their current lessons or curriculum in general;
• Combining the program with their regular reading curriculum and building into lesson plans.

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 (see the table on the next page). At least one-half strongly agree that the Learning for Life lessons develop only four of the 15 program outcomes:

• The lessons provided fun ways to learn important skills;
• Learning for Life is in line with national education standards;
• The lessons are helping my students build self-esteem;
• The pedestrian lessons helped my students improve skills such as how to cross the street safely and to recognize traffic signs.

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

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

• The clothing lessons have helped my students improve their ability to choose clothing to wear that is appropriate for different situations (34.8%);
• The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs (32.6%);
• The grooming lessons have improved my students’ skills for taking care of themselves, such as washing their hands and brushing their teeth (28.3%);
• Because of the safety lessons, my students are better able to avoid common household hazards and dangers (23.9%);
• The wellness lessons have helped increase my students’ understanding of the need for proper rest (23.9%);
• The safety lessons have increased my students’ knowledge of what to do if they become lost (23.2%);
• The wellness lessons have helped increase my students’ understanding of the importance of exercise (21.0%);
• The self concept lessons have helped my students improve their abilities to identify basic emotions (20.3%);
• Through the nutrition lessons, my students have improved their ability to recognize and appreciate healthy foods (20.3%);
• The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others (19.6%);
• The lessons have helped my students improve their ability to recognize and handle anger in healthy ways (18.8%).
<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 lessons provide fun ways to learn important skills.</td>
<td>60.3%</td>
<td>36.4%</td>
<td>0.8%</td>
<td>2.5%</td>
<td>121</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>55.8%</td>
<td>39.2%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>120</td>
</tr>
<tr>
<td>The lessons are helping my students build self-esteem.</td>
<td>52.9%</td>
<td>42.1%</td>
<td>3.3%</td>
<td>1.7%</td>
<td>121</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>50.5%</td>
<td>40.9%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>93</td>
</tr>
<tr>
<td>Through the nutrition lessons, my students have improved their ability to recognize and appreciate healthy foods.</td>
<td>47.3%</td>
<td>47.3%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>110</td>
</tr>
<tr>
<td>Because of the safety lessons, my students are better able to avoid common household hazards and dangers.</td>
<td>46.7%</td>
<td>47.6%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>105</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>46.5%</td>
<td>48.5%</td>
<td>3.0%</td>
<td>2.0%</td>
<td>99</td>
</tr>
<tr>
<td>The safety lessons have increased my students’ knowledge of what to do if they become lost.</td>
<td>45.3%</td>
<td>46.2%</td>
<td>4.7%</td>
<td>3.8%</td>
<td>106</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>42.2%</td>
<td>50.0%</td>
<td>5.6%</td>
<td>2.2%</td>
<td>90</td>
</tr>
<tr>
<td>The wellness lessons have helped increase my students’ understanding of the importance of exercise.</td>
<td>41.3%</td>
<td>56.0%</td>
<td>0.9%</td>
<td>1.8%</td>
<td>109</td>
</tr>
<tr>
<td>The calendar lessons have helped improve my students’ ability to follow the daily classroom routine.</td>
<td>40.2%</td>
<td>50.5%</td>
<td>6.2%</td>
<td>3.1%</td>
<td>97</td>
</tr>
<tr>
<td>The self concept lessons have helped my students improve their ability to identify basic emotions.</td>
<td>39.1%</td>
<td>54.5%</td>
<td>3.6%</td>
<td>2.7%</td>
<td>110</td>
</tr>
<tr>
<td>The wellness lessons have helped increase my students’ understanding of the need for proper rest.</td>
<td>39.0%</td>
<td>54.3%</td>
<td>3.8%</td>
<td>2.9%</td>
<td>105</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>37.8%</td>
<td>56.8%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>111</td>
</tr>
<tr>
<td>The lessons have helped my students improve their ability to recognize and handle anger in healthy ways.</td>
<td>34.8%</td>
<td>59.8%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>112</td>
</tr>
</tbody>
</table>

Special needs educators who rated an outcome as 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 program is flexible and easy to use;
- The program provides interactive, hands-on activities and lessons;
- The program is well-prepared and organized;
- The program provides activities the students enjoy;
- The program provides the opportunity to go on adventure days, camps, and field trips;
- The speakers, guests, and presenters are great;
- The program teaches social skills.

The Learning for Life program could be improved by:

- Not doing any enhancements, as the program is great as it is;
- Providing more speakers or improving the availability of speakers;
- Making the program more “special needs” specific;
- Updating the lessons to make them more current and relevant to students’ lives;
- Including more video or electronic resources;
- Providing more arts and craft like activities;
- Providing more hands-on activities.

More than 80 percent of special needs educators do not currently use a drug abuse education program in their classroom. Six of 10 special needs educators would be interested in using a drug abuse program provided by Learning for Life. Among educators not currently using a drug abuse program, more than one-half would be interested in Learning for Life’s program. Very few currently use the DEA’s program.

**Recommendations**

The Learning for Life department may consider further investigating why certain elements of the special needs program are not used. 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 or do not perceive that they are using a special needs curriculum. Making the curriculum more “special needs” appropriate was a suggestion of improvement for 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 or make any necessary modifications to 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 current programs such as DEA’s are meeting the needs of those educators currently using the programs and identify any areas of revision for creating a LFL program. If the LFL 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

Likelihood to Recommend

Early childhood and elementary educators were asked how likely they were to recommend the Learning for Life program to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Those who chose 0 to 6 were detractors, 7 and 8 were passives, and 9 and 10 were promoters. One-half (50.0%) of early childhood and elementary educators were promoters, followed by nearly one-third (32.9%) who were detractors, and almost 30 percent (27.9%) who were passives.

A Net Promoter Score (NPS) is calculated by subtracting the percent of detractors from the percent of promoters. The Net Promoter Score among early childhood and elementary educators is 17.1, meaning more early childhood and elementary educators are likely to recommend the program than not recommend the program.

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

<table>
<thead>
<tr>
<th>Detractors</th>
<th>Passives</th>
<th>Promoters</th>
</tr>
</thead>
<tbody>
<tr>
<td>rating 0-6</td>
<td>rating 7-8</td>
<td>rating 9-10</td>
</tr>
<tr>
<td>32.9%</td>
<td>27.9%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

Base: 614 early childhood and elementary educators
Promoters

Ten early childhood and elementary educators who are promoters (gave a likelihood to recommend rating of a nine or 10) do not know why they would recommend the Learning for Life program or do not use the program. Other early childhood and elementary educators who are promoters would recommend the Learning for Life program because:

- The program applies to character education or positive character development or teaches values (73 early childhood and elementary educators who are promoters);
- The program teaches life skills (60 early childhood and elementary educators who are promoters);
- The program has activities that keep children interested or offers hands-on activities (38 early childhood and elementary educators who are promoters);
- The program is helpful or good (35 early childhood and elementary educators who are promoters);
- The instructors or presenters are great (35 early childhood and elementary educators who are promoters);
- The topics are important and provide useful information children need to know (31 early childhood and elementary educators who are promoters);
- The program provides age-specific or age-appropriate lessons (30 early childhood and elementary educators who are promoters);
- The lessons are fun and engaging (22 early childhood and elementary educators who are promoters);
- The lessons can be easily integrated into other programs, curriculum, or goals (15 early childhood and elementary educators who are promoters);
- The program benefits students and teachers (13 early childhood and elementary educators who are promoters);
- The program is user friendly (11 early childhood and elementary educators who are promoters);
- The materials are great (six early childhood and elementary educators who are promoters);
- The Learning for Life representative is great or provides good customer service (five early childhood and elementary educators who are promoters);
- Educators have enjoyed the program because everything is good (four early childhood and elementary educators who are promoters);
• The program provides good discussion opportunities (four early childhood and elementary educators who are promoters).

Passives

Six early childhood and elementary educators who are passives (gave a likelihood to recommend rating of seven or eight) do not know why they would recommend the program or do not use the program. Twelve did not have enough time to teach the lessons, and five have not used the full program or did not use the program that much. Other early childhood and elementary educators who are passives have generally positive comments including:
  • The program is helpful or good (20 early childhood and elementary educators who are passives);
  • The program teaches life skills (19 early childhood and elementary educators who are passives);
  • The program applies to character education or positive character development or teaches values (17 early childhood and elementary educators who are passives);
  • The topics are important and provide useful information children need to know (eight early childhood and elementary educators who are passives);
  • The materials are great (eight early childhood and elementary educators who are passives);
  • Educators enjoyed the program because everything is good (six early childhood and elementary educators who are passives);
  • The program has activities that keep children interested or offers hands-on activities (four early childhood and elementary educators who are passives);
  • The program exposes students to new ideas or new teachers (four early childhood and elementary educators who are passives).

Additionally, some early childhood and elementary educators who are passives comment they gave the rating they did because:
  • The program is not applicable or appropriate for the grade they teach (four early childhood and elementary educators who are passives);
  • The lessons need to be updated or more relevant (four early childhood and elementary educators who are passives);
  • The program needs more activities and games (four early childhood and elementary educators who are passives).
Detractors

Six early childhood and elementary educators who are detractors (gave a rating of zero to six) do not know why they would not recommend the program or do not use the program. Other early childhood and elementary educators who are detractors would not recommend the program because:

- Educators did not have enough time to teach the lessons (23 early childhood and elementary educators who are detractors);
- The program is not applicable or appropriate for the grade they teach (nine early childhood and elementary educators who are detractors);
- Educators have not used the full program or did not use the program that much (eight early childhood and elementary educators who are detractors);
- The lessons need to be updated or more relevant (eight early childhood and elementary educators who are detractors);
- Educators did not have any training or do not know how to use the program (five early childhood and elementary educators who are detractors);
- Educators currently teach or are experienced in character education, use other materials, or feel the program offers nothing new (five early childhood and elementary educators who are detractors);
- Educators have to modify or prepare the lessons ahead of time to teach to students (four early childhood and elementary educators who are detractors).

In addition, other early childhood and elementary educators who are detractors comment they gave the rating they did because the program:

- Is helpful or good (four early childhood and elementary educators who are detractors);
- Has activities that keep children interested or offers hands-on activities (four early childhood and elementary educators who are detractors).
Comparing by primarily taught grade

There are no significant differences by primary grade taught in how likely early childhood and elementary educators are to recommend the Learning for Life program to other teachers. Due to the small sample size, an NPS score was not calculated for early childhood educators.

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

<table>
<thead>
<tr>
<th>Promoters (rating 9-10)</th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20.0%</td>
<td>50.5%</td>
<td>48.6%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Passives (rating 7-8)</td>
<td>40.0%</td>
<td>23.7%</td>
<td>25.7%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Detractors (rating 0-6)</td>
<td>40.0%</td>
<td>25.8%</td>
<td>25.7%</td>
<td>13.0%</td>
</tr>
<tr>
<td>NPS Score</td>
<td><strong>24.7</strong></td>
<td>22.9</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
<td>105</td>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoters (rating 9-10)</th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47.7%</td>
<td>45.1%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Passives (rating 7-8)</td>
<td>26.6%</td>
<td>34.1%</td>
<td>31.6%</td>
</tr>
<tr>
<td>Detractors (rating 0-6)</td>
<td>25.7%</td>
<td>20.9%</td>
<td>19.3%</td>
</tr>
<tr>
<td>NPS Score</td>
<td><strong>22.0</strong></td>
<td><strong>24.2</strong></td>
<td><strong>29.8</strong></td>
</tr>
<tr>
<td>Base</td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

*Note: Small base size

**Note: Due to small base size a NPS score was not calculated

↑ 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
Satisfaction with Program

More than nine of 10 (96.5%) early childhood and elementary educators are very (64.7%) to somewhat (31.8%) satisfied with the early childhood program. Fewer (3.6%) are not very (2.0%) or not at all satisfied (1.6%) with the program.

Overall, how satisfied are you with the Learning for Life program?

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>64.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>31.8%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>2.0%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

Base: 614 early childhood and elementary educators

One educator who was not satisfied with the Learning for Life program does not use the program, and one educator commented they were new to the school. Other reasons these 3.6 percent of educators were not satisfied with the program included:

- The lessons need to be updated or more relevant (two early childhood and elementary educators);
- The program needs to include more hands-on activities (two early childhood and elementary educators);
- Educators did not like teaching the program in a school environment (one early childhood or elementary educator);
- Educators did not like the lesson time (one early childhood or elementary educator);
- The presenter or instructor could not teach (one early childhood or elementary educator);
- Educators did not have enough background information on the lessons (one early childhood or elementary educator);
• The lessons were not age- or grade-appropriate (one early childhood or elementary educator);
• The program was not beneficial (one early childhood or elementary educator);
• There were few actual lessons in the program (one early childhood or elementary educator);
• The website needs to be updated (one early childhood or elementary educator).
Comparing by primarily taught grade

There are no significant differences by primary grade taught in how satisfied early childhood and elementary educators are with the Learning for Life program.

Overall, how satisfied are you with the Learning for Life program?

<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 satisfied</td>
<td>60.0%</td>
<td>63.4%</td>
<td>56.2%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>20.0%</td>
<td>35.5%</td>
<td>40.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>10.0%</td>
<td>1.1%</td>
<td>1.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>10.0%</td>
<td>0.0%</td>
<td>2.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
<td>105</td>
<td>92</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 satisfied</td>
<td>61.5%</td>
<td>65.9%</td>
<td>70.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>33.9%</td>
<td>30.8%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>2.8%</td>
<td>1.1%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>1.8%</td>
<td>2.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Base</td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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


**Involving Students’ Parents**

Almost 30 percent (28.7%) of early childhood and elementary educators have parents that are very (8.0%) or somewhat (20.7%) involved with the program. More than 70 percent (71.4%) have parents who are not very (39.1%) or not at all (32.3%) involved with the program.

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

![Pie chart showing involvement levels]

Base: 614 early childhood and elementary educators

Among the 28.7 percent of early childhood and elementary educators with parents involved in the program, 11 educators did not know how they got the parents involved or did not do anything to get the parents involved. Other educators got the parents involved by:

- Sending booklets and work home with the children to share with their parents and/or encouraging parent/child discussions (29 early childhood and elementary educators);
- Notifying parents of the program and benefits via newsletters, parent/teacher conferences, family nights, Parent Teacher Associations, etc. (28 early childhood and elementary educators);
- Co-teaching with or seeking parent volunteers to work in the classrooms (10 early childhood and elementary educators);
- Sharing information or discussing weekly concepts with the parents overall (nine early childhood and elementary educators);
• Making Learning for Life a project for a grade, extra credit, award, or a way for the child to receive school money (five early childhood and elementary educators);
• Using the parent’s involvement with Scouting or other activities currently involved in (four early childhood and elementary educators);
• Seeking parent feedback (two early childhood and elementary educators).
Comparing by primarily taught grade

There are no significant differences by primary grade taught on how involved students’ parents are with the Learning for Life program.

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

<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 involved</td>
<td>20.0%</td>
<td>9.7%</td>
<td>10.5%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Somewhat involved</td>
<td>0.0%</td>
<td>17.2%</td>
<td>20.0%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Not very involved</td>
<td>40.0%</td>
<td>36.6%</td>
<td>36.2%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Not at all involved</td>
<td>40.0%</td>
<td>36.6%</td>
<td>33.3%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
<td>105</td>
<td>92</td>
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</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 involved</td>
<td>4.6%</td>
<td>5.5%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Somewhat involved</td>
<td>24.8%</td>
<td>15.4%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Not very involved</td>
<td>39.4%</td>
<td>45.1%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Not at all involved</td>
<td>31.2%</td>
<td>34.1%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Base</td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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
Integration with Other Programs

Early childhood and elementary educators were almost equally split on integrating Learning for Life’s program with other programs they teach. More than one-half (52.3%) of early childhood and elementary educators integrated Learning for Life’s program with other programs they teach. Almost one-half (47.7%) have not integrated Learning for Life’s program with other programs they teach.

Did you integrate Learning for Life’s program with other programs you teach such as science, technology, engineering, mathematics, or early reading literacy programs?

