



Florida's
Educator Outcome Survey
2005

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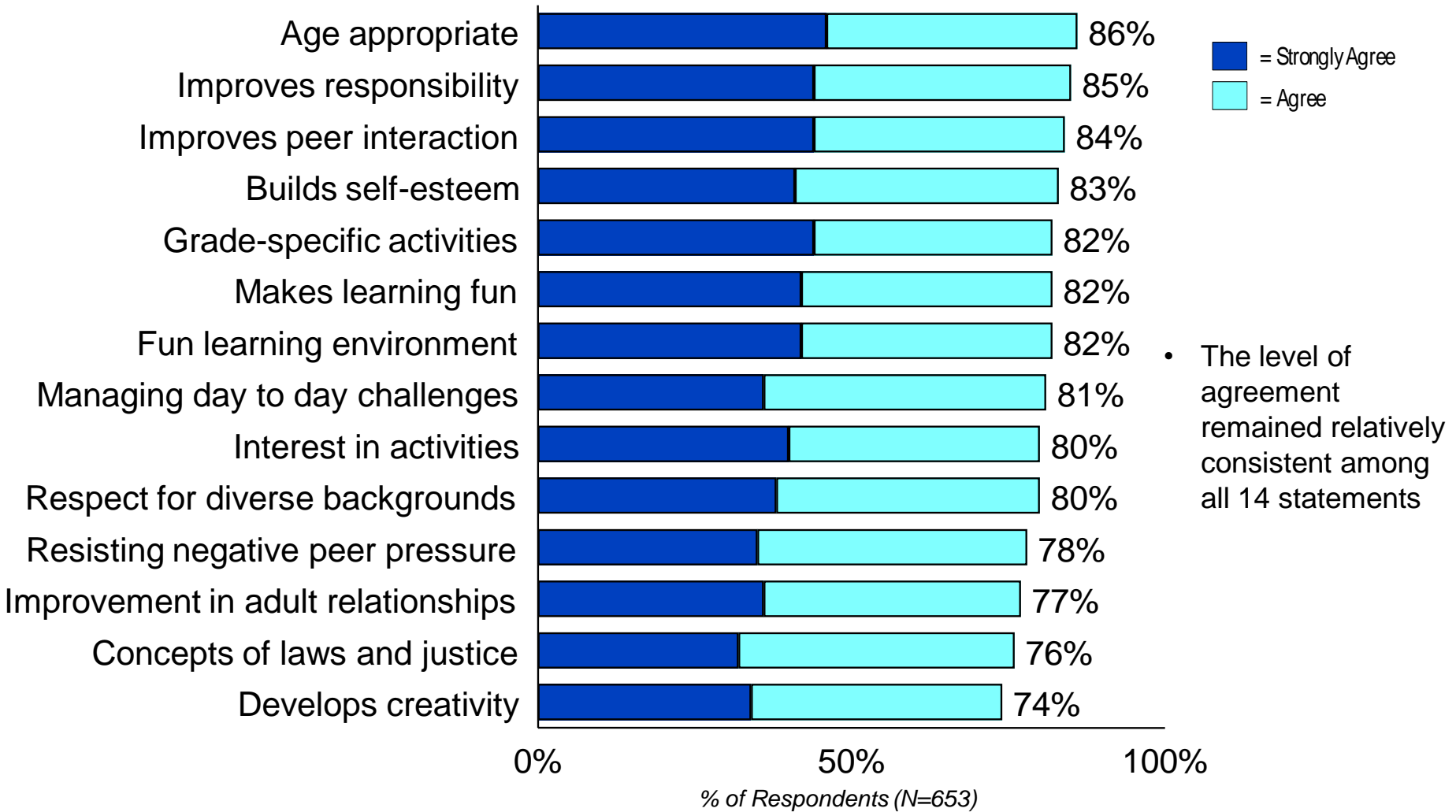
Survey Method

- This report is based on a self-administered survey conducted among Florida educators involved in the Learning for Life program.
- Learning for Life executives in Florida were asked to distribute as many questionnaires as possible to educators who used the Learning for Life program during the 2004 – 2005 school year. The completed questionnaires were returned to Ulrich Research Services, Inc. for data processing and analysis.
- The questionnaire was a simple one-page document asking respondents to rate each of 14 statements on a scale of “strongly agree” to “strongly disagree.”
- This report consists of an annotated graphical review of the survey findings. The first two charts deal with the grade taught by the educator and the response rate from each of the councils. The next two charts summarize the responses to the statements. One chart deals with the positive responses, and the other deals with the negative responses. The last 14 charts detail the responses to each statement.
- Percentages may sum to more or less than 100 percent due to rounding.

