2013
Learning for Life Program Evaluation Survey

July 2013
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2013 Learning for Life Program Evaluation Survey
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 18, 2013. 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. Four hundred sixty-two early childhood and elementary, 53 middle school, 14 high school, and 72 special needs educators responded by June 17, 2013. Because responses were received from an online posting of the survey link and emails, an accurate response rate cannot be calculated. The total number of responses received has decreased steadily since 2011. The number responses received in 2013 is the lowest thus far.

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 or elementary educators were asked to rate the outcomes based on the grade they primarily teach.
Educators were asked how likely they are to recommend their Learning for Life curriculum 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 are detractors, 7 and 8 are passives, and 9 and 10 are promoters. A Net Promoter Score (NPS) is calculated by subtracting the percent of detractors from the percent of promoters. A NPS is not calculated for high school educators due to small sample size.

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 2013 outcomes results to the 2010, 2011, and 2012 results by LFL program are included in the appendices of the report.
EXECUTIVE SUMMARY AND RECOMMENDATIONS

Early Childhood and Elementary Curriculum Evaluation and Recommendations

Likelihood to Recommend Curriculum

Almost one-half of early childhood and elementary educators are likely to promote the early childhood and elementary curriculum, rating their likelihood to recommend the curriculum to other teachers as a nine or 10. Almost one-fourth of educators, however, are detractors, and are not likely to recommend the curriculum 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 curriculum is 24.9, indicating that more early childhood and elementary educators would recommend the curriculum than those that would not.

Satisfaction with Curriculum

More than 90 percent of early childhood or elementary educators are satisfied with the Learning for Life curriculum. The few who are not satisfied express that their reasons for dissatisfaction include that:

- The lessons need to be updated;
- Educators do not have the time to do the curriculum or the curriculum takes up too much time.

Involving Students’ Parents

More than one-third of early childhood and elementary educators have parents that are involved with the program. These educators got their parents involved by:

- Sending home activities as homework;
- Discussing the curriculum with parents during parent-teacher conferences or sending letters to parents to show what their child works on;
- Asking parents to volunteer for class presentations, field trips, or ceremonies;
- Encouraging students to share with their parents what they have learned.
Integration with Other Curriculum Areas

Slightly more than one-half of early childhood or elementary educators have integrated Learning for Life’s program with other programs they teach by:

- Combining the curriculum with their regular language arts, or reading and writing, curriculum and building it into lesson plans (e.g., writing about experiences reading comprehension, skills review, literacy, peer reading, etc.);
- Combining the curriculum with their regular social studies or social skills curriculum and building it into lesson plans (e.g., maps, citizenship, positive behaviors, etc.);
- Finding commonalities between the curriculum and their current teachings or reminding the students of the skills previously learned;
- Combining the curriculum with their regular character education or life skills curriculum and building into lesson plans;
- Combining the curriculum with their current lessons or curriculum, in general;
- Combining the curriculum with their regular science curriculum and building it into lesson plans.

Curriculum Outcomes Evaluation

More than nine of 10 early childhood or elementary educators who rated the elements strongly agree or somewhat agree that the Learning for Life elementary program delivers all of the outcomes. In fact, among the elementary educators who have used the lesson plans, at least one-half strongly agree that 14 of the 15 program outcomes are developed in their students (see additional information in the table on the next page). Almost one-half of educators strongly agree 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 (6.5%);
- Learning for Life is in line with national education standards (6.9%).
## Early Childhood and Elementary Curriculum Outcome Statements

<table>
<thead>
<tr>
<th>Outcome 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>Learning for Life’s lessons and activities are age-appropriate.</td>
<td>67.3%</td>
<td>28.0%</td>
<td>3.3%</td>
<td>1.3%</td>
<td>450</td>
</tr>
<tr>
<td>The lessons and activities help children to learn to get along better with each other.</td>
<td>65.1%</td>
<td>30.9%</td>
<td>2.9%</td>
<td>1.1%</td>
<td>450</td>
</tr>
<tr>
<td>The lessons and activities help children learn to be more responsible.</td>
<td>64.9%</td>
<td>29.8%</td>
<td>3.8%</td>
<td>1.6%</td>
<td>450</td>
</tr>
<tr>
<td>The lessons help children to respect those of different ethnic and cultural backgrounds.</td>
<td>63.4%</td>
<td>32.4%</td>
<td>2.7%</td>
<td>1.6%</td>
<td>448</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for children to learn.</td>
<td>61.6%</td>
<td>32.7%</td>
<td>4.0%</td>
<td>1.8%</td>
<td>450</td>
</tr>
<tr>
<td>The curriculum provides activities that are interesting.</td>
<td>60.8%</td>
<td>32.4%</td>
<td>4.9%</td>
<td>2.0%</td>
<td>451</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>60.2%</td>
<td>35.6%</td>
<td>3.1%</td>
<td>1.1%</td>
<td>450</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>60.0%</td>
<td>34.9%</td>
<td>3.1%</td>
<td>2.0%</td>
<td>450</td>
</tr>
<tr>
<td>Learning for Life teaches children the skills they need to resist negative peer pressure.</td>
<td>58.8%</td>
<td>35.9%</td>
<td>3.5%</td>
<td>1.8%</td>
<td>451</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>58.7%</td>
<td>35.8%</td>
<td>4.4%</td>
<td>1.1%</td>
<td>450</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards</td>
<td>57.9%</td>
<td>37.4%</td>
<td>3.0%</td>
<td>1.6%</td>
<td>430</td>
</tr>
<tr>
<td>Learning for Life’s activities are grade-specific.</td>
<td>57.2%</td>
<td>35.4%</td>
<td>5.6%</td>
<td>1.8%</td>
<td>449</td>
</tr>
<tr>
<td>Learning for Life helps children improve their relationships with adults.</td>
<td>51.7%</td>
<td>43.4%</td>
<td>2.9%</td>
<td>2.0%</td>
<td>449</td>
</tr>
<tr>
<td>The lessons effectively teach the concepts of laws and justice.</td>
<td>50.2%</td>
<td>42.6%</td>
<td>5.8%</td>
<td>1.4%</td>
<td>432</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>47.2%</td>
<td>42.9%</td>
<td>8.6%</td>
<td>1.4%</td>
<td>443</td>
</tr>
</tbody>
</table>

Note: Early childhood or 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 or 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 or elementary educators like best about the Learning for Life curriculum overall include the:

- Learning for Life instructors, speakers, or presenters are good, engage the students well, or provide another adult for students to interact with;
- Curriculum teaches important life skills, not just academic skills;
- Students are engaged in or have fun with the lessons and activities;
- Curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teachings;
- Curriculum includes a variety of fun, creative, and engaging activities, in general;
- Lessons and activities are age- or grade-appropriate;
- Materials, chart, stickers, newsletters, DVDs, video clips, etc. are good;
- Curriculum offers a variety of topics and activities to cover, teach, or instruct;
- Curriculum provides opportunities to involve the parents in what their child is learning.

Twenty early childhood or elementary educators indicate that support materials like the wall charts, stickers and DVDs have never been received.

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

- There is no need to enhance the curriculum as the curriculum is already great as it is;
- There should be more hands-on, interactive, engaging, or interesting lessons and activities;
- All supporting materials should be provided;
- The material needs to be updated to be more relevant, including using more technology;
- There should be more time to do the lessons and activities.
- The curriculum should be better integrated with national or state education standards.
• More visual aids should be incorporated into the curriculum;
• The lessons and activities should be more age-appropriate;
• The curriculum should be taught more frequently.

Additional Use of Learning for Life Programs

Nearly three-fourths of early childhood or elementary educators do not currently use a substance abuse program in their classroom. Further:

• Educators who primarily teach fifth-grade are more likely than most grades to currently use a substance abuse program;
• Among educators who do use a substance abuse program, Learning for Life’s program is the most commonly used program;
• More than one-third of early childhood or elementary educators who do not currently use a substance abuse program in their classroom or do not use Learning for Life’s program would be interested in a substance abuse program provided by Learning for Life;
• Among the educators who currently are not using a substance abuse program, more than one-third would be interested in using Learning for Life’s program.

Most early childhood or elementary educators’ schools currently have an anti-bullying program in place, with Learning for Life’s anti-bullying program being the most commonly used program. In addition:

• More than one-half of early childhood or elementary educators whose school does not have anti-bullying program in place or whose school does not use Learning for Life’s program would be interested in using an anti-bullying program from Learning for Life;
• Among educators whose school does not currently have an anti-bullying program in place, nearly 60 percent would be interested in using an anti-bullying program by Learning for Life.

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 use the program’s best features as key selling points to schools. However, in doing so, the Learning for Life Department should also consider reviewing current lesson plans to identify any areas that could be revised to be more relevant, actively engaging, 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 the second-grade, third-grade, and fifth-grade curriculums. These were grade levels were teachers were educators appeared more likely to comment the lessons needed to be more engaging, age-appropriate, and updated in general to be more relevant.

The Learning for Life Department should consider working with Learning for Life executives to ensure early childhood or elementary educators are aware and have received the materials available (e.g., wall charts, DVDS, stickers, etc.) for use with the curriculum. 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.

Educators are interested in using a(n) substance abuse or anti-bullying program, with interest higher for an anti-bullying program but from a smaller population not currently using any such program. The Learning for Life Department could investigate further the need for these programs and what should be included in the program. This could bring awareness, which will help increase usage of both programs. In targeting the program to educators, the department may wish to start with the older grades to determine the age-appropriateness of such programs. In addition, educators who indicated they wished to be contacted about either program can be used to help promote the programs by spreading the word about them to other educators.
Middle School Curriculum Evaluation and Recommendations

Likelihood to Recommend Sixth-Grade Curriculum

Forty percent of sixth-grade educators are likely to promote the sixth-grade curriculum, rating their likelihood to recommend the curriculum to other teachers as a nine or 10. However, 40 percent are also detractors and are not likely to recommend the curriculum 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 0.

Satisfaction with Sixth-Grade Curriculum

Most sixth-grade educators are satisfied with the Learning for Life curriculum.

Involving Sixth-Grade Students’ Parents

Few sixth-grade educators have parents who are involved with the program. These educators get the parents involved by:

• Partnering with school employees;
• Inviting the parents to hear the Learning for Life guest speakers;
• Posting activities on the school’s website;
• Sending papers home with the students.

Integration with Other Sixth-Grade Curriculum Areas

More than four of 10 sixth-grade educators have integrated Learning for Life’s curriculum with other curriculums they teach by:

• Combining the curriculum with their life skills curriculum and building it into the lesson plans;
• Allowing the educators to integrate the Learning for Life curriculum themselves;
• Combining the curriculum with real-life situations;
• Combining the curriculum with their regular language arts curriculum and building it into the lesson plans.
Sixth-Grade Curriculum Outcomes Evaluation

Similar to the early childhood and elementary outcomes, more than 80 percent of sixth-grade educators strongly or somewhat agree the program delivers the desired outcomes. At least one-half of educators who have used the lesson plans strongly agree with 13 of the 15 of the curriculum outcomes (see the table below and on the next page).

### Sixth Grade Curriculum Outcome Statements

<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 to learn to get along better with each other.</td>
<td>62.5%</td>
<td>28.1%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>The curriculum provides activities that are interesting.</td>
<td>62.5%</td>
<td>28.1%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life provides fun ways for children to learn.</td>
<td>59.4%</td>
<td>34.4%</td>
<td>6.3%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>The lessons and activities help children learn to be more responsible.</td>
<td>59.4%</td>
<td>34.4%</td>
<td>6.3%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life’s lessons and activities are age-appropriate.</td>
<td>59.4%</td>
<td>34.4%</td>
<td>3.1%</td>
<td>3.1%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life helps create a fun learning environment.</td>
<td>59.4%</td>
<td>31.3%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life helps children develop skills to manage day-to-day challenges.</td>
<td>56.3%</td>
<td>37.5%</td>
<td>6.3%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life helps children improve their relationships with adults.</td>
<td>56.3%</td>
<td>37.5%</td>
<td>3.1%</td>
<td>3.1%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
<td>54.8%</td>
<td>32.3%</td>
<td>9.7%</td>
<td>3.2%</td>
<td>31</td>
</tr>
<tr>
<td>The lessons help children to respect those of different ethnic and cultural backgrounds.</td>
<td>53.1%</td>
<td>37.5%</td>
<td>6.3%</td>
<td>3.1%</td>
<td>32</td>
</tr>
</tbody>
</table>
### Learning for Life Program Evaluation Survey

<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>Learning for Life’s activities are grade-specific.</td>
<td>53.1%</td>
<td>37.5%</td>
<td>6.3%</td>
<td>3.1%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life helps children build self-esteem.</td>
<td>53.1%</td>
<td>34.4%</td>
<td>12.5%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>The lessons effectively teach the concepts of laws and justice.</td>
<td>50.0%</td>
<td>40.6%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life teaches children the skills they need to resist negative peer pressure.</td>
<td>46.9%</td>
<td>43.8%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>The lessons and activities help children to develop their creativity.</td>
<td>37.5%</td>
<td>56.3%</td>
<td>6.3%</td>
<td>0.0%</td>
<td>32</td>
</tr>
</tbody>
</table>

Note: 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 three-fourths of educators never use the:

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

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

- Teaches life skills;
- Is age-appropriate or relevant to students’ lives;
- Teaches students valuable skills they do not realize they are learning;
- Provides clear and concise activities;
- Can be customized or adapted to meet the needs of the students’;
- Engages the students;
- Has great speakers, teachers, or presenters who are a valuable asset.

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

- Not doing any enhancements as the program is great as it is;
- Updating the materials to make them more relevant and modern;
• Aligning better with the core curriculum educators teach;
• Shortening the lessons so they can fit within an educator’s school schedule.

**Additional Use of Learning for Life Programs – Sixth-Grade**

Few sixth-grade educators use a substance abuse program in their classroom. Of these, more than one-half would be interested in using a substance abuse program provided by Learning for Life in their classroom.

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

More than one-third of seventh- and eighth-grade educators are likely to promote the seventh- and eighth-grade curriculum, rating their likelihood to recommend the curriculum to other teachers as a nine or 10. More than 40 percent of educators are detractors and are not likely to recommend the curriculum 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 curriculum is -8.1, the lowest of any of the Learning for Life curriculums, which indicates more educators will not recommend the curriculum than those that would.

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

Nearly 90 percent of seventh- and eighth-grade educators are satisfied with the Learning for Life curriculum.

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

Almost 20 percent of seventh- and eighth-grade educators have parents who are involved with the curriculum. These educators get parents involved by:
• Using the supplemental materials provided by Learning for Life so parents can assist in their child’s success;
• Sending notes or information home with the students.

**Integration with Other Seventh- and Eighth-Grade Curriculum Areas**

More than 40 percent of seventh- and eighth-grade educators have integrated Learning for Life’s curriculum with other programs they teach by:
• Combining the program with their regular social studies or history curriculum and building it into the lesson plans;
• Combining the program with their regular life skills curriculum and building it into the lesson plans;
• Combining the program with cooperative learning activities.

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

Similar to the elementary outcomes, most seventh- and eighth-grade educators agree that the seventh- and eighth-grade curriculum delivers the desired outcomes. At least one-half of educators who have used the lesson plans strongly agree the curriculum delivers 11 of the 15 outcomes, including at least 60 percent who strongly agree with three of those outcomes (see the table on the next page).

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

• The speakers are a positive influence on the students (21.6%);
• The community speakers help the students learn about the opportunities available to them (21.6%);
• Learning for Life is in line with national education standards (13.5%);
• It helps the school provide a caring, encouraging environment (8.1%).

**Seventh and Eighth Grade Curriculum Outcomes**

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The speakers are a positive influence on the students.</td>
<td>62.1%</td>
<td>31.0%</td>
<td>6.9%</td>
<td>0.0%</td>
<td>35</td>
</tr>
<tr>
<td>It helps the school provide a caring, encouraging environment.</td>
<td>61.8%</td>
<td>32.4%</td>
<td>5.9%</td>
<td>0.0%</td>
<td>34</td>
</tr>
<tr>
<td>It helps students develop a sense of personal responsibility.</td>
<td>60.0%</td>
<td>31.4%</td>
<td>8.6%</td>
<td>0.0%</td>
<td>35</td>
</tr>
<tr>
<td>It helps students learn more about themselves.</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>BASE</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>The community speakers help the students learn about the opportunities available to them.</td>
<td>55.6%</td>
<td>36.1%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>36</td>
</tr>
<tr>
<td>The resources teach interpersonal skills.</td>
<td>54.3%</td>
<td>40.0%</td>
<td>5.7%</td>
<td>0.0%</td>
<td>35</td>
</tr>
<tr>
<td>It helps the students understand others.</td>
<td>52.8%</td>
<td>41.7%</td>
<td>5.6%</td>
<td>0.0%</td>
<td>36</td>
</tr>
<tr>
<td>The lesson plans communicate to students that they have control over what happens to them.</td>
<td>51.4%</td>
<td>40.0%</td>
<td>8.6%</td>
<td>0.0%</td>
<td>35</td>
</tr>
<tr>
<td>It provides strategies for resolving conflicts without violence.</td>
<td>50.0%</td>
<td>44.4%</td>
<td>5.6%</td>
<td>0.0%</td>
<td>36</td>
</tr>
<tr>
<td>The lessons and exercises help the students understand and appreciate those from different cultural, ethnic, or racial backgrounds.</td>
<td>50.0%</td>
<td>44.4%</td>
<td>5.6%</td>
<td>0.0%</td>
<td>36</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards</td>
<td>50.0%</td>
<td>43.8%</td>
<td>6.3%</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>Learning for Life helps students learn about setting personal goals.</td>
<td>47.2%</td>
<td>44.4%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>36</td>
</tr>
<tr>
<td>It helps enhance the students' self-esteem.</td>
<td>44.4%</td>
<td>47.2%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>36</td>
</tr>
<tr>
<td>It helps motivate the students to do well in school</td>
<td>44.4%</td>
<td>44.4%</td>
<td>8.3%</td>
<td>2.8%</td>
<td>36</td>
</tr>
<tr>
<td>It helps the students develop the desire to serve in the community.</td>
<td>41.7%</td>
<td>50.0%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>36</td>
</tr>
</tbody>
</table>

Note: 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 two-thirds never use any of the additional materials.
Key things seventh- and eighth-grade educators like about the curriculum include that it:

- Can be integrated with other curriculum areas, programs, or school goals;
- Provides great speakers, teachers, or presenters;
- Is relevant to students’ lives;
- Teaches life skills;
- Provides lessons that are fun, engaging, or intriguing;
- Allows educators to choose what lessons to teach and when to teach them.

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

- Providing more hands-on, engaging activities and lessons;
- Not doing any enhancements as the program is great as it is;
- Updating the material to make it more modern and relevant;
- Encouraging the school to be more actively involved with the curriculum.

**Using Additional Learning for Life Programs - All Middle School Educators**

Most middle school educators do not currently use a career exploration program in their classroom. A majority of educators indicate they would be interested in having a career exploration program for use with the Learning for Life curriculum, including more than one-half of those who do not currently use a career exploration program in their classroom. Key elements the career exploration program should include are:

- College and career information;
- Information on how to prepare for a changing career in today’s world;
- Guest speakers or presenters or opportunities to meet professionals in a variety of career fields;
- Information about what skills and/or education is necessary for specific careers.

Almost three-fourths of middle school educators currently have an anti-bullying program in place, with almost one-fourth using Learning for Life’s anti-bullying program. Among middle school educators whose school does not have an anti-bullying program or are not using the Learning for Life anti-bullying program, most would be interested in Learning for Life’s anti-bullying program. This includes more than 60 percent of educators who do not currently have an anti-bullying program in place but would be interested in the Learning for Life program.
Most middle school educators’ schools would be likely to continue to offer the Learning for Life curriculum for sixth-, seventh-, or eighth-graders if their students could apply for a scholarship from Learning for Life. This includes more than one-half who would be very likely.

**Recommendations**

**Sixth Grade Curriculum**

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

To continue to ensure the needs of sixth-grade educators are being met, 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. Further, 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 may be used if educators were made aware of the materials and learned the value of using such materials.

There appears to be an interest in using a substance abuse program provided Learning for Life by sixth-grade educators. To appropriately market the benefits of the substance abuse program, the Learning for Life Department should talk with those currently using the program to understand what they like about the program, how the program differs from other programs, and how the current program may or may not be meeting their needs. These benefits could be used to sell the substance abuse program to new educators, including those who have expressed interest in being contacted about the program.
Specific to the Learning for Life seventh- and eighth-grade curriculum, the Learning for Life Department may consider further investigating why the curriculum does not meet the outcomes of helping:

- Students learn about setting personal goals;
- Enhance the students’ self-esteem;
- To motivate the students to do well in school;
- The students develop the desire to serve in the community.