Base: 614 early childhood and elementary educators

Among the 52.3 percent of early childhood and elementary educators who were able to integrate Learning for Life’s program with other programs, 13 commented they did not know how they were able to integrate the LFL program with other programs. Others were able to integrate Learning for Life’s program with their other programs by:

- Combining the program with their regular language arts, or reading and writing, curriculum and building into lesson plans (e.g., writing about experiences reading comprehension, skills review, literacy, peer reading, etc.; 39 early childhood and elementary educators);
- Combining the program with their regular social studies or social skills curriculum and building into lesson plans (e.g., maps, citizenship, positive behaviors, etc.; 37 early childhood and elementary educators);
• Finding commonalities between the program and their current teachings or reminding the students of the skills previously learned (33 early childhood and elementary educators);
• Combining the program with their current lessons or curriculum in general (23 early childhood and elementary educators);
• Tying the program to their core teachings or everything they teach (15 early childhood and elementary educators);
• Combining the program with their regular character curriculum and building into lesson plans (e.g.; character development, character counts, etc.; 13 early childhood and elementary educators);
• Combining the program with their regular science curriculum and building into lesson plans (e.g., experiments, recycling, Earth Day awareness, etc.; 11 early childhood and elementary educators);
• Combining the program with their regular health curriculum and building into lessons plans (e.g., drug awareness programs, positive trait development, etc.; nine early childhood and elementary educators);
• Empowering students to learn on their own or through working in groups to form their own connections (six early childhood and elementary educators);
• Using websites, newsletters, monthly announcements, and calendars to identify monthly themes, characters, vocabulary, etc. (four early childhood and elementary educators);
• Creating learning tasks and concepts (three early childhood and elementary educators);
• Combining with their regular physical education curriculum and building into lesson plans (e.g., concepts like teamwork; two early childhood and elementary educators).
Comparing by primarily taught grade

There are no significant differences by primary grade taught in whether or not early childhood and elementary educators were able to integrate Learning for Life’s program with other programs they teach.

Did you integrate Learning for Life’s program with other programs you teach such as science, technology, engineering, mathematics, or early reading literacy programs?

<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>Yes</td>
<td>40.0%</td>
<td>46.2%</td>
<td>45.7%</td>
<td>59.8%</td>
</tr>
<tr>
<td>No</td>
<td>60.0%</td>
<td>53.8%</td>
<td>54.3%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
<td>105</td>
<td>92</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>Yes</td>
<td>45.9%</td>
<td>41.8%</td>
<td>48.2%</td>
</tr>
<tr>
<td>No</td>
<td>54.1%</td>
<td>58.2%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Base</td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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
**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 (92.8%) of early childhood and elementary educators strongly (63.0%) to somewhat (29.8%) agree the Learning for Life lessons and activities are age-appropriate. Fewer (5.4%) somewhat (4.1%) or strongly (1.3%) disagree the lessons and activities are age-appropriate.

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

Base: 614 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>40.0%</td>
<td>61.3%</td>
<td>56.2%</td>
<td>72.8%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>30.0%</td>
<td>31.2%</td>
<td>38.2%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>7.5%</td>
<td>2.9%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>10.0%</td>
<td>0.0%</td>
<td>1.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Base: early childhood and elementary educators</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>61.5%</td>
<td>60.4%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>31.2%</td>
<td>27.5%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>4.6%</td>
<td>5.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>5.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.8%</td>
<td>1.1%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Base: early childhood and elementary educators</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Small base size

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↑ 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 (51.0%) of all early childhood and elementary educators strongly agree the lessons help children improve their relationship with adults. Forty percent (40.4%) somewhat agree with this outcome. Less than 10 percent (5.2%) somewhat (3.9%) to strongly (1.3%) disagree the program delivers this outcome.

Learning for Life helps children improve their relationships with adults.

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences in how much educators agree Learning for Life helps children improve their relationships with adults.

**Learning for Life helps children improve their relationships with adults.**

<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>30.0%</td>
<td>51.6%</td>
<td>49.5%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>30.0%</td>
<td>43.0%</td>
<td>40.0%</td>
<td>39.1%</td>
</tr>
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<td>10.0%</td>
<td>4.3%</td>
<td>5.7%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>0.0%</td>
<td>1.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>10.0%</td>
<td>1.1%</td>
<td>2.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>10</strong>*</td>
<td><strong>93</strong></td>
<td><strong>105</strong></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
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<tr>
<td>Strongly agree</td>
<td>47.7%</td>
<td>49.5%</td>
<td>54.4%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>43.1%</td>
<td>39.6%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>4.6%</td>
<td>3.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>4.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4.6%</td>
<td>3.3%</td>
<td>6.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>109</strong></td>
<td><strong>91</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

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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
Nearly 60 percent (59.5%) of early childhood and elementary educators strongly agree the program’s activities are grade-specific. Thirty percent (30.0%) somewhat agree the activities are grade-specific. Fewer than 10 percent (8.0%) somewhat (6.4%) to strongly (1.6%) disagree with this outcome.

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

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences in how much educators agree the activities are grade-specific.

Learning for Life’s activities are grade-specific.

<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>30.0%</td>
<td>54.8%</td>
<td>54.3%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>30.0%</td>
<td>36.6%</td>
<td>35.2%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>10.0%</td>
<td>7.5%</td>
<td>5.7%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>0.0%</td>
<td>2.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>10.0%</td>
<td>1.1%</td>
<td>1.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>10</strong>*</td>
<td><strong>93</strong></td>
<td><strong>105</strong></td>
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<tr>
<td>Strongly agree</td>
<td>58.7%</td>
<td>61.5%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>31.2%</td>
<td>25.3%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>7.3%</td>
<td>4.4%</td>
<td>7.9%</td>
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<tr>
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<td>0.0%</td>
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<tr>
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<td>2.8%</td>
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Base: early childhood and elementary educators

*Note: Small base size

↑ 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 (94.0%) early childhood and elementary educators agree the lessons and activities help children learn to be more responsible, including 64.0 percent who strongly agree. Very few (3.6%) somewhat (2.1%) to strongly (1.5%) disagree the lessons and activities help children learn to be more responsible.

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

![Pie chart showing agreement levels](image)

- Strongly agree, 64.0%
- Somewhat agree, 30.0%
- Somewhat disagree, 2.1%
- Strongly disagree, 1.5%
- Not applicable, 2.4%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences in how much educators agree the lessons and activities help children learn to be more responsible.

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

<table>
<thead>
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<th>EARLY CHILDHOOD</th>
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<tr>
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<td>1.1%</td>
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<td>Strongly disagree</td>
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↑ significantly different from educators who primarily teach fifth-grade
More than one-half (54.7%) of early childhood and elementary educators strongly agree and more than 30 percent (35.7%) somewhat agree the program provides activities that interest the children in their class. Similar to other program outcomes, fewer somewhat (4.4%) or strongly (2.6%) 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](image)

- Strongly agree, 54.7%
- Somewhat agree, 35.7%
- Somewhat disagree, 4.4%
- Strongly disagree, 2.6%
- Not applicable, 2.6%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences by primary grade in how much educators agree the program provides activities that interest the children in their class.

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

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<tr>
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<td>4.6%</td>
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<td>Strongly disagree</td>
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<td>0.9%</td>
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<td>2.8%</td>
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↑ significantly different from educators who primarily teach fifth-grade
More than 80 percent (86.3%) of early childhood and elementary educators strongly (45.3%) or somewhat (41.0%) agree the lessons effectively teach the concepts of laws and justice. Less than 10 percent (7.6%) somewhat (6.0%) or strongly (1.6%) disagree the lessons effectively teach the concepts of laws and justice.

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

Base: 614 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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<td>5.5%</td>
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<td>0.9%</td>
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<td>6.4%</td>
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↑ significantly different from educators who primarily teach fifth-grade
More than nine of 10 (91.0%) early childhood and elementary educators strongly (57.8%) to somewhat (33.2%) agree the lessons help children to respect those of different ethnic and cultural backgrounds. Fewer somewhat (3.8%) or strongly (2.1%) disagree the lessons help children respect those of different backgrounds.

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

Base: 614 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.

<table>
<thead>
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<th></th>
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<th>SECOND GRADE</th>
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<td>3.7%</td>
<td>4.4%</td>
<td>3.5%</td>
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Base: early childhood and elementary educators

*Note: Small base size

↑ 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 (56.4%) of early childhood and elementary educators strongly agree, while more than one-third (35.0%) somewhat agree the program teaches children the skills they need to resist negative peer pressure. Less than 10 percent (5.7%) somewhat (4.1%) or strongly (1.6%) 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: 614 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences by grade primarily taught among early childhood and elementary educators related to agreement that Learning for Life teaches children the skills they need to resist negative peer pressure.

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

<table>
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<tr>
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<td>5.5%</td>
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↑ significantly different from educators who primarily teach fifth-grade
Most (92.8%) early childhood and elementary educators strongly (58.1%) or somewhat (34.7%) agree Learning for Life helps children develop skills to manage day-to-day challenges. Few somewhat (2.9%) or strongly (1.6%) 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.**

![Pie chart showing survey results]

- Strongly agree, 58.1%
- Somewhat agree, 34.7%
- Somewhat disagree, 2.9%
- Strongly disagree, 1.6%
- Not applicable, 2.6%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences by primary grade taught in agreement that 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.

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<tr>
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<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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↑ significantly different from educators who primarily teach fourth-grade
↑ significantly different from educators who primarily teach fifth-grade
Sixty percent (60.6%) of early childhood and elementary educators strongly agree and nearly one-third (32.7%) somewhat agree Learning for Life helps children build self-esteem. Nearly five percent (4.6%) somewhat (3.1%) or strongly (1.5%) disagree the program helps children build self-esteem.

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

- **Strongly agree, 60.6%**
- **Somewhat agree, 32.7%**
- **Somewhat disagree, 3.1%**
- **Strongly disagree, 1.5%**
- **Not applicable, 2.1%**

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

Regardless of grade primarily taught, early childhood and elementary educators equally agree or disagree Learning for Life helps children build self-esteem. There are no significant differences.

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

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<td>Strongly disagree</td>
<td>20.0%</td>
<td>0.0%</td>
<td>1.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>10.0%</td>
<td>0.0%</td>
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</tbody>
</table>

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<tr>
<td>Strongly agree</td>
<td>56.0%</td>
<td>53.8%</td>
<td>68.4%</td>
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<tr>
<td>Somewhat agree</td>
<td>35.8%</td>
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<td>27.2%</td>
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<tr>
<td>Somewhat disagree</td>
<td>3.7%</td>
<td>1.1%</td>
<td>1.8%</td>
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<tr>
<td>Strongly disagree</td>
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<td>4.4%</td>
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<tr>
<td>Not applicable</td>
<td>3.7%</td>
<td>4.4%</td>
<td>2.6%</td>
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</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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 one-half (46.7%) 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 (6.7%) or strongly (2.6%) disagree the lessons and activities help children develop their creativity.

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

- Strongly agree, 46.7%
- Somewhat agree, 40.9%
- Somewhat disagree, 6.7%
- Strongly disagree, 2.6%
- Not applicable, 3.1%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

There are no significant differences by primarily taught grade among agreement that the lessons and activities help children to develop their creativity.

The lessons and activities help children to develop their creativity.

<table>
<thead>
<tr>
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<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<th>SECOND GRADE</th>
</tr>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>30.0%</td>
<td>48.4%</td>
<td>44.8%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>30.0%</td>
<td>38.7%</td>
<td>44.8%</td>
<td>41.3%</td>
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<tr>
<td>Somewhat disagree</td>
<td>10.0%</td>
<td>9.7%</td>
<td>5.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>3.2%</td>
<td>1.9%</td>
<td>2.2%</td>
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<tr>
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<td>2.9%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
<td>105</td>
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<tr>
<td>Strongly agree</td>
<td>42.2%</td>
<td>44.0%</td>
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<td>Somewhat agree</td>
<td>45.0%</td>
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<td>36.0%</td>
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<tr>
<td>Somewhat disagree</td>
<td>8.3%</td>
<td>5.5%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.8%</td>
<td>5.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.8%</td>
<td>4.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Base</td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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 90 percent (92.7%) of early childhood and elementary educators strongly (60.3%) or somewhat (32.4%) agree that Learning for Life provides fun ways for the children to learn new things. Similar to other program outcomes, few somewhat (3.4%) or strongly (1.8%) 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 responses to the statement](image)

- Strongly agree, 60.3%
- Somewhat agree, 32.4%
- Somewhat disagree, 3.4%
- Strongly disagree, 1.8%
- Not applicable, 2.1%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

Regardless of primarily taught grade, early childhood and elementary educators equally agree or disagree that 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>
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</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>50.0%</td>
<td>57.0%</td>
<td>54.3%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>20.0%</td>
<td>37.6%</td>
<td>39.0%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>3.2%</td>
<td>5.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>2.2%</td>
<td>1.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>10.0%</td>
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<td>1.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>10</strong></td>
<td><strong>93</strong></td>
<td><strong>105</strong></td>
<td><strong>92</strong></td>
</tr>
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<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>58.7%</td>
<td>60.4%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>31.2%</td>
<td>28.6%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>5.5%</td>
<td>2.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.9%</td>
<td>5.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3.7%</td>
<td>3.3%</td>
<td>3.5%</td>
</tr>
<tr>
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Base: early childhood and elementary educators

*Note: Small base size

↑ significantly different from educators who primarily teach early childhood
↑ significantly different from educators who primarily teach kindergarten
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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 nine of 10 (93.8%) early childhood and elementary educators strongly (61.7%) or somewhat (32.6%) agree the lessons and activities help children to learn to get along better with each other. Fewer than five percent (3.6%) somewhat (2.1%) or strongly (1.5%) disagree the lessons and activities deliver this outcome.

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

- **Strongly agree,** 61.7%
- **Somewhat agree,** 32.6%
- **Somewhat disagree,** 2.1%
- **Strongly disagree,** 1.5%
- **Not applicable,** 2.1%

Base: 614 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>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>40.0%</td>
<td>61.3%</td>
<td>58.1%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>30.0%</td>
<td>36.6%</td>
<td>38.1%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>2.2%</td>
<td>2.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>0.0%</td>
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<tr>
<td>Not applicable</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
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<tr>
<td>Strongly agree</td>
<td>58.7%</td>
<td>58.2%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>32.1%</td>
<td>30.8%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>4.6%</td>
<td>2.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.9%</td>
<td>5.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3.7%</td>
<td>3.3%</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>109</strong></td>
<td><strong>91</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size*  

† 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 (91.7%) early childhood and elementary educators strongly (60.6%) or somewhat (31.1%) agree Learning for Life helps create a fun learning environment. Fewer somewhat (4.2%) or strongly (2.0%) disagree the program helps create a fun learning environment.

Learning for Life helps create a fun learning environment.

- Strongly agree, 60.6%
- Somewhat agree, 31.1%
- Somewhat disagree, 4.2%
- Strongly disagree, 2.0%
- Not applicable, 2.1%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

No significant differences exist between the early childhood and elementary educators 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>Grade</th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>50.0%</td>
<td>58.1%</td>
<td>55.2%</td>
<td>71.7%</td>
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<tr>
<td>Somewhat agree</td>
<td>20.0%</td>
<td>33.3%</td>
<td>35.2%</td>
<td>26.1%</td>
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<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>6.5%</td>
<td>6.7%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>2.2%</td>
<td>1.9%</td>
<td>0.0%</td>
</tr>
<tr>
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<td>10.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
<td>105</td>
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<tr>
<th>Grade</th>
<th>THIRD GRADE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>56.0%</td>
<td>58.2%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>32.1%</td>
<td>31.9%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>6.4%</td>
<td>3.3%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.8%</td>
<td>4.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3.7%</td>
<td>2.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Base</td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ significantly different from educators who primarily teach early childhood
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↑ 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
Nearly 90 percent (89.1%) of early childhood and elementary educators strongly (56.7%) to somewhat (32.4%) agree Learning for Life is in line with national education standards. Five percent (5.2%) somewhat (3.1%) or strongly (2.1%) disagree the program is in line with national education standards.

