



2009
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 both educator and student needs. Specific objectives include:

- ✚ Determining if the program meets the needs of the educator
- ✚ Determining if the program meets the needs of students
- ✚ Determining areas of improvement for the program

Methodology

To meet the study objectives, an online survey was conducted by Research and Evaluation, beginning April 22, 2009. Educators were informed of the survey in a variety of ways. First, the link to the online survey was posted on the Learning for Life website for educators to complete the evaluation. Second, letters were mailed to Learning for Life educators inviting them to complete the survey. Third, the Learning for Life team also held meetings with educators telling them about the availability of the survey. Fourth, e-mails were sent to local offices to have them inform Learning for Life educators in their area about the survey. E-mails were also sent to all Learning for Life district executives and Learning for Life educators where an e-mail address was available. Three hundred thirty-seven educators responded by June 24, 2009. Because responses were received from an online posting of the survey link, a letter invitation, team meetings, and e-mails, an accurate response rate cannot be calculated.

This report includes the findings from the study. Statistical differences by Learning for Life program used are noted when present. Copies of the questionnaire, as well as verbatim responses, are included in the appendices of the report.

DETAILED FINDINGS

Learning for Life Program Evaluation

Program Statement Evaluation

Educators were asked to rate their level of agreement with statements about the Learning for Life program. Two-thirds (66.5%) of educators totally agree the Learning for Life lessons and activities are age-appropriate. Educators using the elementary school program are more likely than those using middle school/junior high or high school programs to disagree (somewhat or totally) the lesson and activities are age-appropriate (4.2%, 0.0%, and 0.0%, respectively).

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

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	66.5%	66.8%	63.2%	67.7%
Somewhat agree	24.9%	23.8%	29.0%	29.4%
Neutral	5.3%	5.3%	7.9%	2.9%
Somewhat disagree	1.8%	2.3% ↑↑	0.0%	0.0%
Totally disagree	1.5%	1.9% ↑↑	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

More than one-half (52.5%) of all educators totally agree the lessons help students improve their relationship with adults. While more than one-half of educators using the elementary (54.3%) or high school (52.9%) programs totally agree, roughly 40 percent (39.5%) of educators using the middle school (52.9%) programs totally agree, roughly 40 percent (39.5%) of educators using the middle school/junior high school program totally agree in this area. Elementary educators are more likely to disagree (4.1%; somewhat or totally disagree) compared to middle school/junior high (2.6%) and high school educators (0.0%).

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

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	52.5%	54.3%	39.5%	52.9%
Somewhat agree	32.9%	30.2%	50% ↑	35.3%
Neutral	11.0%	11.3%	7.9%	11.8%
Somewhat disagree	2.4%	2.6% ↑	2.6%	0.0%
Totally disagree	1.2%	1.5% ↑↑	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

More than one-half (55.2%) of all educators totally agree the program provides activities that interest the students in their class. This also extends across the programs (55.5% elementary, 57.9% middle school/junior high, 50.0% high school). A small number of elementary educators (2.3%) are more likely to totally disagree the program provides activities that interest the students in their class when compared to high school educators (0.0%).

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

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	55.2%	55.5%	57.9%	50.0%
Somewhat agree	31.5%	32.5%	26.3%	29.4%
Neutral	9.8%	8.7%	7.9%	20.6%
Somewhat disagree	1.5%	1.1%	5.3%	0.0%
Totally disagree	2.1%	2.3% ↑	2.6%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

Overall, more than one-half (54.6%) totally agree that Learning for Life teaches students the skills they need to resist negative peer pressure. Almost 60 percent (57.7%) of elementary educators totally agree Learning for Life teaches students the skills they need to resist negative peer pressure; fewer middle school/junior high (42.1%) and high school (44.1%) educators totally agree in this area. In fact, middle school/junior high (21.1%) and high school (26.5%) educators are more likely to take a neutral stance on this statement compared to elementary educators (6.8%).

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

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	54.6%	57.7% ↑	42.1%	44.1%
Somewhat agree	31.5%	31.7%	34.2%	26.5%
Neutral	10.4%	6.8%	21.1% ↑	26.5% ↑
Somewhat disagree	3.0%	3.0%	2.6%	2.9%
Totally disagree	0.6%	0.8%	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

At least 60 percent of educators totally agree Learning for Life helps students develop skills to manage day-to-day challenges, regardless of the Learning for Life lesson plan used. Elementary educators (3.0%) are more likely to somewhat disagree in this area compared to middle school/junior high and high school educators (0.0% each).