Fewer than one-half of seventh- and eighth-grade educators who taught these outcomes strongly agree the curriculum achieves these outcomes. The Learning for Life Department should consider improving the lesson plans and programs to better develop the outcomes or the curriculum. Additionally, the Learning for Life Department may consider investigating why certain elements of the seventh- and eighth-grade program are used more than others. One area in particular is the use of speakers and understanding why speakers are or are not being used. If access to speakers is an issue, the Learning for Life Department should find ways to identify and recruit additional speakers.

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, amount of technology used within the lessons, 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. In addition, 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.

There appears to be an interest in a middle school anti-bullying program through Learning for Life. Because the current program is used by some educators, the Learning for Life Department should consider investigating how the current program is meeting the needs of those educators and identify any areas for revision. If the LFL program is

Seventh and Eighth Grade Curriculum
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 colleges and careers, necessary skills and education needed for each career, and recruiting a variety of guest speakers to be a part of the program.

The Learning for Life Department should further investigate offering a Learning for Life scholarship to middle schools. The department would need to detail how the scholarship would be offered, how many scholarships would be available, and any necessary criteria for scholarship applications.

**High School Curriculum Evaluation and Recommendations**

**Likelihood to Recommend Curriculum**

The majority of high school educators are likely to promote the high school curriculum, rating their likelihood to recommend the curriculum to other teachers as a nine or 10. Few educators are detractors and are not likely to recommend the curriculum to other teachers. These educators gave a likelihood to recommend rating of zero to six. Due to a small sample size, the Net Promoter Score was not calculated for the high school curriculum.

**Satisfaction with Curriculum**

All high school educators are satisfied with the Learning for Life curriculum.

**Involving Students’ Parents**

More than four of 10 high school educators have parents who are involved with the curriculum. These educators get parents involved by educating and encouraging parents about the available Learning for Life or Exploring opportunities and adventures.
Integration with Other Curriculum Areas

One-half of high school educators have integrated Learning for Life’s curriculum with other curriculum areas they teach by, as stated by more than one high school educator, presentation development.

Curriculum Outcomes Evaluation

Similar to the other Learning for Life programs, at least 80 percent of high school educators strongly or somewhat agree that the lessons develop each of the curriculum outcomes. While at least one-half strongly agree with seven of the 13 outcomes, only more than 60 percent strongly agree with two of those outcomes (see the table on next page).

Unlike previous years, only a few high school outcomes have high not applicable percentages, which affect the overall agreement percentages with the outcome statements. Outcomes or statements with not applicable percentages of at least five percent include:

- The guest presenters provide good role models for the students (21.4%);
- Learning for Life is in line with national educational standards (7.1%).

### High School Curriculum Outcomes

<table>
<thead>
<tr>
<th>Outcomes</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 provide role models for the students.</td>
<td>81.8%</td>
<td>18.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>11</td>
</tr>
<tr>
<td>The lessons give the students an understanding of what is necessary to</td>
<td>64.3%</td>
<td>35.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>12</td>
</tr>
<tr>
<td>achieve success in the professional world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lessons help the students understand the importance of being</td>
<td>57.1%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>honest and ethical in their careers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lessons and activities help the students learn how to set goals</td>
<td>57.1%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>and make plans for the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>STRONGLY AGREE</td>
<td>SOMEWHAT AGREE</td>
<td>SOMEWHAT DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>BASE</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------</td>
</tr>
<tr>
<td>The lessons help increase self-esteem.</td>
<td>57.1%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>The lessons help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds.</td>
<td>57.1%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>The lessons and activities help students improve their communications skills.</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>Learning for Life is in line with national educational standards.</td>
<td>46.2%</td>
<td>46.2%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>13</td>
</tr>
<tr>
<td>The lessons teach skills for handling peer pressure.</td>
<td>42.9%</td>
<td>57.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>12</td>
</tr>
<tr>
<td>Learning for Life helps enhance the classroom atmosphere of caring.</td>
<td>42.9%</td>
<td>57.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>The lessons teach skills for resolving conflicts.</td>
<td>42.9%</td>
<td>57.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>The lessons and activities actively engage the students in learning.</td>
<td>42.9%</td>
<td>57.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>The lessons and activities have helped the students gain or improve their leadership skills.</td>
<td>42.9%</td>
<td>50.0%</td>
<td>7.1%</td>
<td>0.0%</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: 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 Learning for Life speakers, teachers, or presenters.

High school educators suggest the Learning for Life program be improved by:
  - Providing a digital version of the guidebooks or multimedia supplemental materials;
  - Providing more adult speakers or positive role models.
All 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**

Due to small sample size, the recommendations for continually improving the high school curriculum are minimal. Similar to researching the seventh- and eighth-grade outcomes, the Learning for Life Department may consider further examining why large percentages of high school educators indicate the outcome statements about the guest speakers are not applicable. Understanding why educators may or may not be using speakers could provide insights for improvement to the high school curriculum. The Learning for Life Department could seek ways to identify additional speakers and positive role models to be a part of the Learning for Life program.

If the Learning for Life Department is looking for ways to revise the current high school program, the department should consider promoting the availability of digital content. Most educators are still using the traditional teacher’s guide, but a few high school educators indicate they would like digital content as a way to improve the curriculum. These educators may not be aware availability of the digital content.

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 Curriculum Evaluation and Recommendations**

**Likelihood to Recommend Curriculum**

More than one-half of special needs educators are likely to promote the special needs educator curriculum, rating their likelihood to recommend the program to other teachers as a nine or 10. Nearly one-fifth of educators are detractors and are not likely to recommend the curriculum to other teachers. These educators give a likelihood to recommend rating of zero to six. The overall Net Promoter Score for the special needs
program is 32, the highest of all Learning for Life curriculums, indicating more educators are promoters than detractors.

**Satisfaction with Curriculum**

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

**Involving Students’ Parents**

Thirty percent of special needs educators have parents who are involved with the curriculum. These educators get parents involved by:
- Asking parents to provide assistance, such as attending ceremonies, serving as guest speakers, or helping their child when they are working on a badge;
- Sending home news, information, or supplemental homework to keep the parents aware of what is going on with the curriculum.

**Curriculum Outcomes Evaluation**

Most special needs educators who have fully used the special needs program somewhat agree that the special needs curriculum delivers the stated outcomes. Only two of the 15 outcomes have nearly one-third of educators strongly agreeing the curriculum delivers these outcomes (see the table on page 23).

Many outcomes have high “did not teach” percentages. In fact, for all outcomes at least five percent of special needs educators indicate they did not teach the outcome. The high “did not teach” percentages may be due to few teachers using the actual special needs curriculum and instead opting to use grade-specific curriculums. 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 (23.6%);
- The lessons have helped my students improve their ability to recognize and handle anger in healthy ways (23.6%);
- The calendar lessons have helped improve my students’ ability to follow the daily classroom routine (20.8%);
• The grooming lessons have improved my students’ skills for taking care of themselves, such as washing their hands and brushing their teeth (20.8%);
• The self concept lessons have helped my students improve their abilities to identify basic emotions (20.8%);
• The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs (19.4%);
• The safety lessons have increased my students’ knowledge of what to do if they become lost (18.1%);
• The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others (18.1%);
• The wellness lessons have helped increase my students’ understanding of the need for proper rest (16.7%);
• The wellness lessons have helped increase my students’ understanding of the importance of exercise (16.7%);
• Through the nutrition lessons, my students have improved their ability to recognize and appreciate healthy foods (15.3%);
• The lessons are helping my students build self-esteem (15.3%).

<table>
<thead>
<tr>
<th>Special Needs Curriculum Outcome Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lessons are helping my students build self-esteem.</td>
</tr>
<tr>
<td>The lessons provide fun ways to learn important skills.</td>
</tr>
<tr>
<td>Learning for Life is in line with national education standards.</td>
</tr>
<tr>
<td>The self concept lessons have helped my students improve their ability to identify basic emotions.</td>
</tr>
<tr>
<td>Through the nutrition lessons, my students have improved their ability to recognize and appreciate healthy foods.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>The safety lessons have increased my students' knowledge of what to do if they become lost.</td>
</tr>
<tr>
<td>The calendar lessons have helped improve my students' ability to follow the daily classroom routine.</td>
</tr>
<tr>
<td>Because of the safety lessons, my students are better able to avoid common household hazards and dangers.</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>
</tr>
<tr>
<td>The lessons have helped my students improve their ability to recognize and handle anger in healthy ways.</td>
</tr>
<tr>
<td>The wellness lessons have helped increase my students' understanding of the importance of exercise.</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>
</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>
</tr>
<tr>
<td>The self concept lessons have helped my students improve their ability to identify positive personality traits in themselves and others.</td>
</tr>
<tr>
<td>The wellness lessons have helped increase my students' understanding of the need for proper rest.</td>
</tr>
</tbody>
</table>

Note: 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 curriculum include the curriculum:

- Teaches life skills;
- Engages the students;
• Is user-friendly;
• Is flexible;
• Can be combined with other school curriculum areas, goals, or criteria;
• Is age- or learning-ability appropriate;
• Is relevant to students’ lives.

The Learning for Life program could be improved by:
• Updating the material to be more relevant;
• Updating the pictures to be more pleasing to students;
• Making the lessons and activities more age- or learning-ability appropriate.

**Recommendations**

The Learning for Life Department may consider further investigating why certain elements of the special needs program are not used, in addition to the benefit of having an actual special needs curriculum. Understanding why educators are not using certain lessons and how this is related to the level of use of the actual special needs curriculum could provide insights for improvement of the overall special needs program. If educators wish to continue to use grade-specific curriculums, making these curriculums more “special needs” appropriate with suggested modifications may be enough improvement for the overall special needs program. In this case, future surveys should use the outcomes of the grade-specific curriculums special needs educators may be using rather than the specific special needs statements. The Learning for Life Department should work with Learning for Life executives to help schools become aware of not only the special needs curriculum but also how best to use the curriculums or make any necessary modifications if educators wish to use the grade-specific curriculums instead.

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 department could give each enhancement a priority and seek understanding into how the enhancement would best meet special needs educators’ needs.
DETAILED FINDINGS

Early Childhood and Elementary Curriculum Evaluation

Base: 462 early childhood and elementary educators

Likelihood to Recommend

Early childhood and elementary educators were asked how likely they are to recommend the Learning for Life elementary curriculum to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Close to one-half (48.5%) of early childhood or elementary educators are promoters, followed by more than one-fourth (27.9%) who are passives, and almost one-fourth (23.6%) who are detractors.

The Net Promoter Score among early childhood and elementary educators is 24.9, meaning more early childhood and elementary educators are likely to recommend the curriculum than not recommend the curriculum.
Early childhood or elementary educators who are promoters (provided a rating of a nine or 10) would recommend the Learning for Life early childhood or elementary curriculum because:

- The curriculum teaches life skills and not just academic skills (80 early childhood or elementary educators who are promoters);
- Students are engaged in the lessons and activities or enjoy the lessons and activities (33 early childhood or elementary educators who are promoters);
- The Learning for Life curriculum is user-friendly or easy to follow (32 early childhood or elementary educators who are promoters);
- The Learning for Life curriculum is beneficial for students, in general (27 early childhood or elementary educators who are promoters);
- The Learning for Life curriculum is relevant to students’ lives (18 early childhood or elementary educators who are promoters);
- The Learning for Life curriculum can be integrated with other curriculum and school goals (17 early childhood or elementary educators who are promoters);
- The Learning for Life teachers and instructors do a good job of presenting the material (17 early childhood or elementary educators who are promoters);
- The Learning for Life curriculum overall is good, in general (16 early childhood or elementary educators who are promoters);
- The lessons and activities are age-appropriate (13 early childhood or elementary educators who are promoters);
- The Learning for Life curriculum includes quality content (nine early childhood or elementary educators who are promoters);
- Supplemental materials and supplies are provided (five early childhood or elementary educators who are promoters);
- The Learning for Life curriculum is well-organized (four early childhood or elementary educators who are promoters);
- Students get a chance to interact with another adult (three early childhood or elementary educators who are promoters);
- The lessons and activities are fun and interactive (three early childhood or elementary educators who are promoters);
- The lessons and activities get the parents involved at home with their children as well (two early childhood or elementary educators who are promoters).
Passives

Ten early childhood or elementary educators who are passives (give a likelihood to recommend rating of seven or eight) indicate there is a lot of content to cover or they do not have enough time to teach the Learning for Life early childhood or elementary curriculum. Two comment the curriculum was recommended by their school or district. Other early childhood or elementary educators who are passives have generally positive comments including:

- The Learning for Life curriculum teaches life skills, not just academic skills (26 early childhood or elementary educators who are passives);
- The Learning for Life curriculum is beneficial for students (15 early childhood or elementary educators who are passives);
- The Learning for Life curriculum overall is good, in general (13 early childhood or elementary educators who are passives);
- The Learning for Life curriculum is user-friendly or easy to follow (seven early childhood or elementary educators who are passives);
- Students are engaged in the lessons and activities or students enjoy the lessons and activities (five early childhood or elementary educators who are passives);
- The Learning for Life curriculum is relevant to students’ lives (four early childhood or elementary educators who are passives);
- The Learning for Life curriculum can be integrated with other curriculum and school goals (three early childhood or elementary educators who are passives);
- The lessons and activities are age-appropriate (two early childhood or elementary educators who are passives);
- Supplementary materials and supplies are provided (two early childhood or elementary educators who are passives);
- The Learning for Life teachers and instructors do a good job at presenting the material (two early childhood or elementary educators who are passives).

Additionally, some early childhood or elementary educators who are passives comment they gave the rating they did because:

- The Learning for Life teachers and instructors are not quality teachers or instructors, are not prepared, or the curriculum is dependent on the quality of the Learning for Life teacher and instructor (four early childhood or elementary educators who are passives);
• The lessons and activities are not age-appropriate or sometimes the lessons and activities need to be modified to fit the audience (four early childhood or elementary educators who are passives);
• They do not see much impact from the Learning for Life curriculum on the students’ lives (two early childhood or elementary educators who are passives).

Detractors

Twenty-three early childhood or elementary educators who are detractors (give a rating of zero to six) state there is a lot of content to cover or they do not have enough time to teach the Learning for Life early childhood or elementary curriculum. Eight indicate they do not have access to the Learning for Life curriculum or have not had a chance to use the curriculum yet. Six indicate they do not know why they would not recommend the curriculum. Two comment the curriculum was recommended by their school or district. Other early childhood or elementary educators who are detractors would not recommend the curriculum because:
• They do not see much impact from the Learning for Life curriculum on the students’ lives (five early childhood or elementary educators who are detractors);
• The Learning for Life teachers and instructors are not quality teachers or instructors, are not prepared, or the curriculum is dependent on the quality of the Learning for Life teacher and instructor (three early childhood or elementary educators who are detractors);
• The lessons and activities are not age-appropriate or sometimes the lessons and activities need to be modified to fit the audience (three early childhood or elementary educators who are detractors);
• The lessons and activities need to be updated (three early childhood or elementary educators who are detractors);
• The students are not engaged by the activities or the students are not interested in the lessons and activities (three early childhood or elementary educators who are detractors);
• The curriculum requires a lot of prep work or the necessity to make copies (two early childhood or elementary educators who are detractors);
• The curriculum may be better suited for a counselor to use instead of a teacher (two early childhood or elementary educators who are detractors).
In addition, other early childhood or elementary educators who are detractors comment they gave the rating they did because:

- The Learning for Life curriculum teaches life skills, not just academics (three early childhood or elementary educators who are detractors);
- The Learning for Life curriculum can be used with a variety of students (three early childhood or elementary educators who are detractors);
- They like the lessons, activities, and/or materials (two early childhood or elementary educators who are detractors).

All verbatim comments are in Appendix III.
Comparing by primarily taught grade

There are no significant differences by primary grade taught in how likely early childhood or elementary educators are to recommend the Learning for Life early childhood or elementary curriculum 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 early childhood or elementary curriculum to other teachers?**

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoters (rating 9-10)</td>
<td>54.5%</td>
<td>46.3%</td>
<td>45.3%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Passives (rating 7-8)</td>
<td>27.3%</td>
<td>24.1%</td>
<td>29.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Detractors (rating 0-6)</td>
<td>18.2%</td>
<td>29.6%</td>
<td>25.0%</td>
<td>19.4%</td>
</tr>
<tr>
<td>NPS Score</td>
<td>**</td>
<td>16.7</td>
<td>20.3</td>
<td><strong>31.3</strong></td>
</tr>
</tbody>
</table>

**Base**: 11*  
**NPS Score**: Due to small base size a NPS score was not calculated

<table>
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<th>FIFTH GRADE</th>
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<tbody>
<tr>
<td>Promoters (rating 9-10)</td>
<td>57.7%</td>
<td>43.5%</td>
<td>43.0%</td>
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<tr>
<td>Passives (rating 7-8)</td>
<td>25.0%</td>
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<td>Detractors (rating 0-6)</td>
<td>17.3%</td>
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<td>28.0%</td>
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<td>NPS Score</td>
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**Base**: Early childhood or elementary educators

**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 the Curriculum**

More than nine of 10 early childhood or elementary educators are very (66.7%) to somewhat (29.7%) satisfied with the early childhood or elementary curriculum. Fewer are not very (2.8%) or not at all satisfied (0.9%) with the curriculum.

**Overall, how satisfied are you with the Learning for Life early childhood or elementary curriculum?**

![Pie chart showing satisfaction levels]

Very satisfied, 66.7%

Somewhat satisfied, 29.7%

Not very satisfied, 2.8%

Not at all satisfied, 0.9%

**Base: 462 early childhood or elementary educators**

One early childhood or elementary educator not satisfied with the curriculum indicates they have not started using the curriculum yet. Other reasons these 3.7 percent of educators are not satisfied with the curriculum include the:

- Curriculum takes too much time to teach or educators do not have time to teach the curriculum (two early childhood or elementary educators);
- Curriculum has not been updated or the topics are not relevant to today’s students (two early childhood or elementary educators);
- Learning for Life teacher or instructor is not friendly or is negative (one early childhood or elementary educator);
- Curriculum has too many worksheets (one early childhood or elementary educator).

Verbatim comments are included in Appendix III.
Comparing by primarily taught grade

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

**Overall, how satisfied are you with the Learning for Life early childhood or elementary curriculum?**

<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>72.7%</td>
<td>61.1%</td>
<td>62.5%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>27.3%</td>
<td>29.6%</td>
<td>35.9%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>0.0%</td>
<td>5.6%</td>
<td>1.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.0%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td><strong>Base</strong></td>
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<td><strong>54</strong></td>
<td><strong>64</strong></td>
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<th>THIRD GRADE</th>
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<th>FIFTH GRADE</th>
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<tbody>
<tr>
<td>Very satisfied</td>
<td>73.1%</td>
<td>64.5%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>25.0%</td>
<td>33.9%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>1.9%</td>
<td>0.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.0%</td>
<td>1.6%</td>
<td>1.0%</td>
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<tr>
<td><strong>Base</strong></td>
<td><strong>104</strong></td>
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Base: Early childhood or 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

More than one-third of early childhood or elementary educators have parents that are very (10.8%) or somewhat (23.4%) involved with the curriculum. Nearly two-thirds have parents who are not very (35.1%) or not at all (30.7%) involved with the curriculum.

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

- Very involved, 10.8%
- Somewhat involved, 23.4%
- Not very involved, 35.1%
- Not at all involved, 30.7%

Base: 462 early childhood or elementary educators
Among the 34.2 percent of early childhood or elementary educators with parents involved in the program, seven educators comment their students’ parents are not currently involved. Two indicate they need additional help to get the parents involved. Other educators are able to get the parents involved by:

- Sending home activities as homework (45 early childhood or elementary educators);
- Discussing the curriculum during parent-teacher conferences or sending letters to parents to show what the students are working on (27 early childhood or elementary educators);
- Asking parents to volunteer for class presentations, attending class field trips, or attending ceremonies (eight early childhood or elementary educators);
- Encouraging students to share what they have learned from the curriculum with their parents (eight early childhood or elementary educators);
- Telling parents the importance of the curriculum (three early childhood or elementary educators);
- Collecting items for service projects (two early childhood or elementary educators);
- Conducting workshops with parents (two early childhood or elementary educators).

All verbatim comments are in Appendix III.
Comparing by primarily taught grade

Early childhood educators are more likely than educators who primarily teach kindergarten (27.3% vs. 1.9%) to have students’ parents who are very involved with the Learning for Life curriculum. This statistical difference should be taken with caution due to the sample size for early childhood educators.