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

Base: 614 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 educators 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>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
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<tr>
<td>Strongly agree</td>
<td>30.0%</td>
<td>51.6%</td>
<td>49.5%</td>
<td>67.4%</td>
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<tr>
<td>Somewhat agree</td>
<td>30.0%</td>
<td>43.0%</td>
<td>39.0%</td>
<td>25.0%</td>
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<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>4.3%</td>
<td>4.8%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20.0%</td>
<td>0.0%</td>
<td>2.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>10.0%</td>
<td>1.1%</td>
<td>3.8%</td>
<td>5.4%</td>
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<tr>
<td><strong>Base</strong></td>
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<tr>
<td>Strongly agree</td>
<td>52.3%</td>
<td>61.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>36.7%</td>
<td>25.3%</td>
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<tr>
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<td>3.7%</td>
<td>1.1%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.8%</td>
<td>5.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4.6%</td>
<td>6.6%</td>
<td>10.5%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
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Base: early childhood and elementary educators

*Note: Small base size

↑ 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. Three-fourths (75.6%) of early childhood educators have never used the Play it Safe DVD, and nearly three-fourths (74.7%) of kindergarten through fifth-grade educators have never used the Super Safe DVD. At least 60 percent of early childhood and elementary educators have never used the desk chart (63.4%), value added book (62.9%; early childhood educators only), or desk stickers (60.9%). At least one-half of early childhood and elementary educators have never used the recognition wall stickers (54.6%) or recognition wall chart (50.7%).

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

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SELDOM</th>
<th>NEVER</th>
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<tbody>
<tr>
<td>Value added book**</td>
<td>9.8%</td>
<td>17.1%</td>
<td>7.3%</td>
<td>62.9%</td>
</tr>
<tr>
<td>Play it Safe DVD**</td>
<td>7.3%</td>
<td>9.8%</td>
<td>7.3%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Recognition wall stickers</td>
<td>6.8%</td>
<td>18.1%</td>
<td>20.5%</td>
<td>54.6%</td>
</tr>
<tr>
<td>Desk stickers</td>
<td>5.9%</td>
<td>15.2%</td>
<td>18.1%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Recognition wall chart</td>
<td>5.1%</td>
<td>19.2%</td>
<td>21.7%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Desk chart</td>
<td>5.1%</td>
<td>11.7%</td>
<td>19.9%</td>
<td>63.4%</td>
</tr>
<tr>
<td>Super Safe DVD*</td>
<td>3.0%</td>
<td>7.1%</td>
<td>15.3%</td>
<td>74.7%</td>
</tr>
</tbody>
</table>

Base: 614 early childhood and elementary educators

*Note: Only asked of 608 kindergarten through fifth-grade educators.

**Note: Only asked of 41 early childhood educators.
Comparing by primarily taught grade

There are no significant differences by grade in use of the recognition wall chart by early childhood and elementary educators.

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>
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<tbody>
<tr>
<td>Always</td>
<td>0.0%</td>
<td>4.3%</td>
<td>2.9%</td>
<td>8.7%</td>
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<tr>
<td>Often</td>
<td>30.0%</td>
<td>24.7%</td>
<td>19.0%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>10.0%</td>
<td>16.1%</td>
<td>32.4%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Never</td>
<td>60.0%</td>
<td>54.8%</td>
<td>45.7%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
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<tbody>
<tr>
<td>Always</td>
<td>3.7%</td>
<td>6.6%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Often</td>
<td>19.3%</td>
<td>17.6%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.2%</td>
<td>17.6%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Never</td>
<td>56.9%</td>
<td>58.2%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Base</td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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 and elementary educators, regardless of what grade they primarily teach, are equally likely to use or not use the recognition wall stickers. There are no significant differences.

### 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>0.0%</td>
<td>6.5%</td>
<td>3.8%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Often</td>
<td>30.0%</td>
<td>17.2%</td>
<td>19.0%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.0%</td>
<td>19.4%</td>
<td>29.5%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Never</td>
<td>50.0%</td>
<td>57.0%</td>
<td>47.6%</td>
<td>54.3%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>10*</td>
<td>93</td>
<td>105</td>
<td>92</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>5.5%</td>
<td>8.8%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Often</td>
<td>16.5%</td>
<td>23.1%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Seldom</td>
<td>16.5%</td>
<td>15.4%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Never</td>
<td>61.5%</td>
<td>52.7%</td>
<td>54.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>109</td>
<td>91</td>
<td>114</td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size*

↑ 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
There are no differences in use of the desk chart among early childhood and elementary educators by the grade these educators primarily teach.

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

**Desk chart**

<table>
<thead>
<tr>
<th>desk chart</th>
<th>EARLY</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>10.0%</td>
<td>6.5%</td>
<td>4.8%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Often</td>
<td>10.0%</td>
<td>10.8%</td>
<td>7.6%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.0%</td>
<td>15.1%</td>
<td>26.7%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Never</td>
<td>60.0%</td>
<td>67.7%</td>
<td>61.0%</td>
<td>60.9%</td>
</tr>
</tbody>
</table>

Base 10* 93 105 92

<table>
<thead>
<tr>
<th>desk chart</th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3.7%</td>
<td>2.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Often</td>
<td>8.2%</td>
<td>15.4%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>21.1%</td>
<td>18.7%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Never</td>
<td>66.1%</td>
<td>63.7%</td>
<td>61.4%</td>
</tr>
</tbody>
</table>

Base 109 91 114

Base: early childhood and elementary educators

*Note: Small base size

↑ 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
There are no significant differences in how often early childhood and elementary educators 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>10.0%</td>
<td>5.4%</td>
<td>6.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Often</td>
<td>10.0%</td>
<td>17.2%</td>
<td>12.4%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.0%</td>
<td>14.0%</td>
<td>23.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Never</td>
<td>60.0%</td>
<td>63.4%</td>
<td>57.1%</td>
<td>57.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>10</strong>*</td>
<td><strong>93</strong></td>
<td><strong>105</strong></td>
<td><strong>92</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>4.6%</td>
<td>4.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Often</td>
<td>10.1%</td>
<td>22.0%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>19.3%</td>
<td>12.1%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Never</td>
<td>66.1%</td>
<td>61.5%</td>
<td>59.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>109</strong></td>
<td><strong>91</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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>1.1%</td>
<td>3.8%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Often</td>
<td>25.0%</td>
<td>3.2%</td>
<td>5.7%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>0.0%</td>
<td>10.8%</td>
<td>15.2%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Never</td>
<td>75.0%</td>
<td>84.9%</td>
<td>75.2%</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

*Base: 4* 93 105 92

<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>0.9%</td>
<td>2.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Often</td>
<td>5.5%</td>
<td>8.8%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>13.8%</td>
<td>17.6%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Never</td>
<td>79.8%</td>
<td>71.4%</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

*Base: Educators who teach kindergarten through fifth-grade

*Note: Small base size

↑ 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></th>
<th>Early Childhood</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>10.0%</td>
<td>6.5%</td>
<td>4.8%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Often</td>
<td>10.0%</td>
<td>10.8%</td>
<td>7.6%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.0%</td>
<td>15.1%</td>
<td>26.7%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Never</td>
<td>60.0%</td>
<td>67.7%</td>
<td>61.0%</td>
<td>60.9%</td>
</tr>
</tbody>
</table>

*Base: 10* 93 105 92

<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>
</tbody>
</table>

*Base: 5* 3* 19*

*Note: Small base size*

↑ 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>10.0%</td>
<td>6.5%</td>
<td>4.8%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Often</td>
<td>10.0%</td>
<td>10.8%</td>
<td>7.6%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.0%</td>
<td>15.1%</td>
<td>26.7%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Never</td>
<td>60.0%</td>
<td>67.7%</td>
<td>61.0%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Base</td>
<td>10*</td>
<td>93</td>
<td>105</td>
<td>92</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>5.3%</td>
</tr>
<tr>
<td>Often</td>
<td>40.0%</td>
<td>0.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>0.0%</td>
<td>33.3%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Never</td>
<td>40.0%</td>
<td>66.7%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Base</td>
<td>5*</td>
<td>3*</td>
<td>19*</td>
</tr>
</tbody>
</table>

Base: educators who teach early childhood

*Note: Small base size

↑ 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 program teaches important life skills and provides real-life information children need (one educator who primarily teaches early childhood);
  - The program has interactive lessons that interest the children (one educator who primarily teaches early childhood);
  - The speakers/presenters/instructors are dependable and prepared and provide another voice to teach important concepts (one educator who primarily teaches early childhood);
  - The program is easy to use and organized (one educator who primarily teaches early childhood);
  - All support materials like the wall charts, stickers, and DVDs have never been received (one educator who primarily teaches early childhood).

- **Kindergarten**
  - The program teaches important life skills and provides real-life information children need (12 educators who primarily teach kindergarten);
  - The program has interactive lessons that interest the children (seven educators who primarily teach kindergarten);
  - The materials and activities are age-appropriate (seven educators who primarily teach kindergarten);
  - There are a variety of fun, creative, and engaging lessons (six educators who primarily teach kindergarten);
  - The speakers/presenters/instructors are dependable and prepared and provide another voice to teach important concepts (five educators who primarily teach kindergarten);
  - The program provides opportunities for class discussions (three educators who primarily teach kindergarten);
  - Overall, in general, the program is great (three educators who primarily teach kindergarten);
  - Educators did not have time to use the program (three educators who primarily teach kindergarten);
  - The program ties to character education (two educators who primarily teach kindergarten);
The program is easy to use and organized (two educators who primarily teach kindergarten);
Overall, the curriculum content is great (two educators who primarily teach kindergarten);
The program can be integrated with other school curriculum, adapted as needed, or used to reinforce current teaching (one educator who primarily teaches kindergarten);
In general, the materials (charts, stickers, newsletters, DVDS, etc.) are great (one educator who primarily teaches kindergarten);
All support materials like the wall charts, stickers, and DVDS have never been received (one educator who primarily teaches kindergarten);
The program provides the opportunity to go on field trips or to camp (one educator who primarily teaches kindergarten);
The program has a variety of options available (one educator who primarily teaches kindergarten);
The program gets kids interested in Scouting (one educator who primarily teaches kindergarten);
Educators prefer the program be taught every week (one educator who primarily teaches kindergarten).

First-grade
The program teaches important life skills and provides real-life information children need (17 educators who primarily teach first-grade);
There are a variety of fun, creative, and engaging lessons (10 educators who primarily teach first-grade);
The program has interactive lessons that interest the children (six educators who primarily teach first-grade);
The materials and activities are age-appropriate (six educators who primarily teach first-grade);
The speakers/presenters/instructors are dependable and prepared and provide another voice to teach important concepts (six educators who primarily teach first-grade);
In general, the materials (charts, stickers, newsletters, DVDS, etc.) are great (three educators who primarily teach first-grade);
The program ties to character education (three educators who primarily teach first-grade);
• The program can be integrated with other school curriculum, adapted as needed, or used to reinforce current teaching (three educators who primarily teach first-grade);
• The program provides the opportunity to go on field trips or to camp (three educators who primarily teach first-grade);
• The program is easy to use and organized (two educators who primarily teach first-grade);
• All support materials like the wall charts, stickers, and DVDs have never been received (two educators who primarily teach first-grade);
• The program provides opportunities for class discussions (one educator who primarily teaches first-grade);
• Overall, the curriculum content is great (one educator who primarily teaches first-grade);
• The program allows teamwork, interaction, or cooperation between students, the school, and/or community (one educator who primarily teaches first-grade);
• Overall, in general, the program is great (one educator who primarily teaches first-grade);
• Educators did not have time to use the program (one educator who primarily teaches first-grade);
• There should be a specific time set aside to teach concepts (one educator who primarily teaches first-grade).

• Second-grade
• The materials and activities are age-appropriate (11 educators who primarily teach second-grade);
• The program teaches important life skills and provides real-life information children need (10 educators who primarily teach second-grade);
• There are a variety of fun, creative, and engaging lessons (eight educators who primarily teach second-grade);
• The program has interactive lessons that interest the children (eight educators who primarily teach second-grade);
• The speakers/presenters/instructors are dependable and prepared and provide another voice to teach important concepts (seven educators who primarily teach second-grade);
The program ties to character education (seven educators who primarily teach second-grade);

The program can be integrated with other school curriculum, adapted as needed, or used to reinforce current teaching (six educators who primarily teach second-grade);

In general, the materials (charts, stickers, newsletters, DVDS, etc.) are great (three educators who primarily teach second-grade);

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

All support materials like the wall charts, stickers, and DVDS have never been received (two educators who primarily teach second-grade);

The monthly focus allows children to learn each concept or focus (two educators who primarily teach second-grade);

The program provides opportunities for class discussion (one educator who primarily teaches second-grade);

The program provides the opportunity to go on field trips or to camp (one educator who primarily teaches second-grade);

Overall, the curriculum content is great (one educator who primarily teaches second-grade);

Overall, in general, the program is great (one educator who primarily teaches second-grade).

Third-grade

The program teaches important life skills and provides real-life information children need (16 educators who primarily teach third-grade);

In general, the materials (charts, stickers, newsletters, DVDS, etc.) are great (nine educators who primarily teach third-grade);

There are a variety of fun, creative, and engaging lessons (six educators who primarily teach third-grade);

The materials and activities are age-appropriate (five educators who primarily teach third-grade);

The speakers/presenters/instructors are dependable and prepared and provide another voice to teach important concepts (five educators who primarily teach third-grade);
• The program has interactive lessons that interest the children (three educators who primarily teach third-grade);
• All support materials like the wall charts, stickers, and DVDs have never been received (three educators who primarily teach third-grade);
• The program provides opportunities for class discussion (three educators who primarily teach third-grade);
• The program provides the opportunity to go on field trips or to camp (three educators who primarily teach third-grade);
• The program ties to character education (two educators who primarily teach third-grade);
• The program is easy to use and organized (two educators who primarily teach third-grade);
• The program allows teamwork, interaction, or cooperation between students, the school, and/or community (two educators who primarily teach third-grade);
• The program provides a variety of options (two educators who primarily teach third-grade);
• The program can be integrated with other school curriculum, adapted as needed, or used to reinforce current teaching (one educator who primarily teaches third-grade);
• Overall, the curriculum content is great (one educator who primarily teaches third-grade);
• Overall, in general, the program is great (one educator who primarily teaches third-grade)
• The monthly focus allows children to learn each concept or focus (one educator who primarily teaches third-grade);
• There should be a specific time set aside to teach concepts (one educator who primarily teaches third-grade)
• The Learning for Life representative is accessible (one educator who primarily teaches third-grade).

• Fourth-grade
  o The program teaches important life skills and provides real-life information children need (18 educators who primarily teach fourth-grade);
  o There are a variety of fun, creative, and engaging lessons (eight educators who primarily teach fourth-grade);
o The program has interactive lessons that interest the children (eight educators who primarily teach fourth-grade);
o The speakers/presenters/instructors are dependable and prepared and provide another voice to teach important concepts (six educators who primarily teach fourth-grade);
o The materials and activities are age-appropriate (five educators who primarily teach fourth-grade);
o The program ties to character education (five educators who primarily teach fourth-grade);
o In general, the materials (charts, stickers, newsletters, DVDS, etc.) are great (four educators who primarily teach fourth-grade);
o All support materials like the wall charts, stickers, and DVDS have never been received (four educators who primarily teach fourth-grade);
o The program can be integrated with other school curriculum, adapted as needed, or used to reinforce current teaching (three educators who primarily teach fourth-grade);
o The program is easy to use and organized (one educator who primarily teaches fourth-grade);
o Overall, the curriculum content is great (one educator who primarily teaches fourth-grade);
o Educators did not have time to use the program (one educator who primarily teaches fourth-grade);
o The monthly focus allows children to learn each concept or focus (one educator who primarily teaches fourth-grade).

• Fifth-grade
o The program teaches important life skills and provides real-life information children need (19 educators who primarily teach fifth-grade);
o In general, the materials (charts, stickers, newsletters, DVDS, etc.) are great (11 educators who primarily teach fifth-grade);
o The program has interactive lessons that interest the children (eight educators who primarily teach fifth-grade);
o There are a variety of fun, creative, and engaging lessons (seven educators who primarily teach fifth-grade);
o The materials and activities are age-appropriate (six educators who primarily teach fifth-grade);
o The speakers/presenters/instructors are dependable and prepared and provide another voice to teach important concepts (five educators who primarily teach fifth-grade);

o The program ties to character education (five educators who primarily teach fifth-grade);

o The program is easy to use and organized (five educators who primarily teach fifth-grade);

o The program can be integrated with other school curriculum, adapted as needed, or used to reinforce current teaching (three educators who primarily teach fifth-grade);

o Overall, the curriculum content is great (three educators who primarily teach fifth-grade);

o The program provides opportunities for class discussion (two educators who primarily teach fifth-grade);

o Overall, in general, the program is great (two educators who primarily teach fifth-grade);

o All support materials like the wall charts, stickers, and DVDs have never been received (one educator who primarily teaches fifth-grade);

o The program provides the opportunity to go on field trips or to camp (one educator who primarily teaches fifth-grade);

o The program has a variety of options available (one educator who primarily teaches fifth-grade);

o Educators did not have time to use the program (one educator who primarily teaches fifth-grade);

o The Learning for Life representative is accessible (one educator who primarily teaches fifth-grade).