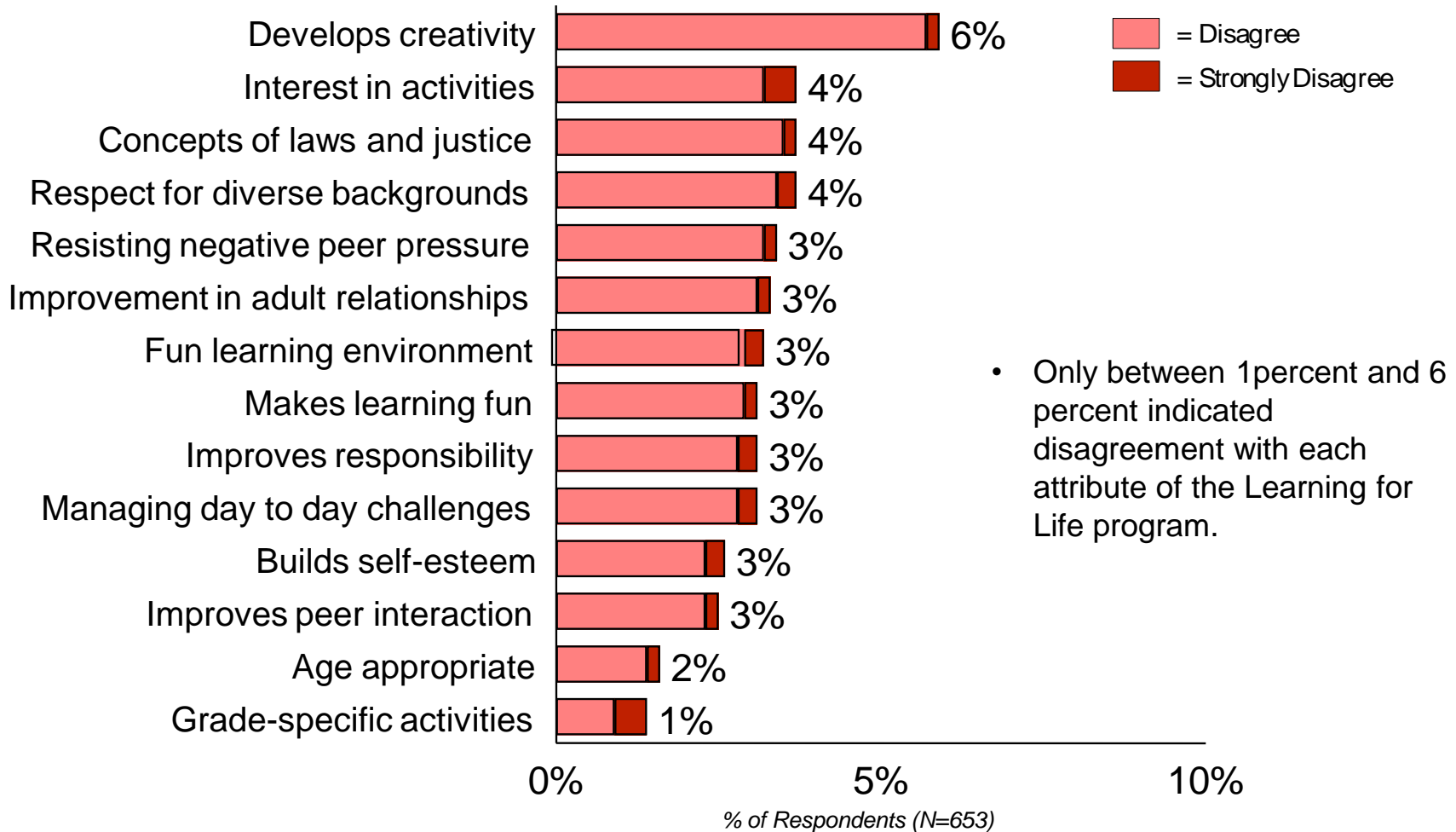
Summary of Findings

- The overall evaluation of the Learning for Life program was very favorable, with most educators very supportive of the Learning for Life program, reporting it is helpful in the children’s academic curriculum.
- 10 of the 14 statements were agreed with by 80 percent or more of the respondents, indicating a strong receptivity to the program.
- The top rated attributes were “age-appropriate activities” (86 percent of respondents either “agreed” or “strongly agreed”) and ‘increasing responsibility’ (85 percent of respondents either “agreed” or “strongly agreed”).
- The distribution of positive responses was fairly even between “agree” and “strongly agree.”
- The four statements that fell below 80 percent still had 74 percent or more respondents agree.
- No significant deviations from these overall findings were found in any specific location.
- Eighteen percent of the respondents “strongly agreed” with all 14 statements, and 9 percent “agreed” with all 14 statements.
- Fifty percent marked some combination of “agree” and “strongly agree,” and did not use the other three columns (“neutral,” “disagree,” and “strongly disagree”).

