

2016

Learning for Life Growth Kit

- Introduction to the Learning for Life Growth Kit
- Learning for Life Memorandum of Understanding
- Selling the Learning for Life Character Education Curriculum-Based Program
- 2016 National Learning for Life Distinguished Award worksheet for councils
- Learning for Life Accreditation Award for schools
- Planning worksheets:
 - Monthly Participant Growth Projections
 - Total Participant Projections
- 2016 Journey to Excellence Scorecard (Objective #4)
- Learning for Life Executive Staff

**“GROWTH IS NEVER BY MERE CHANCE; IT IS THE
RESULT OF FORCES WORKING TOGETHER.”**

JAMES CASH PENNEY

© Lifehack Quotes

**As you prepare your Learning for Life growth plan,
take time to consider whether or not your LFL
programs are engaged in your council services and operations
by asking these questions:**

Is Learning for Life included in the council strategic plan?

Do the youth serving executives' PDS goals specifically include Learning for Life?

Is there a VP of LFL on the council's executive committee?

Is Learning for Life addressed during staff meetings?

During council/district training opportunities – is Learning for Life included?

*Is there a council/district coordinated Learning for Life event open to all groups
that will generate income for the council?*

Is there a coordinated effort to offer/collect career interest surveys in all districts?

Does the Scout Shop sell Learning for Life merchandise?

*Is an Learning for Life-branded, council coordinated fundraiser (like Career Cards)
offered to your groups?*

Does anyone receive the National LFL newsletter? And forward it to volunteers?

Is Learning for Life contact information or resources listed on the council website?



Term: _____

Group No.: _____

ANNUAL MEMORANDUM OF UNDERSTANDING

The _____ organization has read and understands the following conditions for participation in the curriculum-based program operated and maintained by Learning for Life, a District of Columbia nonprofit corporation ("Learning for Life"), and desires to enter into this agreement regarding its participation in the curriculum-based program. The responsibilities of the organization administration include:

1. Conduct criminal background checks on all participating adults.
2. Provide program for _____ (number) of students participating in Learning for Life. These costs may be paid by other agencies on your behalf.
3. Curriculum-based instructors are required to complete Youth Protection Training either as part of their annual school staff development or take the online Learning for Life Youth Protection Training for Curriculum-based Programs.
4. Utilize Learning for Life program materials and recognitions.
5. Participate in at least one evaluation with the Learning for Life representative each year.

This Annual Memorandum of Understanding shall remain in effect for the current school term. Either organization may discontinue the program at any time, upon written notice to the other organization or the participating administration hereby agrees that no Learning for Life program materials will be used after the program is discontinued.

Date: _____

By: _____
Signature of Organization Head

Please Print Organization Head's Name

By: _____
Signature of Learning for Life Representative

Please Print Learning for Life Representative's Name

SCHOOL/ORGANIZATION'S KEY CONTACT PERSON

Name: _____ Title: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone #: _____ E-Mail: _____

Indicate which of the following grades and the approximate number of students that will participate and their ethnicity:

	Elementary							7th & 8th	9th-12th	Special	
	Pre-K	K	1st	2nd	3rd	4th	5th	6th	Grade	Grades	Needs
TOTAL YOUTH											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ETHNICITY											
Black/African American											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caucasian/White											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska Native											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other											
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selling the Learning for Life Curriculum-Based Character Education Program



Learning for Life
Pre K-12 Programs *Student Success*

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I. What Is Learning for Life?

Learning for Life is a character education program that has been proven to improve a school’s campus culture through the use of flexible, grade-specific lessons and age-appropriate activities for children in pre-K through grade 12. Lessons focus on the following traits:

Caring/Fairness	Honesty/Trust	Respect
Citizenship	Life Skills	Responsibility
Courage	Perseverance	Self-discipline

For students with special needs, Learning for Life also has a curriculum that includes basic life skills, coping, and self-sufficiency. Learning for Life is a comprehensive program that reinforces conflict resolution, critical and creative thinking, decision making, social skills, and self-esteem, while providing the authentic practice of curriculum standards.

Did You Know?

- Learning for Life was incorporated in 1991.
- Since its inception, more than 23 million students have participated in LFL school programs.
- More than 20,000 schools have used Learning for Life.
- Learning for Life is used in all 50 states.

Learning for Life provides engaging and relevant solutions for pre-K through grade 12 that are aligned to state and national standards and positively impact academic performance, social and emotional maturity, character development, and career education for all students.

Developed by educators and child development experts, Learning for Life has been praised for its ability to involve students through the use of cooperative learning, role playing, small group discussions, and reflective and dilemma exercises.

II. Selling Learning for Life

Why would a school want or need LFL?

Top concerns: Standards, adequate yearly progress, attendance, behavior, bullying, parent involvement, funding

What are the components of LFL?

A. Character Education (digital)

For pre-K–12; provides flexibility by offering multiple ways to present the program, including

- Student access from home
- Audio support (K–6)
- PDFs of all lesson plans, even the ones that aren’t digitized

The teacher creates individual student logins. Academic pre/post tests are “test-formatted” (four “reads” with test-formatted questions to assess tested skills—making inferences, cause/effect, details, summarization, etc.). There are 18 to 36 lessons per grade, at a cost of \$10 per student.

B. Character Education (print)

For pre-K–12; common character traits, standards alignment, STEM activities, hands-on activities, trade book/literature correlations, incorporation of multiple modalities, flexibility (multiple ways to present the program), family–home activities, cross-curricular emphasis, integration of academic and character education, and research-based materials. There are 61 lessons (\$299 per class).

C. Champions/Special Needs

Two programs, one for inclusion students—incorporating social, life, and vocational skills—and one for students in a life skills class—calendar, self-concept, dressing, manners, etc. (\$119 per class.)

D. Anti-bullying

Set of three Web-based videos (for parents, students, and teachers). Each video is 40 minutes (one class period) and can be shown in faculty meetings, classrooms, detention hall, PTA meetings, parent/teacher conferences, etc. Middle school students are predominantly shown, but scenarios are applicable to younger grades. Includes talking points for each video and a lesson plan for the teacher to use when showing the student video to class. All states, except Montana, require public school teachers to have anti-bullying professional development, and these videos meet that criterion. (\$249 for a one-year subscription with an annual renewal fee of \$249.)