The Learning for Life program could be improved by:

• Early childhood
  
o Adding more lessons that are engaging, motivating, hands-on, and fun and feature less writing and instruction (two educators who primarily teach early childhood);

o Making the lessons more age-specific or age-appropriate to be understandable for all ages and all learning abilities (two educators who primarily teach early childhood).
• Kindergarten
  o Updating the lessons to be relevant to today's students (e.g., more on bullying and less on drugs) and integrating more technology (10 educators who primarily teach kindergarten);
  o Adding more lessons that are engaging, motivating, hands-on, and fun and feature less writing and instruction (seven educators who primarily teach kindergarten);
  o Making no changes because the program is fine as it is (three educators who primarily teach kindergarten);
  o Making the lessons more age-specific or age-appropriate to be understandable for all ages and all learning abilities (three educators who primarily teach kindergarten);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (three educators who primarily teach kindergarten);
  o Adding more lessons and activities that can be tied to other curriculum areas or adding more lessons in general (two educators who primarily teach kindergarten);
  o Shortening lessons because educators' schedules are busy and the lessons are too long (two educators who primarily teach kindergarten);
  o Providing better quality or better prepared instructors, speakers, and guests (two educators who primarily teach kindergarten);
  o Providing more materials such as booklets and workbooks or having them more accessible and readily available (one educator who primarily teaches kindergarten);
  o Providing more time to develop the skills and concepts through having longer lessons (one educator who primarily teaches kindergarten);
  o Providing training for school staff (one educator who primarily teaches kindergarten);
  o Being more consistent or communicating changes (e.g., inability to visit, program changes, etc.; one educator who primarily teaches kindergarten);
  o Marketing to other Cub Scout packs (one educator who primarily teaches kindergarten).
• First-grade
  o Making no changes because the program is fine as it is (11 educators who primarily teach first-grade);
  o Adding more lessons that are engaging, motivating, hands-on, and fun and feature less writing and instruction (nine educators who primarily teach first-grade);
  o Updating the lessons to be relevant to today’s students (e.g., more on bullying and less on drugs) and integrating more technology (eight educators who primarily teach first-grade);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (five educators who primarily teach first-grade);
  o Providing better quality or better prepared instructors, speakers, and guests (four educators who primarily teach first-grade);
  o Providing more materials such as booklets and workbooks or having them more accessible and readily available (four educators who primarily teach first-grade);
  o Providing access to guest speakers, instructors, and presenters (e.g., providing speakers of a variety of genders, having instructors teach the program instead of the classroom teacher, etc.; two educators who primarily teach first-grade);
  o Adding more lessons and activities that can be tied to other curriculum areas or adding more lessons in general (one educator who primarily teaches first-grade);
  o Shortening lessons because educators’ schedules are busy and the lessons are too long (one educator who primarily teaches first-grade);
  o Providing more time to develop the skills and concepts through having longer lessons (one educator who primarily teaches first-grade);
  o Providing training for school staff (one educator who primarily teaches first-grade).

• Second-grade
  o Making no changes because the program is fine as it is (11 educators who primarily teach second-grade);
  o Adding more lessons that are engaging, motivating, hands-on, and fun and feature less writing and instruction (eight educators who primarily teach second-grade);
• Teaching lessons more often (e.g., every week, all year long, etc.; seven educators who primarily teach second-grade);
• Updating the lessons to be relevant to today’s students (e.g., more on bullying and less on drugs) and integrating more technology (five educators who primarily teach second-grade);
• Providing more materials such as booklets and workbooks or having them more accessible and readily available (three educators who primarily teach second-grade);
• Making the lessons more age-specific or age-appropriate to be understandable for all ages and all learning abilities (two educators who primarily teach second-grade);
• Providing better quality or better prepared instructors, speakers, and guests (two educators who primarily teach second-grade);
• Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (one educator who primarily teaches second-grade);
• Adding more lessons and activities that can be tied to other curriculum areas or adding more lessons in general (one educator who primarily teaches second-grade);
• Shorten lessons because educators’ schedules are busy and the lessons are too long (one educator who primarily teaches second-grade);
• Providing more time to develop the skills and concepts through having longer lessons (one educator who primarily teaches second-grade);
• Providing training for school staff (one educator who primarily teaches second-grade);
• Providing access to guest speakers, instructors, and presenters (e.g., providing speakers of a variety of genders, having instructors teach the program instead of the classroom teacher, etc.; one educator who primarily teaches second-grade);
• Providing a Learning for Life representative to work with the schools (one educator who primarily teaches second-grade);
• Providing more ways to get the parents involved (e.g., parent home packages to use with students, parent workshops, etc.; one educator who primarily teaches second-grade);
• Involving the school administration in acceptance of program (one educator who primarily teaches second-grade).
• Third-grade
  o Making no changes because the program is fine as it is (10 educators who primarily teach third-grade);
  o Updating the lessons to be relevant to today’s students (e.g., more on bullying and less on drugs) and integrating more technology (six educators who primarily teach third-grade);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (five educators who primarily teach third-grade);
  o Adding more lessons and activities that can be tied to other curriculum areas or adding more lessons in general (four educators who primarily teach third-grade);
  o Providing more materials such as booklets and workbooks or having them more accessible and readily available (four educators who primarily teach third-grade);
  o Adding more lessons that are engaging, motivating, hands-on, and fun and feature less writing and instruction (four educators who primarily teach third-grade);
  o Providing access to guest speakers, instructors, and presenters (e.g., providing speakers of a variety of genders, having instructors teach the program instead of the classroom teacher, etc.; three educators who primarily teach third-grade);
  o Shortening lessons because educators’ schedules are busy and the lessons are too long (three educators who primarily teach third-grade);
  o Providing a Learning for Life representative to work with the schools (two educators who primarily teach third-grade);
  o Providing lesson or area schedules to avoid overcrowding (two educators who primarily teach third-grade);
  o Providing better quality or better prepared instructors, speakers, and guests (one educator who primarily teaches third-grade);
  o Providing more time to develop the skills and concepts through having longer lessons (one educator who primarily teaches third-grade);
  o Providing training for school staff (one educator who primarily teaches third-grade);
  o Being more consistent or communicating changes (e.g., inability to visit, program changes, etc.; one educator who primarily teaches third-grade);
Teaching lessons more often (e.g., every week, all year long, etc.; one educator who primarily teaches third-grade);

Providing more ways to get the parents involved (e.g., parent home packages to use with students, parent workshops, etc.; one educator who primarily teaches third-grade);

Providing lesson or area schedules to avoid overcrowding (one educator who primarily teaches third-grade);

Making lessons appropriate for all education settings (e.g., home school, guidance, after school, at school, etc.; one educator who primarily teaches third-grade).

• Fourth-grade

Making no changes because the program is fine as it is (13 educators who primarily teach fourth-grade);

Updating the lessons to be relevant to today’s students (e.g., more on bullying and less on drugs) and integrating more technology (eight educators who primarily teach fourth-grade);

Adding more lessons and activities that can be tied to other curriculum areas or adding more lessons in general (six educators who primarily teach fourth-grade);

Adding more lessons that are engaging, motivating, hands-on, and fun and feature less writing and instruction (four educators who primarily teach fourth-grade);

Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (two educators who primarily teach fourth-grade);

Shortening lessons because educators’ schedules are busy and the lessons are too long (two educators who primarily teach fourth-grade);

Providing more materials such as booklets and workbooks or having them more accessible and readily available (two educators who primarily teach fourth-grade);

Providing more time to develop the skills and concepts through having longer lessons (two educators who primarily teach fourth-grade);

Providing training for school staff (two educators who primarily teach fourth-grade);

Providing access to guest speakers, instructors, and presenters (e.g., providing speakers of a variety of genders, having instructors teach the
• Fourth-grade
  o Making the lessons more age-specific or age-appropriate to be understandable for all ages and all learning abilities (one educator who primarily teaches fourth-grade);
  o Providing more ways to get the parents involved (e.g., parent home packages to use with students, parent workshops, etc.; one educator who primarily teaches fourth-grade);
  o Providing lesson or area schedules to avoid overcrowding (one educator who primarily teaches fourth-grade);
  o Providing ways for all students to participate in the program wrap up activity (one educator who primarily teaches fourth-grade).
• Fifth-grade
  o Making no changes because the program is fine as it is (11 educators who primarily teach fifth-grade);
  o Updating the lessons to be relevant to today’s students (e.g., more on bullying and less on drugs) and integrating more technology (10 educators who primarily teach fifth-grade);
  o Adding more lessons that are engaging, motivating, hands-on, and fun and feature less writing and instruction (five educators who primarily teach fifth-grade);
  o Making the lessons more age-specific or age-appropriate to be understandable for all ages and all learning abilities (four educators who primarily teach fifth-grade);
  o Providing more materials such as booklets and workbooks or having them more accessible and readily available (four educators who primarily teach fifth-grade);
  o Adding more lessons and activities that can be tied to other curriculum areas or adding more lessons in general (three educators who primarily teach fifth-grade);
  o Providing all supporting materials, such as DVDs, stickers, and wall charts, to teachers (two educators who primarily teach fifth-grade);
  o Shortening lessons because educators’ schedules are busy and the lessons are too long (two educators who primarily teach fifth-grade);
- Providing more time to develop the skills and concepts through having longer lessons (two educators who primarily teach fifth-grade);
- Providing a Learning for Life representative to work with the schools (two educators who primarily teach fifth-grade);
- Providing more ways to get the parents involved (e.g., parent home packages to use with students, parent workshops, etc.; two educators who primarily teach fifth-grade);
- Providing better quality or better prepared instructors, speakers, and guests (one educator who primarily teaches fifth-grade);
- Providing access to guest speakers, instructors, and presenters (e.g., providing speakers of a variety of genders, having instructors teach the program instead of the classroom teacher, etc.; one educator who primarily teaches fifth-grade);
- Teaching lessons more often (e.g., every week, all year long, etc.; one educator who primarily teaches fifth-grade);
- Translating the lessons (one educator who primarily teaches fifth-grade);
- Providing summer activities for students to prepare for the upcoming Learning for Life program (one educator who primarily teaches fifth-grade).
Most (67.9%) 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, 32.1%
- No, 67.9%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

Fifth-grade educators (50.9%) are more likely than fourth-grade (24.2%), kindergarten (24.7%), and first-grade (28.6%) educators 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>Yes</td>
<td>20.0%</td>
<td>24.7%</td>
<td>28.6%</td>
<td>30.4%</td>
</tr>
<tr>
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<td>80.0%</td>
<td>75.3%</td>
<td>71.4%</td>
<td>69.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>10</strong>*</td>
<td><strong>93</strong></td>
<td><strong>105</strong></td>
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</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>Yes</td>
<td>31.2%</td>
<td>24.2%</td>
<td>50.9%</td>
</tr>
<tr>
<td>No</td>
<td>68.8%</td>
<td>75.8%</td>
<td>49.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>109</strong></td>
<td><strong>91</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

Base: early childhood and elementary educators

*Note: Small base size

↑ 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 two-thirds (63.7%) of early childhood and elementary educators would be very (27.8%) or somewhat interested (35.9%) in using a drug abuse program provided by Learning for Life. Further, among the 67.9 percent of educators who indicated they currently do not use a drug abuse program, 60.0 percent are very (23.0%) or somewhat (37.0%) interested in using Learning for Life’s program.

More than 20 percent (22.1%) of early childhood and elementary educators are not very (15.8%) to not at all (16.3%) interested in using Learning for Life’s drug abuse program. Few (4.1%) currently use Learning for Life’s program.

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

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

- Very interested, 27.8%
- Somewhat interested, 35.9%
- Not very interested, 15.8%
- Not at all interested, 16.3%
- Currently use LFL, 4.1%

Base: 614 early childhood and elementary educators
Comparing by primarily taught grade

Kindergarten educators (30.1%) 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 (9.8%) and fifth-grade (8.1%) educators. Second-grade (37.0%) and fifth-grade (35.1%) educators are more likely to be very interested, compared to kindergarten (15.1%) educators.

| How interested would you be in using a drug abuse program provided by Learning for Life? |
|-----------------------------------------------|-----------------|-----------------|-----------------|
| Early Childhood                               | Kindergarten    | First Grade     | Second Grade    |
| Very interested                               | 20.0%           | 15.1%           | 20.2%           | 37.0% ↑         |
| Somewhat interested                           | 30.0%           | 32.3%           | 37.5%           | 32.6%           |
| Not very interested                           | 10.0%           | 17.2%           | 17.3%           | 14.1%           |
| Not at all interested                         | 40.0%           | 30.1% ↑↑        | 22.1%           | 9.8%            |
| Currently use LFL                            | 0.0%            | 5.4%            | 2.9%            | 6.5%            |
| Base                                          | 10*             | 93              | 104             | 92              |

| How interested would you be in using a drug abuse program provided by Learning for Life? |
|-----------------------------------------------|-----------------|-----------------|-----------------|
| Third Grade                                   | Fourth Grade    | Fifth Grade     |
| Very interested                               | 32.4%           | 27.0%           | 35.1% ↑         |
| Somewhat interested                           | 33.3%           | 42.7%           | 37.8%           |
| Not very interested                           | 17.6%           | 14.6%           | 14.4%           |
| Not at all interested                         | 13.9%           | 12.4%           | 8.1%            |
| Currently use LFL                            | 2.8%            | 3.4%            | 4.5%            |
| Base                                          | 108             | 89              | 111             |

Base: early childhood and elementary educators

*Note: Small base size

↑ 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
**Demographics**

Most (70.0%) 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 (22.3%). Fewer use the curriculum as a teacher in a daycare center (4.6%), a teacher in a YMCA/YWCA setting (2.0%), or as a teacher in a home school (1.1%).

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

- Teacher in a school, 70.0%
- Counselor in a school, 22.3%
- Teacher in a daycare center, 4.6%
- Teacher in a YMCA/YWCA, 2.0%
- Teacher in a home school, 1.1%

Base: 614 early childhood and elementary educators
Nearly 20 percent of early childhood and elementary educators primarily teach fifth-grade (18.6%), third-grade (17.8%), or first-grade (17.1%). More than 10 percent primarily teach kindergarten (15.2%), second-grade (15.0%), or fourth-grade (14.8%). Few (1.6%) primarily teach early childhood.

**What grade do you primarily teach?**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>1.6%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>15.2%</td>
</tr>
<tr>
<td>1st grade</td>
<td>17.1%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>15.0%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>17.8%</td>
</tr>
<tr>
<td>4th grade</td>
<td>14.8%</td>
</tr>
<tr>
<td>5th grade</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

Base: 614 early childhood and elementary educators
More than one-half (51.8%) of early childhood and elementary educators do not teach any other grades than their primary grade. Almost 30 percent also teach second-grade (29.3%), third-grade (28.0%), fourth-grade (27.5%), or first-grade (26.7%). More than 20 percent also teach kindergarten (23.8%) or fifth-grade (22.6%). Few (5.2%) also teach early childhood.

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

- Early childhood: 5.2%
- Kindergarten: 23.8%
- 1st grade: 26.7%
- 2nd grade: 29.3%
- 3rd grade: 28.0%
- 4th grade: 27.5%
- 5th grade: 22.6%
- I do not teach any other grades: 51.8%

Base: 614 early childhood and elementary educators

Note: Percentages will add up to more than 100 percent due to multiple responses.
More than four of 10 (41.9%) early childhood and elementary educators teach in an urban city or area (e.g., major market city), followed by a suburban city or area (e.g., city near a major market city; 31.4%), small city or area (e.g., city population 200,000 or less; 19.5%), or a rural city or area (e.g., city population 2,000 or less; 7.2%).

**Which of the following best describes the area where you teach or where your school is located?**

- **Urban city/area,** 41.9%
- **Suburban city/area,** 31.4%
- **Small city/area,** 19.5%
- **Rural city/area,** 7.2%

Base: 614 early childhood and elementary educators
Most early childhood and elementary educators teach in schools or education settings that are multi-ethnic or multi-cultural (42.2%) or have one predominant ethnicity with a mix of other ethnicities (39.9%). Fewer (17.9%) teach in settings primarily composed of one ethnicity.