Agreement with Statements

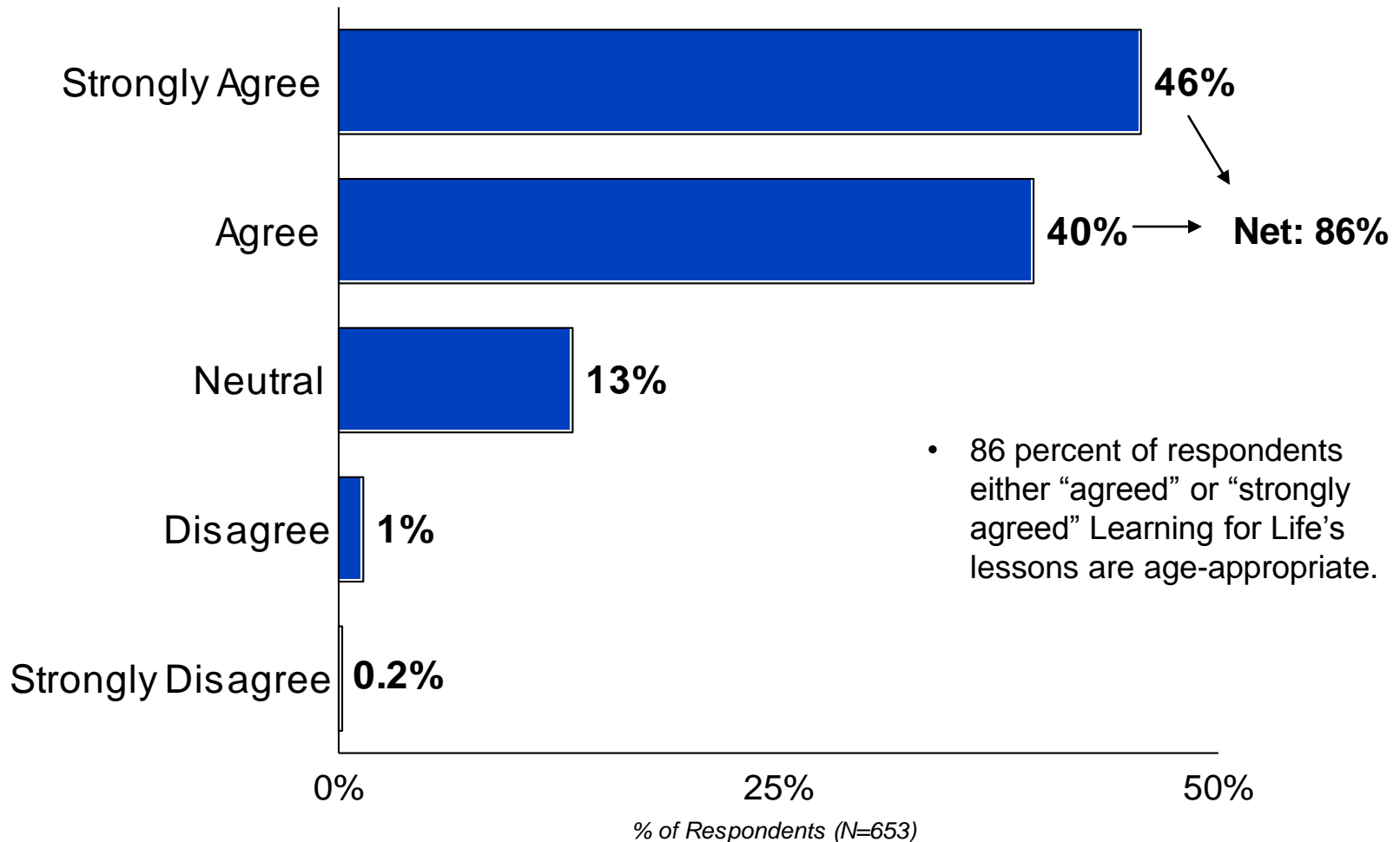


Disagreement with Statements



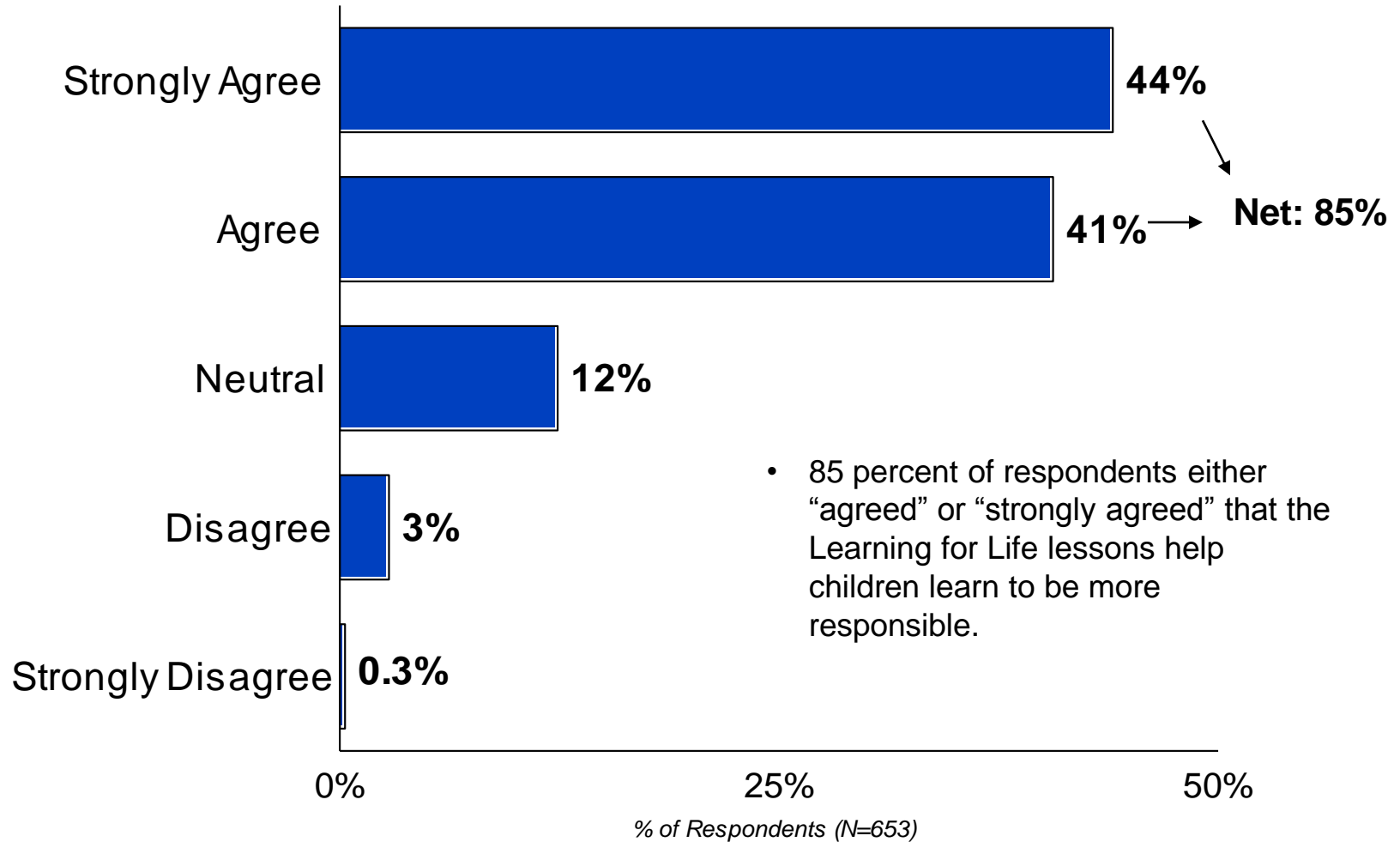
Age Appropriateness

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



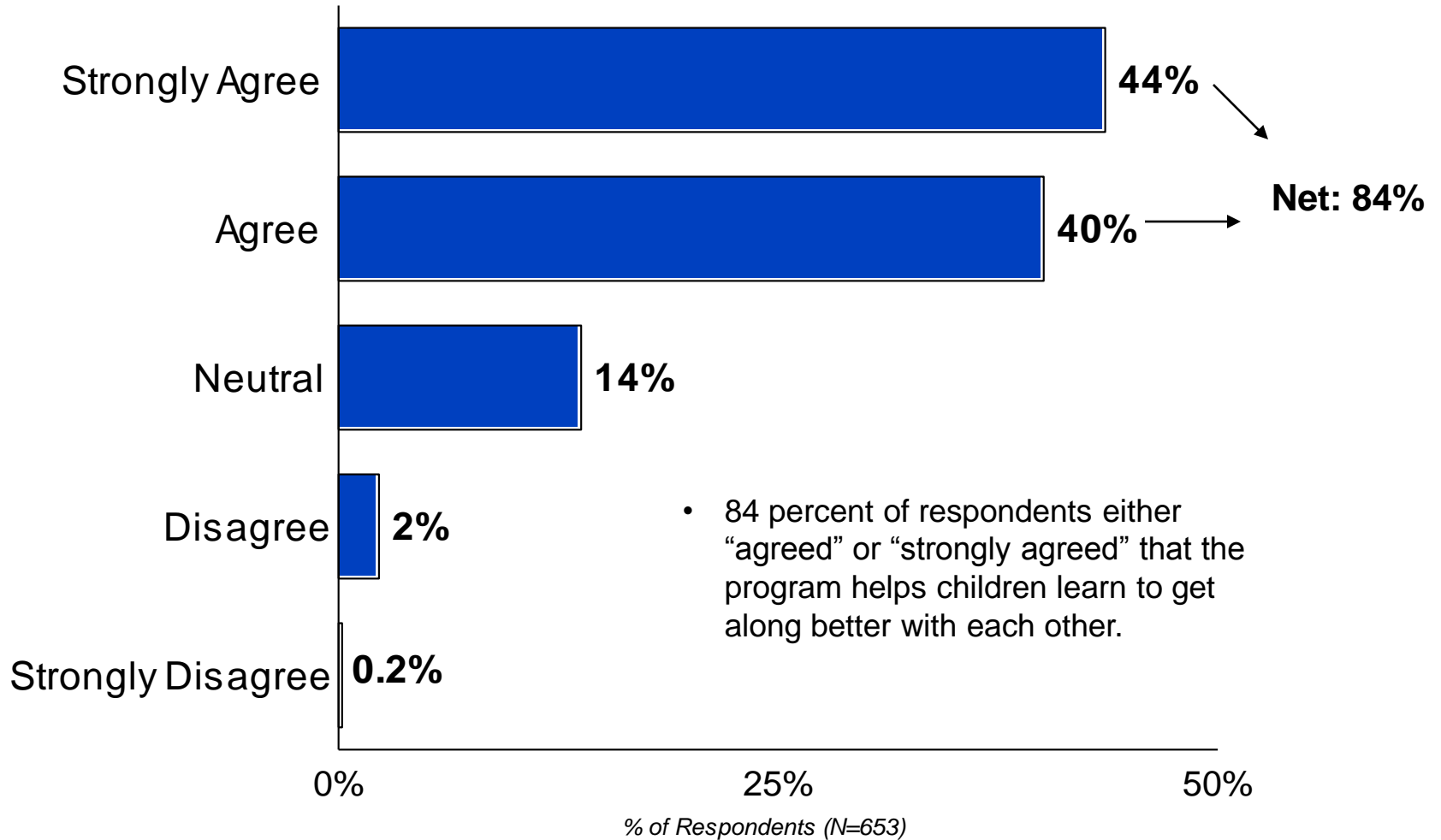
Improving Responsibility