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

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	62.3%	63.0%	60.5%	58.8%
Somewhat agree	27.9%	27.9%	26.3%	29.4%
Neutral	6.5%	4.9%	13.2%	11.8%
Somewhat disagree	2.4%	3.0% ↑↑	0.0%	0.0%
Totally disagree	0.9%	1.1%	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

Overall, more than six out of 10 (62.3%) of all educators totally agree Learning for Life helps students build self-esteem. Almost two-thirds (64.2%) of elementary educators and more than one-half of middle school/junior high (55.3%) and high school (55.9%) educators totally agree Learning for Life helps students build self-esteem. Similar to other areas, elementary educators (2.6%) are more likely to somewhat disagree the program helps build self-esteem compared to high school (0.0%) educators.

Learning for Life helps students build self-esteem.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	62.3%	64.2%	55.3%	55.9%
Somewhat agree	26.7%	25.3%	34.2%	29.4%
Neutral	8.0%	7.2%	7.9%	14.7%
Somewhat disagree	2.4%	2.6% ↑	2.6%	0.0%
Totally disagree	0.6%	0.8%	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

More than 60 percent of elementary (62.6%) and high school (61.8%) educators along with more than one-half of middle school/junior high (52.6%) educators totally agree Learning for Life provides fun ways for the students to learn new things. More elementary educators are likely to disagree (3.8%; somewhat or totally disagree) the program provides fun ways for students to learn new things compared to high school educators (0.0%).

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

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	61.4%	62.6%	52.6%	61.8%
Somewhat agree	28.8%	27.2%	36.8%	32.4%
Neutral	5.9%	6.4%	2.6%	5.9%
Somewhat disagree	2.1%	1.9% ↑	5.3%	0.0%
Totally disagree	1.8%	1.9% ↑	2.6%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

At least one-half of educators, regardless of the program used, totally agree the lessons and activities help students get along better with one another. While 61.1 percent of elementary educators totally agree in this area, 52.6 percent of middle school/junior high educators and 55.9 percent of high school educators totally agree.

The lessons and activities help students to get along better with one another.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	59.6%	61.1%	52.6%	55.9%
Somewhat agree	29.1%	29.4%	29.0%	26.5%
Neutral	7.4%	5.7%	13.2%	14.7%
Somewhat disagree	3.3%	3.0%	5.3%	2.9%
Totally disagree	0.6%	0.8%	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

Roughly 60 percent of elementary (59.3%), middle school/junior high (57.9%), and high school (58.8%) educators totally agree Learning for Life helps create a fun learning environment. Elementary educators (3.8%) are more likely than high school educators (0.0%) to somewhat or totally disagree Learning for Life helps create a fun learning environment.

Learning for Life helps create a fun learning environment.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	59.1%	59.3%	57.9%	58.8%
Somewhat agree	27.0%	27.9%	21.1%	26.5%
Neutral	10.1%	9.1%	13.2%	14.7%
Somewhat disagree	2.1%	1.9% ↑	5.3%	0.0%
Totally disagree	1.8%	1.9% ↑	2.6%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

Most elementary (64.2%), middle school/junior high (57.9%), and high school (52.9%) educators totally agree the program helps the school provide a caring, encouraging environment. Elementary educators (1.5%) are more likely to totally disagree the program helps provide a caring, encouraging environment compared to middle school/junior high and high school educators (0.0% each).

The program helps the school provide a caring, encouraging environment.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	62.3%	64.2%	57.9%	52.9%
Somewhat agree	24.9%	24.2%	23.7%	32.4%
Neutral	9.5%	8.7%	13.2%	11.8%
Somewhat disagree	2.1%	1.5%	5.3%	2.9%
Totally disagree	1.2%	1.5% ↑↑	0.0%	0.0%
<i>Base</i>	337	265	38	34

↑ Significantly higher than elementary school program

↑ Significantly higher than middle school/junior high school program

↑ Significantly higher than high school school program

More than 60 percent of elementary (64.2%) and at least one-half of middle school/junior high (52.6%) and high school (50.0%) educators totally agree the lessons help students develop a sense of personal responsibility. Similar to other areas, elementary educators (2.3%) are more likely than middle school/junior high or high school educators (0.0% each) to somewhat disagree the lessons help students develop a sense of personal responsibility.

Lessons help students develop a sense of personal responsibility.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	61.4%	64.2%	52.6%	50.0%
Somewhat agree	28.2%	26.4%	31.6%	38.2%
Neutral	7.7%	6.0%	15.8%	11.8%
Somewhat disagree	1.8%	2.3% ↑↑	0.0%	0.0%
Totally disagree	0.9%	1.1%	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

Elementary educators (60.4%) are more likely than middle school/junior high educators (42.1%) to totally agree the lesson plans help students realize they have control over what happens to them. Most high school educators (58.8%) totally agree with this as well. Although small, elementary educators (1.5%) are also more likely to totally disagree the lesson plans help students realize they have control over what happens to them compared to middle school/junior high and high school educators (0.0% each).