**Which of the following best describes the ethnicity of your school/education setting?**

- Multi-ethnic or multi-cultural, 42.2%
- Primarily composed of one ethnicity, 17.9%
- One predominant ethnicity with a mix of other ethnicities, 39.9%

Base: 614 early childhood and elementary educators
More than 70 percent of early childhood and elementary educators teach in schools or
education settings that are composed of Hispanics or Latinos (75.1%), Blacks or African
Americans (72.8%), or whites (72.5%), followed by Asian Americans or Pacific Islanders
(25.6%) and American Indians or Aleuts (10.3%).

Which of the following best describes the ethnicities within your
school/education setting?

- American Indian/Aleut: 10.3%
- Asian American/Pacific Islander: 25.6%
- Black/African American: 72.8%
- Hispanic/Latino: 75.1%
- White/Caucasian: 72.5%
- Other: 8.5%

Base: 614 early childhood and elementary educators

Other (8.5%) ethnicities include:
- A mix of ethnicities (10 early childhood and elementary educators)
- Haitian (seven early childhood and elementary educators)
- Middle Eastern (five early childhood and elementary educators)
- African (four early childhood and elementary educators)
- Indian (two early childhood and elementary educators)
- Cambodian (one early childhood and elementary educator)
- Tibetan (one early childhood and elementary educator)
- Bosnian (one early childhood and elementary educator)
- Russian (one early childhood and elementary educator)
- Asian (one early childhood and elementary educator)
• Irish (one early childhood and elementary educator)
• English (one early childhood and elementary educator)
• Polynesian (one early childhood and elementary educator)
• Nepalese (one early childhood and elementary educator)
• African American (one early childhood and elementary educator)
Middle School Program Evaluation

Likelihood to Recommend Sixth-Grade Program

Sixth-grade educators were asked how likely they were to recommend Learning for Life’s sixth grade program to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Those who chose 0 to 6 were detractors, 7 and 8 were passives, and 9 and 10 were promoters. Almost six of 10 (58.5%) sixth-grade educators were promoters, followed by more than one-fourth (26.2%) who were passives and 15.4 percent who were detractors.

A Net Promoter Score (NPS) is calculated by subtracting the percent of detractors from the percent of promoters. The Net Promoter Score among sixth-grade educators is 43.1, meaning more sixth-grade educators are likely to recommend the program than not recommend the program.

How likely are you to recommend Learning for Life’s sixth-grade program to other teachers?

<table>
<thead>
<tr>
<th>Detractors</th>
<th>Passives</th>
<th>Promoters</th>
</tr>
</thead>
<tbody>
<tr>
<td>rating 0-6</td>
<td>rating 7-8</td>
<td>rating 9-10</td>
</tr>
<tr>
<td>15.4%</td>
<td>26.2%</td>
<td>58.5%</td>
</tr>
</tbody>
</table>

Base: 65 sixth-grade educators
**Promoters**

One sixth-grade educator who is a promoter (gave a likelihood to recommend rating of a nine or 10) does not know why they would recommend Learning for Life’s sixth-grade program or do not use the program. Another sixth-grade educator requested specific program materials such as workbooks. Other sixth-grade educators who are promoters would recommend the sixth-grade program because:

- The program teaches life skills (six sixth-grade educators who are promoters);
- The lessons are fun and engaging (six sixth-grade educators who are promoters);
- The speakers, guests, and presenters are great (six sixth-grade educators who are promoters);
- The program applies to character education, teaches positive character development or teaches values (two sixth-grade educators who are promoters);
- The program provides age-specific or age-appropriate lessons (two sixth-grade educators who are promoters);
- The materials are great (two sixth-grade educators who are promoters);
- The program is user friendly and easy to use (two sixth-grade educators who are promoters);
- The program provides activities that keep children interested (one sixth-grade educator who is a promoter);
- The lessons can be easily integrated into other programs, curriculum, or goals (one sixth-grade educator who is a promoter);
- The topics are important and provide information children need to know (one sixth-grade educator who is a promoter).

Additionally, one sixth-grade educator who is a promoter commented they gave the rating they did because the program is dependent on instructor quality.

**Passives**

Three sixth-grade educators who are passives (gave a likelihood to recommend rating of seven or eight) do not know why they would recommend the program or do not use the program. Other sixth-grade educators who are passives gave generally positive comments about:

- The program teaches life skills (two sixth-grade educators who are passives);
• The program applies to character education, teaches positive character development or teaches values (two sixth-grade educators who are passives);
• The program provides activities that keep children interested (one sixth-grade educator who is a passive);
• The program provides age-specific or age-appropriate lessons (one sixth-grade educator who is a passive);
• The lessons can be easily integrated into other programs, curriculum, or goals (one sixth-grade educator who is a passive);
• The topics are important and provide information children need to know (one sixth-grade educator who is a passive).

**Detractors**

One sixth-grade educator who is a detractor (gave a rating of zero to six) does not know why they would not recommend the program or do not use the program. One sixth-grade educator commented they would not recommend the program, because it does not fit with the new state requirements. Other sixth-grade educators who are detractors still gave positive comments including:

• The program provides activities that keep children interested (two sixth-grade who are detractors);
• The program teaches life skills (one sixth-grade educator who is a detractor).
Satisfaction with Sixth-Grade Program

More than nine of 10 (96.9%) sixth-grade educators are very (72.3%) to somewhat (24.6%) satisfied with the sixth-grade program. Fewer (3.1%) are not very satisfied with the program.

Overall, how satisfied are you with Learning for Life’s sixth-grade program?

Base: 65 sixth-grade educators
**Involving Sixth-Grade Students’ Parents**

Almost 30 percent (27.7%) of sixth-grade educators have parents that are very (10.8%) or somewhat (16.9%) involved with the program. More than 70 percent (72.3%) have parents who are not very (27.7%) or not at all (44.6%) involved with the program.

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

Among the 27.7 percent of sixth-grade educators with parents involved in the program, three educators did not know how they got their parents involved or did not use take home activities. Other educators got the parents involved by:

- Hosting trips, outings, or award ceremonies and inviting the parents (three sixth-grade educators);
- Notifying parents of the program and benefits via newsletters, parent/teacher conferences, open houses, school functions, etc. (two sixth-grade educators);
- Sending work home with the child to share with their parents and/or encouraging parent/child discussions (one sixth-grade educator);
- Seeking parent volunteers to work in the classroom (one sixth-grade educator).
Integration with Other Sixth-Grade Programs

Sixth-grade educators were almost equally split on integrating Learning for Life’s sixth-grade program with other programs they teach. More than one-half (52.3%) of sixth-grade educators integrated Learning for Life’s program with other programs they teach. Almost one-half (47.7%) have not integrated Learning for Life’s program with other programs they teach.

Did you integrate Learning for Life’s program with other programs you teach such as science, technology, engineering, mathematics, or reading literacy programs?

- Yes, 52.3%
- No, 47.7%

Base: 65 sixth-grade educators

Among the 52.3 percent of sixth-grade educators who were able to integrate Learning for Life’s program with other programs, two commented they did not know how they were able to integrate the LFL program with other programs. Others were able to integrate Learning for Life’s program with their other programs by:

- Finding commonalities between the program and their current teachings or reminding the students of the skills previously learned (four sixth-grade educators);
- Combining the program with their current lessons or curriculum in general (four sixth-grade educators);
- Combining the program with their regular health curriculum and building into lessons plans (three sixth-grade educators);
• Combining the program with their regular character education curriculum and building into lesson plans (two sixth-grade educators);
• Combining the program with their regular physical education curriculum and building into lesson plans (two sixth-grade educators);
• Combining the program with their regular social studies curriculum and building into lesson plans (one sixth-grade educator);
• Discussing with the Learning for Life teacher what would be taught (one sixth-grade educator);
• Combining the program with their regular language arts, or reading and writing, curriculum and building into lesson plans (one sixth-grade educator).
Sixth-Grade Program Outcomes Evaluation

Nearly all (98.5%) sixth-grade educators strongly (67.7%) to somewhat (30.8%) agree the Learning for Life lessons and activities are age-appropriate. Very few (1.5%) educators somewhat disagree, and no educators strongly disagree the lessons and activities are age-appropriate.

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

Base: 65 sixth-grade educators
More than one-half (52.3%) of sixth-grade educators strongly agree the lessons help children improve their relationship with adults. More than 40 percent (44.6%) somewhat agree with this outcome. Very few (1.5%) somewhat disagree the program delivers this outcome, and no educators strongly disagree with this outcome.

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

Base: 65 sixth-grade educators
Sixty percent (60.0%) of sixth-grade educators strongly agree the program’s activities are grade-specific. Nearly one-third (32.3%) somewhat agree the activities are grade-specific. Fewer (4.6%) somewhat disagree with this outcome. No educators strongly disagree with this outcome.

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

- Strongly agree, 60.0%
- Somewhat agree, 32.3%
- Somewhat disagree, 4.6%
- Not applicable, 3.1%

Base: 65 sixth-grade educators
All (100.0%) sixth-grade educators agree the lessons and activities help children learn to be more responsible, including 63.1 percent who strongly agree. No educators somewhat or strongly disagree the lessons and activities help children learn to be more responsible.

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

- Strongly agree, 63.1%
- Somewhat agree, 36.9%

Base: 65 sixth-grade educators
More than one-half (52.3%) of sixth-grade educators strongly agree and almost one-half (46.2%) somewhat agree the program provides activities that interest the children in their class. No educators somewhat or strongly disagree the program provides activities that interest the children in their class.

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

- Strongly agree, 52.3%
- Somewhat agree, 46.2%
- Not applicable, 1.5%

Base: 65 sixth-grade educators
More than 90 percent (92.3%) of sixth-grade educators strongly (50.8%) or somewhat (41.5%) agree the lessons effectively teach the concepts of laws and justice. No educators somewhat or strongly disagree the lessons effectively teach the concepts of laws and justice.

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

- Strongly agree, 50.8%
- Somewhat agree, 41.5%
- Not applicable, 7.7%

Base: 65 sixth-grade educators
More than nine of 10 (97.0%) sixth-grade educators strongly (70.8%) to somewhat (26.2%) agree the lessons help children to respect those of different ethnic and cultural backgrounds. No educators somewhat or strongly disagree the lessons help children respect those of different backgrounds.

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

- **Strongly agree, 70.8%**
- **Somewhat agree, 26.2%**
- **Not applicable, 3.1%**

Base: 65 sixth-grade educators
More than nine of 10 (96.4%) sixth-grade educators strongly (64.6%) to somewhat (30.8%) agree the lessons help children to respect those of different ethnic and cultural backgrounds. Very few (1.5%) strongly disagree the lessons help children respect those of different backgrounds. No educators somewhat disagree with this outcome.

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

![Pie chart showing responses to the statement](chart.png)

- Strongly agree, 64.6%
- Somewhat agree, 30.8%
- Strongly disagree, 1.5%
- Not applicable, 3.1%

Base: 65 sixth-grade educators
All (100.0%) sixth-grade educators strongly (56.9%) or somewhat (43.1%) 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.**

![Pie chart showing agreement levels]

- **Strongly agree, 56.9%**
- **Somewhat agree, 43.1%**

Base: 65 sixth-grade educators
More than two-thirds (67.7%) of sixth-grade educators strongly agree, and 30 percent (30.8%) somewhat agree Learning for Life helps children build self-esteem. Very few (1.5%) strongly 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, 67.7%
- Somewhat agree, 30.8%
- Strongly disagree, 1.5%

Base: 65 sixth-grade educators
More than one-half (56.9%) of sixth-grade educators strongly agree the lessons and activities help children to develop their creativity. While 40 percent (40.0%) 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.

- Strongly agree, 56.9%
- Somewhat agree, 40.0%
- Somewhat disagree, 3.1%

Base: 65 sixth-grade educators
All (100.0%) sixth-grade educators strongly (72.3%) or somewhat (27.7%) agree Learning for Life provides fun ways for the children to learn new things. No educators somewhat or strongly disagree with the outcome.

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

Base: 65 sixth-grade educators
All (100.0%) sixth-grade educators strongly (69.2%) or somewhat (30.8%) agree the
lessons and activities help children to learn to get along better with each other. No
educators somewhat or strongly disagree with this outcome.

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

Base: 65 sixth-grade educators
Nearly all (98.5%) sixth-grade educators strongly (70.8%) or somewhat (27.7%) agree Learning for Life helps create a fun learning environment. Very few (1.5%) 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, 70.8%
- Somewhat agree, 27.7%
- Somewhat disagree, 1.5%

Base: 65 sixth-grade educators
More than 90 percent (92.3%) of sixth-grade educators strongly (56.9%) to somewhat (35.4%) agree Learning for Life is in line with national education standards. Fewer somewhat (3.1%) or strongly (1.5%) disagree the program is in line with national education standards.

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

- Strongly disagree, 1.5%
- Somewhat disagree, 3.1%
- Somewhat agree, 35.4%
- Strongly agree, 56.9%
- Not applicable, 3.1%

Base: 65 sixth-grade educators
Few Learning for Life materials are used always or often by sixth-grade educators. More than 60 percent (61.5%) never use the Super Safe DVD or desk wall chart. More than one-half never use the recognition stickers (56.9%) or recognition wall chart (53.9%). Thirty percent (30.1%) never use the desk stickers.

**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 stickers</td>
<td>4.6%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Recognition wall chart</td>
<td>4.6%</td>
<td>18.5%</td>
<td>23.1%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Desk stickers</td>
<td>3.1%</td>
<td>15.4%</td>
<td>14.5%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Super Safe DVD</td>
<td>1.5%</td>
<td>16.9%</td>
<td>20.0%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Desk wall chart</td>
<td>1.5%</td>
<td>13.9%</td>
<td>23.1%</td>
<td>61.5%</td>
</tr>
</tbody>
</table>

Base: 65 sixth-grade educators
When asked what they liked best about the Learning for Life sixth-grade program, one sixth-grade educator commented they did not know the program differences by grade. Another educator commented they did not have all of the materials like the DVD, and another commented they did not have enough time to use the program. Other sixth-grade educators commented they liked best that the Learning for Life program:

- Teaches life skills (10 sixth-grade educators);
- Provides lessons that are fun, engaging, and creative (nine sixth-grade educators);
- Teaches values (nine sixth-grade educators);
- Can be integrated with the current curriculum (six sixth-grade educators);
- Provides topics that are relevant to students’ lives (four sixth-grade educators);
- Provides age-appropriate topics and activities (three sixth-grade educators);
- Includes activities (two sixth-grade educators);
- Provides guests, speakers, and presenters that are great (two sixth-grade educators);
- Includes field trips and camp visits (two sixth-grade educators);
- Is a great program overall (one sixth-grade educator);
- Has online access to programs (one sixth-grade educator);
- Encourages discussion among students (one sixth-grade educator).

The Learning for Life program can be improved by:

- Providing more hands-on, engaging activities and lessons (nine sixth-grade educators);
- Not doing any enhancements as the program is great as it is (six sixth-grade educators);
- Providing access to all of the program materials such as the DVDs, workbooks, charts, etc. (three sixth-grade educators);
- Updating the lessons and topics to make them more relevant to students’ current lives (two sixth-grade educators);
- Providing more lesson or discussion time (one sixth-grade educator);
- Making the program relevant or applicable to additional state or local education standards (one sixth-grade educator).
Likelihood to Recommend Seventh- and Eighth-Grade Program

Seventh- and eighth-grade educators were asked how likely they were to recommend Learning for Life’s seventh- and eighth-grade program to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Those who chose 0 to 6 were detractors, 7 and 8 were passives, and 9 and 10 were promoters. More than one-half (56.9%) of seventh- and eighth-grade educators were promoters, followed by more than 20 percent (21.5%) that were each passives and detractors.

A Net Promoter Score (NPS) is calculated by subtracting the percent of detractors from the percent of promoters. The Net Promoter Score among seventh- and eighth-grade educators is 35.4, meaning more seventh- and eighth-grade educators are likely to recommend the program than not recommend the program.

How likely are you to recommend Learning for Life’s seventh- and eighth-grade program to other teachers?