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



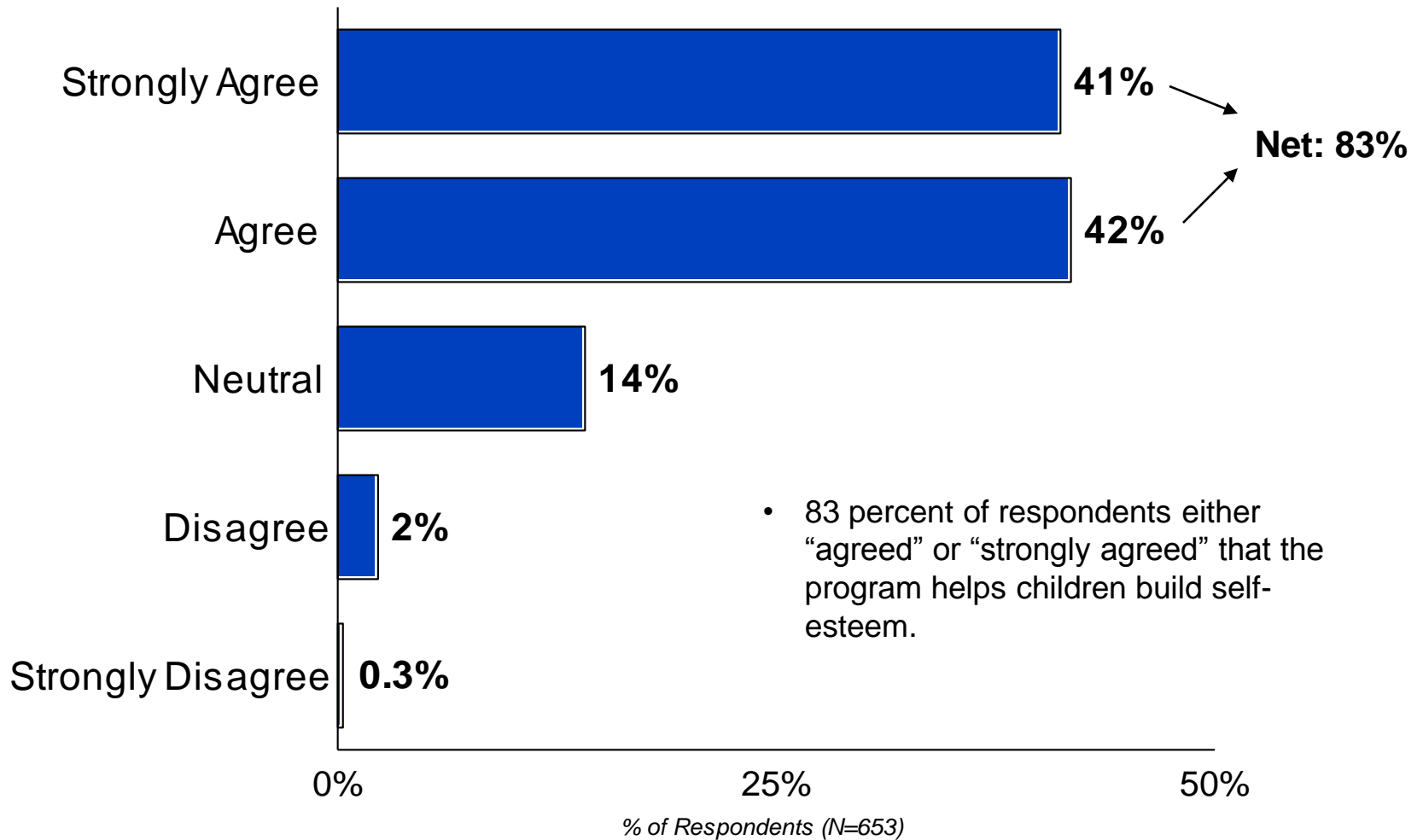
Peer Interaction

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



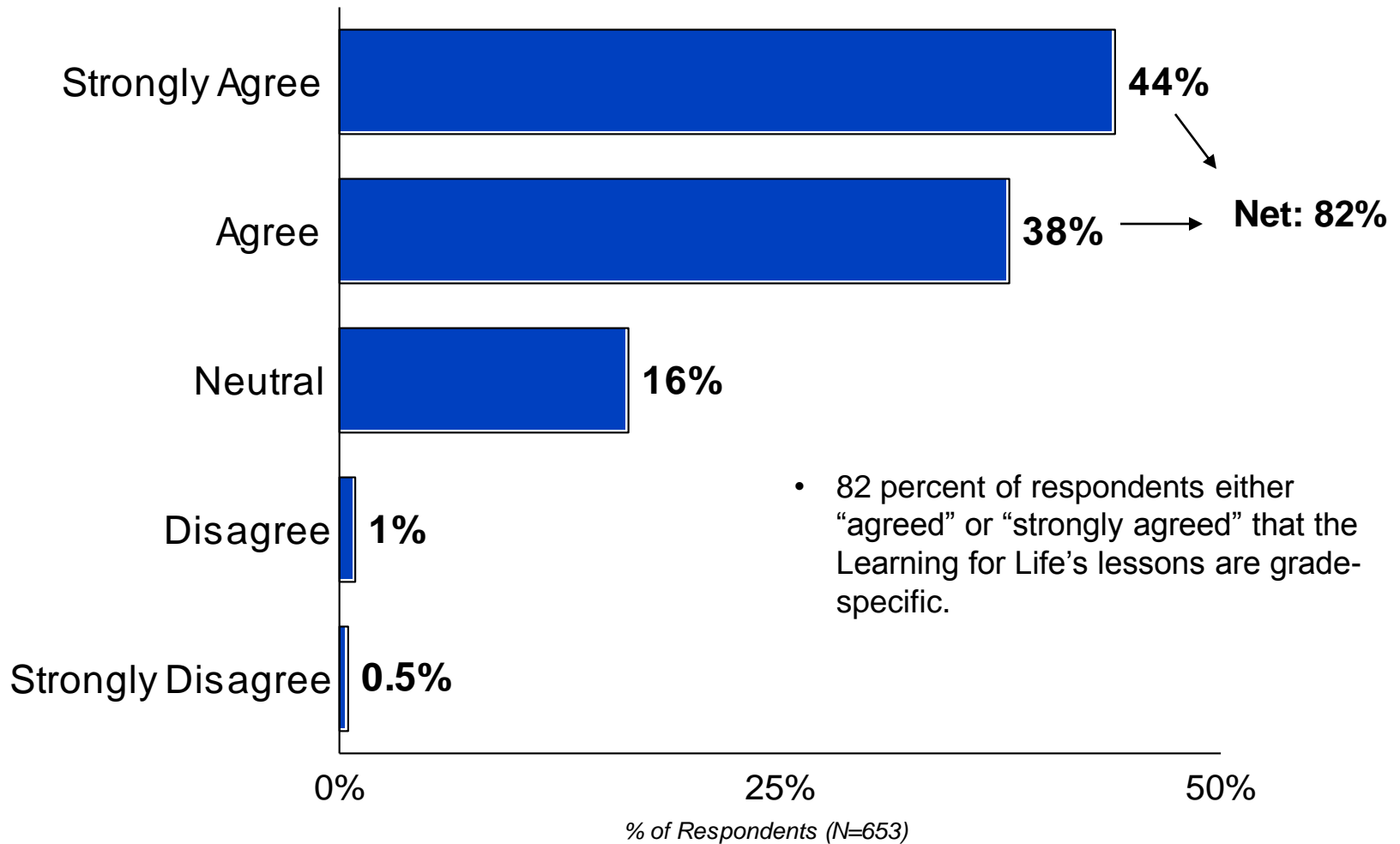
Self-Esteem Building

“Learning for Life helps children build self-esteem.”