E. Prekindergarten

Prekindergarten; for use in schools as well as churches, day care centers, and nursery schools—they charge tuition and have money! (\$199 per class for one teacher’s guide; no student edition available.)

F. Prevention of Substance Abuse

Updated in fall 2012; average of 12 lessons per grade level (once or twice a month), written in association with a former police officer who worked with youth drug intervention. This is the perfect option for schools looking for a program similar to DARE. Focus is on healthy habits. Incorporates higher order thinking skills, cooperative learning activities, use of graphic organizers, and family–home activities; incorporates research from NIH (National Institutes of Health) and NIDA (National Institute on Drug Abuse). (\$175 for a school set of K–6 teacher guides; no student edition available.)

What are the features of LFL?

A. How does it work?

Lessons consist of three to five activities that do not necessarily need to be done at the same time. With 60 to 71 hard copy lessons and 18 to 36 digital lessons, teachers can present lessons at a specified time (weekly, semiweekly, or biweekly) or when needed—if a situation arises such as cheating, fighting, or disrespect. When using the digital program, students should complete the entire lesson, but it doesn’t have to be in one sitting. Teachers can present the digital, Smart Board–compatible lesson to the class, students can access the lesson on individual classroom computers (for schools with one-to-one computer capability), or students can access the program in a computer lab. Teachers also have the flexibility to choose which activities they would like to do. If working with the whole class, a teacher can combine digital and hard copy activities into the lesson. There are many great hands-on activities (role plays, games, discussions, storybook readings, art activities, etc.) that are not part of the digital program. Digital activities require extended responses from the students and provide them with language arts/creative writing practice. Responses may also be kept in a Learning for Life journal. A teacher could present one lesson from the teacher’s guide throughout the week and then have the students complete the digital version of that lesson at home or in the school computer lab at the end of the week.

B. How much time does it take?

As much or as little time as needed or desired. The program is extremely flexible. Teachers can present one activity on one day and the second activity on another. Lesson activities can even be incorporated into another lesson plan—such as playing the sixth-grade “Famous People and Their Contributions” concentration game during social studies or reviewing the math problems from the family–home activity in the second-grade “Pet Care” lesson during math class.

C. Who teaches the lessons?

Lessons may be taught by teachers, counselors, trained parents, volunteers, or staff to fit the needs of each individual school.

D. Access from Home

The digital program is Web-based and may be accessed from home by both teachers and students.

E. Common Core State Standards

The Learning for Life program for grades 3–8 incorporates many of the English–language arts (ELA) standards within the lessons. Learning for Life lessons enable students to practice the standards on which they will be tested. Many lessons include math, science, and social studies activities that reinforce tested skills. This also applies to six states—Alaska, Indiana, Nebraska, Oklahoma, Texas, and Virginia—and the Commonwealth of Puerto Rico, which have their own standards to which the LFL program is aligned. (A seventh state, Minnesota, has adopted the ELA standards but not those for mathematics.)

F. 21st-century Initiatives

These are the three R's (reading, 'riting, 'rithmetic) and four C's (critical thinking and problem solving; communication; collaboration; and creativity and innovation). Arizona, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Nevada, New Jersey, North Carolina, Ohio, South Carolina, South Dakota, West Virginia, and Wisconsin have state 21st-century initiatives. These states have designed new standards, assessments, and professional development programs that ensure 21st-century readiness for each student. This requires the governor and chief state education officer to make a commitment by submitting an application describing the state's plan to integrate the three R's and four C's within standards, assessments, and professional development programs. Learning for Life incorporates reading, writing, critical thinking/problem solving, communication, collaboration (partner activities), creativity, and some math skills into most of its lessons. Using Learning for Life in the classroom will help schools in these states meet the requirements for 21st-century learning.

G. Recognitions

1. **Stickers and charts**—Recently updated and available for grades K–6 and Champions. Stickers go on charts that can be posted in the classroom or hallway, or stickers may be given individually to students to put on their binders, folders, etc.
2. **Medals**—Award of excellence for participation and achievement.
3. **Digital certificate**—Awarded after completion of all lessons in a module (each individual character trait). Students can print the certificate from their computers.
4. **Curriculum-based awards**—These include the Classroom Character Education Quality Award; Russell C. Hill Award for outstanding contributions to character education; Vivian Harris Award for outstanding contributions to special-needs programs; National Accreditation Award for Special-Needs Groups; Seventh and Eighth Grade Award of Excellence (requirements include participating in a community service project, researching a famous American, and investigating a career); Character Award of Excellence (requires 50 hours of community service as well as an essay on the importance of good character in daily life); and National Accreditation Award for Senior High Groups.



H. Family take-home activities

These activities are available with each character education lesson (pre-K–6) and each Prevention of Substance Abuse lesson (K–6). The character-building homework activities reinforce the LFL lesson taught in the classroom and engage parents in their child's learning.

I. Free digital trials

Accessed via website or by contacting Angela Sanchez at 972-580-2378 (angela.sanchez@lflmail.org) at the national office. Trials last for two weeks.

Ideas for Prospects

Who to Sell To

Providing Learning for Life to schools begins with a visit to key decision makers in a school or school district. Every school district is different, so the final decision maker may be different in each situation. Key decision makers typically include superintendents, directors of curriculum, and directors of special needs/special instruction in each school district, as well as principals, guidance counselors, special-needs teachers, school district prekindergarten directors/teachers, and child care center directors.

Setting the Appointment—30-second Promotion

“I’m in the character education business. I typically work with school principals and superintendents who have problems with low student attendance, are concerned about poor standardized test scores, and are frustrated by spending more time on behavior issues than teaching. Those situations probably don’t happen in your school though, do they?”

If the answer is “yes”: “Which one? Why did you pick that one first? Sounds like we should meet and talk about this. How does your schedule look for Tuesday or Wednesday? What’s better for you, morning or afternoon?”

If “no”: “I didn’t think so. Could I ask a marketing question? How is the current educational funding debate impacting your students?” If they give a solid answer: “Sounds like we should meet and talk about this. How does your schedule look for Tuesday or Wednesday? What’s better for you, morning or afternoon?”

Making the Sales Call

The telephone is for scheduling appointments. Sales are best made face-to-face.