<table>
<thead>
<tr>
<th>Detractors</th>
<th>Passives</th>
<th>Promoters</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.5%</td>
<td>21.5%</td>
<td>56.9%</td>
</tr>
<tr>
<td>rating 0-6</td>
<td>rating 7-8</td>
<td>rating 9-10</td>
</tr>
</tbody>
</table>

Base: 65 seventh- and eighth-grade educators
Promoters

Three seventh- and eighth-grade educators who are promoters (gave a likelihood to recommend rating of a nine or 10) do not know why they would recommend Learning for Life’s seventh- and eighth-grade program or do not use the program. Another seventh- and eighth-grade educator requested specific program materials such as workbooks. Other seventh- and eighth-grade educators who are promoters would recommend the program because:

- The program teaches life skills (four seventh- and eighth-grade educators who are promoters);
- The program is good (three seventh- and eighth-grade educators who are promoters);
- The program provides activities that keep students interested (two seventh- and eighth-grade educators who are promoters);
- The materials are great or useful (two seventh- and eighth-grade educators who are promoters);
- The speakers, guests, and presenters are great (two seventh- and eighth-grade educators who are promoters);
- The topics are important and provide information students need to know (two seventh- and eighth-grade educators who are promoters);
- The program benefits students and teachers (one seventh- and eighth-grade educator who is a promoter);
- The lessons can be easily integrated into other programs, curriculum, or goals (one seventh- and eighth-grade educator who is a promoter);
- Other teachers may be interested (one seventh- and eighth-grade educator who is a promoter);
- Educators can share the program highlights and teachings with other teachers (one seventh- and eighth-grade educator who is a promoter).

Additionally, one seventh and eighth-grade educator who is a promoter commented they gave the rating they did, because other teachers currently have no additional time for the Learning for Life program.
Passives

Three seventh- and eighth-grade educators who are passives (gave a likelihood to recommend rating of seven or eight) do not know why they would recommend the program or do not use the program. Other seventh- and eighth-grade educators gave generally positive comments including:

- The program is good (two seventh- and eighth-grade educators who are passives);
- The program teaches life skills (two seventh- and eighth-grade educators who are passives);
- The program provides activities that keep children interested *two seventh- and eighth-grade educators who are passives);
- The program provides age-specific or age-appropriate lessons (one seventh- and eighth-grade educator who is a passive).

Detractors

Three seventh- and eighth-grade educators who are detractors (gave a rating of zero to six) do not know why they would not recommend the program or do not use the program. Four seventh- and eighth-grade educators commented they gave the rating they did, because the program is good.
Satisfaction with Seventh- and Eighth-Grade Program

More than nine of 10 (96.9%) seventh- and eighth-grade educators are very (61.5%) to somewhat (35.4%) satisfied with the seventh- and eighth-grade program. Fewer (3.1%) are not at all satisfied with the program.

**Overall, how satisfied are you with Learning for Life’s seventh- and eighth-grade program?**

- Very satisfied, 61.5%
- Somewhat satisfied, 35.4%
- Not at all satisfied, 3.1%

Base: 65 seventh- and eighth-grade educators
**Involving Seventh- and Eighth-Grade Students’ Parents**

Thirty percent (30.3%) of seventh- and eighth-grade educators have parents that are very (13.9%) or somewhat (15.4%) involved with the program. Seventy percent (70.8%) have parents who are not very (27.7%) or not at all (43.1%) involved with the program.

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

![Pie chart showing involvement levels]

Base: 65 seventh- and eighth-grade educators

Among the 30.3 percent of seventh- and eighth-grade educators with parents involved in the program, one educator did not know how they got the parents involved. Other educators got the parents involved by:

- Notifying parents of the program and benefits via letters, parent/teacher conferences, etc. (two seventh- and eighth-educators);
- Seeking parent volunteers to work in the classroom (one seventh- and eighth-grade educator);
- Hosting trips, outings, or award ceremonies and inviting the parents (one seventh- and eighth-grade educator).
Integration with Other Seventh- and Eighth-Grade Programs

Similar to other programs, seventh- and eighth-grade educators were almost equally split on integrating Learning for Life’s seventh- and eighth-grade program with other programs they teach. One-half (50.8%) of seventh- and eighth-grade educators integrated Learning for Life’s program with other programs they teach. Nearly one-half (49.2%) have not integrated Learning for Life’s program with other programs they teach.

Did you integrate Learning for Life’s program with other programs you teach such as science, technology, engineering, mathematics, or reading literacy programs?

![Pie chart showing integration rates]

Base: 65 seventh- and eighth-grade educators

Among the 50.8 percent of seventh- and eighth-grade educators who were able to integrate Learning for Life’s program with other programs, educators commented they were able to integrate Learning for Life’s program with their other programs by:

- Combining the program with their regular health curriculum and building into lessons plans (four seventh- and eighth-grade educators);
- Finding commonalities between the program and their current teachings or reminding the students of the skills previously learned (three seventh- and eighth-grade educators);
- Combining the program with their regular physical education curriculum and building into lesson plans (three seventh- and eighth-grade educators);
• Combining the program with their regular social studies curriculum and building into lesson plans (two seventh- and eighth-grade educators);
• Combining the program with their regular language arts, or reading and writing, curriculum and building into lesson plans (two seventh- and eighth-grade educators).
• Combining the program with their current lessons or curriculum in general (two seventh- and eighth-grade educators);
• Combining the program with their regular character exploration services and building into lesson plans (one seventh- and eighth-grade educator);
• Using community members as teachers (one seventh- and eighth-grade educator).
Seventh- and Eighth-grade Program Outcomes Evaluation

Seven of 10 (70.9%) seventh- and eighth-grade educators strongly (47.7%) or somewhat (23.1%) agree the community speakers help the students learn about the opportunities available to them. While no educators somewhat or strongly disagree, nearly 30 percent (29.2%) indicate this outcome was not applicable to them, implying they do not use or have not used community speakers.

The community speakers help the students learn about the opportunities available to them.

Not applicable, 29.2%
Strongly agree, 47.7%
Somewhat agree, 23.1%

Base: 65 seventh- and eighth-grade educators
Almost 90 percent (96.2%) of seventh- and eighth-grade educators agree the program helps the school provide a caring, encouraging environment, including more nearly 60 percent (63.1%) who strongly agree. No educators somewhat or strongly disagree with this outcome, and 13.9 percent indicate this outcome is not applicable.

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

- Strongly agree, 63.1%
- Somewhat agree, 23.1%
- Not applicable, 13.9%

Base: 65 seventh- and eighth-grade educators
Almost three-fourths (72.3%) of seventh- and eighth-grade educators strongly (52.3%) to somewhat (20.0%) agree the speakers are a positive influence on the students. No educators somewhat or strongly disagree the speakers deliver this outcome. Almost 30 percent (27.7%) 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.**

- Strongly agree, 52.3%
- Somewhat agree, 20.0%
- Not applicable, 27.7%

Base: 65 seventh- and eighth-grade educators
Almost nine of 10 (87.8%) seventh- and eighth-grade educators strongly (64.6%) or somewhat agree (23.1%) the program helps students develop a sense of personal responsibility. No educators somewhat or strongly disagree the program helps students develop a sense of personal responsibility. More than 10 percent (12.3%) indicate this outcome is not applicable.

**It helps students develop a sense of personal responsibility.**
Sixty percent (60.0%) of seventh- and eighth-grade educators strongly agree and nearly 30 percent (29.2%) somewhat agree the resources help to teach interpersonal skills. No educators somewhat or strongly disagree the resources help to teach interpersonal skills. Ten percent (10.8%) indicate this outcome is not applicable.

The resources help to teach interpersonal skills.

- Strongly agree, 60.0%
- Somewhat agree, 29.2%
- Not applicable, 10.8%

Base: 65 seventh- and eighth-grade educators
More than 80 percent (84.6%) of seventh- and eighth-grade educators strongly (60.0%) or somewhat (24.6%) 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. More than 10 percent (12.3%) indicate this outcome is not applicable.

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

![Pie chart showing the distribution of responses: Strongly agree, 60.0%; Somewhat agree, 24.6%; Somewhat disagree, 3.1%; Not applicable, 12.3%]

Base: 65 seventh- and eighth-grade educators
Almost 90 percent (87.7%) of seventh- and eighth-grade educators strongly (61.5%) to somewhat (26.2%) agree the program helps enhance the students’ self-esteem. Very few (1.5%) somewhat disagree it helps enhance the students’ self-esteem. No educators strongly disagree with this outcome, and 10 percent (10.8%) indicate this outcome is not applicable.

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

Base: 65 seventh- and eighth-grade educators
Almost 90 percent (86.2%) of seventh- and eighth-grade educators strongly (47.7%) or somewhat (38.5%) agree the program helps motivate the students to do well in school. Fewer than five percent (3.1%) somewhat disagree the program helps motivate the students to do well in school. While no educators strongly disagree, 10 percent (10.8%) indicate this outcome is not applicable.

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

- Strongly agree, 47.7%
- Somewhat agree, 38.5%
- Somewhat disagree, 3.1%
- Not applicable, 10.8%

Base: 65 seventh- and eighth-grade educators
Most (86.2%) seventh- and eighth-grade educators strongly (63.1%) or somewhat (23.1%) agree the personality exercises help the students learn more about themselves. No educators somewhat or strongly disagree with this outcome. Almost 15 percent (13.9%) indicate this outcome is not applicable.

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

Base: 65 seventh- and eighth-grade educators
More than 80 percent (83.0%) of seventh- and eighth-grade educators strongly (41.5%) to somewhat (41.5%) agree the program helps the students develop the desire to serve in the community. Very few (1.5%) somewhat disagree the lesson plans help the students develop the desire to serve in the community. While no educators strongly disagree with this outcome, 15 percent (15.4%) indicate this outcome is not applicable.

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

Base: 65 seventh- and eighth-grade educators
More than eight of 10 (84.7%) seventh- and eighth-grade educators strongly (50.8%) or somewhat (33.9%) agree the personality exercise help the students understand others better. No educators somewhat or strongly disagree with this outcome. Fifteen percent (15.4%) indicate this outcome is not applicable.

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

- **Strongly agree,** 50.8%
- **Somewhat agree,** 33.9%
- **Not applicable,** 15.4%

*Base: 65 seventh- and eighth-grade educators*
More than eight of 10 (84.7%) seventh- and eighth-grade educators strongly (58.5%) to somewhat (26.2%) agree the program gives students strategies to resolve conflict without violence. Fewer (1.5%) strongly disagree the lesson develops this outcome. No educators strongly disagree with this outcome. Almost 15 percent (13.9%) indicate this outcome is not applicable.

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

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

Base: 65 seventh- and eighth-grade educators
More than one-half (55.4%) of seventh- and eighth-grade educators strongly agree and 30 percent (30.8%) somewhat agree the lessons and exercises help students understand and appreciate those from different cultural, ethnic, or racial backgrounds. No educators somewhat or strongly disagree with this outcome. Almost 15 percent (13.9%) indicate this outcome is not applicable.

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

Base: 65 seventh- and eighth-grade educators
More than eight of 10 (84.6%) seventh- and eighth-grade educators strongly (60.0%) to somewhat (24.6%) agree Learning for Life helps students learn about setting personal goals. Fewer than five percent (1.5%) somewhat disagree Learning for Life helps students learn about setting personal goals. No educators strongly disagree with this outcome. More than one of 10 (13.9%) indicate this outcome is not applicable.

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

Base: 65 seventh- and eighth-grade educators
Most (79.3%) seventh- and eighth-grade educators strongly (49.2%) or somewhat (30.1%) agree Learning for Life is in line with national education standards. Fewer than five percent (3.0%) somewhat (1.5%) or strongly (1.5%) disagree Learning for Life is in line with national education standards. Almost 20 percent (16.9%) indicate this outcome was not applicable to them.

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

- Strongly agree, 49.2%
- Somewhat agree, 30.1%
- Somewhat disagree, 1.5%
- Strongly disagree, 1.5%
- Not applicable, 16.9%

Base: 65 seventh- and eighth-grade educators
Few Learning for Life materials are used always or often by seventh- and eighth-grade educators. More than 60 percent never use the value added DVD (66.2%), medals (64.6%), or value added guidebook (63.1%).

**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>6.2%</td>
<td>7.7%</td>
<td>21.5%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Value added guidebook</td>
<td>3.1%</td>
<td>18.5%</td>
<td>15.4%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Value added DVD</td>
<td>3.1%</td>
<td>9.2%</td>
<td>21.5%</td>
<td>66.2%</td>
</tr>
</tbody>
</table>

Base: 65 seventh- and eighth-grade educators
When asked what was best about the Learning for Life program, seventh- and eighth-grade educators commented:

- The program teaches important life skills (seven seventh- and eighth-grade educators);
- The program is relevant to students’ lives (six seventh- and eighth-grade educators);
- The program provides activities that are hands-on, visual, auditory, and tactical (three seventh- and eighth-grade educators);
- The program can be integrated with current curriculum or used to reinforce current teaching (three seventh- and eighth-grade educators);
- The program teaches values (two seventh- and eighth-grade educators);
- The program provides age-appropriate topics and activities (two seventh- and eighth-grade educators);
- The program is easy to use (one seventh- and eighth-grade educator);
- The program provides engaging interaction with students (one seventh- and eighth-grade educator);
- The lessons are brief (one seventh- and eighth-grade educator);
- The program provides online access (one seventh- and eighth-grade educator);
- The program allows students to earn awards (one seventh- and eighth-grade educator);
- The program covers a variety of topics (one seventh- and eighth-grade educator).

The Learning for Life program could be improved by:

- Providing more hands-on, engaging activities and lessons (eight seventh- and eighth-grade educators);
- Providing access to all materials such as the DVDs, workbooks, charts, etc. (three seventh- and eighth-grade educators);
- Not doing any enhancements as the program is great as it is (three seventh- and eighth-grade educators);
- Providing more programs throughout the year (two seventh- and eighth-grade educators);
- Providing cooperative learning or classroom management (one seventh- and eighth-grade educator);
• Providing more contact from the Learning for Life representative regarding using the program (one seventh- and eighth-grade educator);
• Providing better integration with core classes (one seventh- and eighth-grade educator).

All Middle School Educators

Most (79.1%) 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, 20.9%
- No, 79.1%

Base: 91 middle school educators
Two-thirds (66.7%) of middle school educators would be very (30.0%) or somewhat (36.7%) interested in using a drug abuse education program provided by Learning for Life in their classroom. Further, among the 79.1 percent of middle school educators who are currently not using a drug abuse education program, more than 70 percent (73.4%) would be very (28.2%) to somewhat (35.2%) interested in using Learning for Life’s program.

Almost 30 percent (27.7%) would be not very (14.4%) or not at all (13.3%) interested in using Learning for Life’s drug abuse program. Very few currently use Learning for Life’s (3.3%) or DEA’s (2.2%) drug abuse programs.

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

- Very interested, 30.0%
- Somewhat interested, 36.7%
- Not very interested, 14.4%
- Not at all interested, 13.3%
- Currently use LFL, 3.3%
- Currently use DEA, 2.2%

*Base: 91 middle school educators*
More than two-thirds (68.1%) of middle school educators do not currently use a career exploration program in their classroom.

**Do you currently use a career exploration in your classroom?**

- Yes, 31.9%
- No, 68.1%

Base: 91 middle school educators
Three-fourths (75.9%) of middle school educators would be very (37.4%) or somewhat (38.5%) interested in having a career exploration program for use with the Learning for Life curriculum. Further, among the 68.1 percent of middle school educators who are currently not using a career exploration program, nearly three-fourths (74.2%) would be very (37.1%) to somewhat (37.1%) interested in using Learning for Life’s program.

Almost one-fourth (23.2%) would be not very (16.5%) to not at all (7.7%) 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, 37.4%
- Somewhat interested, 38.5%
- Not very interested, 16.5%
- Not at all interested, 7.7%

*Base: 91 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 provide:

- Information on a variety of careers (e.g., diversity, traditional, non-traditional, careers for those with special needs, etc.; five middle school educators);
- Information on careers and necessary skills and education (three middle school educators);
- Guest speakers and presenters and/or allowing the ability to meet professionals in various career fields (two middle school educators);
- Hands-on skills and lessons (one middle school educator);
- Career salary information (one middle school educator);
- Age-appropriate career exploration topics (one middle school educator);
- Career inventory aptitudes (one middle school educator);
- Integration with current career services (one middle school educator).
Three-fourths (75.9%) of middle school educators’ schools would be very (49.5%) or somewhat (26.4%) 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. Nearly one-fourth (24.2%) would be not very (16.5%) or not at all likely (7.7%) 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?