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

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<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<td>27.3%</td>
<td>1.9%</td>
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<td>14.9%</td>
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<tr>
<td>Somewhat involved</td>
<td>45.5%</td>
<td>22.2%</td>
<td>28.1%</td>
<td>20.9%</td>
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<tr>
<td>Not very involved</td>
<td>9.1%</td>
<td>37.0%</td>
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<td>41.8%</td>
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<tr>
<td>Not at all involved</td>
<td>18.2%</td>
<td>38.9%</td>
<td>15.6%</td>
<td>22.4%</td>
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<th>THIRD GRADE</th>
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<tr>
<td>Very involved</td>
<td>9.6%</td>
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<tr>
<td>Somewhat involved</td>
<td>20.2%</td>
<td>22.6%</td>
<td>24.0%</td>
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<tr>
<td>Not very involved</td>
<td>31.7%</td>
<td>35.5%</td>
<td>34.0%</td>
</tr>
<tr>
<td>Not at all involved</td>
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Base: Early childhood or 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 third-grade
↑↑↑↑↑↑ Significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ Significantly different from educators who primarily teach fifth-grade
Integration with Other Curriculum Areas

More than one-half (54.3%) of early childhood or elementary educators integrate Learning for Life’s program with other curriculum areas they teach. More than 40 percent (45.7%) do not integrate Learning for Life’s curriculum with other curriculum areas they teach.

Do you integrate the Learning for Life curriculum with other curriculum areas you teach such as science, technology, engineering, mathematics, or early reading literacy programs?

![Pie chart showing 54.3% Yes and 45.7% No]

Base: 462 early childhood or elementary educators

The 54.3 percent of early childhood or elementary educators who are able to integrate Learning for Life’s curriculum with other curriculum areas comment they are able to integrate Learning for Life’s curriculum with other curriculum areas by:

- Combining the curriculum with their regular language arts, or reading and writing, curriculum and building it into lesson plans (e.g., writing about experiences, reading comprehension, skills review, literacy, peer reading, etc.; 66 early childhood or elementary educators);
- Combining the curriculum with their regular social studies or social skills curriculum and building it into lesson plans (e.g., maps, citizenship, positive behaviors, etc.; 41 early childhood or elementary educators);
- Finding commonalities between the curriculum and their current teachings or reminding the students of the skills previously learned (25 early childhood or elementary educators);
• Combining the curriculum with their regular character education or life skills curriculum and building it into lesson plans (e.g.; character development, character counts, etc.; 15 early childhood or elementary educators);

• Combining the curriculum with their current lessons or curriculum, in general (13 early childhood or elementary educators);

• Combining the curriculum with their regular science curriculum and building it into lesson plans (11 early childhood or elementary educators);

• Combining the curriculum with their regular math curriculum and building it into lesson plans (six early childhood or elementary educators);

• Combining the curriculum with their regular arts (e.g., music, drama, theatre) curriculum and building it into lesson plans (five early childhood or elementary educators);

• Combining the curriculum with class meetings and events, in general (five early childhood or elementary educators);

• Integrating the curriculum as a part of the class’ daily routine, in general (five early childhood or elementary educators);

• Integrating the curriculum into small group times or session (four early childhood or elementary educators);

• Giving students examples of the concepts being explained (two early childhood or elementary educators);

• Combining the program with their regular health curriculum and building it into lesson plans (two early childhood or elementary educators);

• Combining with their regular physical education curriculum and building it into lesson plans (two early childhood or elementary educators).

All verbatim comments are included in Appendix III.
Comparing by primarily taught grade

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

Did you integrate the Learning for Life curriculum with other curriculum areas 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>
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<td>51.9%</td>
<td>62.5%</td>
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<tr>
<td>No</td>
<td>36.4%</td>
<td>48.1%</td>
<td>37.5%</td>
<td>40.3%</td>
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<td>Yes</td>
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Base: Early childhood or 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
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↑ Significantly different from educators who primarily teach fifth-grade
Curriculum Outcomes Evaluation

Educators were asked to rate their level of agreement with statements about the Learning for Life early childhood or elementary curriculum based on the primary grade they teach. More than 90 percent of early childhood or elementary educators strongly (65.6%) to somewhat (27.3%) agree the Learning for Life lessons and activities are age-appropriate. Fewer somewhat (3.2%) or strongly (1.3%) disagree the lessons and activities are age-appropriate.

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

- Strongly agree, 65.6%
- Somewhat agree, 27.3%
- Somewhat disagree, 3.2%
- Strongly disagree, 1.3%
- Not applicable, 2.6%

Base: 462 early childhood or 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>
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<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>72.7%</td>
<td>55.6%</td>
<td>62.5%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.3%</td>
<td>31.5%</td>
<td>26.6%</td>
<td>22.4%</td>
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<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>5.6%</td>
<td>3.1%</td>
<td>1.5%</td>
</tr>
<tr>
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<td><strong>Base</strong></td>
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<tr>
<td>Strongly agree</td>
<td>68.3%</td>
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<td>Somewhat disagree</td>
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<td>3.0%</td>
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<td>Strongly disagree</td>
<td>1.0%</td>
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<td>0.0%</td>
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<tr>
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<td>2.9%</td>
<td>4.8%</td>
<td>2.0%</td>
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Base: Early childhood or elementary educators

*Note: Small base size

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↑ Significantly different from educators who primarily teach kindergarten
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↑ Significantly different from educators who primarily teach fourth-grade
↑ Significantly different from educators who primarily teach fifth-grade
One-half (50.2%) of all early childhood or elementary educators strongly agree the lessons help children improve their relationship with adults. More than 40 percent (42.2%) somewhat agree with this outcome. Fewer than five percent somewhat (2.8%) to strongly (1.9%) disagree the program delivers this outcome.

Learning for Life helps children improve their relationships with adults.

Base: 462 early childhood or 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.

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<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<td>41.8%</td>
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<tr>
<td>Strongly agree</td>
<td>49.0%</td>
<td>51.6%</td>
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</tr>
<tr>
<td>Somewhat agree</td>
<td>40.4%</td>
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<td>50.0%</td>
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<tr>
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<td>3.0%</td>
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<tr>
<td>Strongly disagree</td>
<td>4.8%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
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<td>1.9%</td>
<td>6.5%</td>
<td>3.0%</td>
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↑ Significantly different from educators who primarily teach fifth-grade
More than one-half (55.6%) of early childhood or elementary educators strongly agree the program’s activities are grade-specific. More than one-third (34.4%) somewhat agree the activities are grade-specific. Fewer than 10 percent somewhat (5.4%) to strongly (1.7%) disagree with this outcome.

Learning for Life’s activities are grade-specific.

Strongly agree, 55.6%

Somewhat agree, 34.4%

Somewhat disagree, 5.4%

Not applicable, 2.8%

Strongly disagree, 1.7%

Base: 462 early childhood or 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.

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<td>8.1%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.9%</td>
<td>0.0%</td>
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</tr>
<tr>
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</table>

Base: Early childhood or 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 early childhood or elementary educators agree the lessons and activities help children learn to be more responsible, including 63.2 percent who strongly agree. Very few somewhat (3.7%) 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.

- Strongly agree, 63.2%
- Somewhat agree, 29.0%
- Somewhat disagree, 3.7%
- Strongly disagree, 1.5%
- Not applicable, 2.6%

Base: 462 early childhood or 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>
<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>72.7%</td>
<td>55.6%</td>
<td>64.1%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.3%</td>
<td>35.2%</td>
<td>26.6%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>6.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>3.1%</td>
<td>0.0%</td>
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<tr>
<td>Not applicable</td>
<td>0.0%</td>
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</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>11</strong>*</td>
<td><strong>54</strong></td>
<td><strong>64</strong></td>
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<table>
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<th>FIFTH GRADE</th>
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<tr>
<td>Strongly agree</td>
<td>71.2%</td>
<td>58.1%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>20.2%</td>
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<tr>
<td>Somewhat disagree</td>
<td>3.8%</td>
<td>4.8%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.9%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.9%</td>
<td>6.5%</td>
<td>2.0%</td>
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<tr>
<td><strong>Base</strong></td>
<td><strong>104</strong></td>
<td><strong>62</strong></td>
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</tbody>
</table>

Base: Early childhood or 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
Nearly 60 percent (59.3%) of early childhood or elementary educators strongly agree and more than 30 percent (31.6%) somewhat agree the curriculum provides activities that are interesting. Similar to other program outcomes, fewer somewhat (4.8%) or strongly (1.9%) disagree the curriculum provides activities that are interesting.

The curriculum provides activities that are interesting.

- Strongly agree, 59.3%
- Somewhat agree, 31.6%
- Somewhat disagree, 4.8%
- Strongly disagree, 1.9%
- Not applicable, 2.4%

Base: 462 early childhood or elementary educators
Comparing by primarily taught grade

There are no significant differences by primary grade in how much educators agree the curriculum provides activities that are interesting.

The curriculum provides activities that are interesting.

<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>72.7%</td>
<td>48.1%</td>
<td>62.5%</td>
<td>62.7%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.3%</td>
<td>33.3%</td>
<td>29.7%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>13.0%</td>
<td>3.1%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>4.7%</td>
<td>0.0%</td>
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<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
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<th>FIFTH GRADE</th>
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</thead>
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<tr>
<td>Somewhat agree</td>
<td>30.8%</td>
<td>35.5%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>1.9%</td>
<td>1.6%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.9%</td>
<td>6.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>104</td>
<td>62</td>
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Base: Early childhood or elementary educators

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↑ Significantly different from educators who primarily teach fifth-grade
More than 80 percent of early childhood or elementary educators strongly (47.0%) or somewhat (39.8%) agree the lessons effectively teach the concepts of laws and justice. Fewer than 10 percent somewhat (5.4%) or strongly (1.3%) disagree the lessons effectively teach the concepts of laws and justice.

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

Base: 462 early childhood or 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>
<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>72.7%</td>
<td>37.0%</td>
<td>42.2%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.3%</td>
<td>48.1%</td>
<td>43.8%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>9.3%</td>
<td>7.8%</td>
<td>1.5%</td>
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<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>4.7%</td>
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Base: Early childhood or elementary educators

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↑ Significantly different from educators who primarily teach early childhood
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↑↑↑↑↑↑ Significantly different from educators who primarily teach fourth-grade
↑↑↑↑↑↑↑ Significantly different from educators who primarily teach fifth-grade
More than nine of 10 early childhood or elementary educators strongly (61.5%) to somewhat (31.4%) agree the lessons help children to respect those of different ethnic and cultural backgrounds. Fewer somewhat (2.6%) or strongly (1.5%) disagree the lessons help children respect those of different backgrounds.

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

- Strongly agree, 61.5%
- Somewhat agree, 31.4%
- Somewhat disagree, 2.6%
- Strongly disagree, 1.5%
- Not applicable, 3.0%

Base: 462 early childhood or elementary educators
Comparing by primarily taught grade

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

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

<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>63.6%</td>
<td>59.3%</td>
<td>57.8%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>36.4%</td>
<td>29.6%</td>
<td>35.9%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>5.6%</td>
<td>3.1%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>1.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Base</td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</td>
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<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
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<tbody>
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<td>58.0%</td>
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<tr>
<td>Somewhat agree</td>
<td>30.8%</td>
<td>25.8%</td>
<td>36.0%</td>
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<tr>
<td>Somewhat disagree</td>
<td>1.0%</td>
<td>4.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4.8%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>Not applicable</td>
<td>1.9%</td>
<td>6.5%</td>
<td>4.0%</td>
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<tr>
<td>Base</td>
<td>104</td>
<td>62</td>
<td>100</td>
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</table>

Base: Early childhood or 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 six of 10 (57.4%) early childhood or elementary educators strongly agree, while more than one-third (35.1%) somewhat agree the program teaches children the skills they need to resist negative peer pressure. Fewer than 10 percent somewhat (3.5%) or strongly (1.7%) 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.**

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>57.4%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>35.1%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>3.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.7%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.4%</td>
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</tbody>
</table>

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

There are no significant differences by grade primarily taught among early childhood or 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>
<thead>
<tr>
<th>Grade</th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>63.6%</td>
<td>51.9%</td>
<td>56.3%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>36.4%</td>
<td>38.9%</td>
<td>32.8%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>3.7%</td>
<td>6.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>3.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>1.6%</td>
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<tr>
<td><strong>Base</strong></td>
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<td><strong>54</strong></td>
<td><strong>64</strong></td>
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<thead>
<tr>
<th>Grade</th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>62.5%</td>
<td>53.2%</td>
<td>55.0%</td>
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<tr>
<td>Somewhat agree</td>
<td>28.8%</td>
<td>38.7%</td>
<td>38.0%</td>
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<tr>
<td>Somewhat disagree</td>
<td>2.9%</td>
<td>1.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.8%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.9%</td>
<td>6.5%</td>
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</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>104</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
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Base: Early childhood or 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 fourth-grade
↑↑↑↑↑↑↑ Significantly different from educators who primarily teach fifth-grade
Most early childhood or elementary educators strongly (57.1%) or somewhat (34.8%) agree Learning for Life helps children develop skills to manage day-to-day challenges. Few somewhat (4.3%) or strongly (1.1%) disagree the program helps children develop skills to manage day-to-day challenges.

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

- Strongly agree, 57.1%
- Somewhat agree, 34.8%
- Somewhat disagree, 4.3%
- Strongly disagree, 1.1%
- Not applicable, 2.6%

Base: 462 early childhood or 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.

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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<td>36.4%</td>
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<td>Somewhat disagree</td>
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<td>3.7%</td>
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<td>Strongly disagree</td>
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<tr>
<td>Strongly disagree</td>
<td>2.9%</td>
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↑ Significantly different from educators who primarily teach fifth-grade
Almost 60 percent (58.7%) of early childhood or elementary educators strongly agree and more than one-third (34.6%) somewhat agree that Learning for Life helps children build self-esteem. Nearly five percent somewhat (3.0%) or strongly (1.1%) disagree the program helps children build self-esteem.

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

- Strongly agree, 58.7%
- Somewhat agree, 34.6%
- Somewhat disagree, 3.0%
- Strongly disagree, 1.1%
- Not applicable, 2.6%

Base: 462 early childhood or elementary educators
Comparing by primarily taught grade

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

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

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>56.7%</td>
<td>59.7%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>34.6%</td>
<td>30.6%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>4.8%</td>
<td>3.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1.9%</td>
<td>6.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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 four of 10 (45.2%) early childhood or elementary educators strongly agree the lessons and activities help children to develop their creativity. While more than 40 percent (41.1%) somewhat agree with this outcome, nearly 10 percent somewhat (8.2%) or strongly (1.3%) disagree the lessons and activities help children develop their creativity.

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

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>45.2%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>41.1%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>8.2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.3%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Base: 462 early childhood or 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>
<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>72.7%</td>
<td>44.4%</td>
<td>50.0%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>18.2%</td>
<td>33.3%</td>
<td>40.6%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>9.1%</td>
<td>16.7%</td>
<td>4.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>3.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>1.6%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>44.2%</td>
<td>38.7%</td>
<td>44.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>42.3%</td>
<td>43.5%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>8.7%</td>
<td>8.7%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.9%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.9%</td>
<td>8.1%</td>
<td>6.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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 of early childhood or elementary educators strongly (60.0%) or somewhat (31.8%) agree that Learning for Life provides fun ways for children to learn. Similar to other program outcomes, few somewhat (3.9%) or strongly (1.7%) disagree the program provides fun ways for children to learn.

**Learning for Life provides fun ways for children to learn.**

![Pie chart showing the distribution of responses: Strongly agree (60.0%), Somewhat agree (31.8%), Somewhat disagree (3.9%), Strongly disagree (1.7%), Not applicable (2.6%). Base: 462 early childhood or elementary educators.]

2013 Learning for Life Program Evaluation Survey
Comparing by primarily taught grade

Regardless of primarily taught grade, early childhood and elementary educators equally as likely to agree or disagree that Learning for Life provides fun ways for children to learn. There are no statistically significant differences.

**Learning for Life provides fun ways for children to learn.**

<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>72.7%</td>
<td>57.4%</td>
<td>65.6%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.3%</td>
<td>25.9%</td>
<td>25.0%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>9.3%</td>
<td>4.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>3.7%</td>
<td>3.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Base:** Early childhood or elementary educators

<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>63.5%</td>
<td>54.8%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>26.9%</td>
<td>33.9%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>2.9%</td>
<td>4.8%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.9%</td>
<td>6.5%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**Base:** 11* 54 64 67

- 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

*Note: Small base size
More than nine of 10 early childhood or elementary educators strongly (63.4%) or somewhat (30.1%) agree the lessons and activities help children to learn to get along better with each other. Fewer than five percent somewhat (2.8%) or strongly (1.1%) 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, 63.4%
- Somewhat agree, 30.1%
- Somewhat disagree, 2.8%
- Strongly disagree, 1.1%
- Not applicable, 2.6%

Base: 462 early childhood or 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>72.7%</td>
<td>63.0%</td>
<td>65.6%</td>
<td>74.6%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.3%</td>
<td>29.6%</td>
<td>25.0%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>6.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Base**: Early childhood or elementary educators

<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>63.5%</td>
<td>64.5%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>26.9%</td>
<td>27.4%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>3.8%</td>
<td>1.6%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.9%</td>
<td>6.5%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**Base**: Early childhood or 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 early childhood or elementary educators strongly (58.4%) or somewhat (34.0%) agree Learning for Life helps create a fun learning environment. Fewer somewhat (3.0%) or strongly (1.9%) disagree the program helps create a fun learning environment.

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

- Strongly agree, 58.4%
- Somewhat agree, 34.0%
- Somewhat disagree, 3.0%
- Strongly disagree, 1.9%
- Not applicable, 2.6%

Base: 462 early childhood or elementary educators
Comparing by primarily taught grade

No significant differences exist between 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></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>81.8%</td>
<td>51.9%</td>
<td>65.6%</td>
<td>62.7%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>18.2%</td>
<td>35.2%</td>
<td>25.0%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>5.6%</td>
<td>4.7%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>3.7%</td>
<td>3.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>3.7%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>58.7%</td>
<td>56.5%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>31.7%</td>
<td>35.5%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>2.9%</td>
<td>1.6%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.8%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.9%</td>
<td>6.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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 90 percent of early childhood or elementary educators strongly (53.9%) to somewhat (34.8%) agree Learning for Life is in line with national education standards. Nearly five percent somewhat (2.8%) or strongly (1.5%) disagree the program is in line with national education standards.

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>53.9%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>34.8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.5%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>2.8%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

Base: 462 early childhood or elementary educators
Comparing by primarily taught grade

Similar to other program outcomes, no significant differences exist between early childhood or 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>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>72.7%</td>
<td>53.7%</td>
<td>53.1%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.3%</td>
<td>33.3%</td>
<td>37.5%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>0.0%</td>
<td>3.7%</td>
<td>4.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>1.9%</td>
<td>3.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>7.4%</td>
<td>1.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>53.8%</td>
<td>54.8%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>31.7%</td>
<td>30.6%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>2.9%</td>
<td>3.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.9%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>8.7%</td>
<td>11.3%</td>
<td>8.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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 or elementary educators. Almost three-fourths (72.1%) of kindergarten through fifth-grade educators have never used the Super Safe DVD. More than 60 percent of educators have never used the Play it Safe DVD (63.6%; early childhood educators only), desk chart (63.4%), or desk stickers (62.6%). More than one-half of educators have never used the recognition wall stickers (56.5%), value added book (54.5%; early childhood educators only), or recognition wall stickers (56.5%).

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>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition wall chart</td>
<td>8.2%</td>
<td>20.1%</td>
<td>19.5%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Recognition wall stickers</td>
<td>6.7%</td>
<td>17.1%</td>
<td>19.7%</td>
<td>56.5%</td>
</tr>
<tr>
<td>Desk stickers</td>
<td>5.4%</td>
<td>13.0%</td>
<td>19.0%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Desk chart</td>
<td>3.0%</td>
<td>12.6%</td>
<td>21.0%</td>
<td>63.4%</td>
</tr>
<tr>
<td>Super Safe DVD*</td>
<td>2.4%</td>
<td>8.9%</td>
<td>16.6%</td>
<td>72.1%</td>
</tr>
<tr>
<td>Value added book**</td>
<td>0.0%</td>
<td>18.2%</td>
<td>27.3%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Play it Safe DVD**</td>
<td>0.0%</td>
<td>0.0%</td>
<td>36.4%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

Base: 462 early childhood or elementary educators

*Note: Only asked of 451 kindergarten through fifth-grade educators.