What to Take With You on the Sales Call

- **Community leader/volunteer**—Leverage connections, relationships, and credibility.
- **Learning for Life presentation folder**—Available from the Supply Group, No. 800-676
- **“Prepared especially for” cover page**—Templates can be downloaded from the LFL internal website/ Learning for Life/Marketing, and customized for your prospect’s name and organization.
- **Table of Contents page and sample lesson plans by grade**—in Sample Lesson Plans (No. 800-055), available from the Supply Group. Note: The entire book is 62 pages and can be overwhelming on a sales call. Use only the applicable pages for the sales call. Sample lesson plans by grade are also available on the public website at <http://learning.learningforlife.org/programs/prek-12-character-ed/>.

Category	Lesson Plan Title Pages
Elementary	4
Elementary Substance Abuse Prevention	18
Junior High	23–24
High School	35–36
Special Needs	45
High School Leadership Development	54

- **Learning for Life Validation Study (No. 610896)**—Available from the Supply Group. Highlight improved attendance by one-and-a-half days over students who did not participate in LFL. Attendance figures are often the benchmark by which schools receive funding. Higher attendance rates mean more funding for the school!
- **Learning for Life Memorandum of Understanding**—Found on LFL internal website/Learning for Life/Forms.
- **Business card**—So prospects know how to contact you.
- **Laptop or iPad**—To show digital programs.

Places to Start

- Public school districts
- Catholic school districts
- Child care centers (both pre-K and after-school programs)
- Goddard schools
- Primrose schools
- Sylvan learning centers
- Huntington learning centers
- Kumon math and reading centers
- KinderCare learning centers
- Learning care (La Petite Academy, Children’s Courtyard, Montessori, TutorTime)
- Head Start

Timelines

- School budget—When is it created?
- Champions are made in the off season—When should you sell to schools?

	January	February	March	April	May	June	July	August	September	October	November	December
School Budget	Curriculum coordinators develop proposed budgets for next school year		Final draft of budget for next school year reviewed by school board	Public budget hearing conducted by school board for next school year				Funds made available for the next school year			Superintendents, directors of curriculum, and principals determine new courses and programs for next school year	
LFL	Prospect and cultivate new groups (participation off season)							Renew existing groups (renewal season)				
			Group early renewals (renewal pre-season)			Train prospective group leaders (participation off season)			Fall recruiting (participation season)			

The planning, preparation, and work you invest during the “off season” will result in winning the game during “the season.”

School districts develop their budgets for the following school year. When approaching schools regarding LFL programs, follow the school budget cycle and approach school decision makers between November and March in order to have LFL funded in a school budget for the next year.

All school districts have slightly different timelines. The above scenario is applicable in most school districts nationwide.

Value-Added Services

- **Pre/post assessments.** There are two types of assessments: academic and character. Academic pre/post tests are “test-formatted” (four “reads” with test-formatted questions to assess tested skills—making inferences, cause/effect, details, summarization, etc.). The character pre/post tests are exactly the same, so you can determine if a student’s attitudes and feelings have changed after taking the course. The testing can be done electronically with the digital program. Paper tests in the traditional program must be scanned at either the council office or the national office. These are valuable to show program effectiveness and to assist with funding.
- **Outdoor experiences.** Many councils offer an outdoor experience for their students in Learning for Life. Some may call the events Character Camp, Outdoor Adventure Day, Outdoor Challenge Days, Adventure Camp, or other names. Some events are one day and others run multiple days. They are usually staffed by volunteers from civic groups, churches, high school National Honor Society groups, or Scouting leaders. Most conduct activities similar to a Cub Scout day camp. Outdoor experiences such as these provide value to the LFL classroom experience and often are easily funded by local sponsors.
- **Leadership Development Workshop.** This event is designed to teach leadership skills to teenagers in LFL, Exploring, or other teen youth programs. It can be conducted in one day, as an overnight, or as a series of after-school activities. Teen leadership development programs such as this provide value to the LFL classroom experience and often are easily funded by local sponsors.
- **Career seminars.** These are designed to supplement a high school’s career education and can be coordinated at local schools to provide quick insight into a variety of careers. These by no means should be the only Learning for Life feature offered at a school but are merely meant to supplement the LFL high school curriculum, which focuses on career preparation and life skills. A good list of subject matter experts from a variety of careers is beneficial to sustaining career seminars. The seminars provide value to the LFL classroom experience and often are easily funded by local sponsors.

Asking Schools to Pay for LFL and Negotiating the Price

- **What’s my bottom-line break-even point?** Before negotiating a price with schools, you need to know your bottom-line break-even point. How much does it actually cost you? Consider the cost of the materials (\$5 per book or \$4 per digital version), your salary and benefits, and mileage.
- **Retail Pricing.** The Learning for Life public website lists curriculum with a suggested retail price. This is a fairly new concept for Learning for Life. Most councils formerly purchased and sold materials at wholesale cost, thus developing no revenue for council costs to deliver the program. Educators are accustomed to researching curriculum pricing on websites. The national office of Learning for Life receives about a dozen inquiries a week from teachers, guidance counselors, and curriculum directors across the nation interested in the curriculum, anti-bullying, or substance abuse prevention programs.
- **Print.** The suggested retail pricing allows the council to keep \$138 (92 percent) for prekindergarten classes, \$208 (70 percent) for kindergarten through eighth grade, \$188 (95 percent) for high school classes, and \$104 (88 percent) for special-needs classes. For more information, go to <http://learning.learningforlife.org/digital-programs/school-print/>.
- **Digital.** The suggested retail pricing is \$10 per student. Of that amount, \$6 (60 percent) remains with the council. For more information, go to <http://learning.learningforlife.org/digital-programs/school-digital/>.
- **Anti-bullying.** The suggested retail price of the video programs is \$249 per school campus with 10 percent remaining with the council. For more information, go to <http://learning.learningforlife.org/digital-programs/abc-pricing/>.
- **Prevention of Substance Abuse.** The suggested retail pricing is \$25 per classroom with \$21 (84 percent) remaining with the council. The classroom receives an age-appropriate, grade-specific teacher’s guide. For more information, go to <http://learning.learningforlife.org/digital-programs/substance-abuse-prevention/>.
- **Home School.** If a home-school family is interested in purchasing the LFL curriculum, the suggested retail price is \$49 per student with \$43 (88 percent) remaining with the council. For more information, go to <http://learning.learningforlife.org/digital-programs/home-print/>.