Very likely, 49.5%

Somewhat likely, 26.4%

Not very likely, 16.5%

Not at all likely, 7.7%

Base: 191 middle school educators
**Demographics**

More than 70 percent (71.4%) of educators who use middle school curriculums teach sixth-grade, followed by seventh-grade (64.8%) and eighth-grade (57.1%).

**What grade do you teach?**

- Sixth grade: 71.4%
- Seventh grade: 64.8%
- Eighth grade: 57.1%

Base: 91 middle school educators

Note: Percentages will add up to more than 100 percent due to multiple responses.
More than six of 10 (61.5%) middle school educators teach in an urban city or area (e.g., major market city), followed by a suburban city or area (e.g., city near a major market city; 18.7%), small city or area (e.g., city population 200,000 or less; 11.0%), or a rural city or area (e.g., city population 2,000 or less; 8.8%).

**Which of the following best describes the area where you teach or where your school is located?**

- Urban city/area, 61.5%
- Suburban city/area, 18.7%
- Small city/area, 11.0%
- Rural city/area, 8.8%

Base: 91 middle school educators
Most middle school educators teach in schools or education settings that have one predominant ethnicity with a mix of other ethnicities (44.0%) or are multi-cultural (35.2%). Fewer (20.9%) teach in settings primarily composed of one ethnicity.

Which of the following best describes the ethnicity of your school/education setting?

- One ethnicity, 20.9%
- One predominant ethnicity with a mix of other ethnicities, 44.0%
- Multi-ethnic or multi-cultural, 35.2%

Base: 91 middle school educators
Eighty percent (80.2%) of middle school educators teach in schools or education settings that are composed of Hispanics or Latinos, followed by Blacks or African Americans (76.9%), whites (76.9%), Asian Americans or Pacific Islanders (20.9%) and American Indians or Aleuts (8.8%).

Which of the following best describes the ethnicities within your school/education setting?

- American Indian/Aleut: 8.8%
- Asian American/Pacific Islander: 20.9%
- Black/African American: 76.9%
- Hispanic/Latino: 80.2%
- White/Caucasian: 76.9%
- Other: 3.3%

Other (3.3%) ethnicities include:
- Chen (one middle school educator)
- Haitian (one middle school educator)
### High School Program Evaluation

#### Likelihood to Recommend Program

High school educators were asked how likely they were to recommend Learning for Life’s high school program to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Those who chose 0 to 6 were detractors, 7 and 8 were passives, and 9 and 10 were promoters. Seventy percent (70.0%) of high school educators were promoters, followed by almost one-fourth (22.0%) who were passives and less than 10 percent (8.0%) who were detractors.

A Net Promoter Score (NPS) is calculated by subtracting the percent of detractors from the percent of promoters. The Net Promoter Score among high school educators is 62.0, meaning more high school educators are likely to recommend the program than not recommend the program.

#### How likely are you to recommend Learning for Life’s high school program to other teachers?

<table>
<thead>
<tr>
<th>Detractors</th>
<th>Passives</th>
<th>Promoters</th>
</tr>
</thead>
<tbody>
<tr>
<td>rating 0-6</td>
<td>rating 7-8</td>
<td>rating 9-10</td>
</tr>
<tr>
<td>8.0%</td>
<td>22.0%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

Base: 50 high school educators
Promoters

High school educators who are promoters (gave a likelihood to recommend rating of a nine or 10) would recommend the high school program because:

- The program teaches life skills (eight high school educators who are promoters);
- The program is practical and great overall (seven high school educators who are promoters);
- The lessons can be easily integrated into other programs, curriculum, or goals (six high school educators who are promoters);
- The students love the interactive lessons (five high school educators who are promoters);
- The program is relevant to students’ lives (one high school educator who is a promoter);
- The program is well-planned and prepared (one high school educator who is a promoter).

Passives

High school educators who are passives (gave a likelihood to recommend rating of seven or eight) gave generally positive comments:

- The program teaches life skills (one high school educator who is a passive);
- The program is relevant to students’ lives (one high school educator who is a passive);
- The students love the interactive lessons (one high school educator who is a passive);
- The lessons can be easily integrated into other programs, curriculum, or goals (one high school educator who is a passive).

Additionally, high school educators who are passives commented they gave the rating they did because:

- Educators do not always have the time to use the program or the program is not useful (three high school educators who are passives);
- The program is outdated (one high school educator who is a passive).


Detractors

High school educators (gave a likelihood rating of zero to six) who are detractors commented they gave the rating they did because:

• The program feedback and follow-up is insufficient (two high school educators who are detractors);
• Educators do not always have the time to use the program or the program is not useful (one high school educator who is a detractor).
**Satisfaction with Program**

More than nine of 10 (96.0%) high school educators are very (72.0%) to somewhat (24.0%) satisfied with the high school program. Fewer (4.0%; four educators) are not very or not at all satisfied (2.0% each) with the program. One of the two educators not very or not at all satisfied commented they were not satisfied because they had no response from Learning for Life representatives since the initial program presentation.

**Overall, how satisfied are you with Learning for Life’s high school program?**

![Pie chart showing satisfaction levels with Learning for Life’s high school program.]

- **Very satisfied, 72.0%**
- **Somewhat satisfied, 24.0%**
- **Not very satisfied, 2.0%**
- **Not at all satisfied, 2.0%**

Base: 50 high school educators
Involving Students’ Parents

Twenty percent (20.0%) of high school educators have parents that are very (8.0%) or somewhat (12.0%) involved with the program. Eighty percent (80.0%) have parents who are not very (36.0%) or not at all (44.0%) involved with the program.

How involved are your students’ parents with the Learning for Life program?

Among the 20.0 percent of high school educators with parents involved in the program, one educator commented that some parents were too busy to be involved. Other educators got the parents involved by:

- Aligning the program with other programs (two high school educators);
- Working with the parents of home schooled students (one high school educator);
- Being excited about the program (one high school educator).
Integration with Other Programs

High school educators were almost equally split on integrating Learning for Life’s high school program with other programs they teach. More than one-half (52.0%) of high school educators integrated Learning for Life’s program with other programs they teach. Almost one-half (48.0%) have not integrated Learning for Life’s program with other programs they teach.

Did you integrate Learning for Life’s program with other programs you teach such as science, technology, engineering, mathematics, or reading literacy programs?

![Pie chart showing integration with other programs]

Base: 50 high school educators

Among the 52.0 percent of high school educators who were able to integrate Learning for Life’s program with other programs, one commented they did not know how they were able to integrate the LFL program with other programs. Others were able to integrate Learning for Life’s program with their other programs by:

- Combining the program with their current lessons or curriculum in general (three high school educators);
- Combining the program with their regular social skills curriculum and building into lesson plans (two high school educators);
- Combining the program with their regular reading curriculum and building into lesson plans (two high school educators);
- Combining the program with their regular math curriculum and building into lesson plans (two high school educators);
• Combining the program with their regular science curriculum and building into lesson plans (one high school educator);
• Letting the parents do the integration at home (one high school educator);
• Combining the program with their regular art and photography curriculum and building into lesson plans (one high school educator).
**Program Outcomes Evaluation**

More than eight in 10 (86.0%) high school educators strongly (44.0%) or somewhat (42.0%) agree the workshops and activities help students improve their communication skills. No educators somewhat disagree that the workshops and activities develops this outcome, and few (4.0%) strongly disagree with this outcome. Ten percent (10.0%) 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 responses]

- Strongly disagree, 4.0%
- Somewhat agree, 42.0%
- Strongly agree, 44.0%
- Not applicable, 10.0%

**Base: 50 high school educators**
Eighty percent (80.0%) of high school educators strongly (58.0%) to somewhat (22.0%) agree the guest presenters are people the students can look up to. No educators somewhat or strongly disagree, but 20.0 percent 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 good role models the students can look up to.**

Base: 50 high school educators
One-half (50.0%) of high school educators strongly agree, while 30.0 percent somewhat agree Learning for Life helps enhance the classroom atmosphere of caring. No educators somewhat disagree the program delivers this outcome, and very few (2.0%) educators strongly disagree. Similar to other outcomes, almost 20 percent (18.0%) of high school educators indicate this outcome was not applicable to them.

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

Base: 50 high school educators
Most (82.0%) high school educators agree the workshops and activities actively engage the students in learning, including 50.0 percent who strongly agree. Fewer than five percent (4.0%) somewhat disagree the workshops and activities actively engage the students in learning. No educators strongly disagree with this outcome. Nearly 15 percent (14.0%) 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 responses](image)

- Strongly agree, 50.0%
- Somewhat agree, 32.0%
- Somewhat disagree, 4.0%
- Not applicable, 14.0%

Base: 50 high school educators
Eighty percent (82.0%) of high school educators strongly (54.0%) to somewhat (28.0%) agree the workshops give the students an understanding of what is necessary to achieve success in the professional world. Fewer than five percent (4.0%) strongly disagree the workshops help develop this outcome. Nearly 15 percent (14.0%) 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.**

![Pie chart showing the distribution of responses.]

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree, 54.0%</td>
<td></td>
</tr>
<tr>
<td>Somewhat agree, 28.0%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree, 4.0%</td>
<td></td>
</tr>
<tr>
<td>Not applicable, 14.0%</td>
<td></td>
</tr>
</tbody>
</table>

Base: 50 high school educators
Nearly three-fourths (74.0%) high school educators agree (48.0%, strongly; 26.0%, somewhat) the workshops teach skills for handling peer pressure. While nearly one-fourth (24.0%) indicate this outcome was not applicable to them, very few (2.0%) somewhat disagree the workshops delivers this outcome. No educators strongly disagree with this outcome.

The workshops teach skills for handling peer pressure.

Base: 50 high school educators
Almost 80 percent (78.0%) of high school educators strongly (48.0%) or somewhat (30.0%) agree the workshops help increase self-esteem. Fewer (4.0%) somewhat disagree the workshops help increase self-esteem. No educators strongly disagree with this outcome. Eighteen percent (18.0%) of educators indicate this outcome was not applicable to them.

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

- **Strongly agree,** 48.0%
- **Somewhat agree,** 30.0%
- **Somewhat disagree,** 4.0%
- **Not applicable,** 18.0%

Base: 50 high school educators
Eight in 10 (80.0%) high school educators strongly (52.0%) to somewhat (28.0%) agree the workshops help the students understand the importance of being honest and ethical in their careers. Fewer than five percent (2.0%) somewhat disagree the workshops deliver this outcome. No educators strongly disagree with this outcome. Almost 20 percent (18.0%) indicate this outcome was not applicable to them.

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

- Strongly agree, 52.0%
- Somewhat agree, 28.0%
- Somewhat disagree, 2.0%
- Not applicable, 18.0%

Base: 50 high school educators
More than three-fourths (76.0%) of high school educators strongly (48.0%) or somewhat (28.0%) agree the workshops teach skills for resolving conflicts. Nearly five percent (4.0%) of educators somewhat disagree the workshops teach skills for resolving conflicts. No educators strongly disagree with this outcome. Twenty percent (20.0%) indicate this outcome was not applicable to them.

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

- Strongly agree, 48.0%
- Somewhat agree, 28.0%
- Somewhat disagree, 4.0%
- Not applicable, 20.0%

Base: 50 high school educators
Nearly three-fourths (74.0%) of high school educators strongly (44.0%) to somewhat (30.0%) agree the workshops help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds. Almost 10 percent (6.0%) of educators somewhat (4.0%) or strongly (2.0%) disagree the workshops deliver this outcome to their students. Twenty percent (20.0%) 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 to the workshop outcome.]

- **Strongly agree, 44.0%**
- **Somewhat agree, 30.0%**
- **Somewhat disagree, 4.0%**
- **Strongly disagree, 2.0%**
- **Not applicable, 20.0%**

Base: 50 high school educators
More than eight in 10 (86.0%) high school educators strongly (54.0%) to somewhat (32.0%) agree the workshops and activities help the students learn how to set goals and make plans for the future. While more than 10 percent (12.0%) indicate this outcome was not applicable to them, very few (2.0%) strongly disagree the workshops and activities help the students learn how to set goals and make plans for the future. No educators somewhat disagree with this outcome.

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

![Pie chart showing responses: 54.0% strongly agree, 32.0% somewhat agree, 12.0% not applicable, 2.0% strongly disagree.]

Base: 50 high school educators
More than 80 percent (82.0%) of high school educators strongly (46.0%) or somewhat (36.0%) agree the workshops and activities have helped the students gain or improve their leadership skills. Fewer (4.0%) educators somewhat disagree the lesson develops this outcome. No educators strongly disagree with this outcome. Nearly 15 percent (14.0%) 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 responses to the question about leadership skills improvement.]

- Strongly agree, 46.0%
- Somewhat agree, 36.0%
- Somewhat disagree, 4.0%
- Not applicable, 14.0%

Base: 50 high school educators
More than 80 percent (84.0%) of high school educators strongly (60.0%) or somewhat (24.0%) agree Learning for Life is in line with national educational standards. Fewer (4.0%) educators somewhat disagree with this outcome. No educators strongly disagree with this outcome. More than 10 percent (12.0%) indicate this outcome was not applicable to them.

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

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

Base: 50 high school educators
High school educators like best that the Learning for Life program:

- Provides informative speakers (13 high school educators);
- Teaches functional life skills (11 high school educators);
- Can be integrated with or supplement other curriculum (eight high school educators);
- Is interactive and gets students involved (four high school educators);
- Is easy to use (two high school educators).

The Learning for Life program could be improved by:

- Integrating more visual aids and technology (four high school educators);
- Updating the lessons to be more relevant to students’ lives (four high school educators);
- Not making any changes because the program is great as it is (three high school educators);
- Providing more participation from speakers, guests, and presenters (two high school educators);
- Providing better lesson planning and preparation (two high school educators);
- Making sure the lessons and activities are age-appropriate (two high school educators).
More than three-fourths (76.0%) 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, 24.0%
- No, 76.0%

Base: 50 high school educators
More than two-thirds (68.0%) of high school educators would be very (30.0%) or somewhat (38.0%) interested in using a drug abuse education program provided by Learning for Life. Additionally, among the 76.0 percent of high school educators who are not currently using a drug abuse education program, more than two-thirds (68.4%) would be very (26.3%) or somewhat (42.1%) interested in using Learning for Life’s program.

Nearly one-third (32.0%) of high school educators would be not very (10.0%) or not at all (22.0%) interested in using a drug abuse education program provided by Learning for Life. No educators currently use DEA’s program in their classroom.

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

- Very interested, 30.0%
- Somewhat interested, 38.0%
- Not very interested, 10.0%
- Not all interested, 22.0%

Base: 50 high school educators
Almost nine in 10 (88.0%) high school educators’ schools would be very (70.0%) to somewhat (18.0%) 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. More than 10 percent (12.0%) would be not very (2.0%) or not at all likely (10.0%).

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?

- Very likely, 70.0%
- Somewhat likely, 18.0%
- Not very likely, 2.0%
- Not at all likely, 10.0%

Base: 50 high school educators
Demographics
More than 80 percent (84.0%) of high school educators teach eleventh or twelfth grade. More than three-fourths of educators teach ninth (78.0%) or tenth (76.0%).

What grade do you teach?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>78.0%</td>
</tr>
<tr>
<td>10th grade</td>
<td>76.0%</td>
</tr>
<tr>
<td>11th grade</td>
<td>84.0%</td>
</tr>
<tr>
<td>12th grade</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

Base: 50 high school educators
Note: Percentages will add up to more than 100 percent due to multiple responses.
More than 40 percent (42.0%) of high school educators teach in an urban city or area (e.g., major market city), followed by a suburban city or area (e.g., city near a major market city; 30.0%), small city or area (e.g., city population 200,000 or less; 16.0%), or a rural city or area (e.g., city population 2,000 or less; 12.0%).

**Which of the following best describes the area where you teach or where your school is located?**

- Urban city/area, 42.0%
- Suburban city/area, 30.0%
- Small city/area, 16.0%
- Rural city/area, 12.0%

Base: 50 high school educators
Most high school educators teach in schools or education settings that have one predominant ethnicity with a mix of other ethnicities (40.0%) or are multi-cultural (38.0%), followed by teaching in settings primarily composed of one ethnicity (22.0%).