**Note: Only asked of 11 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 or 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>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0.0%</td>
<td>9.3%</td>
<td>10.9%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Often</td>
<td>27.3%</td>
<td>33.3%</td>
<td>25.0%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>18.2%</td>
<td>20.4%</td>
<td>14.1%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Never</td>
<td>54.5%</td>
<td>37.0%</td>
<td>50.0%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Base</td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</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>10.6%</td>
<td>3.2%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Often</td>
<td>11.5%</td>
<td>17.7%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.2%</td>
<td>17.7%</td>
<td>24.0%</td>
</tr>
<tr>
<td>Never</td>
<td>57.7%</td>
<td>61.3%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Base</td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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 or elementary educators, regardless of what grade they primarily teach, are equally as 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>7.4%</td>
<td>4.7%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Often</td>
<td>27.3%</td>
<td>25.9%</td>
<td>21.9%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Seldom</td>
<td>18.2%</td>
<td>20.4%</td>
<td>14.1%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Never</td>
<td>54.5%</td>
<td>46.3%</td>
<td>59.4%</td>
<td>46.3%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</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>9.6%</td>
<td>4.8%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Often</td>
<td>11.5%</td>
<td>12.9%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.2%</td>
<td>19.4%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Never</td>
<td>58.7%</td>
<td>62.9%</td>
<td>61.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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 or 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></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>1.9%</td>
<td>4.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Often</td>
<td>9.1%</td>
<td>16.7%</td>
<td>12.5%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>27.3%</td>
<td>25.9%</td>
<td>15.6%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Never</td>
<td>63.6%</td>
<td>55.6%</td>
<td>67.2%</td>
<td>52.2%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>11</strong>*</td>
<td><strong>54</strong></td>
<td><strong>64</strong></td>
<td><strong>67</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>2.9%</td>
<td>3.2%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Often</td>
<td>9.6%</td>
<td>11.3%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>21.2%</td>
<td>17.7%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Never</td>
<td>66.3%</td>
<td>67.7%</td>
<td>67.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>104</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*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 or 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>Frequency</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>5.6%</td>
<td>6.3%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Often</td>
<td>18.2%</td>
<td>24.1%</td>
<td>10.9%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Seldom</td>
<td>18.2%</td>
<td>20.4%</td>
<td>15.6%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Never</td>
<td>63.6%</td>
<td>50.0%</td>
<td>67.2%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Base</td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4.8%</td>
<td>4.8%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Often</td>
<td>11.5%</td>
<td>9.7%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>18.3%</td>
<td>16.1%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Never</td>
<td>65.4%</td>
<td>69.4%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Base</td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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 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>Always</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>5.6%</td>
<td>0.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Often</td>
<td>--</td>
<td>18.5%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Seldom</td>
<td>--</td>
<td>18.5%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Never</td>
<td>--</td>
<td>57.4%</td>
<td>79.7%</td>
</tr>
</tbody>
</table>

| Base  | 0 | 54 | 64 | 67 |

<table>
<thead>
<tr>
<th>Always</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>1.9%</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Often</td>
<td>6.7%</td>
<td>8.1%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>16.3%</td>
<td>16.1%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Never</td>
<td>75.0%</td>
<td>75.8%</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

| Base  | 104 | 62  | 100 |

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 taught early childhood. No statistical testing for differences was completed on this question.

**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>0.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Often</td>
<td>18.2%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Seldom</td>
<td>27.3%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Never</td>
<td>54.5%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>11*</td>
<td>0</td>
<td>0</td>
<td>0</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>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Often</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Seldom</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Never</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>0</td>
<td>0</td>
<td>0</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
The Play it Safe DVD was only asked of educators who indicated they primarily taught early childhood. No statistical testing for differences was completed on this question.

**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>0.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Often</td>
<td>0.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Seldom</td>
<td>36.4%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Never</td>
<td>63.6%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>11</strong>*</td>
<td>0</td>
<td>0</td>
<td>0</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>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Often</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Seldom</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Never</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></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 curriculum, early childhood and elementary educators comment:

- **Early childhood**
  - The Learning for Life curriculum teaches important life skills, not just academic skills (e.g., character, self-esteem, responsibility, social skills, etc; three educators who primarily teach early childhood);
  - The Learning for Life curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teaching (two educators who primarily teach early childhood);
  - The lessons and activities are age- or grade-appropriate (one educator who primarily teaches early childhood);
  - The Learning for Life curriculum offers a variety of topics and activities from which to cover, teach, or instruct on (one educator who primarily teaches early childhood).

- **Kindergarten**
  - The lessons and activities are age- or grade-appropriate (six educators who primarily teach kindergarten);
  - Students are engaged in or have fun with the lessons and activities (six educators who primarily teach kindergarten);
  - The Learning for Life curriculum teaches important life skills, not just academic skills (e.g., character, self-esteem, responsibility, social skills, etc; five educators who primarily teach kindergarten);
  - There are a variety of fun, creative, and engaging lessons and activities, in general (three educators who primarily teach kindergarten);
  - The Learning for Life curriculum offers a variety of topics and activities to cover, teach, or instruct (two educators who primarily teach kindergarten);
  - The materials, charts, stickers, newsletters, DVDs, video clips, etc. are good (two educators who primarily teach kindergarten);
  - The Learning for Life curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teaching (one educator who primarily teaches kindergarten);
  - Educators enjoy interacting or having discussions with students about the Learning for Life curriculum (one educator who primarily teaches kindergarten).
• First-grade
  o The Learning for Life curriculum teaches important life skills, not just academic skills (e.g., character, self-esteem, responsibility, social skills, etc; 13 educators who primarily teach first-grade);
  o Students are engaged in or have fun with the lessons and activities (seven educators who primarily teach first-grade);
  o The lessons and activities are age- or grade-appropriate (five educators who primarily teach first-grade);
  o The Learning for Life curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teaching (four educators who primarily teach first-grade);
  o The Learning For Life instructors, speakers, or presenters are good, engage the students well, or provide another adult for students to interact with (four educators who primarily teach first-grade);
  o There are variety of fun, creative, and engaging lessons and activities, in general (three educators who primarily teach first-grade);
  o The Learning for Life curriculum is user-friendly, easy to use, or requires little prep work (three educators who primarily teach first-grade);
  o The program has interactive lessons that interest the children (six educators who primarily teach first-grade);
  o The materials and activities are age-appropriate (six educators who primarily teach first-grade);
  o The speakers/presenters/instructors are dependable, prepared, and provide another voice to teach important concepts (six educators who primarily teach first-grade);
  o All support materials like the wall charts, stickers, and DVDS have never been received (three educators who primarily teach first-grade);
  o The Learning for Life curriculum offers a variety of topics and activities to cover, teach, or instruct (one educator who primarily teaches first-grade);
  o Educators enjoy interacting or having discussions with students about the Learning for Life curriculum (one educator who primarily teaches first-grade);
  o Educators have not been able to use the curriculum that much (one educator who primarily teaches first-grade);
o The Learning for Life curriculum helps students set goals (one educator who primarily teaches first-grade);

o The Learning for Life curriculum provides students opportunities to receive grades for the curriculum or receive recognition through certificates, coupons, or awards (one educator who primarily teaches first-grade);

o The Learning for Life curriculum provides opportunities to involve the parents in what their child is doing (one educator who primarily teaches first-grade).

- Second-grade
  o The Learning for Life instructors, speakers, or presenters are good, engage the students well, or provide another adult for the students to interact with (seven educators who primarily teach second-grade);
  
  o The Learning for Life curriculum teaches important life skills, not just academic skills (e.g., character, self-esteem, responsibility, social skills, etc; five educators who primarily teach second-grade);
  
  o Students are engaged in or have fun with the lessons and activities (four educators who primarily teach second-grade);
  
  o The Learning for Life curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teaching (four educators who primarily teach second-grade);
  
  o There are a variety of fun, creative, and engaging lessons (four educators who primarily teach second-grade);
  
  o The lessons and activities are age- or grade-appropriate (three educators who primarily teach second-grade);
  
  o All support materials like the wall charts, stickers, and DVDs have never been received (three educators who primarily teach second-grade);
  
  o The Learning for Life curriculum offers a variety of topics and activities to cover, teach, or instruct (three educators who primarily teach second-grade);
  
  o The materials, charts, stickers, newsletters, DVDs, video clips, etc. are good (three educators who primarily teach second-grade);
  
  o The program is great overall (three educators who primarily teach second-grade);
  
  o The Learning for Life curriculum is user-friendly, easy to use, or requires little prep work (three educators who primarily teach second-grade);
- Educators enjoy interacting or having discussions with students about the Learning for Life curriculum (one educator who primarily teaches second-grade);
- Educators have not been able to use the LFL curriculum that much (one educator who primarily teaches second-grade);
- The Learning for Life curriculum provides students opportunities to receive grades for the curriculum or receive recognition through certificates, coupons, or awards (one educator who primarily teaches second-grade);
- The Learning for Life curriculum provides opportunities to involve the parents in what their child is learning (one educator who primarily teaches second-grade);
- The Learning for Life curriculum offers hands-on activities for the students (one educator who primarily teaches second-grade);
- The Learning for Life curriculum teaches topics relevant to students’ lives (one educator who primarily teaches second-grade).

- Third-grade
  - The lessons and activities are age- or grade-appropriate (15 educators who primarily teach third-grade);
  - The Learning for Life curriculum teaches important life skills, not just academic skills (e.g., character, self-esteem, responsibility, social skills, etc.; 14 educators who primarily teach third-grade);
  - Students are engaged in or have fun with the lessons and activities (10 educators who primarily teach third-grade);
  - The Learning for Life curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teaching (eight educators who primarily teach third-grade);
  - The curriculum is user-friendly, easy to use, or requires little prep work (seven educators who primarily teach third-grade);
  - The Learning for Life instructors, speakers, or presenters are good, engage the students well, or provide another adult for students to interact with (six educators who primarily teach third-grade);
  - The materials, charts, stickers, newsletters, DVDs, video clips, etc. are good (five educators who primarily teach third-grade);
  - The Learning for Life curriculum offers hands-on activities for the students (three educators who primarily teach third-grade);
- There are a variety of fun, creative, and engaging lessons (two educators who primarily teach third-grade);
- The Learning for Life curriculum provides a variety of topics and activities to cover, teach, or instruct (two educators who primarily teach third-grade);
- Educators enjoy interacting or having discussions with students about the Learning for Life curriculum (two educators who primarily teach third-grade);
- The Learning for Life curriculum provides students opportunities to receive grades for the curriculum or receive recognition through certificates, coupons, or awards (two educators who primarily teach third-grade);
- The Learning for Life curriculum teaches topics relevant to students’ lives (two educators who primarily teach third-grade);
- The Learning for Life curriculum is well-organized (two educators who primarily teach third-grade);
- All support materials like the wall charts, stickers, and DVDs have never been received (one educator who primarily teaches third-grade);
- The program is great overall (one educator who primarily teaches third-grade);
- Educators have not been able to use the LFL curriculum that much (one educator who primarily teaches third-grade);
- The Learning for Life curriculum helps students set goals (one educator who primarily teaches third-grade);
- The lessons and activities are concise (one educator who primarily teaches third-grade).

• Fourth-grade
  - The Learning for Life curriculum teaches important life skills, not just academic skills (e.g., character, self-esteem, responsibility, social skills, etc; 10 educators who primarily teach fourth-grade);
  - The Learning for Life curriculum teaches topics that are relevant to students’ lives (six educators who primarily teach fourth-grade);
  - The lessons and activities are age- or grade-appropriate (four educators who primarily teach fourth-grade);
  - Students are engaged in or have fun with the lessons and activities (four educators who primarily teach fourth-grade);
• The Learning for Life curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teaching (four educators who primarily teach fourth-grade);
• The Learning for Life curriculum is user-friendly, easy to use, or requires little prep work (four educators who primarily teach fourth-grade);
• The Learning for Life instructors, speakers, or presenters are good, engage the students well, or provide another adult for students to interact with (three educators who primarily teach fourth-grade);
• The Learning for Life curriculum offers a variety of topics and activities to cover, teach, or instruct (three educators who primarily teach fourth-grade);
• All support materials like the wall charts, stickers, and DVDs have never been received (three educators who primarily teach fourth-grade);
• There are a variety of fun, creative, and engaging lessons (two educators who primarily teach fourth-grade);
• The program is great overall (two educators who primarily teach fourth-grade);
• The Learning for Life curriculum is available in a digital format (one educator who primarily teaches fourth-grade).

• Fifth-grade
  • The Learning for Life curriculum teaches important life skills, not just academic skills (e.g., character, self-esteem, responsibility, social skills, etc; 13 educators who primarily teach fifth-grade);
  • The Learning for Life curriculum can be integrated with other school curriculum or lessons can be adapted as needed to reinforce current teaching (nine educators who primarily teach fifth-grade);
  • Students are engaged in or have fun with the lessons and activities (seven educators who primarily teach fifth-grade);
  • The Learning for Life instructors, speakers, or presenters are good, engage the students well, or provide another adult for students to interact with (seven educators who primarily teach fifth-grade);
  • The Learning for Life curriculum teaches topics relevant to students’ lives (six educators who primarily teach fifth-grade);
  • All support materials like the wall charts, stickers, and DVDs have never been received (six educators who primarily teach fifth-grade);
The Learning for Life curriculum offers a variety of topics and activities to cover, teach, or instruct (five educators who primarily teach fifth-grade);

The lessons and activities are age- or grade-appropriate (four educators who primarily teach fifth-grade);

The Learning for Life curriculum is user-friendly, easy to use, or requires little prep work (four educators who primarily teach fifth-grade);

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

The materials, charts, stickers, newsletters, DVDs, video clips, etc. are good (four educators who primarily teach fifth-grade);

The Learning for Life curriculum offers hands-on activities for the students (three educators who primarily teach fifth-grade);

The program is great overall (two educators who primarily teach fifth-grade);

Educators have not been able to use the Learning for Life curriculum much (two educators who primarily teach fifth-grade);

The Learning for Life curriculum is well-organized (one educator who primarily teaches fifth-grade);

The lessons and activities are concise (one educator who primarily teaches fifth-grade);

The Learning for Life curriculum provides opportunities to involve the parents in what their child is learning (one educator who primarily teaches fifth-grade);

The Learning for Life instructors or teachers need more preparation or education (one educator who primarily teaches fifth-grade);

The lessons and activities need to be more engaging (one educator who primarily teaches fifth-grade).

The Learning for Life program could be improved by:

• Early childhood
  o Making no changes because the curriculum is fine as is (two educators who primarily teach early childhood);
  o Providing electronic copies of the take home activities and newsletters (one educator who primarily teaches early childhood).
• Kindergarten
  o Making no changes because the curriculum is fine as (seven educators who primarily teach kindergarten);
  o Providing more hands-on, interactive, engaging, or interesting lessons and activities (e.g., role-playing, active activities, etc.; four educators who primarily teach kindergarten);
  o Making the lessons and activities more age-appropriate (three educators who primarily teach kindergarten);
  o Incorporating more visual aids (e.g., videos, DVDs, etc.; two educators who primarily teach kindergarten);
  o Providing story books for each lesson (one educator who primarily teaches kindergarten);
  o Making the lessons and activities more language- or ethnicity-appropriate (e.g., ESOL, etc.; one educator who primarily teaches kindergarten);
  o Providing more creative rewards (one educator who primarily teaches kindergarten);
  o Providing more excellent Learning for Life instructors and teachers (one educator who primarily teaches kindergarten);
  o Helping educators understand how to integrate the Learning for Life curriculum with educators’ time and schedule issues (one educator who primarily teaches kindergarten);
  o Updating the materials to be more relevant (e.g., include more technology, ability to use a Smartboard, websites, etc.; one educator who primarily teaches kindergarten).

• First-grade
  o Providing more time to do the lessons and activities (eight educators who primarily teach first-grade);
  o Providing electronic copies of the take home activities and newsletters (six educators who primarily teach first-grade);
  o Making the lessons and activities more language- or ethnicity-appropriate (four educators who primarily teach first-grade);
  o Providing more hands-on, interactive, engaging, or interesting lessons and activities (e.g., role-playing, active activities; two educators who primarily teach first-grade);
o Adapting the lessons and activities to meet the needs of the students (two educators who primarily teach first-grade);

o Providing story books for each lesson (one educator who primarily teaches first-grade);

o Providing more creative rewards (one educator who primarily teaches first-grade);

o Helping educators understand how to integrate the Learning for Life curriculum with educators’ time and schedule issues (one educator who primarily teaches first-grade);

o Updating the material to be more relevant (e.g., include more technology, ability to use a Smartboard, websites, etc.; one educator who primarily teaches first-grade);

o Incorporating learning goals and/or assessments (one educator who primarily teaches first-grade);

o Including lessons and activities for field trips, camp outings (one educator who primarily teaches first-grade);

o Training all educators on how to use and integrate the curriculum with other curriculum areas (one educator who primarily teaches first-grade);

o Providing all the materials (e.g., DVDs, desk stickers, wall charts, etc.; one educator who primarily teaches first-grade);

o Improving the Learning for Life curriculum’s correlation and integration with national or state education standards (one educator who primarily teaches first-grade).

• Second-grade

o Providing more hands-on, interactive, engaging, or interesting lessons and activities (e.g., role-playing, active activities, etc.; six educators who primarily teach second-grade);

o Providing all materials (e.g., DVDs, desk stickers, wall charts, etc.; six educators who primarily teach second-grade);

o Making no changes because the curriculum is fine as it is (five educators who primarily teach second-grade);

o Incorporating more visual aids (e.g., videos, DVDs, etc.; three educators who primarily teach second-grade);
- Updating the material to be more relevant (e.g., include more technology, ability to use a Smartboard, websites, etc.; two educators who primarily teach second-grade);
- Training all educators on how to use and integrate the curriculum with other curriculum areas (two educators who primarily teach second-grade);
- Teaching the curriculum on a more frequent basis (e.g., weekly; two educators who primarily teach second-grade);
- Including lesions and activities for field trips or camp outings (one educator who primarily teaches second-grade);
- Providing lessons on specific topic areas (e.g., Internet safety, bullying, etc.; one educator who primarily teaches second-grade);
- Providing a schedule of upcoming lessons for better planning and preparation (one educator who primarily teaches second-grade).

• Third-grade
- Providing more hands-on, interactive, engaging, or interesting lessons and activities (e.g., role-playing, active activities, etc.; eight educators who primarily teach third-grade);
- Teaching the curriculum on a more frequent basis (e.g., weekly; six educators who primarily teach third-grade);
- Updating the material to be more relevant (e.g., including more technology, ability to use a Smartboard, websites, etc.; five educators who primarily teach third-grade);
- Providing all materials (e.g., DVDs, desk stickers, wall charts, etc.; three educators who primarily teach third-grade);
- Improving the Learning for Life curriculum’s correlation and integration with national or state education standards (three educators who primarily teach third-grade);
- Incorporating more visual aids (e.g., videos, DVDs, etc.; two educators who primarily teach third-grade);
- Training all educators on how to use and integrate the curriculum with other curriculum areas (two educators who primarily teach third-grade);
- Incorporating learning goals or assessments (two educators who primarily teach third-grade);
- Providing more lessons and activity options, in general (two educators who primarily teach third-grade);
• Providing lessons on specific topic areas (e.g., Internet safety, bullying, etc.; one educator who primarily teaches third-grade);
• Making the lessons and activities more age-appropriate (one educator who primarily teaches third-grade);
• Ensuring the curriculum continues to be easy to use (one educator who primarily teaches third-grade);
• Getting schools to fully implement the Learning for Life curriculum (one educator who primarily teaches third-grade);
• Educating and training parents on the Learning for Life curriculum (one educator who primarily teaches third-grade);
• Monitoring the curriculum once the curriculum is implemented (one educator who primarily teaches third-grade).

• Fourth-grade
  • Making no changes because the curriculum is fine as it is (eight educators who primarily teach fourth-grade);
  • Providing more hands-on, interactive, engaging, interesting lessons and activities (e.g., role-playing, active activities, etc.; three educators who primarily teach third-grade);
  • Providing all materials (e.g., DVDs, desk stickers, wall charts, etc.; three educators who primarily teach third-grade);
  • Improving the Learning for Life curriculum’s correlation and integration with national or state education standards (three educators who primarily teach fourth-grade);
  • Providing more lesson and activity options, in general (three educators who primarily teach fourth-grade);
  • Incorporating learning goals and/or assessments (two educators who primarily teach fourth-grade);
  • Providing lessons on specific topic areas (e.g., Internet safety, bullying, etc.; two educators who primarily teach fourth-grade);
  • Providing more time to do the lessons and activities (two educators who primarily teach fourth-grade);
  • Incorporating more visual aids (e.g., videos, DVDs, etc.; one educator who primarily teaches fourth-grade);
• Training all educators on how to use and integrate the curriculum with other curriculum areas (one educator who primarily teaches fourth-grade);

• Helping educators understand how to integrate the Learning for Life curriculum with educators’ time and schedule issues (one educator who primarily teaches fourth-grade).