How Do I Ask Schools to Pay?

When school principals are approached regarding the Learning for Life program, the typical questions they ask include *Who presents the lessons? How much time does it take? What age groups is it for? Why should we use Learning for Life? How much does it cost?* It's this last question that throws people for a loop. Below are suggested responses to the questions most principals ask related to cost.

Before anyone says, "Schools don't have any money," consider that the Crossroads of America Council serves roughly 100 schools in Learning for Life. The council increased school payments from \$774 in 2006 to \$22,126 in 2011 by using the techniques below. The Cascade Pacific Council used these techniques for the first time in 2011, and received \$15,600 in school payments from 30 schools.

1. How much does it cost?

- "Great question. Learning for Life is aligned to the Common Core State Standards Initiative. It's proven to improve attendance and behavior. Teachers report that it is fun for students and helps them manage day-to-day challenges. So what would a program like that be worth to you per student?"
 - Listen carefully to their response and value amount. (Most respond between \$20 and \$50 per student.)
- "If I told you it's \$___ per student, how would you feel?"
 - If they ask more than twice, answer the question directly: "It's \$___ per student."
- If you offer other options, include:
 - "Additionally, we'll invite your students to the outdoor activity days we hold in May with horseback riding, archery, cookie decorating, and many more events."
 - "We'll arrange for community business leaders like the police chief, fire chief, county judge, and the president of the hospital to come to speak to your students once a month."

2. It's not in our budget.

- "But I thought you just said \$___ was a good deal?"
- "Many schools we work with start with a few classes or just a grade, or sometimes only their students with special needs, then expand to more grades in the future. If you had a program that was proven to increase attendance and improve behavior, with what grade would you look at starting?" (Get their response.)
- "How many students are we looking at?" (Get their response.)
- "For ___ students, we're looking in the neighborhood of \$___."

3. We can't afford it.

- "How much can you afford?"
- "How much can you afford? Just a ballpark figure—round numbers."
 - Get their response. "Round numbers" is less threatening. A typical response is "We could do \$6 per student." If your goal is \$12, now you know their budget and can bargain.
- Negotiate the price over multiple years. "\$6. OK. Do you think you could do \$6 this year, \$8 next year, \$10 the next year, and \$12 the year after that?"
 - Get their response. Typically, "Well, I may not be here then. ..."
 - "Sure, but do you think whoever IS here could build that into the budget each year?"
 - If the answer is yes (and it usually is), write down on the Learning for Life Memorandum of Understanding: "2015 = \$6; 2016 = \$8; 2017 = \$10; 2018 = \$12"
 - "Great! Would you mind signing here? It's just an agreement. Nothing official, just that we initially agree to build this into your budget." Many will sign. Some will not.

4. We can't afford that much.

- "Did you know that as supplemental education, Learning for Life qualifies for Title I money?"
- "I know your school district has a foundation that teachers can apply to for grants for programs like this."
- "Have you thought about IDEA (Individuals with Disabilities Education Act) funding for your students with special needs?"
- "Some schools use 21st Century grant money. You might consider that."

5. **We just don't have any money.**

- "I noticed when I walked in the door that you have several school sponsors. With what types of things do they help you?"
 - Get their response. Typically, they will say their sponsors assist with tutoring or with funding for programs that help students in reading, spelling, and math, or maybe athletic programs.
- "So the First State Bank is helping with math tutoring. Why is that?"
 - Get their response. They may say that teachers are dealing with disciplinary issues and cannot teach everyone or everything. Often teachers spend 80 percent of the time disciplining 20 percent of the students.
- "So what I hear you saying is that students have trouble being respectful, which leads to discipline problems, so the teachers are focused on those challenges and do not have time to teach. So that's causing problems with test scores and is affecting school funding. If we could show you how Learning for Life could improve attitudes toward others and that students pay attention in class so teachers can teach and students can learn, do you think First State Bank would fund that?"

6. **Be willing to walk away.**

- Sometimes the school does not have or is unwilling to invest money to improve attendance and behavior, or they want to have the product for free or for just a few dollars per student. **DO NOT GIVE IT AWAY.** Be willing to walk away.
- "I don't think this is going to work out right now. When things change for you, let me know and we'll be happy to work with you." There will typically be one of two responses:
 - "OK, thanks." (Nothing you could ever say or do would change that result, but you have saved yourself time and frustration.)
 - "Wait, maybe we can come up with more if we did X, Y, and Z. How can we make this work?" (Now you know that they are willing to make a deal.)

Other Funding Options (<http://learning.learningforlife.org/resources/grants-funding/>)

- **Title Funds** (<http://www.ed.gov/fund/landing.jhtml>)
 - Title I: Created to help low-income or disadvantaged children have the same ability to obtain a high-quality education and be proficient on state academic assessments. Meets needs for low-achieving children in high-poverty schools; children who have limited proficiency in English; migratory children; children with disabilities; Native American children; neglected or delinquent children; and young children in need of reading assistance programs (such as Reading First and Education of Migratory Children), programs for at-risk students, and dropout prevention. Funding goes to schools with the highest percentage of low-income students, with 59 percent going to grades K–5 and 21 percent to grades 6–8.
 - Title II: Developed to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; professional development; Enhancing Education through Technology (Ed-Tech).
 - Title III: Language instruction for LEP (Limited English Proficiency) and immigrant students (closing date is early March).
 - Title IV: 21st Century Schools; Safe and Drug-Free Schools.
 - Title V: Innovative programs; public charter/magnet schools; elementary and secondary school counseling; Partnerships in Character Education; development of programs using educational technology, especially in rural and economically distressed areas.
 - Title VI: All Americans have an equal right under the law to the educational opportunities necessary to achieve the American dream; rural and low-income schools.
 - Title VII: Education for Native Americans.
 - Title IX: Education programs and activities available to all students regardless of gender.
- **IDEA (Individuals with Disabilities Education Act, <http://idea.ed.gov>)**—Early intervention; special education.
- **REAP (Rural Education Achievement Program, <http://www2.ed.gov/nclb/freedom/local/reap.html>)**—Meets the needs of small, rural schools that do not qualify for funds that go to larger schools.
- **Sponsors**—Neighborhood businesses that partner with schools; corporations willing to donate to community or to ensure education of future employees; PTA/PTO; service organizations (e.g., Kiwanis, Lions Club, Rotary, Elks).