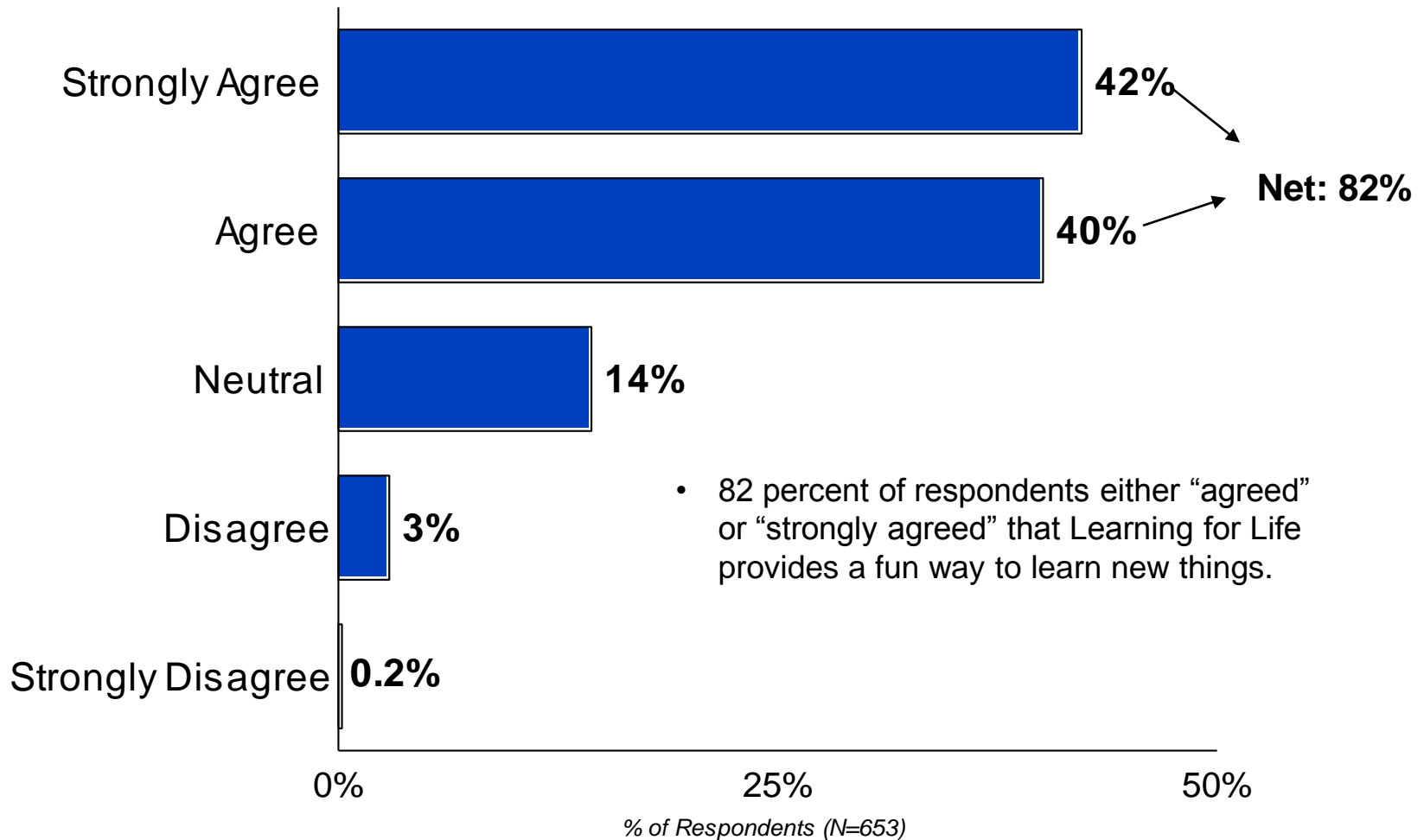
Grade-specific Activities

“Learning for Life’s activities are grade-specific.”