• Fifth-grade

• Making no changes because the curriculum is fine as it is (11 educators who primarily teach fifth-grade);

• Providing more hands-on, interactive, engaging, or interesting lessons (e.g., role-playing, active activities, etc., seven educators who primarily teach fifth-grade);

• Making the lessons and activities more age-appropriate (five educators who primarily teach fifth-grade);

• Providing all materials (e.g., DVDs, desk stickers, wall charts, etc.; four educators who primarily teach fifth-grade);

• Improving the Learning for Life curriculum’s correlation and integration with national or state education standards (four educators who primarily teach fifth-grade);

• Incorporating more visual aids (e.g., videos, DVDs, etc.; three educators who primarily teach fifth-grade);

• Updating the material to be more relevant (e.g., including more technology, ability to use a Smartboard, websites, etc.; three educators who primarily teach fifth-grade);

• Providing more excellent Learning for Life instructors or teachers (three educators who primarily teach fifth-grade);

• Providing more lesson or activity options, in general (two educators who primarily teach fifth-grade);

• Providing more lessons on specific topic areas (e.g., Internet safety, bullying, etc.; two educators who primarily teach fifth-grade);

• Providing more time to do the lessons and activities (two educators who primarily teach fifth-grade);

• Training all educators on how to use and integrate the curriculum with other curriculum areas (e.g., one educator who primarily teaches fifth-grade);
o Helping educators understand how to integrate the Learning for Life curriculum with educators’ time and schedule issues (one educator who primarily teaches fifth-grade);

o Teaching the curriculum on a more frequent basis (e.g., weekly, etc.; one educator who primarily teaches fifth-grade);

o Educating and training parents on the Learning for Life curriculum (one educator who primarily teaches fifth-grade);

o Providing a schedule of upcoming lessons for better planning and preparation (one educator who primarily teaches fifth-grade);

o Providing electronic copies of take home activities and newsletters (one educator who primarily teaches fifth-grade);

o Making the lessons and activities more language- or ethnicity-appropriate (e.g., ESOL, etc.; one educator who primarily teaches fifth-grade).

Verbatim comments are included in Appendix III.
Using Additional Learning for Life Programs
Nearly three-fourths (74.0%) of early childhood or elementary educators do not currently use a substance abuse program in their classroom.

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

Base: 462 early childhood or elementary educators
Comparing by primarily taught grade

Fifth-grade educators (48.0%) are more likely than kindergarten (13.0%), first-grade (20.3%), second-grade (19.4%), and third grade (18.3%) educators to currently use a substance abuse program in their classroom.

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

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>27.3%</td>
<td>13.0%</td>
<td>20.3%</td>
<td>19.4%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>72.7%</td>
<td>87.0% †</td>
<td>79.7% †</td>
<td>80.6% †</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>11*</td>
<td>54</td>
<td>64</td>
<td>67</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><strong>Yes</strong></td>
<td>18.3%</td>
<td>27.4%</td>
<td>48.0% ††††</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>81.7% †</td>
<td>72.6%</td>
<td>52.0%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>104</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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
Among early childhood and elementary educators who use a substance abuse program in their classroom, almost one-half (48.3%) currently use Learning Life’s substance abuse program, followed by DARE (38.3%), Life Skills (10.8%), Protecting You/Protecting Me (1.7%), and Project Alert (0.8%). Fewer than five percent (4.2%) do not know what substance abuse program they currently use in their classrooms.

**Which of the following substance abuse programs do you currently use in your classrooms?**

- Learning for Life: 48.3%
- DARE: 38.3%
- Life Skills: 10.8%
- Protecting You/Protecting Me: 1.7%
- Project Alert: 0.8%
- Other: 4.2%
- I don’t know: 4.2%

Note: Percentages will add up to more than 100 percent due to multiple responses.

Base: 120 early childhood or elementary educators who currently use a substance abuse program in their classroom.
Other (44.2%) substance abuse programs early childhood or elementary educators currently use in their classrooms include:

- Prevention Dimension (14 early childhood or elementary educators);
- Magic (a program similar to DARE put on by Orange County, Florida; 11 early childhood or elementary educators);
- Trust (six early childhood or elementary educators);
- The educators own personally developed program (four early childhood or elementary educators);
- District mandated or supplied substance abuse program (two early childhood or elementary educators);
- Health curriculum (two early childhood or elementary educators);
- Red Ribbon Week (two early childhood or elementary educators).

All verbatim comments are included in Appendix III.
Comparing by primarily taught grade

By primarily taught grade, there are no statistical differences in the substance abuse program early childhood or elementary educators currently use in their classroom.

**Which of the following substance abuse programs do you currently use in your classroom?**

<table>
<thead>
<tr>
<th>Program</th>
<th>Early Childhood</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DARE</td>
<td>66.7%</td>
<td>57.1%</td>
<td>0.0%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Learning for Life</td>
<td>33.3%</td>
<td>28.6%</td>
<td>61.5%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Life Skills</td>
<td>100.0%</td>
<td>85.7%</td>
<td>92.3%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Project Alert</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Protecting You/Protecting Me</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>33.3%</td>
<td>14.3%</td>
<td>76.9%</td>
<td>38.5%</td>
</tr>
<tr>
<td>I don't know.</td>
<td>33.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>3</strong></td>
<td><strong>7</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Base:** Early childhood or elementary educators who currently use a substance abuse program in their classroom

**Note:** Percentages will add up to more than 100 percent due to multiple responses.

*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
Which of the following substance abuse programs do you currently use in your classroom?

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DARE</td>
<td>36.8%</td>
<td>29.4%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Learning for Life</td>
<td>42.1%</td>
<td>64.7%</td>
<td>45.8%</td>
</tr>
<tr>
<td>Life Skills</td>
<td>10.5%</td>
<td>17.6%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Project Alert</td>
<td>0.0%</td>
<td>5.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Protecting You/Protecting Me</td>
<td>0.0%</td>
<td>0.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Other</td>
<td>36.8%</td>
<td>52.9%</td>
<td>41.7%</td>
</tr>
<tr>
<td>I don't know.</td>
<td>5.3%</td>
<td>5.9%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Base: Early childhood or elementary educators who currently use a substance abuse program in their classroom

Note: Percentages will add up to more than 100 percent due to multiple responses.

*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 40 percent of early childhood or elementary educators who do not currently use a substance abuse program in their classroom or do not currently use Learning for Life’s program would be very (13.4%) or somewhat interested (24.3%) in using a substance abuse program provided by Learning for Life. Further, among the 74.0 percent of educators who indicated they currently do not use a drug abuse program, more than one-third are very (12.0%) or somewhat (24.9%) interested in using Learning for Life’s program.

More than 60 percent of early childhood or elementary educators are not very (36.1%) to not at all (26.2%) interested in using Learning for Life’s drug abuse program.

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

![Interest Chart]

Not at all interested, 26.2%
Not very interested, 36.1%
Somewhat interested, 24.3%
Very interested, 13.4%

Base: 404 early childhood or elementary educators who do not currently use a substance abuse program or who do not currently use Learning for Life’s substance abuse program.
Comparing by primarily taught grade

Early childhood and elementary educators who do not currently use a substance abuse program in their classroom or do not currently use Learning for Life’s program are equally as likely to be interested or not interested in using a substance abuse program provided by Learning for Life. There are no statistical differences.

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

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td>20.0%</td>
<td>7.7%</td>
<td>12.5%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Somewhat interested</td>
<td>40.0%</td>
<td>13.5%</td>
<td>26.8%</td>
<td>29.5%</td>
</tr>
<tr>
<td>Not very interested</td>
<td>30.0%</td>
<td>46.2%</td>
<td>39.3%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Not at all interested</td>
<td>10.0%</td>
<td>32.7%</td>
<td>21.4%</td>
<td>24.6%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>10</strong>*</td>
<td><strong>52</strong></td>
<td><strong>56</strong></td>
<td><strong>61</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>Very interested</td>
<td>15.6%</td>
<td>7.8%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Somewhat interested</td>
<td>24.0%</td>
<td>29.4%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Not very interested</td>
<td>32.3%</td>
<td>45.1%</td>
<td>29.5%</td>
</tr>
<tr>
<td>Not at all interested</td>
<td>28.1%</td>
<td>17.6%</td>
<td>32.1%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>96</strong></td>
<td><strong>51</strong></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

Base: Early childhood or elementary educators who do not currently use a substance abuse program in their classroom or do not currently use Learning for Life’s substance abuse program

*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 seven of 10 (72.3%) early childhood or elementary educators’ schools currently have an anti-bullying program in place.

**Does your school currently have an anti-bullying program in place?**

- Yes, 72.3%
- No, 27.7%

Base: 462 early childhood or elementary educators
Comparing by primarily taught grade

Early childhood and elementary educators by primarily taught grade are equally as likely to have or not have an anti-bullying program in place at their school. There are no statistical differences.

Does our school currently have an anti-bullying program in place?

<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>45.5%</td>
<td>68.5%</td>
<td>73.4%</td>
<td>76.1%</td>
</tr>
<tr>
<td>No</td>
<td>54.5%</td>
<td>31.5%</td>
<td>26.6%</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

Base: 11* 54 64 67

<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>70.2%</td>
<td>69.4%</td>
<td>78.0%</td>
</tr>
<tr>
<td>No</td>
<td>29.8%</td>
<td>30.6%</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

Base: Early childhood or 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
Among early childhood and elementary educators whose school currently has an anti-bullying program in place, more than 40 percent (41.0%) currently use Learning for Life’s anti-bullying program, followed by Character Counts (13.8%), Olweus (3.6%), Rachel’s Challenge (0.9%), and Capturing Kids’ Hearts (0.3%). Almost 30 percent (28.4%) do not know what anti-bullying program their school currently uses.

**Which of the following anti-bullying programs does your school currently use?**

Note: Percentages will add up to more than 100 percent due to multiple responses.

Base: 334 early childhood or elementary educators whose school currently has an anti-bullying program in place
Other (31.7%) anti-bullying programs at place in schools include:

- Dade County Public Schools anti-bullying curriculum/MDCPS Bullying and Harassment Program (16 early childhood or elementary educators);
- District-mandated or approved anti-bullying program (11 early childhood or elementary educators);
- Don’t Stand By Be An Ally (10 early childhood or elementary educators);
- School counselor provides lessons specific to student needs (five early childhood or elementary educators);
- Second Step (five early childhood or elementary educators);
- Buddy Box/Bully Box (four early childhood or elementary educators);
- PBIS (three early childhood or elementary educators);
- Prevention Dimensions (three early childhood or elementary educators);
- Various programs, in general (three early childhood or elementary educators);
- Act4Change (two early childhood or elementary educators);
- School assemblies (two early childhood or elementary educators);
- Bully Free School (two early childhood or elementary educators);
- Bully Safe (two early childhood or elementary educators);
- Change Starts with Me (two early childhood or elementary educators);
- DARE (two early childhood or elementary educators);
- No Time for Crime (two early childhood or elementary educators);
- R-Time (two early childhood or elementary educators);
- Speak UP, Be Safe (two early childhood or elementary educators);
- Take a Stand (two early childhood or elementary educators).

All verbatim comments are included in Appendix III.
Comparing by primarily taught grade

By primarily taught grade, there are no statistical differences in the anti-bullying programs early childhood or elementary educators indicate their schools currently use.

Which of the following anti-bullying programs does your school currently use?

<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>Capturing Kids' Hearts</td>
<td>0.0%</td>
<td>2.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Character Counts</td>
<td>20.0%</td>
<td>13.5%</td>
<td>12.8%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Learning for Life</td>
<td>40.0%</td>
<td>48.6%</td>
<td>40.4%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Olweus</td>
<td>0.0%</td>
<td>2.7%</td>
<td>4.3%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Rachel's Challenge</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>60.0%</td>
<td>16.2%</td>
<td>31.9%</td>
<td>31.4%</td>
</tr>
<tr>
<td>I don't know.</td>
<td>40.0%</td>
<td>29.7%</td>
<td>25.5%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Base: Early childhood or elementary educators whose school currently has an anti-bullying program in place

Note: Percentages will add up to more than 100 percent due to multiple responses.

*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
Which of the following anti-bullying programs does your school currently use?

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capturing Kids' Hearts</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Character Counts</td>
<td>15.1%</td>
<td>11.6%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Learning for Life</td>
<td>41.1%</td>
<td>34.9%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Olweus</td>
<td>4.1%</td>
<td>9.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Rachel's Challenge</td>
<td>1.4%</td>
<td>2.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Other</td>
<td>34.2%</td>
<td>32.6%</td>
<td>34.6%</td>
</tr>
<tr>
<td>I don't know.</td>
<td>24.7%</td>
<td>30.2%</td>
<td>28.2%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td><strong>73</strong></td>
<td><strong>43</strong></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

Base: Early childhood or elementary educators whose school currently has an anti-bullying program in place

Note: Percentages will add up to more than 100 percent due to multiple responses.

*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 of early childhood or elementary educators whose school does not currently have an anti-bullying program in place or whose school does not currently use Learning for Life’s program would be very (21.8%) or somewhat interested (33.5%) in using an anti-bullying program provided by Learning for Life. Further, among the 27.7 percent of educators who indicated their school currently does not have an anti-bullying program in place, nearly six of 10 are very (26.6%) or somewhat (32.8%) interested in using Learning for Life’s program.

More than four of 10 early childhood or elementary educators are not very (23.7%) to not at all (20.9%) interested in using Learning for Life’s drug abuse program.

**How interested would you be in using an anti-bullying program provided by Learning for Life?**

- Very interested, 21.8%
- Somewhat interested, 33.5%
- Not very interested, 23.7%
- Not at all interested, 20.9%

Base: 325 early childhood or elementary educators whose school does not currently have an anti-bullying program in place or whose school does not use Learning for Life’s anti-bullying program.
Comparing by primarily taught grade

Early childhood and elementary educators whose school does not currently have an anti-bullying program in place or whose school does not currently use Learning for Life’s anti-bullying program are equally as likely to be interested or not interested in using an anti-bullying program provided by Learning for Life.

How interested would you be in using an anti-bullying program provided by Learning for Life?

<table>
<thead>
<tr>
<th></th>
<th>EARLY CHILDHOOD</th>
<th>KINDERGARTEN</th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td>22.2%</td>
<td>19.4%</td>
<td>24.4%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Somewhat interested</td>
<td>44.4%</td>
<td>30.6%</td>
<td>42.2%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Not very interested</td>
<td>22.2%</td>
<td>19.4%</td>
<td>17.8%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Not at all interested</td>
<td>11.1%</td>
<td>30.6%</td>
<td>15.6%</td>
<td>17.4%</td>
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<tr>
<td><strong>Base</strong></td>
<td>9*</td>
<td>36</td>
<td>45</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>THIRD GRADE</th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td>20.3%</td>
<td>25.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Somewhat interested</td>
<td>31.1%</td>
<td>31.9%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Not very interested</td>
<td>24.3%</td>
<td>27.7%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Not at all interested</td>
<td>24.3%</td>
<td>14.9%</td>
<td>23.5%</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td>74</td>
<td>47</td>
<td>68</td>
</tr>
</tbody>
</table>

Base: Early childhood or elementary educators whose school does not currently have an anti-bullying program in place or whose school does not currently use Learning for Life’s anti-bullying program

*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
More than 90 percent (91.6%) of early childhood or elementary educators primarily use the traditional teacher’s guide.

Which format of the Learning for Life curriculum do you primarily use?

- Traditional teacher's guide, 91.6%
- Digital, 8.4%

Base: 462 early childhood or elementary educators
Most (75.3%) early childhood or elementary educators use the Learning for Life curriculum as a teacher in a school setting, followed by as a counselor in a school setting (23.6%). Fewer use the curriculum as a teacher in a home school (0.6%) or a teacher in a YMCA/YWCA setting (0.4%).

Which of the following best describes you?

- Teacher in a school, 75.3%
- Counselor in a school, 23.6%
- Teacher in a home school, 0.6%
- Teacher in a YMCA/YWCA, 0.4%

Base: 462 early childhood or elementary educators
More than 20 percent of early childhood or elementary educators primarily teach third-grade (22.5%) or fifth-grade (21.6%). More than 10 percent primarily teach second-grade (14.5%), first grade (13.9%), fourth-grade (13.4%), or kindergarten (11.7%). Few (2.4%) primarily teach early childhood.

**What grade do you primarily teach?**

![Bar chart showing the distribution of grades taught by educators.](image)

- Early childhood: 2.4%
- Kindergarten: 11.7%
- 1st grade: 13.9%
- 2nd grade: 14.5%
- 3rd grade: 22.5%
- 4th grade: 13.4%
- 5th grade: 21.6%

Base: 462 early childhood or elementary educators
More than one-half (55.8%) of early childhood or elementary educators do not teach any other grades than their primary grade. Close to one-fourth or more also teach second-grade (25.1%), fourth-grade (24.2%), kindergarten (23.8%), or first-grade (23.8%). Fewer (8.2%) also teach early childhood.

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

- 8.2% Early childhood
- 23.8% Kindergarten
- 23.8% 1st grade
- 25.1% 2nd grade
- 22.3% 3rd grade
- 24.2% 4th grade
- 18.8% 5th grade
- 55.8% I do not teach any other grades.

Note: Percentages will add up to more than 100 percent due to multiple responses.

Base: 462 early childhood or elementary educators
More than one-third (35.9%) of early childhood or 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; 34.8%), small city or area (e.g., city population 200,000 or less; 18.6%), or a rural city or area (e.g., city population 2,000 or less; 10.6%).

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

- Urban city/area, 35.9%
- Suburban city/area, 34.8%
- Small city/area, 18.6%
- Rural city/area, 10.6%

Base: 462 early childhood or elementary educators
Most early childhood or elementary educators teach in schools or education settings that are primarily composed of one ethnicity (48.1%) or have one predominant ethnicity with a mix of other ethnicities (33.1%). Fewer (18.8%) teach in settings that are multi-ethnic or multi-cultural.

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

- Primarily composed of one ethnicity, 48.1%
- One predominant ethnicity with a mix of other ethnicities, 33.1%
- Multi-ethnic or multi-cultural, 18.8%

Base: 462 early childhood or elementary educators
Eight of 10 or more of early childhood or elementary educators teach in schools or educational settings that are composed of African Americans or Blacks (82.0%) or Hispanics or Latinos (80.1%), followed by Caucasians or Whites (71.6%), Asians (38.7%), Pacific Islanders (21.0%), or American Indians or Alaska Natives (18.4%).

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

- African American/Black: 82.0%
- American Indian/Alaska Native: 18.4%
- Asian: 38.7%
- Caucasian/White: 71.6%
- Hispanic/Latino: 80.1%
- Pacific Islander: 21.0%
- Other: 7.1%

Note: Percentages will add up to more than 100 percent due to multiple responses.
Base: 462 early childhood or elementary educators
Other (7.1%) ethnicities include:

- Haitian (12 early childhood or elementary educators);
- East Indian or Indian from India (three early childhood or elementary educators);
- Mutli-ethnic (three early childhood or elementary educators);
- Caribbean (two early childhood or elementary educators);
- Middle Eastern (two early childhood or elementary educators);
- Somalian (two early childhood or elementary educators);
- Arabic (one early childhood and elementary educator);
- Bosnian (one early childhood and elementary educator);
- Eastern European (one early childhood and elementary educator);
- Russian (one early childhood and elementary educator);
- Jamaican (one early childhood and elementary educator);
- Nepalese (one early childhood and elementary educator);
- Pakistani (one early childhood and elementary educator);
- German (one early childhood and elementary educator).

Verbatim comments are included in Appendix III.
Middle School Curriculum Evaluation

Likelihood to Recommend Sixth-Grade Curriculum

Base: 32 sixth-grade educators

Sixth-grade educators were asked how likely they are to recommend the Learning for Life sixth-grade curriculum to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Four of 10 (40.6%) sixth-grade educators are promoters and four of 10 (40.6%) are detractors. Almost two of 10 (18.8%) are passives.

The Net Promoter Score among sixth-grade educators is 0, meaning sixth-grade educators are equally as likely to recommend the curriculum as those who are not likely to recommend the curriculum.

How likely are you to recommend the Learning for Life sixth-grade curriculum to other teachers?

<table>
<thead>
<tr>
<th>rating 0-6</th>
<th>rating 7-8</th>
<th>rating 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.6%</td>
<td>18.8%</td>
<td>40.6%</td>
</tr>
</tbody>
</table>
Promoters

Sixth-grade educators who are promoters (give a likelihood to recommend rating of a nine or 10) would recommend the sixth-grade curriculum because the:

- Curriculum teaches life skills, not just academic skills (e.g., character development, social skills, etc.; eight sixth-grade educators who are promoters);
- Material or the curriculum is great (three sixth-grade educators are promoters);
- Lessons are timely, informative, or relevant to students’ lives (two sixth-grade educators who are promoters);
- Students enjoy the material (one sixth-grade educator who is a promoter);
- Students learn a lot, in general (one sixth-grade educator who is a promoter);
- Learning for Life speakers, teachers, or presenters are great or make the lessons fun (one sixth-grade educator who is a promoter);
- Students have the ability to learn through hands-on tools and activities (one sixth-grade educator who is a promoter).