- **Grants/Foundation**—Before- and after-school programs such as 21st Century Community Learning Centers; Daniels Fund (Colorado, New Mexico, Utah, and Wyoming); state incentive grants; United Way; school district foundations; public/private foundations; federal grants.
- **Other:** Adopt-a-school programs; chambers of commerce.

Required Paperwork

- **Memorandum of Understanding (MOU)**—A mutual agreement between two parties indicating an intended common line of action. This is not a legally binding agreement.

III. Glossary

ADA (average daily attendance)—The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every day would equal one ADA unit. ADA is not the same as enrollment, which is the number of students enrolled in each school and district. (Enrollment is determined by counting students on a given day in October.)

ADA usually is lower than enrollment due to factors such as students moving, dropping out, or staying home due to illness. The state uses a school district’s ADA to determine its general purpose (revenue limit) funding and some other funding. It is important for you to know how dollars are allocated. LFL has been proved to increase attendance, which means more dollars for schools.



AYP (adequate yearly progress)—This is part of the No Child Left Behind Act of 2001. Its goal is to strengthen educational quality in schools. Students must demonstrate AYP in reading and language arts, and mathematics. Schools must also meet specific graduation rates (high schools) or attendance rates (elementary and middle schools). To make AYP, a school must test 95 percent of its students who belong to one of eight different subgroups (special education, English-language learners, low-income, or from five major racial/ethnic groups), and 95 percent of those students must meet the minimum standards. Schools that do not meet AYP for two consecutive years are placed on “School Choice” status, meaning that students can choose to go to another public school and the district must provide transportation. The district must use Title I funds for professional development of teachers and tutoring or for after-school programs from a state-approved provider. Private schools do not need to meet AYP. Learning for Life’s digital curriculum meets the needs of students who learn best using computers. Use of LFL improves classroom behavior so that all children have a better learning environment and want to come to school.

Campus improvement plan—Also called a “site-based improvement plan.” The premise is that the most effective decisions are made by those who will implement them. Schools identify problems, develop problem resolutions, and change strategy. The plan is usually for one year. The objective is to improve student performance and enhance accountability. You need to research the CIPs in your schools to determine how the Learning for Life curriculum can help meet their needs.

Common Core State Standards Initiative (CCSS, www.corestandards.org)—National academic standards for English–language arts (ELA) and mathematics. CCSS is not used in Alaska, Indiana, Nebraska, Oklahoma, Texas, and Virginia—which adhere to their own state standards—and the Commonwealth of Puerto Rico. Minnesota has adopted the ELA standards but not those for mathematics. Testing begins in third grade and continues through 12th grade. Developed to meet the expectations for college readiness. There is a strong focus on the use of literary nonfiction, which is prevalent in the Learning for Life curriculum. The LFL program is aligned to the Common Core ELA standards in grades K–8 and math standards in K–5.

Critical thinking—Students are taught to “think critically.” This includes reflection on a text to determine understanding, looking at details to gather information, understanding the main idea, questioning, providing supporting evidence, and recall of details. This is done in classrooms through higher-order questioning. The Learning for Life digital curriculum has embedded higher-order thinking skills, and the revised teacher’s guides will incorporate this strategy as well as more collaborative learning opportunities that also enhance critical thinking.

Early Childhood—Prekindergarten. Learning for Life has an outstanding pre-K program. Note that this program is not in a digital format.

E-learning—Electronically supported learning such as that offered by Learning for Life.

ESL/ELL (English as a second language/English-language learners)—Learning for Life family–home activities are available in Spanish.

Free/reduced-price lunch program—Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those families with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2014, through June 30, 2015, 130 percent of the poverty level is \$31,005 for a family of four; 185 percent is \$44,123.)

IEP (Individualized Education Program)—Mandated by the Individuals with Disabilities Education Act, IEPs have been developed to help students with disabilities reach educational goals. The evaluation process and discussions with teachers help to improve understanding of the disability, how it affects learning, and how the individual student can best learn. The use of technology such as that offered by Learning for Life is often suggested for students with IEPs. The Learning for Life curriculum can also help students to appreciate each other and respect individual differences. The program can improve classroom behavior, which provides all students with a better learning environment. The hands-on activities often help students with a special-needs focus.

Integrative learning—Making connections across subjects in a curriculum, more commonly known as “integrated curriculum.” Learning for Life curriculum is designed to meet the needs of the whole child and takes into account the different learning styles of students as it integrates math, language arts, history, science, and technology. There is currently a big push for this learning strategy. Studies prove that the more students can make connections in their learning, the deeper their understanding of the concepts.

Mainstreaming—This term and the term “inclusion” are not interchangeable. Mainstreamed students are mildly disabled at their expected grade level, but they have the same outcomes as other students. The outcomes for inclusion students are developed in an IEP (see above) with a high emphasis on social outcomes. The Learning for Life digital curriculum is masked so that students in the same classroom will not know which grade level the others are working in.

NCLB (No Child Left Behind)—Also known as ESEA (Elementary and Secondary Education Act). This includes Title I, and supports standards-based education on the premise that setting high standards will improve educational outcomes. States are required to assess basic skills (ELA and math). What has this done to education? It holds teachers responsible for the improvement of student test scores. The yearly tests determine funding allocations. All Learning for Life lessons incorporate reading and basic skills to support standards-based education. For more information, visit www2.ed.gov/nclb/landing.jhtml.

NSFA (National School Foundation Association)—This organization encourages school districts to establish, develop, and maintain school foundations. For example, the Plano (Texas) ISD Education Foundation awarded \$100,000 in grants donated by sponsors (Park Place Lexus, Huawei, Plano ISD Council of PTAs, and Alliance Data). The district has raised almost \$8 million to benefit Plano schools during the past 19 years. The Plano ISD Education Foundation is a nonprofit organization that funds priority programs identified by the school district for which tax dollars are not available. Visit www.schoolfoundations.org to see if your local districts have a school district foundation.