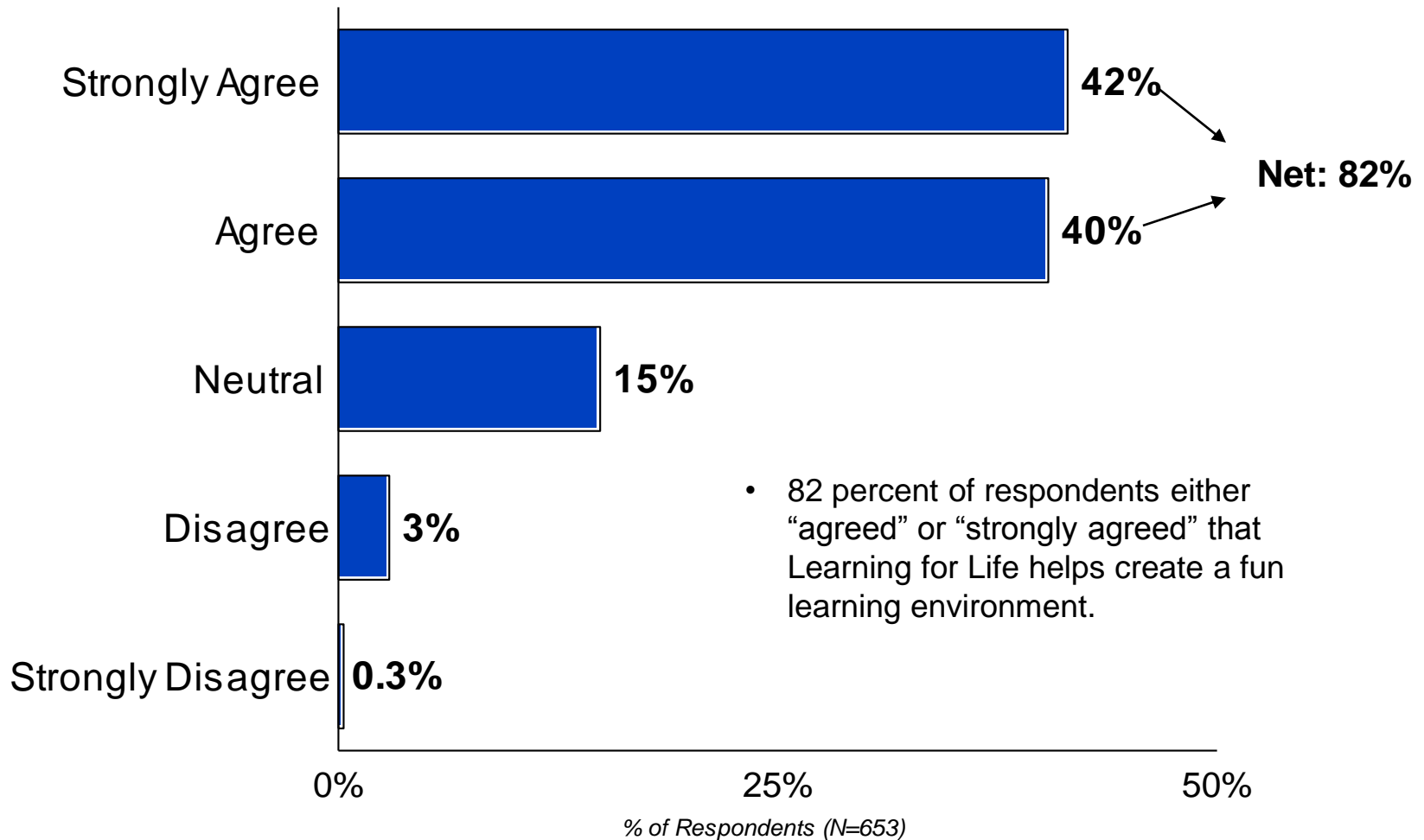
Making Learning Fun

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



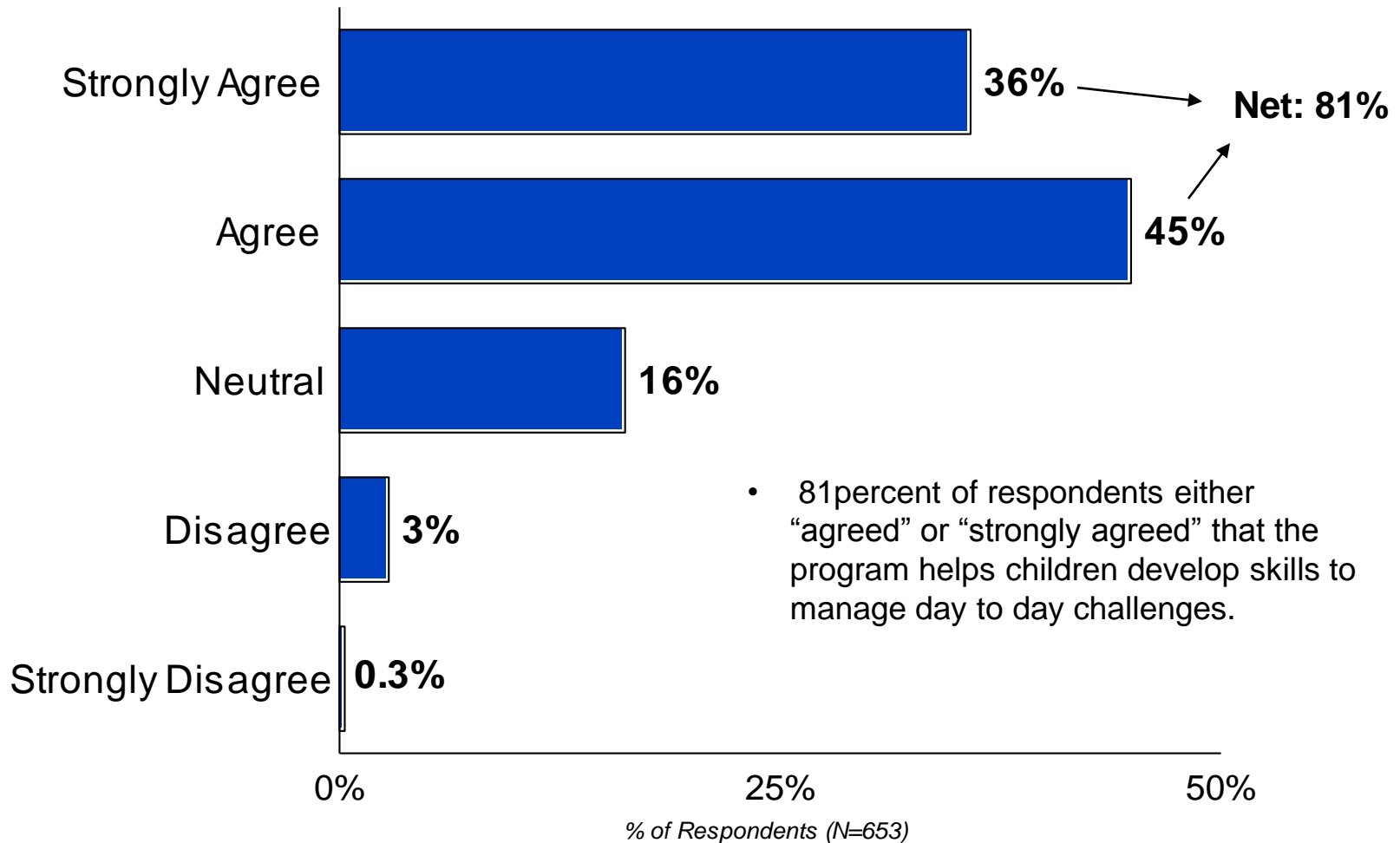
Fun Learning Environment

“Learning for Life helps create a fun learning environment.”