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

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	58.2%	60.4% ↑	42.1%	58.8%
Somewhat agree	28.8%	27.6%	39.5%	26.5%
Neutral	9.2%	7.9%	15.8%	11.8%
Somewhat disagree	2.7%	2.6%	2.6%	2.9%
Totally disagree	1.2%	1.5% ↑↑	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

Overall, more than one-half (51.0%) of all educators totally agree the lessons help motivate students to do well in school. Elementary educators (1.5%) are more likely than high school educators (0.0%) to totally disagree the lessons help motivate the students.

The lessons help motivate students to do well in school.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	51.0%	53.6%	39.5%	44.1%
Somewhat agree	32.9%	32.1%	34.2%	38.2%
Neutral	11.3%	9.4%	21.1%	14.7%
Somewhat disagree	3.3%	3.4%	2.6%	2.9%
Totally disagree	1.5%	1.5% ↑	2.6%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

More than one-half (56.4%) of all educators, regardless of the Learning for Life program used, totally agree Learning for Life helps students learn about setting personal goals. Middle school/junior high educators (18.4%) are more likely than high school educators (2.9%) to indicate a neutral level of agreement with this statement.

Learning for Life helps students learn about setting personal goals.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	56.4%	56.6%	55.3%	55.9%
Somewhat agree	31.5%	31.7%	23.7%	38.2%
Neutral	8.6%	7.9%	18.4% ↑	2.9%
Somewhat disagree	2.7%	2.6%	2.6%	2.9%
Totally disagree	0.9%	1.1%	0.0%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

At least 60 percent of elementary (60.0%), middle school/junior high (68.4%), and high school (58.8%) educators totally agree the lesson plans and activities actively engage the students in learning. Please note, elementary educators (4.2%) are more likely than high school educators (0.0%) to somewhat or totally disagree the lesson plans and activities actively engage the students in learning.

The lesson plans and activities actively engage the students in learning.

	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	60.8%	60.0%	68.4%	58.8%
Somewhat agree	28.2%	28.7% ↑	15.8%	38.2% ↑
Neutral	7.1%	7.2%	10.5%	2.9%
Somewhat disagree	1.8%	1.9% ↑	2.6%	0.0%
Totally disagree	2.1%	2.3% ↑	2.6%	0.0%
<i>Base</i>	337	265	38	34

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

At least one-half (52.2%) of all educators totally agree the lesson plans give students an understanding of what is necessary to achieve success in the professional world. While it appears high school educators (64.7%) may be more likely to totally agree with this compared to elementary (50.9%) and middle school/junior high (50.0%) educators, this difference is not statistically significant. Elementary educators (1.9%) are more likely however to totally disagree in this area compared to middle school/junior high and high school educators (0.0% each).

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

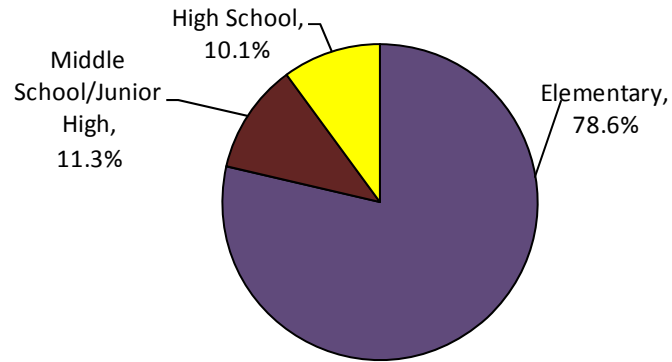
	TOTAL	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	HIGH SCHOOL
Totally agree	52.2%	50.9%	50.0%	64.7%
Somewhat agree	31.2%	32.8%	26.3%	23.5%
Neutral	11.6%	10.9%	15.8%	11.8%
Somewhat disagree	3.6%	3.4% ↑	7.9%	0.0%
Totally disagree	1.5%	1.9% ↑↑	0.0%	0.0%
<i>Base</i>	<i>337</i>	<i>265</i>	<i>38</i>	<i>34</i>

- ↑ Significantly higher than elementary school program
- ↑ Significantly higher than middle school/junior high school program
- ↑ Significantly higher than high school school program

Demographics

More than three-fourths (78.6%) of educators use the elementary school lesson plans, followed by the middle school/junior high (11.3%), and high school (10.1%) lesson plans.

Which Learning for Life program lesson plans do you use?



Base: 337 educators