Race to the Top—Competitive grants awarded to states or districts that are creating conditions for educational innovation and reform, improving student achievement and graduation rates, and ensuring college success. For example, in 2012, schools in Miami, Florida, were awarded \$30 million to put a math center in every middle school. Other districts that were awarded money included one that was expanding technology. Visit www2.ed.gov/programs/racetothetop for more information.

Special Needs

- **ADHD (Attention deficit hyperactivity disorder)**—These students qualify for special help in schools (Section 504 of the Vocational Rehabilitation Act of 1973 and IDEA). Many ADHD students respond well when using computers for learning.
- **Autism**—Occurs four times more often in boys than in girls. This is a qualifying condition for IDEA dollars. The social skills taught in the Learning for Life program can benefit autistic students.
- **Dyslexia**—Characterized by number and letter reversals and an inability to write correctly. Copying from the board is difficult, and children have difficulty remembering what has been said. Using the LFL digital program enables dyslexic students to respond without having to write their answers and to replay the audio embedded in the lesson.
- **ED (emotional disturbance)**—An inability to build or maintain relationships; inappropriate behaviors. Students with emotional issues often thrive when working individually (as on computers). This helps them to feel successful and more competent, and they may seek friends with similar interests. The Learning for Life curriculum teaches about building relationships and working with others.
- **DD (developmentally disabled)**—A person with a substantial physical or mental disability.

State standards—Applicable only to states not using the Common Core State Standards (Alaska, Indiana, Nebraska, Oklahoma, Texas, and Virginia). Minnesota has adopted the CCSS English–language arts standards but not those for mathematics. Please refer to state websites for information; find standards alignment for these states on the LFL website.

STEM—Acronym for “science, technology, engineering, and math.” There is currently a big push in education to teach these skills to students of all ages. STEM education plays a critical role in enabling the United States to remain the economic and technological leader of the global marketplace in the 21st century. There are many corporations willing to finance STEM initiatives and programs in schools. The goal is to inspire students to pursue careers in STEM fields.

Learning for Life’s digital curriculum certainly incorporates the “technology” aspect of STEM. Many LFL lessons have science and math activities. LFL even offers a few engineering activities (building a flying propeller in first grade, stacking blocks in kindergarten). We are incorporating more STEM activities as we update the teacher’s guides, and the new editions will include a STEM logo next to STEM-related activities.

21st-century learning skills—Just as schools in the 19th century were designed to prepare students for work and life in an industrial economy, today we need to meet the demands of a changing world that has been transformed by technological advances, a global economy, and environmental changes. Skills to be taught include media literacy, information literacy, and information and communications technology; critical thinking and systems thinking; problem identification and solution; creativity; intellectual curiosity; flexibility and adaptability; initiative; self-direction; social and cross-cultural skills; productivity; accountability; leadership; and responsibility. The Learning for Life curriculum incorporates many of these skills for both teachers and students.

Virtual learning environment/learning management system (LMS)—A learning platform that delivers a student–centric learning experience by bringing together educational theory and practice, technology, and content. It is an online program that provides teachers, students, and parents the tools and resources to support and enhance the education of students. The Learning for Life digital program is an LMS.

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**2016 NATIONAL LEARNING FOR LIFE DISTINGUISHED AWARD
FOR COUNCILS WITH CURRICULUM BASED PROGRAMS**

Local LFL Office Name _____ No. _____ Region _____

Area No. _____ Local LFL Office Executive _____

For a National Distinguished Learning for Life Award a Learning for Life office must achieve seven of ten objectives to qualify. Starred (*) items are required. Note: Carry out all percentages to one decimal place.

National Standards	12/31/15	Goal for 12/31/16	Actual 12/31/16
*1. More than 50 percent of total schools have achieved the National Accreditation Award	%	%	%
*2. Completed MOU and visited with head of organizations.			
*3. Achieve Learning for Life financial goals.	\$	\$	\$
*4. Record a growth in total LFL participants.			
*5. Renewed Learning for Life Intellectual Property License Agreement.			
6. Achieve payment from at least 25 percent of schools or an increased number of schools (or sponsors on their behalf).	%	%	. %
7. More than 50 percent of schools participate in a school year end Learning for Life evaluation.	%	%	. %
8. Achieve the goal in the number of Learning for Life committee participants. Established at the beginning of the year.			
9. Sixty percent of school key contacts have completed Teacher Training.	Number of schools		
	Percent of contacts trained	%	. %
10. Show an increase in the percentage of participants taking part in a Learning for Life event.	%	%	. %

Achieved 2016 National Learning for Life Distinguished Award Objectives

YES	NO
-----	----

_____ LFL Chair.

_____ LFL President

_____ LFL Executive

Major Features

- Recognition and objectives are established for the 2016 calendar year.
- Learning for Life offices set objectives at the beginning of the 2016 calendar year and qualify at the end of the calendar year.
- Recognition is presented by the council.

INTERPRETATIONS OF THE 2016 NATIONAL LEARNING FOR LIFE DISTINGUISHED AWARD FOR COUNCILS WITH CURRICULUM BASED PROGRAMS

Aim to achieve all ten objectives. You need seven to qualify – five starred (*) items plus a minimum of two additional items.

- *1. **Group Award.** More than 50 percent of total groups qualified for the National Accreditation Award by December 31, 2016. Do not include new groups organized in 2016 in this calculation.
- *2. **Memorandums of Understanding (MOU).** Signed MOU for each group on file and a personal visit with each head of organization by December 31, 2016.
- *3. **Learning for Life Finance.** Achieve year 2016 special finance goals as determined by the Learning for Life committee chair to support Learning for Life/Exploring. This can include such funding sources as schools, special events, project sales, and other sources designated for Learning for Life.
- *4. **Participant Growth.** On December 31, 2016, achieve a gain in the total Learning for Life participants compared to December 31, 2015.
- *5. **License Renewal.** Submitted a renewal with at least the minimum fee level to the national Learning for Life office by December 31, 2015.
6. **School payments.** By December 3, 2016, collect payments from at least 25% of participating schools (or sponsors on their behalf) or from more schools than were collected from on December 31, 2015.
7. **Evaluation.** More than 50% of all participating schools complete a year-end evaluation by December 31, 2016.
8. **Learning for Life Committee.** Note: Districts with six or more groups should have a district Learning for Life committee to properly support the programs with district volunteers. By December 31, 2016, achieve the number of Learning for Life committee participants set as a goal at the beginning of the year as agreed to by the Learning for Life committee chair.
9. **Training.** The key contact from schools of 60 percent of the district's groups have completed Teacher Training for the grades (programs) in their school by December 31, 2016.
10. **LFL Event.** Show an increase in the percentage of participants taking part in a Learning for Life event.