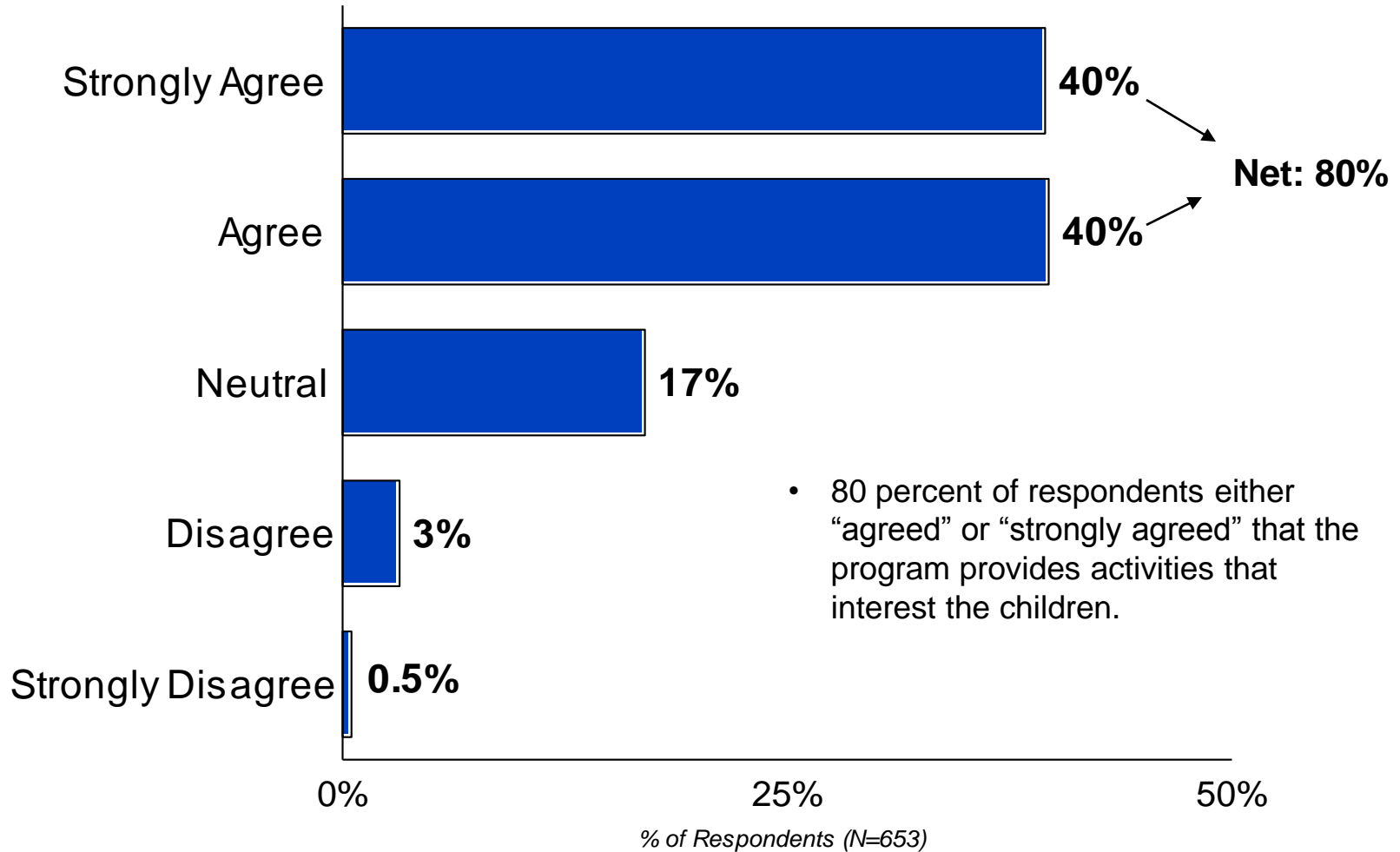
Managing Day to Day Challenges

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



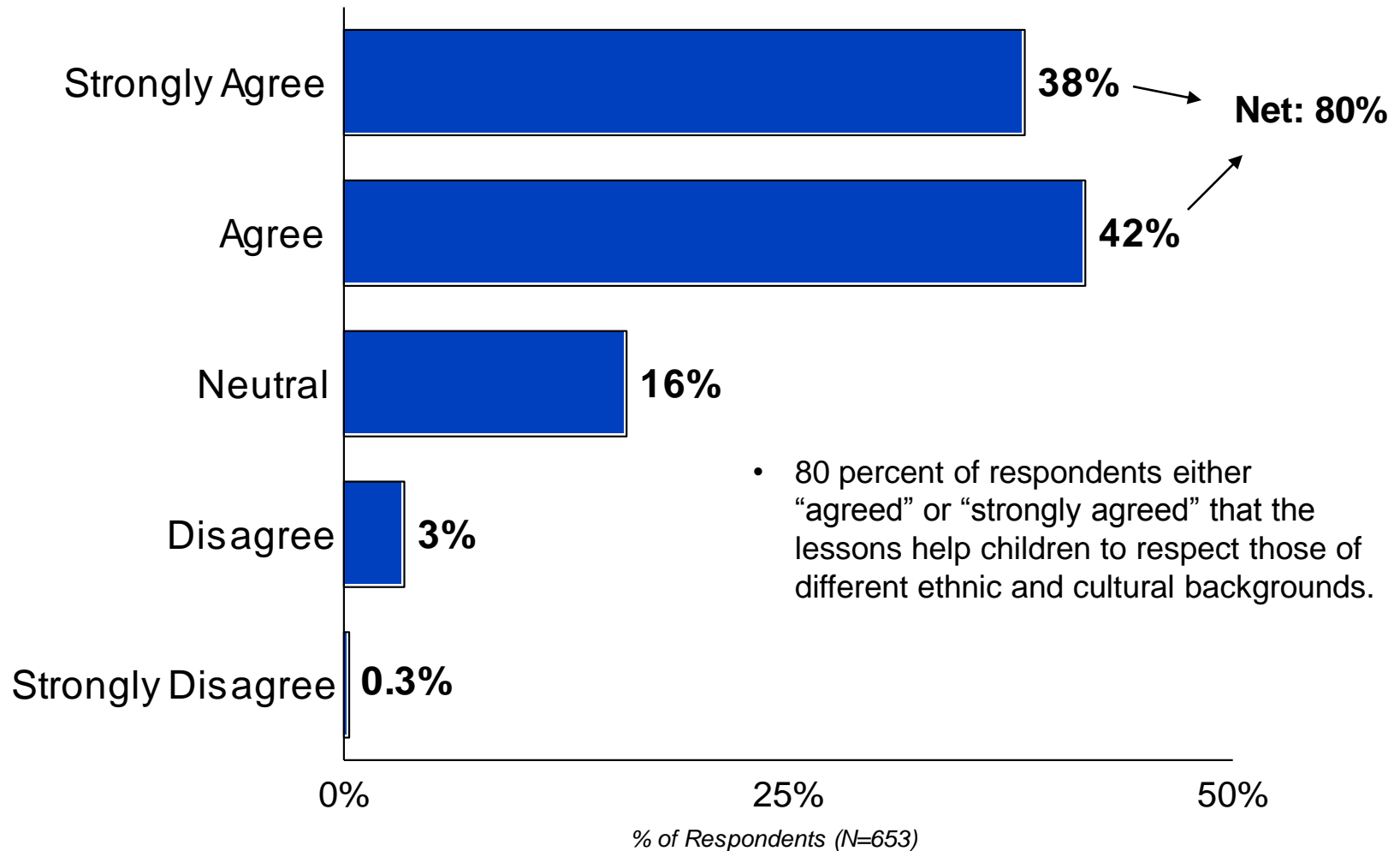
Interest in Activities

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



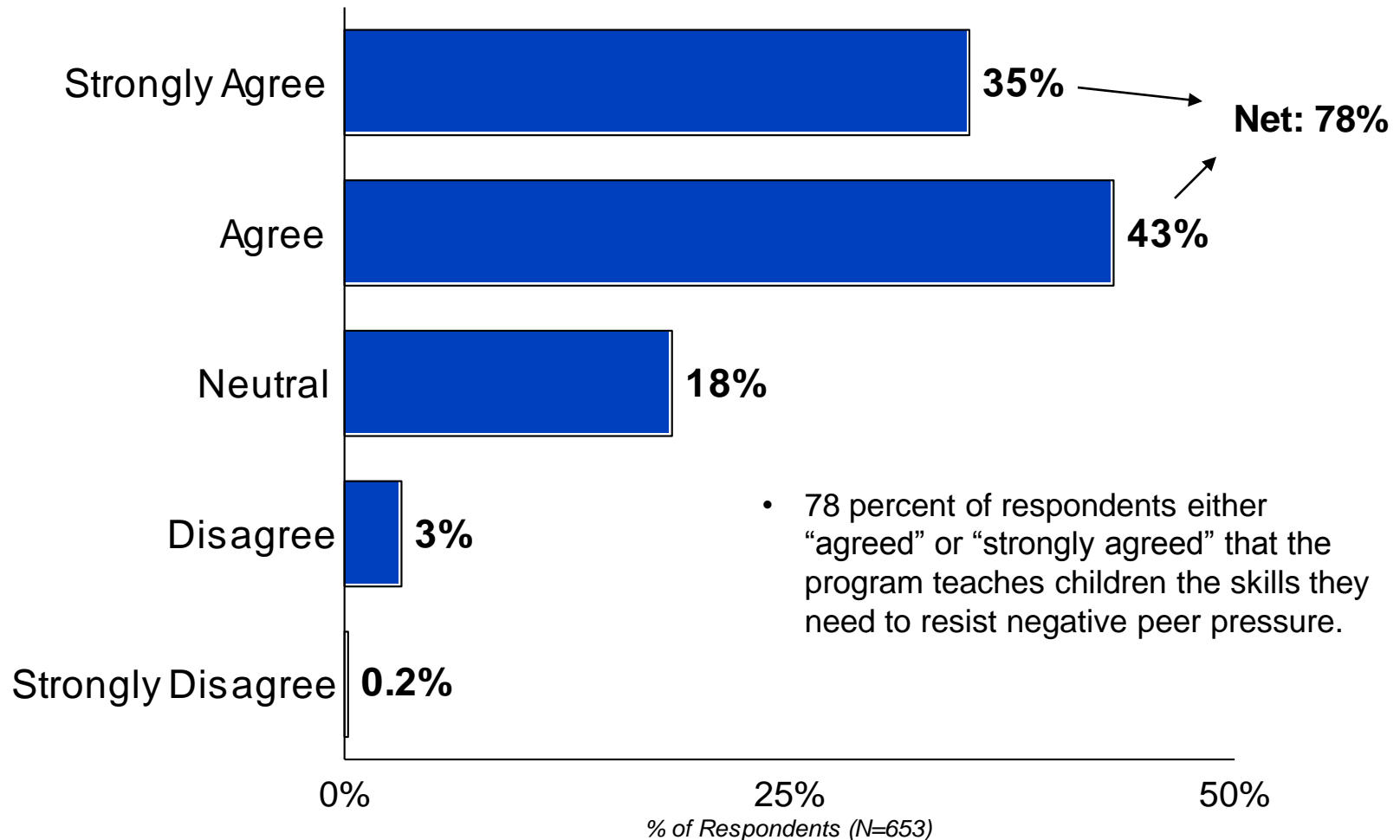
Respect for Diverse Backgrounds

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



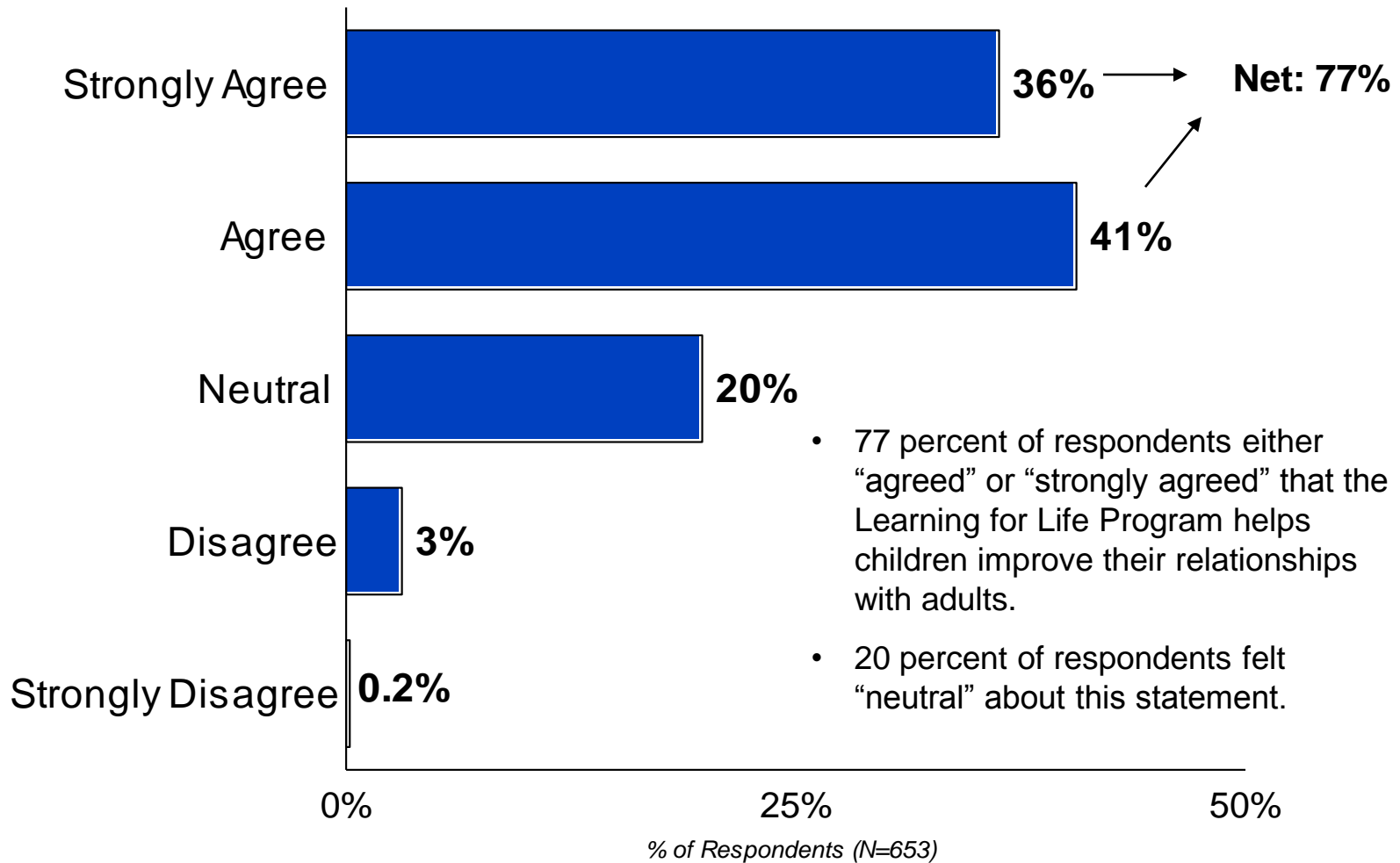