**Which of the following best describes the ethnicity of your school/education setting?**

- One ethnicity, 22.0%
- Multi-ethnic or multi-cultural, 38.0%
- One predominant ethnicity with a mix of other ethnicities, 40.0%

Base: 50 high school educators
More than three-fourths of high school educators teach in schools or education settings that are composed of whites (78.0%), Hispanics or Latinos (76.0%), or Blacks or African Americans (74.0%), followed by Asian Americans or Pacific Islanders (30.0%) and American Indians or Aleuts (14.0%).

Which of the following best describes the ethnicities within your school/education setting?

- American Indian/Aleut: 14.0%
- Asian American/Pacific Islander: 30.0%
- Black/African American: 74.0%
- Hispanic/Latino: 76.0%
- White/Caucasian: 78.0%
- Other: 2.0%

Base: 50 high school educators
**Special Needs Program Evaluation**

**Likelihood to Recommend Program**

Special needs educators were asked how likely they were to recommend Learning for Life’s special needs program to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Those who chose 0 to 6 were detractors, 7 and 8 were passives, and 9 and 10 were promoters. Almost three-fourths (73.9%) of special educators were promoters, followed by nearly 20 percent (19.6%) who were passives and less than 10 percent (5.8%) who were detractors.

A Net Promoter Score (NPS) is calculated by subtracting the percent of detractors from the percent of promoters. The Net Promoter Score among special needs educators is 68.1, meaning more special needs educators are likely to recommend the program than not recommend the program.

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

<table>
<thead>
<tr>
<th>Detractors</th>
<th>Passives</th>
<th>Promoters</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.8%</td>
<td>19.6%</td>
<td>73.9%</td>
</tr>
</tbody>
</table>

rating 0-6    rating 7-8    rating 9-10

Base: 138 special needs educators
**Promoters**

Special needs educators who are promoters (gave a likelihood to recommend rating of a nine or 10) would recommend the special needs program because:

- The students love the program and the program is able to reach them (32 special needs educators who are promoters);
- Overall, the program is great (25 special needs educators who are promoters);
- The lessons can be easily integrated into other programs, curriculum, or goals (10 special needs educators who are promoters);
- The program teaches life skills (five special needs educators who are promoters);
- The lessons and activities are appropriate for special needs students (four special needs educators who are promoters);
- The activities are relevant to students’ lives (four special needs educators who are promoters);
- The activities are well-planned and organized (three special needs educators who are promoters);
- The program gets the community involved (two special needs educators who are promoters).

Additionally, one special needs educator who is a promoter commented they gave the rating they did, because they did not find the program usable or useful.

**Passives**

Special needs educators who are passives (gave a likelihood to recommend rating of seven or eight) gave generally positive comments about:

- The students love the program and the program is able to reach them (four special needs educators who are passives);
- Overall, the program is great (three special needs educators who are passives);
- The program teaches life skills (three special needs educators who are passives);
- The program gets the community involved (one special needs educator who is a passive).

Additionally, one special needs educator who is a passive commented they gave the rating they did, because they did not find the program usable or useful.
**Detractors**

Special needs educators who are detractors (gave a likelihood rating of zero to six) would not recommend the program because:

- Educators did not find the program usable or useful (one special needs educator who is a detractor);
- The program wasn’t appropriate for all students (one special needs educator who is a detractor).

Additionally, special needs educators who are detractors commented they gave the rating they did because:

- Overall, the program is great (one special needs educator who is a detractor);
- The program teaches life skills (one special needs educator who is a detractor);
- The activities are well-planned and organized (one special needs educator who is a detractor).
Satisfaction with Program

More than nine of 10 (95.6%) special needs educators are very (73.2%) to somewhat (25.4%) satisfied with the special needs program. Very few (1.5%; two educators) are not very satisfied with the program. One educator who was not very satisfied commented this was because the teacher missed too many weeks.

Overall, how satisfied are you with Learning for Life’s special needs program?

Base: 138 special needs educators
**Involving Students’ Parents**

Almost 40 percent (38.4%) of special needs educators have parents that are very (9.4%) or somewhat (29.0%) involved with the program. More than 70 percent (71.6%) have parents who are not very (32.6%) or not at all (29.0%) involved with the program.

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

![Pie chart showing involvement percentages](chart.png)

Base: 138 special needs educators

Among the 38.4 percent of special needs educators with parents involved in the program, one educator commented they have not implemented the program yet. Other educators got the parents involved by:

- Seeking parent volunteers to work in the classroom or go on field trips (10 special needs educators);
- Notifying parents of the program and benefits via letters, parent/teacher conferences, etc. (nine special needs educators);
- Sending work home with the students to share with their parents and encouraging parent/child discussions (five special needs educators);
- Inviting parents to programs and functions (three special needs educators);
- Involving parents in activities they are currently involved in such as Scouting (one special needs educator).
Integration with Other Programs

Most (69.6%) special needs educators have integrated the Learning for Life program with other programs they teach.

Did you integrate Learning for Life’s program with other programs you teach such as science, technology, engineering, mathematics, or reading literacy programs?

Base: 138 special needs educators

Among the 69.6 percent of special needs educators who were able to integrate Learning for Life’s program with other programs, five commented the programs were integrated together naturally. Others were able to integrate Learning for Life’s program with their other programs by:

• Combining the program with their regular social skills/health curriculum and building into lesson plans (13 special needs educators);
• Integrating activities and activity sheets (12 special needs educators);
• Combining the program with their regular science curriculum and building into lesson plans (10 special needs educators);
• Combining the program with their current lessons or curriculum in general (10 special needs educators);
• Combining the program with their regular math curriculum and building into lesson plans (eight special needs educators);
• Combining the program with their regular reading curriculum and building into lessons plans (seven special needs educators).
Program Outcomes Evaluation

More than 70 percent (71.7%) of special needs educators strongly (35.5%) to somewhat (36.2%) agree that because of the safety lessons, their students are better able to avoid common household hazards and dangers. Few (4.4%) somewhat or strongly (2.2% each) disagree. More than 20 percent (23.9%) 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: 138 special needs educators
Seven of 10 (70.3%) special needs educators agree the safety lessons have increased their students’ knowledge of what to do if they become lost, including 34.8 percent who strongly agree. More than five percent (6.5%) disagree; more than 20 percent (23.2%) 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: 138 special needs educators
More than one-third (34.1%) of special needs educators strongly agree and more than one-fourth (27.5%) somewhat agree the pedestrian safety lesson helped their students improve skills such as how to cross the street safely and to recognize traffic signs. Fewer (5.8%) somewhat or strongly disagree (2.9% each). Nearly one-third (32.6%) 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.**

Base: 138 special needs educators
Almost two-thirds (63.8%) of special needs educators strongly (28.3%) or somewhat (35.5%) agree the calendar lessons have helped improve their students’ ability to follow the daily classroom routine. Fewer (6.6%) somewhat (4.4%) or strongly (2.2%) disagree the lessons develop this outcome. Nearly 30 percent (29.7%), 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.**

Base: 138 special needs educators
Nearly three-fourths (74.7%) of special needs educators strongly (31.2%) to somewhat (43.5%) agree the self concept lessons have helped their students improve their ability to identify their basic emotions. Five percent (561%) of educators somewhat (2.9%) or strongly (2.2%) disagree the lessons deliver this outcome. Similar to other lessons, 20 percent (20.3%) 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.**

- Strongly agree, 31.2%
- Somewhat agree, 43.5%
- Somewhat disagree, 2.9%
- Strongly disagree, 2.2%
- Did not teach, 20.3%

Base: 138 special needs educators
More than three-fourths (76.1%) of special needs educators strongly (30.4%) or somewhat (45.7%) agree the self concept lessons have helped their students improve their ability to identify positive personality traits in themselves and in others. Fewer (4.4%) educators somewhat or strongly (2.2% each) disagree the students receive this outcome. Nearly 20 percent (19.6%) 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.

Base: 138 special needs educators
Almost 70 percent (68.1%) of special needs educators agree the grooming lessons have improved their students’ skills for taking care of themselves, including nearly one-third (33.3%) who strongly agree. Few (3.7%) somewhat (2.2%) or strongly (1.5%) disagree the lessons develop this outcome. Almost 30 percent (28.3%) 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: 138 special needs educators
Six of 10 (60.1%) special needs educators strongly (27.5%) or somewhat (32.6%) 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-third (34.8%) indicate they did not teach this lesson to their students, five percent (5.1%) somewhat (3.6%) or strongly (1.5%) 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.**
More than three-fourths (76.9%) of special needs educators strongly (28.3%) or somewhat (48.6%) agree the lessons have helped their students improve their ability to recognize and handle anger in healthy ways. Fewer than five percent (4.4%) somewhat or strongly (2.2% each) disagree the lesson delivers this outcome. Almost 20 percent (18.8%) 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.**

Base: 133 special needs educators
Three-fourths (75.4%) of special needs educators agree that through the nutrition lessons their students have improved their ability to recognize and appreciate healthy foods, including 37.7 percent who strongly agree. Few (4.4%) somewhat or strongly (2.2% each) disagree that the lessons have improved their students’ ability to recognize and appreciate healthy foods. Twenty percent (20.3%) 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.**

Base: 138 special needs educators
More than three-fourths (76.8%) of special needs educators strongly (32.6%) or somewhat (44.2%) agree the wellness lessons have helped increase their students’ understanding of the importance of exercise. Very few (2.2%) somewhat (0.7%) or strongly (1.5%) disagree the lessons deliver this outcome. Similar to other lessons, more than one-fifth (21.0%) 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 the distribution of responses.](chart.png)

- Strongly agree, 32.6%
- Somewhat agree, 44.2%
- Somewhat disagree, 0.7%
- Strongly disagree, 1.5%
- Did not teach, 21.0%

Base: 138 special needs educators
More than seven of 10 (71.0%) special needs educators strongly (29.7%) or somewhat (41.3%) agree the wellness lessons have helped increase their students’ understanding of the need for proper rest. Five percent (5.1%) somewhat (2.9%) or strongly (2.2%) disagree the lessons deliver this outcome. Similar to other lessons, almost one-fourth (23.9%) indicate they did not teach these lessons to their students.

**The wellness lessons have helped increase my students’ understanding of the need for proper rest.**

Base: 138 special needs educators
More than 80 percent (83.4%) of special needs educators agree the lessons are helping their students build self-esteem, including 46.4 percent who strongly agree. Fewer than five percent (4.4%) somewhat (2.9%) or strongly disagree (1.5%) these lessons deliver this outcome. More than 10 percent (12.3%) of educators indicate they did not teach this lesson to their students.

**The lessons are helping my students build self-esteem.**

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

- Strongly agree, 46.4%
- Somewhat agree, 37.0%
- Somewhat disagree, 2.9%
- Strongly disagree, 1.5%
- Did not teach, 12.3%

Base: 138 special needs educators
More than 80 percent (84.8%) of special needs educators strongly (52.9%) or somewhat (31.9%) agree the lessons provide fun ways to learn important skills. Very few (2.9%) somewhat (0.7%) or strongly (2.2%) disagree lessons provide fun ways to learn important skills. More than 10 percent (12.3%) indicate they did not teach this lesson to their students.

![Pie chart showing the responses to the statement: The lessons provide fun ways to learn important skills.]

**The lessons provide fun ways to learn important skills.**

- Strongly agree, 52.9%
- Somewhat agree, 31.9%
- Somewhat disagree, 0.7%
- Strongly disagree, 2.2%
- Did not teach, 12.3%

Base: 138 special needs educators
More than eight in 10 (82.7%) special needs educators strongly (48.6%) or somewhat (34.1%) agree Learning for Life is in line with national education standards. Fewer (4.4%) somewhat or strongly (2.2% each) disagree the program is in line with national education standards. Almost 15 percent (13.0%) 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.**

![Pie chart showing survey results](image)

- Strongly agree, 48.6%
- Somewhat agree, 34.1%
- Somewhat disagree, 2.2%
- Strongly disagree, 2.2%
- Did not teach, 13.0%

Base: 133 special needs educators
When asked what is best about the Learning for Life program, three special needs educators commented there is no special needs program. One commented they have not used the program yet. Other special needs educators commented:

- The program is flexible and easy to use (26 special needs educators);
- The program provides interactive, hands-on activities and lessons (11 special needs educators);
- The program is well-prepared and organized (10 special needs educators);
- The program provides activities the students enjoy (10 special needs educators);
- The program provides the opportunity to go on adventure days, camps, and field trips (10 special needs educators);
- The speakers, guests, and presenters are great (seven special needs educators);
- The program teaches social skills (five special needs educators);
- The program teaches character traits (two special needs educators);
- Educators receive great support from Learning for Life or Scouting (two special needs educators);
- The lessons are appropriate for students with special needs (one special needs educator);
- The lessons and activities relate to students’ lives (one special needs educator).

The Learning for Life program could be improved by:

- Not doing any enhancements as the program is great as it is (16 special needs educators);
- Providing more speakers or improving the availability of speakers (12 special needs educators);
- Making the program more “special needs” specific (11 special needs educators);  
- Updating the lessons to make them more current and relevant to students’ lives (nine special needs educators);
- Including more video or electronic resources (six special needs educators);
- Providing more arts and craft-like activities (six special needs educators);
- Providing more hands-on activities (five special needs educators);
- Providing better planning and preparation (four special needs educators);
- Providing a better variety in topics and lessons (three special needs educators);
- Providing more activities to be completed at home to involve the family (two special needs educators).
More than eight of 10 (81.9%) 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, 18.1%
- No, 81.9%

Base: 138 special needs educators
Sixty percent (60.1%) of special needs educators would be very (18.8%) or somewhat (41.3%) interested in using a drug abuse education program provided by Learning for Life in their classroom. Further, among the 81.9 percent of educators who do not currently use a drug abuse program, more than one-half (54.8%) would be very (15.0%) or somewhat (39.8%) interested in using the LFL program.

More than one-third (37.6%) of special needs educators would be not very (21.7%) to not at all (15.9%) interested in using a drug abuse education program provided by Learning for Life. Very few (2.2%) currently use DEA’s drug abuse education program.

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

- Very interested, 18.8%
- Somewhat interested, 41.3%
- Not very interested, 21.7%
- Not at all interested, 15.9%
- Currently use DEA, 2.2%

Base: 138 special needs educators
Demographics

Almost one-half (48.6%) of special needs educators do not use any additional Learning for Life curriculums with their students. At least 10 percent use the third-grade (18.8%), second-grade (16.7%), first-grade (15.9%), fourth-grade (15.2%), sixth grade (15.2%), fifth-grade (13.1%), and kindergarten (12.3%) curriculums with their special needs students.

Which of the following Learning for Life curriculums do you use with your special needs students?

Base: 138 special needs educators
Note: Percentages will add up to more than 100 percent due to multiple responses.
More than 40 percent (42.8%) of special needs educators teach in an urban city or area (e.g., major market city), followed by a suburban city or area (e.g., city near a major market city; 30.4%), small city or area (e.g., city population 200,000 or less; 9.4%), or a rural city or area (e.g., city population 2,000 or less; 17.4%).

Which of the following best describes the area where you teach or where your school is located?

Base: 138 special needs educators
Most high school educators teach in schools or education settings that are multi-ethnic (55.1%), followed by teaching in settings with one predominant ethnicity with a mix of other ethnicities (36.2%) or primarily composed of one ethnicity (8.7%).

Which of the following best describes the ethnicity of your school/education setting?

- Multi-ethnic or multi-cultural, 55.1%
- One predominant ethnicity with a mix of other ethnicities, 36.2%
- One ethnicity, 8.7%

Base: 138 special needs educators
More than eight of 10 (82.6%) special needs educators teach in settings with Black or African American students, followed by whites (76.1%), Hispanics or Latinos (68.8%), Asian Americans or Pacific Islanders (33.3%), and American Indian or Aleuts (13.0%).

**Which of the following best describes the ethnicities within your school/education setting?**

- American Indian/Aleut: 13.0%
- Asian American/Pacific Islander: 33.3%
- Black/African American: 82.6%
- Hispanic/Latino: 68.8%
- White/Caucasian: 76.1%
- Other: 7.3%

Base: 138 special needs educators

Other (7.3%) ethnicities include:
- African (two special needs educators)
- A mix of races (one special needs educator)
- Hmong (one special needs educator)
- Indian (one special needs educator)
- Middle Eastern (one special needs educator)