Passives

Sixth-grade educators who are passives (gave a likelihood to recommend rating of seven or eight) give generally positive comments about the:

- LFL speakers, teachers, or presenters are great or make the lessons fun (two sixth-grade educators who are passives);
- Curriculum teaches life skills, not just academics (e.g., character development, social skills, etc.; one sixth-grade educator who is a passive);
- Material or the curriculum is great (one sixth-grade educator who is a passive);
- Curriculum is well-organized (one sixth-grade educator who is a passive);
- Materials are user-friendly (one sixth-grade educator who is a passive);
- Lessons can be easily integrated into other programs, curriculum, or goals (one sixth-grade educator who is a passive).

Other sixth-grade educators who are passives give generally negative comments about:

- The activities are too long to fit within an educator’s school schedule or there is not enough time to do the lessons (one sixth-grade educator who is a passive);
- There should be more interactive, hands-on learning opportunities (one sixth-grade educator who is a passive);
• The curriculum is dependent on the Learning for Life speaker, teacher, or presenter quality (one sixth-grade educator who is a passive).

Detractors

One sixth-grade educator who is a detractor (give a rating of zero to six) does not know why they would not recommend the curriculum to other educators. Other sixth-grade educators who are detractors indicate they would not recommend the curriculum because the:
• Activities are too long to fit within an educator’s school schedule or there is not enough time to do the lessons (three sixth-grade educators who are detractors);
• Lessons are too difficult, are not age-appropriate, or are above the level of the students (three sixth-grade educators who are detractors);
• Lessons need to be revised to be more relevant to the students (two sixth-grade educators who are detractors);
• Curriculum requires educators to copy many materials (one sixth-grade educator who is a detractor);
• Curriculum requires a lot of educator presentations (one sixth-grade educator who is a detractor).

Other sixth-grade educators who are detractors give positive comments including the:
• Materials or curriculum is great (one sixth-grade educator who is a detractor);
• Students enjoy the materials (one sixth-grade educator who is a detractor);
• Lessons can be integrated into other programs, curriculum areas, or school goals (one sixth-grade educator who is a detractor).

Verbatim comments are in Appendix III.
Satisfaction with Sixth-Grade Curriculum

Nine of 10 sixth-grade educators are very (50.0%) to somewhat (40.6%) satisfied with the sixth-grade curriculum. Fewer (9.4%) are not very satisfied with the curriculum. One sixth-grade educator who is not very satisfied with the curriculum comments the curriculum is too complicated for the students.

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

Very satisfied, 50.0%
Somewhat satisfied, 40.6%
Not very satisfied, 9.4%

Base: 32 sixth-grade educators
Involving Sixth-Grade Students’ Parents

Around 15 percent of sixth-grade educators have parents that are very (6.3%) or somewhat (9.4%) involved with the curriculum. More than 80 percent have parents who are not very (28.1%) or not at all (56.3%) involved with the curriculum.

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

Very involved, 6.3%
Somewhat involved, 9.4%
Not at all involved, 56.3%
Not very involved, 28.1%

Base: 32 sixth-grade educators

Among the 15.7 percent of sixth-grade educators with parents involved in the program, one educator does not know if the parents are involved. Other educators get the parents involved by:

- Partnering with school employees (one sixth-grade educator);
- Inviting the parents to hear the LFL guest speakers (one sixth-grade educator);
- Posting activities on the school’s website (one sixth-grade educator);
- Sending papers home with the students (one sixth-grade educator).

Verbatim comments are included in Appendix III.
Integration with Other Sixth-Grade Curriculum Areas

More than 40 percent (43.8%) integrate the Learning for Life curriculum with other curriculum areas they teach. More than one-half (56.3%) of sixth-grade educators do not integrate the Learning for Life curriculum with other curriculum areas they teach.

Do you integrate the Learning for Life curriculum with other curriculum areas you teach such as science, technology, engineering, mathematics, or reading literacy programs?

Base: 32 sixth-grade educators
Among the 43.8 percent of sixth-grade educators who do integrate the Learning for Life curriculum with other curriculum areas they teach, they indicate they are able to integrate the curriculum by:

- Combining the curriculum with their life skills curriculum and building it into the lesson plans (e.g., handling problems, setting goals, self-esteem, etc.; five sixth-grade educators);
- Allowing the educators to integrate the Learning for Life curriculum themselves (two sixth-grade educators);
- Combining the curriculum with real-life situations (e.g., communicating with others, being a good citizen, etc.; two sixth-grade educators);
- Combining the curriculum with their language arts curriculum and building it into the lesson plans (two sixth-grade educators);
- Combining the curriculum as a part of cooperative learning in each subject area (one sixth-grade educator);
- Combining the curriculum with their social studies/civic curriculum and it building into the lesson plans (one sixth-grade educator);
- Combining the curriculum with their physical education curriculum and it building into the lesson plans (one sixth-grade educator);
- Including the Learning for Life curriculum as additional information into planned school lessons, in general (one sixth-grade educator).

Verbatim comments are included in Appendix III.
Sixth-Grade Curriculum Outcomes Evaluation

More than 90 percent of sixth-grade educators strongly (56.3%) to somewhat (37.5%) agree the Learning for Life lessons and activities are age-appropriate. Fewer (6.3%) 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: 32 sixth-grade educators
More than one-half (53.1%) of sixth-grade educators strongly agree the lessons help children improve their relationship with adults. More than one-third (34.4%) somewhat agree with this outcome. More than 10 percent (12.5%) 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.**

![Pie chart showing responses]

- Strongly agree, 53.1%
- Somewhat agree, 34.4%
- Somewhat disagree, 12.5%

Base: 32 sixth-grade educators
More than one-third (37.5%) of sixth-grade educators strongly agree the curriculum’s activities are grade-specific. More than one-half (56.3%) somewhat agree the activities are grade-specific. Fewer (6.3%) somewhat disagree with this outcome. No educators strongly disagree with this outcome.

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

- **Strongly agree,** 37.5%
- **Somewhat agree,** 56.3%
- **Somewhat disagree,** 6.3%

Base: 32 sixth-grade educators
Most sixth-grade educators agree the lessons and activities help children learn to be more responsible, including 59.4 percent who strongly agree. Fewer than 10 percent (6.3%) somewhat disagree with this outcome, and no educators 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, 59.4%
- Somewhat agree, 34.4%
- Somewhat disagree, 6.3%

Base: 32 sixth-grade educators
More than six of 10 (62.5%) sixth-grade educators strongly agree and almost three of 10 (28.1%) somewhat agree the curriculum provides activities that are interesting. Almost one of 10 (9.4%) somewhat disagrees with this outcome, and no educators strongly disagree the curriculum provides activities that are interesting.

**The curriculum provides activities that are interesting.**

- Strongly agree, 62.5%
- Somewhat agree, 28.1%
- Somewhat disagree, 9.4%

Base: 32 sixth-grade educators
Ninety percent of sixth-grade educators strongly (59.4%) or somewhat (31.3%) agree the lessons effectively teach the concepts of laws and justice. Almost 10 percent (9.4%) somewhat disagree with this outcome, and no educators strongly disagree the lessons effectively teach the concepts of laws and justice.

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

![Pie chart showing percentages of agreement and disagreement.]

- Somewhat agree, 31.3%
- Somewhat disagree, 9.4%
- Strongly agree, 59.4%

Base: 32 sixth-grade educators
More than eight of 10 sixth-grade educators strongly (53.1%) to somewhat (31.3%) agree the lessons help children to respect those of different ethnic and cultural backgrounds. Fewer somewhat (9.4%) or strongly (3.1%) 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, 53.1%
- Somewhat agree, 31.3%
- Somewhat disagree, 9.4%
- Strongly disagree, 3.1%
- Not applicable, 3.1%

Base: 32 sixth-grade educators
More than nine of 10 sixth-grade educators strongly (59.4%) to somewhat (34.4%) agree Learning for Life teaches children the skills they need to resist negative peer pressure. Fewer (3.1% each) somewhat or strongly disagree with this outcome.

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

Base: 32 sixth-grade educators
More than 90 percent of sixth-grade educators strongly (56.3%) or somewhat (37.5%) agree Learning for Life helps children develop skills to manage day-to-day challenges. Fewer than 10 percent somewhat or strongly (3.1% each) disagree with this outcome.

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

Base: 32 sixth-grade educators
More than one-half (53.1%) of sixth-grade educators strongly agree, and almost 40 percent (37.5%) somewhat agree Learning for Life helps children build self-esteem. Fewer somewhat (6.3%) or strongly (3.1%) disagree the program helps children build self-esteem.

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

- Strongly agree, 53.1%
- Somewhat agree, 37.5%
- Somewhat disagree, 6.3%
- Strongly disagree, 3.1%

Base: 32 sixth-grade educators
Nearly 60 percent (59.4%) of sixth-grade educators strongly agree the lessons and activities help children to develop their creativity. While more than one-third (34.4%) somewhat agree with this outcome, very few (6.3%) 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, 59.4%
- Somewhat agree, 34.4%
- Somewhat disagree, 6.3%

Base: 32 sixth-grade educators
Most sixth-grade educators agree Learning for Life provides fun ways for children to learn, including 62.5 percent who strongly agree. Almost 10 percent (9.4%) somewhat disagree with this outcome, and no educators strongly disagree Learning for Life provides fun ways for children to learn.

**Learning for Life provides fun ways for children to learn.**

- Strongly agree, 62.5%
- Somewhat agree, 28.1%
- Somewhat disagree, 9.4%

Base: 32 sixth-grade educators
Nine of 10 sixth-grade educators strongly (50.0%) or somewhat (40.6%) agree the lessons and activities help children to learn to get along better with each other. Fewer (9.4%) somewhat disagree with this outcome, and no educators strongly disagree the lessons and activities help children learn to get along better with each other.

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

Strongly agree, 50.0%

Somewhat agree, 40.6%

Somewhat disagree, 9.4%

Base: 32 sixth-grade educators
Ninety percent of sixth-grade educators strongly (53.1%) or somewhat (37.5%) agree Learning for Life helps create a fun learning environment. Nearly 10 percent somewhat (6.3%) or strongly (3.1%) disagree the curriculum helps create a fun learning environment.

Learning for Life helps create a fun learning environment.

- Strongly agree, 53.1%
- Somewhat agree, 37.5%
- Somewhat disagree, 6.3%
- Strongly disagree, 3.1%

Base: 32 sixth-grade educators
Nine of 10 sixth-grade educators strongly (46.9%) to somewhat (43.8%) agree Learning for Life is in line with national education standards. Fewer (9.4%) somewhat disagree the curriculum is in line with national education standards, and no educators strongly disagree with this outcome.

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

- Strongly agree, 46.9%
- Somewhat agree, 43.8%
- Somewhat disagree, 9.4%

Base: 32 sixth-grade educators
Few Learning for Life materials are used always or often by sixth-grade educators. While three-fourths (75.0%) of sixth-grade educators often use the desk wall chart, more than 80 percent (81.3%) never use the Super Safe DVD. More than three-fourths (78.1%) never use the desk stickers, recognition wall chart, or recognition wall stickers.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Desk stickers</td>
<td>9.4%</td>
<td>0.0%</td>
<td>12.5%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Super Safe DVD</td>
<td>3.1%</td>
<td>6.3%</td>
<td>9.4%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Desk wall chart</td>
<td>0.0%</td>
<td>75.0%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Recognition wall chart</td>
<td>0.0%</td>
<td>12.5%</td>
<td>9.4%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Recognition wall stickers</td>
<td>0.0%</td>
<td>9.4%</td>
<td>12.5%</td>
<td>78.1%</td>
</tr>
</tbody>
</table>

Base: 32 sixth-grade educators
When asked what they liked best about the Learning for Life sixth-grade curriculum, one sixth-grade educator comments they do not know what they like best about the curriculum. One educator cites the lectures should be shortened or more discussion or hands-on learning time should be provided. One educator is not sure if they would use the supplemental materials. Other sixth-grade educators indicate they like best that the:

- Curriculum teaches life skills, not just academics (e.g., character development, goal setting, tolerance, patriotism, etc.; 13 sixth-grade educators);
- Lessons and activities are age-appropriate or relevant to students’ lives (four sixth-grade educators);
- Students learn valuable skills without it being obvious they are learning skills (two sixth-grade educators);
- Activities are clear and concise (two sixth-grade educators);
- Activities and lesson plans can be customized or adapted to meet the needs of the students (two sixth-grade educators);
- Students are engaged in the lessons (two sixth-grade educators);
- Learning for Life speakers, teachers, or presenters are a great, valuable asset (two sixth-grade educators);
- Curriculum provides the opportunity to participate in Explorer club meetings (one sixth-grade educator);
- Lessons and activities build on or evolve from one another (one sixth-grade educator).

The Learning for Life program can be improved by:

- Not doing any enhancements as the program is great as it is (nine sixth-grade educators);
- Updating the materials to make them more relevant and modern (e.g., handling diversity, drugs, peer pressure, etc.; three sixth-grade educators);
- Better aligning the material with the core curriculum educators teach (two sixth-grade educators);
- Shortening the lesson times so they can fit into an educator’s school schedule (two sixth-grade educators);
- Providing more student interaction time and less lecture time (one sixth-grade educator);
- Increasing the number of included materials so all students can work by themselves (one sixth-grade educator);
• Ensuring the provided technology works on all school systems (one sixth-grade educator);
• Making all educators aware of the additional resources available (e.g., stickers, wall charts, etc.; one sixth-grade educator);
• Training educators on how to implement and instruct the lessons (one sixth-grade educator);
• Allowing the LFL speakers, teachers, or presenters to come to the classroom more often (one sixth-grade educator);
• Including writing activities or assessments of the skills learned (one sixth-grade educator);
• Sponsoring community service activities (one sixth-grade educator).

Verbatim comments are included in Appendix III.
**Using Additional Learning for Life Programs**

Very few (6.3%) sixth-grade educators currently use a substance abuse program in their classroom.

**Do you currently use a substance abuse program in your sixth-grade classroom?**

- **Yes,** 6.3%
- **No,** 93.8%

Base: 32 sixth-grade educators

Among the two sixth-grade educators who currently use a substance abuse program in their classroom, one educator each indicates they use the following programs:

- DARE;
- Agency;
- Assemblies conducted by the local police department;
- Red Ribbon Week;
- Youth Crime Watch.
Among sixth-grade educators who do not currently use a substance abuse program in their classroom or are not using Learning for Life’s program, one-half would be very (15.6%) to somewhat (34.4%) interested in using a substance abuse program provided by Learning for Life. One-half indicate they would be not very (40.6%) to not at all (9.4%) interested in using such a program provided by Learning for Life.

Further, among the 93.8 percent of sixth-grade educators who are currently not using a substance abuse program in their classroom, more than one-half would be very (16.7%) to somewhat (36.7%) interested in using Learning for Life’s substance abuse program.

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

Base: 32 sixth-grade educators who do not currently use a substance abuse program in their classroom or do not currently use Learning for Life’s substance abuse program
Likelihood to Recommend Seventh- and Eighth-Grade Curriculum

Seventh- and eighth-grade educators were asked how likely they are to recommend the Learning for Life seventh- and eighth-grade curriculum to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. More than one-third (35.1%) of seventh- and eighth-grade educators are promoters, while more than 40 percent (43.2%) are detractors. More than 20 percent (21.6%) are passives.

The Net Promoter Score among seventh- and eighth-grade educators is -8.1, meaning more seventh- and eighth-grade educators are likely to not recommend the curriculum than those that would recommend the curriculum.

How likely are you to recommend the Learning for Life seventh- and eighth-grade curriculum to other teachers?

<table>
<thead>
<tr>
<th>Rating 0-6</th>
<th>Rating 7-8</th>
<th>Rating 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.2%</td>
<td>21.6%</td>
<td>35.1%</td>
</tr>
</tbody>
</table>

Base: 37 seventh- or eighth-grade educators
Promoters

Seventh- and eighth-grade educators who are promoters (gave a likelihood to recommend rating of a nine or 10) would recommend the curriculum because the:

- Curriculum teaches life skills, not just academic skills (e.g., decision making, problem solving, social skills, dealing with life issues, etc.; three seventh- or eighth-grade educators who are promoters);
- Lessons and activities are effective (three seventh- or eighth-grade educators who are promoters);
- Curriculum is great, in general (two seventh- and eighth-grade educators who are promoters);
- Learning for Life speakers, teachers, or presenters are great (one seventh- or eighth-grade educator who is a promoter);
- Students are engaged in or enjoy the activities (one seventh- or eighth-grade educator who is a promoter).
- The lessons can be easily integrated into other programs, curriculum, or goals (one seventh- or eighth-grade educator who is a promoter);
- Other teachers may be interested (one seventh- or eighth-grade educator who is a promoter);
- Educators can share the program highlights and teachings with other teachers (one seventh- or eighth-grade educator who is a promoter).

Passives

Seventh- and eighth-grade educators who are passives (gave a likelihood to recommend rating of seven or eight) give generally positive comments including:

- The curriculum teaches life skills, not just academic skills (e.g., decision making, problem solving, social skills, dealing with life issues, etc.; two seventh- or eighth-grade educators who are passives);
- The curriculum is great, in general (two seventh- or eighth-grade educators who are passives);
- The lessons and activities are timely (one seventh- or eighth-grade educator who is a passive);
- Multiple learning levels can be accessed or customized (one seventh- or eighth-grade educator who is a passive).
One seventh- or eighth grade educator who is a passive indicates the lessons and activities are too elementary, or are not age-appropriate, for students as a reason for why they provided the rating they did.

**Detractors**

One seventh- and eighth-grade educator who is a detractor (gave a rating of zero to six) indicates they have not really used the Learning for Life curriculum. Other seventh- and eighth-grade educators who are detractors cite they would not recommend the curriculum because:

- There is not enough time to complete the lessons and activities due to school schedules or requirements (three seventh- or eighth-grade educators who are detractors);
- The curriculum is not relevant or modern (one seventh- or eighth-grade educator who is a passive);
- The lessons and activities are not user-friendly or there is too much prep work required by the educator (one seventh- or eighth-grade educator who is a passive);
- The lessons need to be more active (one seventh- or eighth-grade educator who is a passive).

One seventh- or eighth-grade educator who is a detractor provides a generally positive reason for their rating commenting other educators would like the curriculum.

Verbatim comments are included in Appendix III.
Satisfaction with Seventh- and Eighth-Grade Curriculum

Nearly nine of 10 seventh- or eighth-grade educators are very (45.9%) to somewhat (43.2%) satisfied with the seventh- and eighth-grade curriculum. Fewer (10.8%) are not very satisfied with the curriculum, and no educators are not at all satisfied in this area.

One seventh- or eighth-grade educator not very satisfied with the curriculum comments the educators are not interested in offering the curriculum.

Overall, how satisfied are you with the Learning for Life seventh- and eighth-grade curriculum?

- Very satisfied, 45.9%
- Somewhat satisfied, 43.2%
- Not very satisfied, 10.8%

Base: 37 seventh- or eighth-grade educators
Involving Seventh- and Eighth-Grade Students’ Parents

Almost 20 percent (18.9%) of seventh- or eighth-grade educators have parents that are somewhat involved with the curriculum. More than 80 percent have parents who are not very (32.4%) or not at all (48.6%) involved with the curriculum. No educators have parents who are very involved with the curriculum.

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

- Somewhat involved, 18.9%
- Not very involved, 32.4%
- Not at all involved, 48.6%

Base: 37 seventh- or eighth-grade educators

Among the 18.9 percent of seventh- or eighth-grade educators with parents involved with the curriculum, one educator each indicates they get the parents involved by:

- Using the supplemental materials provided by Learning for Life so the parents can help their child succeed;
- Sending notes or information home with the students.
Integration with Other Seventh- and Eighth-Grade Curriculum Areas

More than four of 10 (43.2%) of seventh- or eighth-grade educators do integrate the Learning for Life curriculum with other curriculum areas they teach. More than one-half (56.8%) do not integrate the Learning for Life curriculum with other curriculum areas they teach.

Do you integrate the Learning for Life curriculum with other curriculum areas you teach such as science, technology, engineering, mathematics, or reading literacy programs?

![Pie chart showing integration of Learning for Life curriculum]

Base: 37 seventh- or eighth-grade educators

The 43.8 percent of seventh- or eighth-grade educators who do integrate the Learning for Life curriculum with other curriculum areas they teach comment they are able to integrate the curriculum with other curriculum areas by:

- Combining the curriculum with their regular social studies or history curriculum and building into the lesson plans (e.g., connecting to current and past events, identifying the experiences of people the students are familiar with, etc.; two seventh- or eighth-grade educators);
- Combining the curriculum with their regular life skills curriculum and building into the lesson plans (e.g., professional employment training classes, character education, etc.; two seventh- or eighth-grade educators);
- Combining the curriculum with cooperative learning activities (two seventh- or eighth-grade educators);
- Offering the curriculum to the students, in general (one seventh- or eighth-grade educator).
Seventh- and Eighth-grade Curriculum Outcomes Evaluation

Almost three-fourths of seventh- or eighth-grade educators strongly (43.2%) or somewhat (29.7%) agree the community speakers help the students learn about the opportunities available to them. While few (5.4%) educators somewhat disagree, more than 20 percent (21.6%) indicate this outcome was not applicable to them, which may imply they do not or have not used community speakers.