Resisting Negative Peer Pressure

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



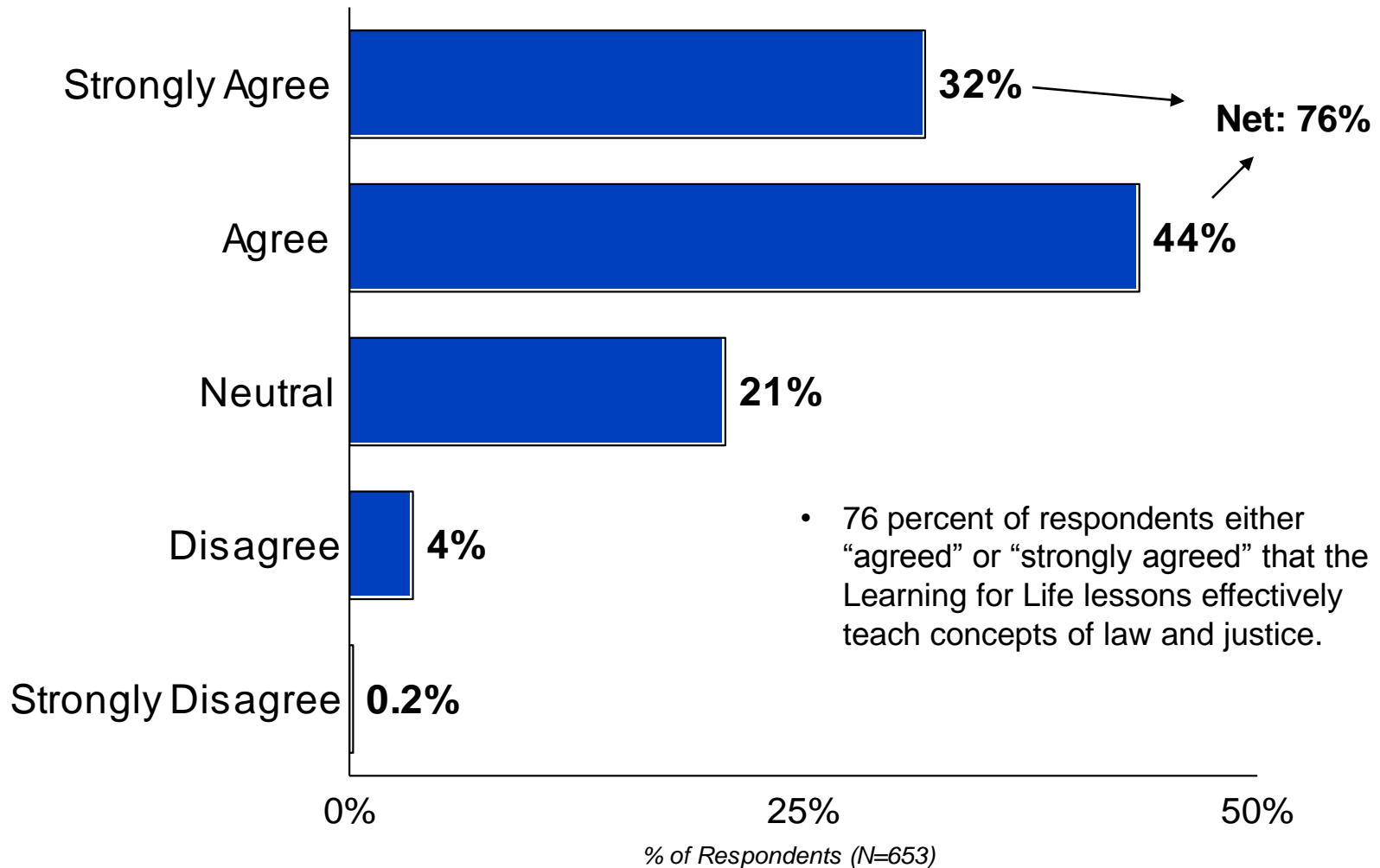
Adult Relationship Improvement

“Learning for Life helps children improve their relationships with adults.”



Concepts of Law and Justice

“The lessons effectively teach the concepts of laws and justice.”



Developing Creativity

“The lessons and activities help children to develop their creativity.”