RECOGNITION:

Councils that have met these requirements, please complete this 2016 National Learning for Life Distinguished Award for Councils with Curriculum Based Program worksheet by **February 5, 2016** and send to:

Learning for Life, S510
1325 West Walnut Hill Lane
Irving, Texas 75038
972-580-2378 (Office)
angela.sanchez@lflmail.org



NATIONAL ACCREDITATION AWARD

Participating Organization _____

City _____ State _____ Date of Program Renewal _____

District/Learning for Life Division _____ Council No. _____

Mark a check (✓) in the box for each item completed. Groups must achieve seven of the eleven to qualify for accreditation. The six starred [*] items are required, plus two additional items. The recognition is a certificate (Bin #800280).

- | | Past
Year | Coming
Year | |
|-----|--------------|----------------|---|
| *1. | | | Memorandum of Understanding. The Annual Memorandum of Understanding to be completed, including approval of the participating adults by the principal, appropriate school administrator, or head of the organization. |
| *2. | | | Learning for Life Youth Protection Training. All participating adults completed training. |
| *3. | | | Use of the Lesson Plans. This school completed agreed-upon lesson plans. |
| *4. | | | Orientation. (Including Youth Protection and Safety First). The key contacts at the school/organization will attend the orientation session conducted by the Learning for Life representative. |
| *5. | | | Recognition Plan. Our program will use the appropriate recognition. |
| *6. | | | Evaluation. Organization participated in an evaluation process with the head of the organization. |
| 7. | | | Community Role Models/Speakers: Agreed-upon number of community role model/speaker presentations will be completed during the school year, coordinated by our Learning for Life representative. |
| 8. | | | Service Project. An annual service project will be performed by our students this year. |
| 9. | | | Outdoor Activity. Our program will have at least one outdoor component coordinated with our Learning for Life representative. |
| 10. | | | Funding. Funds for the program will be provided by our school/participating organization. |
| 11. | | | Assessments. Our school will conduct the Needs Assessment as well as participate in the Learning for Life Program Assessment. [Needs Assessment found at MyBSA>Resources>Learning for Life] |

Date

Organization Head

Learning for Life Representative



Learning for Life & Exploring Monthly Participant Growth Projections

Month _____

Council: _____

	Elem (Pre-K - 6th)	Junior High (7th & 8th)	Senior High (9th - 12th)	Special Needs (Champions)	Exploring (Posts)	Explorer (Clubs)	TOTAL
1. Participants at end of last month							
2. This month's goal							
3. Line 2 minus line 1							
4. Participants lost in recertified groups and posts	-	-	-	-	-	-	
5. Members lost in dropped groups and posts	-	-	-	-	-	-	
6. Total needed (add lines 3, 4, and 5; will probably be a minus)							
7. Participants in new groups and posts	+	+	+	+	+	+	
8. Participants in separated reregistered groups and posts	+	+	+	+	+	+	
9. Additional enrollments	+	+	+	+	+	+	
10. Final Projection (Add lines 6, 7, 8, and 9; balance must be zero to make goal)							

(An electronic version of this document can be found at MyBSA > Resources > Learning for Life)

Scouting's Journey to Excellence
2016 Council Planning, Performance, and Recognition