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

Base: 37 seventh- or eighth-grade educators
Almost 90 percent of seventh- or eighth-grade educators agree the program helps the school provide a caring, encouraging environment, including more than one-half (56.8%) who strongly agree. Few (5.4%) educators somewhat disagree with this outcome, and 8.1 percent indicate this outcome is not applicable.

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

![Pie chart showing the responses to the survey question.]

- Strongly agree, 56.8%
- Somewhat agree, 29.7%
- Somewhat disagree, 5.4%
- Not applicable, 8.1%

Base: 37 seventh- or eighth-grade educators
Almost three-fourths of seventh- and eighth-grade educators strongly (48.6%) to somewhat (24.3%) agree the speakers are a positive influence on the students. Fewer (5.4%) educators somewhat disagree the speakers deliver this outcome. More than 20 percent (21.6%) indicate this outcome was not applicable to them. This may indicate these educators do not or have not used speakers.

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

Base: 37 seventh- or eighth-grade educators
More than eight of 10 seventh- or eighth-grade educators strongly (56.8%) or somewhat agree (29.7%) the program helps students develop a sense of personal responsibility. Fewer (8.1%) educators somewhat disagree the program helps students develop a sense of personal responsibility. Around five percent (5.4%) indicate this outcome is not applicable.

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

![Pie chart showing the distribution of responses]

- **Strongly agree, 56.8%**
- **Somewhat agree, 29.7%**
- **Somewhat disagree, 8.1%**
- **Not applicable, 5.4%**

Base: 37 seventh- or eighth-grade educators
More than one-half (51.4%) of seventh- or eighth-grade educators strongly agree and almost 40 percent (37.8%) somewhat agree the resources help to teach interpersonal skills. Few (5.4%) educators somewhat disagree the resources help to teach interpersonal skills. Around five percent (5.4%) indicate this outcome is not applicable.

**The resources help to teach interpersonal skills.**

- Strongly agree, 51.4%
- Somewhat agree, 37.8%
- Somewhat disagree, 5.4%
- Not applicable, 5.4%

Base: 37 seventh- or eighth-grade educators
More than 80 percent of seventh- or eighth-grade educators strongly (48.6%) or somewhat (37.8%) agree the lesson plans communicate to students that they have control over what happens to them. Fewer than 10 percent (8.1%) somewhat disagree the lesson plans help the students realize they have control over what happens to them. No educators strongly disagree with this outcome. Around five percent (5.4%) indicate this outcome is not applicable.

The lesson plans communicate to students that they have control over what happens to them.

- Strongly agree, 48.6%
- Somewhat agree, 37.8%
- Somewhat disagree, 8.1%
- Not applicable, 5.4%

Base: 37 seventh- or eighth-grade educators
Nearly 90 percent of seventh- or eighth-grade educators strongly (43.2%) to somewhat (45.9%) agree the program helps enhance the students’ self-esteem. Fewer (8.1%) somewhat disagree it helps enhance the students’ self-esteem. No educators strongly disagree with this outcome, and very few (2.7%) indicate this outcome is not applicable.

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

- Strongly agree, 43.2%
- Somewhat agree, 45.9%
- Somewhat disagree, 8.1%
- Not applicable, 2.7%

Base: 37 seventh-or eighth-grade educators
More than 80 percent of seventh- or eighth-grade educators strongly (43.2%) or somewhat (43.2%) agree the program helps motivate the students to do well in school. Fewer than 10 percent (8.1%) somewhat disagree the program helps motivate the students to do well in school, and 2.7 percent strongly disagree with this outcome. Very few (2.7%) indicate this outcome is not applicable.

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

- Strongly agree, 43.2%
- Somewhat agree, 8.1%
- Somewhat disagree, 2.7%
- Not applicable, 2.7%

Base: 37 seventh- or eighth-grade educators
Most seventh- or eighth-grade educators strongly (54.1%) or somewhat (35.1%) agree the curriculum helps the students learn more about themselves. Fewer than 10 percent (8.1%) of somewhat disagree with this outcome, and no educators strongly disagree the curriculum helps the students learn more about themselves. Very few (2.7%) indicate this outcome is not applicable.

**It helps the students learn more about themselves.**

- **Strongly agree,** 54.1%
- **Somewhat agree,** 35.1%
- **Somewhat disagree,** 8.1%
- **Not applicable,** 2.7%

Base: 37 seventh- or eighth-grade educators
Nearly 90 percent of seventh- or eighth-grade educators strongly (40.5%) to somewhat (48.6%) agree the curriculum helps the students develop the desire to serve in the community. Fewer (8.1%) somewhat disagree the lesson plans help the students develop the desire to serve in the community. While no educators strongly disagree with this outcome, very few (2.7%) indicate this outcome is not applicable.

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

Base: 37 seventh- or eighth-grade educators
More than nine of 10 seventh- or eighth-grade educators strongly (51.4%) or somewhat (40.5%) agree the curriculum helps the students understand others. Around five percent (5.4%) somewhat disagree with this outcome. Very few (2.7%) indicate this outcome is not applicable.

**It helps the students understand others.**

- Strongly agree, 51.4%
- Somewhat agree, 40.5%
- Somewhat disagree, 5.4%
- Not applicable, 2.7%

Base: 37 seventh- or eighth-grade educators
More than nine of 10 seventh- or eighth-grade educators strongly (48.6%) to somewhat (43.2%) agree the curriculum provides strategies for resolving conflicts without violence. Fewer (5.4%) somewhat disagree the curriculum develops this outcome. No educators strongly disagree with this outcome. Very few (2.7%) indicate this outcome is not applicable.

**It provides strategies for resolving conflicts without violence.**

![Pie chart](image)

- Strongly agree, 48.6%
- Somewhat agree, 43.2%
- Somewhat disagree, 5.4%
- Not applicable, 2.7%

Base: 37 seventh- or eighth-grade educators
Almost one-half (48.6%) of seventh- or eighth-grade educators strongly agree and more than 40 percent (43.2%) somewhat agree the lessons and exercises help students understand and appreciate those from different cultural, ethnic, or racial backgrounds. Few (5.4%) educators somewhat disagree with this outcome. Very few (2.7%) 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: 37 seventh- or eighth-grade educators
Nearly nine of 10 seventh- or eighth-grade educators strongly (45.9%) to somewhat (43.2%) agree Learning for Life helps students learn about setting personal goals. Fewer than 10 percent (8.1%) somewhat disagree Learning for Life helps students learn about setting personal goals. No educators strongly disagree with this outcome. Very few (2.7%) indicate this outcome is not applicable.

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

Base: 37 seventh- or eighth-grade educators
Most seventh- or eighth-grade educators strongly (43.2%) or somewhat (37.8%) agree Learning for Life is in line with national education standards. Around five percent (5.4%) somewhat disagree Learning for Life is in line with national education standards. Almost 15 percent (13.5%) indicate this outcome is not applicable to them.

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

![Pie chart showing agreement levels]

- Strongly agree, 43.2%
- Somewhat agree, 37.8%
- Somewhat disagree, 5.4%
- Not applicable, 13.5%

Base: 37 seventh- or eighth-grade educators
Few Learning for Life materials are used always or often by seventh- or eighth-grade educators. More than 80 percent of educators never use the medals (81.1%). Seventy percent (70.3%) never use the value added DVD, and two-thirds (67.6%) never use the value added DVD guidebook.

**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 DVD guidebook</td>
<td>0.0%</td>
<td>8.1%</td>
<td>24.3%</td>
<td>67.6%</td>
</tr>
<tr>
<td>Value added DVD</td>
<td>0.0%</td>
<td>8.1%</td>
<td>21.6%</td>
<td>70.3%</td>
</tr>
<tr>
<td>Medals</td>
<td>0.0%</td>
<td>5.4%</td>
<td>13.5%</td>
<td>81.1%</td>
</tr>
</tbody>
</table>

Base: 37 seventh- or eighth-grade educators
When asked what they liked best about the Learning for Life curriculum, two seventh- or eighth-grade educators indicate they do not know what they like best about the curriculum. One educator indicates they do not use the curriculum. Other educators comment the:

- Curriculum can be integrated with other curriculum areas, programs, or school goals (four seventh- or eighth-grade educators);
- Learning for Life speakers, teachers, or presenters are great (three seventh- or eighth-grade educators);
- Lessons are relevant to students’ lives (three seventh- or eighth-grade educators);
- Curriculum teaches students life skills, not just academic skills (three seventh- or eighth-grade educators);
- Lessons are fun, engaging, or intriguing (two seventh- or eighth-grade educators);
- Educators can choose what lessons to teach and when they want to teach them (two seventh- or eighth-grade educators);
- Activities and crafts are great, in general (one seventh- or eighth-grade educator);
- Curriculum reinforces other curriculum being taught (one seventh- or eighth-grade educator);
- Students get a chance to interact with others (one seventh- or eighth-grade educator);
- Curriculum is effective, in general (one seventh- or eighth-grade educator);
- Lessons and activities are age-appropriate (one seventh- or eighth-grade educator).

The Learning for Life program could be improved by:

- Providing more hands-on, active lessons and activities (four seventh- or eighth-grade educators);
- Not doing any enhancements as the program is great as it is (three seventh- or eighth-grade educators);
- Updating the material to make it more modern and relevant (two seventh- or eighth-grade educators);
- Encouraging the school to be more actively involved with the curriculum (two seventh- or eighth-grade educators);
• Aligning the material with the core curriculum educators teach (one seventh- or eighth-grade educator);
• Incorporating handouts for students to take home (one seventh- or eighth-grade educator);
• Providing all available resources to deliver the curriculum (one seventh- or eighth-grade educator);
• Including more discussion time (one seventh- or eighth-grade educator);
• Providing more time for lessons (one seventh- or eighth-grade educator);
• Providing more materials for students to work independently as well as in groups (one seventh- or eighth-grade educator).

Verbatim comments are included in Appendix III.
**Using Additional Learning for Life Programs – All Middle School Educators**

Most (79.2%) middle school educators do not currently use a career exploration program in their classroom.

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

- **Yes,** 20.8%
- **No,** 79.2%

*Base: 53 middle school educators*
Almost 60 percent of middle school educators would be very (26.4%) or somewhat (32.1%) interested in having a career exploration program for use with the Learning for Life curriculum. Further, among the 79.2 percent of middle school educators who are not currently using a career exploration program, more than one-half would be very (26.8%) to somewhat (28.8%) interested in a program with the Learning for Life curriculum.

More than 40 percent would be not very (26.4%) to not at all (15.1%) interested in having such a program.

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

- Very interested, 26.4%
- Somewhat interested, 32.1%
- Not very interested, 26.4%
- Not at all interested, 15.1%

Base: 53 middle school educators
Among middle school educators interested in having a career exploration program for use with the Learning for Life curriculum, three educators do not know what they would like for the program to provide. One educator indicates they will not have the opportunity to participate in this program. Other educators suggest the program provide:

- College and career information, in general (four middle school educators);
- Information on how to prepare for a changing career in today’s society (two middle school educators);
- Guest speakers and presenters and/or allowing the ability to meet professionals in various career fields (two middle school educators);
- Information on what skills and/or education is required for specific careers (two middle school educators);
- How to decide what students want to do or what careers they want to be involved with (one middle school educator);
- Community involvement, in general (one middle school educator);
- Career opportunities for handicapped youth (one middle school educator);
- A variety of information that educators can select from on their own (one middle school educator);
- Forums for discussion with students (one middle school educator);
- In-depth information on vocational fields (one middle school educator);
- Information on school-based extracurricular clubs or activities (one middle school educator).

Verbatim comments are included in Appendix III.
Most (73.6%) middle school educators’ schools currently have an anti-bullying program in place.

**Does your school currently have an anti-bullying program in place?**

- **Yes, 73.6%**
- **No, 26.4%

Base: 53 middle school educators
Among middle school educators whose school currently has an anti-bullying program in place, almost one-fourth (23.1%) use Learning for Life’s anti-bullying program, followed by Character Counts (10.3%) and Rachel’s Challenge (5.1%). More than one-half (51.3%) do not know the name of the anti-bullying program their school currently uses.

Which of the following anti-bullying programs does your school currently use?

- I don’t know: 51.3%
- Other: 33.3%
- Learning for Life: 23.1%
- Character Counts: 10.3%
- Rachel’s Challenge: 5.1%
- Olweus: 0.0%
- Capturing Kids’ Hearts: 0.0%

Note: Percentages will add up to more than 100 percent due to multiple responses.
Base: 39 middle school educators whose schools currently have an anti-bullying program in place

Other (33.3%) anti-bullying programs schools currently use:
- Local school programs (three middle school educators);
- Second Step (two middle school educators);
- Assemblies conducted by local law enforcement officers (one middle school educator);
- Responsible Behavior (one middle school educator);
- Safe Anti-Bully USA (one middle school educator);
- SRO who speaks to students in class (one middle school educator);
- Be An Ally (one middle school educator);
- Success for All (one middle school educator);
- Youth Crime Watch (one middle school educator).
Almost two-thirds of middle school educators whose schools do not currently have an anti-bullying program in place or whose school does not use Learning for Life’s anti-bullying program would be very (34.1%) to somewhat (29.5%) interested in using an anti-bullying program provided by Learning for Life. In addition, among the 26.4 percent of educators whose schools do not currently have anti-bullying program in place, almost two-thirds would be very (28.6%) or somewhat (35.7%) interested in using an anti-bullying program from Learning for Life.

More than one-third would be not very (22.7%) or not at all (13.6%) interested in using an anti-bullying program provided by Learning for Life.

How interested would you be in using an anti-bullying program provided by Learning for Life?

- Very interested, 34.1%
- Somewhat interested, 29.5%
- Not very interested, 22.7%
- Not at all interested, 13.6%

Base: 44 middle school educators whose school does not currently have an anti-bullying program in place or whose school does not use Learning for Life’s anti-bullying program
More than eight of 10 middle school educators’ schools would be very (53.1%) or somewhat (31.3%) 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 10 percent (9.4%) would be not very likely, and 6.3 percent would be not at all likely 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, 53.1%
- Somewhat likely, 31.3%
- Not very likely, 9.4%
- Not at all likely, 6.3%

Base: 53 middle school educators
Demographics

Most (94.3%) middle school educators primarily use the traditional teacher’s guide.

Which format of the Learning for Life curriculum do you primarily use?

Base: 53 middle school educators
Two-thirds (66.0%) of educators who use the middle school curriculums teach sixth-grade, followed by seventh-grade (62.3%) or eighth-grade (58.5%).

Note: Percentages will add up to more than 100 percent due to multiple responses.

Base: 53 middle school educators
Almost one-half (47.2%) of middle school educators teach in a small city or area (e.g., city population 200,000 or less), followed by a(n) urban city or area (e.g., major market city; 24.5%), suburban city or area (e.g., city near a major market city; 18.9%), or a rural city or area (e.g., city population 2,000 or less; 9.4%).

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

- Urban city/area, 24.5%
- Suburban city/area, 18.9%
- Small city/area, 47.2%
- Rural city/area, 9.4%

Base: 53 middle school educators
Most middle school educators teach in schools or educational settings that are a multi-ethnic or multi-cultural mix (54.7%). Twenty percent or more teach in schools or educational settings that are one predominant ethnicity with a mix of other ethnicities (24.5%) or one ethnicity (20.8%).

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

- One ethnicity, 20.8%
- One predominant ethnicity with a mix of other ethnicities, 24.5%
- Multi-ethnic or multi-cultural, 54.7%

Base: 53 middle school educators
More than 80 percent (81.1%) of middle school educators teach in schools or educational settings that are composed of Caucasians/Whites or Hispanics/Latinos, followed by African Americans or Blacks (79.2%), Asians (26.4%), Pacific Islanders (15.1%), or American Indians or Alaska natives (11.3%).

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

- African American/Black: 79.2%
- American Indian/Alaska Native: 11.3%
- Asian: 26.4%
- Caucasian/White: 81.1%
- Hispanic/Latino: 81.1%
- Pacific Islander: 15.1%
- Other: 3.8%

Note: Percentages may add up to more than 100 percent due to multiple responses.
Base: 53 middle school educators

Other (3.8%) ethnicities include:

- Haitian (one middle school educator);
- Multi-ethnic (one middle school educator).
High School Curriculum Evaluation

Likelihood to Recommend Curriculum

Base: 14 high school educators

High school educators were asked how likely they are to recommend the Learning for Life high school curriculum program to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. Eight (57.1%) high school educators are promoters, followed by four (28.6%) who are detractors and two (14.3%) who are passives. Due to sample size, a Net Promoter Score has not been calculated.

How likely are you to recommend the Learning for Life high school curriculum to other teachers?

<table>
<thead>
<tr>
<th>rating 0-6</th>
<th>rating 7-8</th>
<th>rating 9-10</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>8</td>
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</tbody>
</table>

Base: 14 high school educators
Promoters

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

- Curriculum teaches life skills, not just academic skills (e.g., character development; three high school educators who are promoters);
- Curriculum is great, effective, or beneficial, in general (two high school educators who are promoters);
- Curriculum works well with other school programs and missions (two high school educators who are promoters);
- Curriculum is easy to put in place or implement (two high school educators who are promoters);
- Career speakers are excellent (two high school educators who are promoters);
- Materials are excellent (one high school educator who is a promoter);
- Curriculum is well-organized (one high school educator who is a promoter).

Passives

One high school educator who is a passive (give a likelihood to recommend rating of seven or eight) gives a generally positive comment indicating the curriculum is great, effective, or beneficial, in general. Others give generally positive comments including the:

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

Detractors

High school educators who are detractors (gave a likelihood rating of zero to six) comment they cannot recommend the curriculum because:

- Educators cannot always fit in the curriculum or find enough time for it (one high school educators who is a detractor);
• The lessons or skills taught are too basic (one high school educator who is a detractor);
• Sometimes it is difficult to tell which lessons are for which grade (one high school educator who is a detractor);
• The skills taught are above the learning level of students (one high school educator who is a detractor).

Verbatim comments are included in Appendix III.

**Satisfaction with Curriculum**

All high school educators are very (57.1%) to somewhat (42.9%) satisfied with the Learning for Life high school curriculum.

**Overall, how satisfied are you with the Learning for Life high school curriculum?**

![Pie chart showing satisfaction levels]

Somewhat satisfied, 42.9%
Very satisfied, 57.1%

Base: 14 high school educators
Involving Students’ Parents

More than 40 percent of high school educators have parents that are very (7.1%; one high school educator) or somewhat (35.7%) involved with the program. Almost 60 percent have parents who are not very (35.7%) or not at all (21.4%) involved with the program.

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

Among the 42.8 percent of high school educators with parents involved in the program, one educator cites parent involvement is not very high. Other high school educators get the parents involved by:

- Educating and encouraging parents on available Learning for Life or Exploring opportunities and adventures (two high school educators);
- Discussing with parents how the behaviors taught in class match their child’s behaviors (one high school educator);
- Sharing information with parents, in general (one high school educator).

Verbatim comments are included in Appendix III.
Integration with Other Curriculum Areas

High school educators are equally split on integrating Learning for Life’s high school curriculum with other curriculum areas they teach. One-half (50.0%) of high school educators integrate Learning for Life’s program with other curriculum areas they teach, while one-half (50.0%) do not integrate the curriculum.

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

![Pie chart showing 50.0% Yes, 50.0% No]

Base: 14 high school educators

The 50.0 percent of high school educators who are able to integrate Learning for Life’s program with other programs indicate they can integrate the curriculum through:

- Presentation development (two high school educators);
- Internet research (one high school educator);
- Career objectives (one high school educator);
- Freshman transition classes (one high school educator);
- The lesson plans of core classes (one high school educator).

Verbatim comments are included in Appendix III.
**Curriculum Outcomes Evaluation**

All high school educators strongly (50.0%) or somewhat (50.0%) agree the lessons and activities help students improve their communication skills.

**The lessons and activities help students improve their communication skills.**

Base: 14 high school educators
Almost 80 percent of high school educators strongly (64.3%) to somewhat (14.3%) agree the guest presenters provide good role models for the students. No educators somewhat or strongly disagree, but 21.4 percent indicate this outcome was not applicable to them. This may be because these high school educators have not used or do not use guest presenters as a part of the program.

The guest presenters provide good role models for the students.

Base: 14 high school educators
All high school educators strongly (42.9%) to somewhat (57.1%) agree Learning for Life helps enhance the classroom atmosphere of caring.

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

- Strongly agree, 42.9%
- Somewhat agree, 57.1%

Base: 14 high school educators

All high school educators strongly (42.9%) or somewhat (57.1%) agree the lessons and activities engage the students in learning.

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

- Strongly agree, 42.9%
- Somewhat agree, 57.1%

Base: 14 high school educators
All high school educators agree the lessons give the students an understanding of what is necessary to achieve success in the professional world, including 64.3 percent who strongly agree.

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

Base: 14 high school educators

Similar to other outcomes, all high school educators strongly (42.9%) to somewhat (57.1%) agree the lessons teach skills for handling peer pressure.

The lessons teach skills for handling peer pressure.

Base: 14 high school educators
All high school educators strongly (57.1%) or somewhat (42.9%) agree the lessons help increase self-esteem.

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

![Pie chart showing 57.1% strongly agree and 42.9% somewhat agree.]

Base: 14 high school educators

Similar to other outcomes, all high school educators strongly (57.1%) to somewhat (42.9%) agree the lessons help the students understand the importance of being honest and ethical in their careers.

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

![Pie chart showing 57.1% strongly agree and 42.9% somewhat agree.]

Base: 14 high school educators
All high school educators agree the lessons teach skills for resolving conflicts, including more than 40 percent (42.9%) who strongly agree.

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

![Pie chart showing 57.1% somewhat agree and 42.9% strongly agree.]

Base: 14 high school educators

All high school educators strongly (57.1%) or somewhat (42.9%) agree the lessons help the students be more comfortable with people from different cultural, racial, and ethnic backgrounds.

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

![Pie chart showing 57.1% strongly agree and 42.9% somewhat agree.]

Base: 14 high school educators
All high school educators strongly (57.1%) or somewhat (42.9%) agree the lessons and activities help the students learn how to set goals and make plans for the future.

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

Base: 14 high school educators

Nearly all high school educators strongly (42.9%) to somewhat (50.0%) agree the lessons and activities have helped the students gain or improve their leadership skills. One (7.1%) educator somewhat disagrees with this outcome.

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

Base: 14 high school educators
More than 80 percent of high school educators strongly (42.9%) or somewhat (42.9%) agree Learning for Life is in line with national educational standards. One (7.1%) educator somewhat disagrees with this outcome. No educators strongly disagree with this outcome. One (7.1%) indicates this outcome is not applicable to them.

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

Base: 14 high school educators
When asked what they like best about the Learning for Life curriculum, high school educators comment:

- The Learning for Life speakers, teachers, or presenters are great (two high school educators);
- The lessons are relevant for specific skills taught (one high school educator);
- The curriculum allows educators to see the change in behaviors or skills of students over time (one high school educator);
- The lesson plans are developed (one high school educator);
- The hands-on learning activities or days are great (one high school educator);
- The lesson plans can be customized (one high school educator);
- The students get a chance to interact with other professionals (one high school educator);
- Learning for Life has a major presence in an educator’s overall learning curriculum (one high school educator).

The Learning for Life curriculum could be improved by:

- Providing a digital version of the guidebooks or multimedia supplemental materials (two high school educators);
- Providing more adult speakers or positive role models (two high school educators);
- Not making any changes because the curriculum is great as it is (one high school educator);
- Updating the material to be more current with today’s technology (one high school educator);
- Allowing students to be more involved with career-oriented posts (one high school educator).

Verbatim comments are included in Appendix III.
All high school educators’ schools are likely to continue to offer the Learning for Life curriculum for high school students if students could apply for a scholarship from Learning for Life, including more than seven of 10 (71.4%) who are very likely to continue to offer the curriculum.

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, 71.4%
- Somewhat likely, 28.6%

Base: 14 high school educators
**Demographics**

More than 70 percent (71.4%) of high school educators primarily use the traditional teacher’s guide.

**Which format of the Learning for Life curriculum do you primarily use?**

- **Traditional teacher’s guide, 71.4%**
- **Digital, 28.6%**

Base: 14 high school educators
Nearly all high school educators teach ninth grade (92.9%), followed by eleventh grade (85.7%), twelfth grade (85.7%), or tenth grade (78.6%).

**What grade do you teach?**

- 9th grade: 92.9%
- 10th grade: 78.6%
- 11th grade: 85.7%
- 12th grade: 85.7%

Note: Percentages will add up to more than 100 percent due to multiple responses.
Base: 50 high school educators
More than one-third (35.7%) 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; 28.6%), small city or area (e.g., city population 200,000 or less; 28.6%), or a rural city or area (e.g., city population 2,000 or less; 7.1%).

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

- Urban city/area, 35.7%
- Suburban city/area, 28.6%
- Small city/area, 28.6%
- Rural city/area, 7.1%

Base: 14 high school educators
Most high school educators teach in schools or educational settings that are multi-ethnic or multi-cultural (64.3%), followed by teaching in settings that have one ethnicity (21.4%) or have one predominant ethnicity with a mix of other ethnicities (14.3%).

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

![Pie chart showing distribution:]

- One ethnicity, 21.4%
- Multi-ethnic or multi-cultural, 64.3%
- One predominant ethnicity with a mix of other ethnicities, 14.3%

Base: 14 high school educators
More than eight of 10 (85.7%) high school educators teach in schools or educational settings that are composed of African Americans or Blacks, followed by Hispanics of Latinos (78.6%), Caucasians or Whites (64.3%), or Asians (28.6%).

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

- **African American/Black**: 85.7%
- **American Indian/Alaska Native**: 0.0%
- **Asian**: 28.6%
- **Caucasian/White**: 64.3%
- **Hispanic/Latino**: 78.6%
- **Other**: 0.0%
- **Pacific Islander**: 0.0%

Note: Percentages may add up to more than 100 percent due to multiple responses.

Base: 14 high school educators
Likelihood to Recommend Curriculum

Base: 72 special needs educators

Special needs educators were asked how likely they are to recommend the Learning for Life special needs curriculum to other teachers by selecting a number from zero to 10, with zero being not at all likely and 10 being extremely likely. More than one-half (51.4%) of special needs educators are promoters, followed by nearly 30 percent (29.2%) who are passives and nearly 20 percent (19.4%) who are detractors.

The Net Promoter Score among special needs educators is 32, meaning more special needs educators are likely to recommend the curriculum than those who would not recommend the curriculum.

How likely are you to recommend the Learning for Life special needs curriculum to other teachers?

- 19.4%
- 29.2%
- 51.4%
Special needs educators who are promoters (give a likelihood to recommend rating of a nine or 10) would recommend the special needs program because:

- The students respond well to or are engaged in the activities (seven special needs educators who are promoters);
- The curriculum is user-friendly (six special needs educators who are promoters);
- The lessons and activities are relevant for the youth (five special needs educators who are promoters);
- Educators have an overall great experience with the program (four special needs educators who are promoters);
- The curriculum teaches life skills, not just academic skills (four special needs educators who are promoters);
- Learning for Life offers good support (four special needs educators who are promoters);
- The curriculum is good for a variety of students (three special needs educators who are promoters);
- The lessons and activities are age-appropriate (two special needs educators who are promoters);
- The curriculum is helpful (two special needs educators who are promoters);
- The supplemental materials are good (two special needs educators who are promoters);
- The lessons and activities are well explained (one special needs educator who is a promoter);
- The curriculum can be adapted to meet students’ needs (one special needs educator who is a promoter);
- The curriculum works well with other school curriculum areas, programs, or goals (one special needs educator who is a promoter);
- The curriculum is well-organized (one special needs educator who is a promoter).
Passives

Two special needs educators who are passives (give a likelihood to recommend rating of seven or eight) indicate they have not used or have not had time to use the curriculum. One indicates they are using the curriculum now. Other special needs educators who are passives give generally positive comments about:

- The lessons and activities are relevant for the youth (three special needs educators who are passives);
- The curriculum is user-friendly (two special needs educators who are passives);
- The curriculum is good for a variety of students (two special needs educators who are passives);
- The curriculum is helpful (two special needs educators who are passives);
- Students respond well to or are engaged in the activities (one special needs educator who is a passive);
- The lessons and activities are age-appropriate (one special needs educator who is a passive);
- The curriculum makes youth aware of or exposes youth to others in the community (one special needs educator who is a passive).

Additionally, other special needs educators who are passives give comments about:

- The lessons and activities are not age- or learning ability-appropriate and need to be modified to accommodate students (four special needs educators who are passives);
- The effectiveness of the curriculum depends on the needs of the students and the benefit they receive (one special needs educator who is a passive).

Detractors

Two special needs educators who are detractors (give a likelihood to recommend rating of zero to six) comment they have not used or have not had time to use the curriculum. Other special needs educators who are detractors would not recommend the program because:

- The lessons and activities are not age- or learning ability-appropriate and need to be modified to accommodate students (one special needs educator who is a detractor);
• Training for educators needs to be more descriptive about what the program will do for special needs students (one special needs educator who is a detractor);
• The material needs to be updated to be more relevant (one special needs educator who is a detractor).

Additionally, one special needs educator who is a detractor indicates they gave the rating they did because the curriculum is good for a variety of students.

Verbatim comments are included in Appendix III.
Satisfaction with Curriculum

More than nine of 10 special needs educators are very (61.1%) to somewhat (31.9%) satisfied with the special needs curriculum. Very few are not very (2.8%; two educators) or not at all (4.2%; three educators) satisfied with the curriculum.

Two special needs educators who are not satisfied with the curriculum indicate they do not use the curriculum, and one states they have not had any training on how to use the curriculum. One special needs educator indicates the lessons and activities do not meet the needs of their students.

Overall, how satisfied are you with the Learning for Life special needs curriculum?

Base: 72 special needs educators
Involving Students’ Parents

Three of 10 special needs educators have parents that are very (8.3%) or somewhat (22.2%) involved with the program. Nearly seven of 10 have parents who are not very (27.8%) or not at all (41.7%) involved with the program.

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

![Pie chart showing distribution of parental involvement]

Base: 72 special needs educators

Among the 30.5 percent of special needs educators with parents involved in the program, they are able to get the parents involved by:

- Asking parents to attend ceremonies, class presentations, class activities, and/or serve as guest speakers (five special needs educators);
- Sending home news and information with the students to keep parents aware of what is going on with the curriculum (e.g., newsletters, phone calls, etc; five special needs educators);
- Sending home supplemental material as homework (four special needs educators);
- Having parents provide assistance when their child is working on a badge (three special needs educators);
- Asking parents to donate supplies (one special needs educator);
- Using the activity icebreakers during parent meetings (one special needs educator).

All verbatim comments are included in Appendix III.
**Curriculum Outcomes Evaluation**

Eighty percent of special needs educators strongly (20.8%) to somewhat (59.7%) agree that because of the safety lessons, their students are better able to avoid common household hazards and dangers. Few somewhat (4.2%) or strongly (1.4%) disagree with this outcome. Almost 15 percent (13.9%) of educators indicate they did not teach this outcome.

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

Base: 72 special needs educators
More than three-fourths of special needs educators agree the safety lessons have increased their students’ knowledge of what to do if they become lost, including 22.2 percent who strongly agree. Fewer than five percent (4.2%) somewhat disagree, and very few (1.4%) strongly disagree with this outcome. Almost 20 percent (18.1%) of special needs educators indicate they did not teach this outcome.

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

Base: 72 special needs educators
Almost two of 10 (18.1%) special needs educators strongly agree and more than one-half (54.2%) 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 somewhat (6.9%) or strongly (1.4%) disagree with this outcome. Nearly two of 10 (19.4%) indicate they did not teach this outcome.

**The pedestrian safety lesson helped my students improve skills such as how to cross the street safely and to recognize traffic signs.**

Base: 72 special needs educators
More than 70 percent of special needs educators strongly (20.8%) or somewhat (51.4%) agree the calendar lessons have helped improve their students’ ability to follow the daily classroom routine. Fewer than 10 percent somewhat (5.6%) to strongly (1.4%) disagree the lessons develop this outcome. Twenty percent (20.8%), 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: 72 special needs educators
Most special needs educators strongly (22.2%) to somewhat (51.4%) agree the self concept lessons have helped their students improve their ability to identify their basic emotions. Fewer educators somewhat (4.2%) or strongly (1.4%) disagree the lessons deliver this outcome. Similar to other lessons, 20 percent (20.8%) 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, 22.2%
- Somewhat agree, 51.4%
- Somewhat disagree, 4.2%
- Strongly disagree, 1.4%
- Did not teach, 20.8%

Base: 72 special needs educators
Almost three-fourths of special needs educators strongly (16.7%) or somewhat (56.9%) agree the self concept lessons have helped their students improve their ability to identify positive personality traits in themselves and in others. Fewer than 10 percent (6.9%) somewhat disagree and fewer than five percent (1.4%) strongly disagree the students receive this outcome. Almost 20 percent (18.1%) 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: 72 special needs educators
More than 70 percent of special needs educators agree the grooming lessons have improved their students’ skills for taking care of themselves, including more than one-half (55.6%) who somewhat agree. Fewer (6.9%) educators somewhat disagree the lessons develop this outcome. Twenty percent (20.8%) indicate they did not teach this lesson.

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

Base: 72 special needs educators
More than seven of 10 special needs educators strongly (18.1%) or somewhat (52.8%) agree the clothing lessons have helped their students improve their ability to choose clothing to wear that is appropriate for different situations. While almost one-fourth (23.6%) indicate they did not teach this lesson to their students, five percent somewhat (5.6%) disagree the lesson delivers this outcome.

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

Base: 72 special needs educators
Most special needs educators strongly (18.1%) or somewhat (50.0%) agree the lessons have helped their students improve their ability to recognize and handle anger in healthy ways. Fewer than 10 percent (8.3%) somewhat disagree the lesson delivers this outcome. Almost one-fourth (23.6%) 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: 72 special needs educators
Three-fourths of special needs educators agree that through the nutrition lessons their students have improved their ability to recognize and appreciate healthy foods, including 23.6 percent who strongly agree. Nearly 10 percent of educators somewhat (8.3%) or strongly (1.4%) disagree that the lessons have improved their students’ ability to recognize and appreciate healthy foods. Fifteen percent (15.3%) 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.**

- Strongly agree, 23.6%
- Somewhat agree, 51.4%
- Somewhat disagree, 8.3%
- Strongly disagree, 1.4%
- Did not teach, 15.3%

Base: 72 special needs educators
More than three-fourths of special needs educators strongly (19.4%) or somewhat (56.9%) agree the wellness lessons have helped increase their students’ understanding of the importance of exercise. Fewer than one of 10 (6.9%) somewhat disagree the lessons deliver this outcome. Similar to other lessons, more than 15 percent (16.7%) 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 percentages of agreement and non-teaching.](chart.png)

Base: 72 special needs educators
More than seven of 10 special needs educators strongly (16.7%) or somewhat (56.9%) agree the wellness lessons have helped increase their students’ understanding of the need for proper rest. Nearly 10 percent (9.7%) somewhat disagree the lessons deliver this outcome. Similar to other lessons, more than 15 percent (16.7%) 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: 72 special needs educators
Almost 80 percent of special needs educators agree the lessons are helping their students build self-esteem, including more than one-fourth (27.8%) who strongly agree. Slightly more than five percent (6.9%) somewhat disagree these lessons deliver this outcome. Fifteen percent (15.3%) of special needs 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.]

- Strongly agree, 27.8%
- Somewhat agree, 50.0%
- Somewhat disagree, 6.9%
- Did not teach, 15.3%

Base: 72 special needs educators
Most special needs educators strongly (29.2%) or somewhat (56.9%) agree the lessons provide fun ways to learn important skills. Very few (4.2%) somewhat disagree the lessons provide fun ways to learn important skills. Nearly 10 percent (9.7%) indicate they did not teach this lesson to their students.

The lessons provide fun ways to learn important skills.

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<td>Did not teach</td>
<td>9.7%</td>
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</table>

Base: 72 special needs educators
Almost nine of 10 special needs educators strongly (26.4%) or somewhat (61.1%) agree Learning for Life is in line with national education standards. Fewer (4.2%) somewhat disagree the program is in line with national education standards. Almost 10 percent (8.3%) indicate they did not teach this lesson to their students, but this is not a specific outcome taught within the curriculum.

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

![Pie chart showing responses]

- Strongly agree, 26.4%
- Somewhat agree, 61.1%
- Somewhat disagree, 4.2%
- Did not teach, 8.3%

Base: 72 special needs educators
When asked what is best about the Learning for Life program, special needs educators comment the:

- Curriculum teaches life skills, not just academic skills (e.g., character development; eight special needs educators);
- Students enjoy or are engaged in the lessons and activities (seven special needs educators);
- Curriculum is user-friendly, easy to access, or understandable (six special needs educators);
- Curriculum is flexible, can be taught over time, or can be used with any grade level (five special needs educators);
- Curriculum can be combined with other school curriculum areas, goals, or criteria (four special needs educators);
- Lessons and activities are age- or learning ability-appropriate (four special needs educators);
- Lessons and activities are relevant to students’ lives (four special needs educators);
- Adventure day, field trips, or camp activities are great (two special needs educators);
- Curriculum allows students to interact with other students or classes (two special needs educators);
- LFL speakers, teachers, or presenters are present in class or can come to class based on the class’s schedule (two special needs educators);
- LFL speakers, teachers, or presenters are great (e.g., animated, friendly, etc.; two special needs educators);
- Curriculum provides a variety of lessons and presentations (two special needs educators);
- Supplemental material is offered for additional learnings (one special needs educator);
- Vocational curriculum is good (one special needs educator);
- Curriculum does not identify youth as youth with special needs (one special needs educator);
- Curriculum is provided in digital format (one special needs educator);
- Curriculum allows for discussion among students (one special needs educator);
- Learning for Life allows youth to be involved in Scouting (one special needs educator);
• Visuals are good (one special needs educator);
• Hands-on activities are good (one special needs educator).

The Learning for Life program could be improved by:

• Updating the material to be more relevant (e.g., add more and new activities, include more technology or web links, etc.; 12 special needs educators);
• Updating the pictures to be more pleasing to students (3 special needs educators);
• Making the lessons and activities more age- or learning ability-appropriate (three special needs educators);
• Providing training for teachers on using the website and curriculum (two special needs educators);
• Not doing any enhancements as the program is great as it is (two special needs educators);
• Providing better classroom or time management in class (two special needs educators);
• Providing tiered lessons or options for teaching to a variety of learning levels (two special needs educators);
• Providing educators access to the digital content or digital format of the curriculum (one special needs educator);
• Allowing for more discussion time and less focus on teaching concepts (one special needs educator);
• Providing more arts and crafts activities (one special needs educator);
• Providing more progress monitoring tools (one special needs educator);
• Providing more hands-on activities (one special needs educator);
• Providing more lessons that teach life skills (one special needs educator);
• Providing more support or more people involved with the curriculum (one special needs educator).

All verbatim comments are included in Appendix III.
**Demographics**

More than three-fourths (76.4%) of special needs educators primarily use the traditional teacher’s guide.

**Which format of the Learning for Life curriculum do you primarily use?**

- **Tradition teacher’s guide, 76.4%**
- **Digital, 23.6%**

Base: 72 special needs educators
More than one-third (34.7%) of special needs educators do not use any additional Learning for Life curriculums with their students. At least 10 percent use first grade (25.0%), second grade (22.2%), kindergarten (20.8%), third grade (16.7%), sixth grade (15.3%), ninth grade (15.3%), eleventh grade (13.9%), seventh grade (12.5%), eighth grade (12.5%), tenth grade (12.5%), or twelfth grade (11.1%) curriculums with their students.

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

Note: Percentages will add up to more than 100 percent due to multiple responses.

Base: 72 special needs educators
Almost one-half (47.2%) 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; 33.3%), small city or area (e.g., city population 200,000 or less; 9.7%), or a rural city or area (e.g., city population 2,000 or less; 9.7%).

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

![Pie chart showing the distribution of areas where special needs educators teach.]

- **Urban city/area, 47.2%**
- **Suburban city/area, 33.3%**
- **Small city/area, 9.7%**
- **Rural city/area, 9.7%**

Base: 72 special needs educators
Most high school educators teach in schools or education settings that are multi-ethnic (44.4%), followed by teaching in settings with one predominant ethnicity with a mix of other ethnicities (40.3%) or primarily composed of one ethnicity (15.3%).

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

- One ethnicity, 15.3%
- One predominant ethnicity with a mix of other ethnicities, 40.3%
- Multi-ethnic or multi-cultural, 44.4%

Base: 72 special needs educators
Eight of 10 (80.6%) special needs educators teach in settings with African American or Black students, followed by Caucasians or Whites (76.4%), Hispanics or Latinos (76.4%), Asians (37.5%), Pacific Islanders (12.5%), or American Indians or Alaska natives (11.1%).

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

- African American/Black: 80.6%
- American Indian/Alaska Native: 11.1%
- Asian: 37.5%
- Caucasian/White: 76.4%
- Hispanic/Latino: 76.4%
- Pacific Islander: 12.5%
- Other (1.4%): Multi-ethnic (one special needs educator)

Note: Percentages may add up to more than 100 percent due to multiple responses.
Base: 72 special needs educators

Other (1.4%) ethnicities include multi-ethnic (one special needs educator).