Item	Objective	Bronze Level	Silver Level	Gold Level	Bronze Points	Silver Points	Gold Points
Finance		Category Total Needed for Overall Gold: 200			Total Possible: 600		
#1	Fiscal management: Maintain positive unrestricted net assets in the Operating Fund to support annual operating expenses.	Positive unrestricted operating net assets or increase 2% (surplus plus/minus transfers) over expenses	.08 ratio, or positive and increase 2% (surplus plus/minus transfers) over expenses	.25 ratio, or .08 and increase 2% (surplus plus/minus transfers) over expenses	100	200	300
#2	Fundraising: Increase council-generated net contributions in the Operating Fund over prior years.	Greater than or equal to prior three year average	3% growth over prior three year average	10% growth over prior three year average	75	100	200
#3	Endowment: Add new permanently restricted gifts to the Endowment Fund, while increasing its ability to support operations.	New endowment gifts of at least 0.5% of expenses or \$10,000, whichever is less	New endowment gifts of at least 1% of expenses	New endowment gifts of at least 5% of expenses; or achieve Silver, plus endowment net assets equal three times operating expenses	25	50	100
Membership		Category Total Needed for Overall Gold: 275			Total Possible: 800		
#4	Community impact: Increase market share, including members (Cub Scouts, Boy Scouts/Varsity Scouts, Venturers, Explorers) and Learning for Life participants.	6% density or 1% growth in density (i.e. 5.00% to 5.05%)	9% density, or 6% and 1% growth in density	15% density, or 9% and 1% growth in density	100	200	300
#5	Membership/youth growth: Increase number of registered youth (Cub Scouts, Boy Scouts/ Varsity Scouts, Venturers and Explorers).	Greater than prior year	1% growth over prior year	2% growth over prior year	100	200	300
#6	Youth retention: Improve retention rate of traditional members.	65% retention or 2 percentage points increase (i.e. 58%-60%)	72% retention, or 65% and 2 percentage points increase	78% retention, or 72% and 2 percentage points increase	75	100	200
Program		Category Total Needed for Overall Gold: 125			Total Possible: 500		
#7	Cub Scout advancement: Increase the percentage of Cub Scouts earning rank advancements.	50% or 2 percentage points increase (i.e. 28%-30%)	61%, or 50% and 2 percentage points increase	75%, or 61% and 2 percentage points increase	25	50	100
#8	Boy Scout advancement: Increase the percentage of Boy Scouts and Varsity Scouts earning rank advancements.	44% or 2 percentage points increase (i.e. 30%-32%)	50%, or 44% and 2 percentage points increase	55%, or 50% and 2 percentage points increase	25	50	100
#9	Cub Scout camping: Increase the percentage of Cub Scouts attending day camp, family camp, and/or resident camp.	36% or 2 percentage points increase (i.e. 18%-20%)	55%, or 36% and 2 percentage points increase	90%, or 55% and 2 percentage points increase	25	50	100
#10	Boy Scout camping: Increase the percentage of Boy Scouts and Varsity Scouts attending long-term camp and high-adventure program.	55% or 2 percentage points increase (i.e. 38%-40%)	65%, or 55% and 2 percentage points increase	80%, or 65% and 2 percentage points increase	25	50	100
#11	Community service: Increase the amount of community service provided by Scouts, Explorers, leaders, and other participants.	Average 3 hours per youth member or .2 hour growth (i.e. 1.8 to 2.0)	Average 5 hours per youth member, or 3 hours and .2 hour growth	Average 7 hours per youth member, or 5 hours and .2 hour growth	25	50	100
Unit Service		Category Total Needed for Overall Gold: 175			Total Possible: 600		
#12	Youth-serving executives: Maintain or improve ratio of youth-serving executives to total available youth.	1 YSE per 22,000 TAY or increase of 1 YSE over prior year mode	1 YSE per 14,000 TAY	1 YSE per 8,000 TAY	100	200	300
#13	Unit retention: Improve retention rate of traditional units.	86% retention or 2 percentage points increase (i.e. 80%-82%)	90% retention	94% retention	25	50	100
#14	Unit contacts: Support implementation of the Unit Service Plan through detailed assessments and an increased number of significant unit contacts.	10% of units have 6 total assessments recorded in Commissioner Tools of which one should be a detailed assessment.	20% of units have 6 total assessments recorded in Commissioner Tools of which one should be a detailed assessment.	35% of units have 6 total assessments recorded in Commissioner Tools of which one should be a detailed assessment.	25	50	100
#15	Voice of the Scout: Actively participate in the program and improve the Net Promoter Score on constituent surveys.	Achieve a Net Promoter Score* (NPS) of 40 from the council/district volunteers segment.	Achieve a Net Promoter Score* (NPS) of 50 from the council/district volunteers segment, and have a 20% response rate from the segment.	Achieve a Net Promoter Score* (NPS) of 60 from the council/district volunteers segment, and have a 20% response rate from the segment.	25	50	100
Leadership and Governance		Category Total Needed for Overall Gold: 150			Total Possible: 500		
#16	Council leadership: Have an active strategic plan with an engaged executive board.	Council has a current strategic plan that is used to establish the annual operational plan and budget. Board adopts specific goals to improve five targeted JTE criteria.	Achieve bronze requirements, plus show improvement in three of the five targeted JTE criteria.	Achieve bronze requirements, plus show improvement in four of the five targeted JTE criteria.	100	200	300
#17	District leadership: Increase the number of volunteers serving on district committees.	Average of 12 per district or increase average by two persons per district	Average of 20, or average of 12 and increase average by two persons per district	Average of 33, or average of 20 and increase average by two persons per district	25	50	100
#18	Unit leadership: Increase the number of direct contact leaders who are trained.	34% or 2 percentage points increase (i.e. 22%-24%)	42%, or 34% and 2 percentage points increase	60%, or 42% and 2 percentage points increase	25	50	100

Scoring: Gold- Total of 1,650 total points plus minimums in every category, Silver- Total of 1,350 points, Bronze- Total of 1,000 points

Scouting's Journey to Excellence

2016 Council Planning, Performance, and Recognition

Journey to Excellence in 2016 will proceed along the path of **continuous improvement**. It is based on many of the best practices used in the corporate performance measurement field today. It guides program planning before the year begins, monitors activities for continuous improvement during the year, and recognizes performance at the end of the year. In planning your strategy, use actual numbers from the previous years to guide your performance improvement goal-planning. The council may qualify by meeting either determined or performance improvement standards.

Finance Measures	
1	Unrestricted net assets (Operating Fund) as of 12/31/16, divided by total expenses (Operating Fund) as of 12/31/16, and measured on 1/31/17.
2	Total of current and reclassified contributions in the Operating Fund, including FOS, project sales, net special events, foundations and trusts, and other direct support accounts (except legacies and bequests) as of 12/31/16 (A), and measured on 1/31/17, minus the average of same contributions accounts for the years of 2013-2015 (B), divided by the same prior three years' average (B). (A-B)/B
3	Endowment gifts are the total of current permanently restricted contributions recorded in the Endowment Fund during 2016 calendar year, divided by total expenses (Operating Fund) as of 12/31/16, and measured on 1/31/17. Endowment net assets include total of unrestricted, temporarily restricted, and permanently restricted as of 12/31/16, and measured on 1/31/17.
Membership Measures	
4	Total Lone Cub Scouts, Cub Scouts, Lone Boy Scouts, Boy Scouts, Varsity Scouts, Venturers, Sea Scouts, Explorers, and Learning for Life participants on 12/31/16, divided by total available youth (TAY).
5	Difference between 12/31/16 total of Lone Cub Scouts, Cub Scouts, Lone Boy Scouts, Boy Scouts, Varsity Scouts, Venturers, Sea Scouts, and Explorers and 12/31/15 total of same membership categories, divided by 12/31/15 total of same membership categories.
6	Percent of traditional youth (Lone Cub Scouts, Cub Scouts, Lone Boy Scouts, Boy Scouts, Varsity Scouts, Venturers, and Sea Scouts) remaining registered after one year (12/31/15 to 12/31/16), including all transfers. Youth who turn 18 within the year are not included in the calculations.
Program Measures	
7	Total number of Cub Scouts advancing at least one rank (Bobcat - Arrow of Light) on 12/31/16, divided by total Cub Scouts on 12/31/16.
8	Total number of Boy Scouts advancing at least one rank (Scout - Eagle) on 12/31/16, divided by total Boy Scouts/Varsity Scouts on 12/31/16.
9	Council Cub Scouts attending any in-council/out-of-council day camp (including STEM), resident camp, or family camp during the period of 9/1/15 through 8/31/16, divided by Cub Scout membership on 6/30/16.
10	Council Boy Scouts/Varsity Scouts attending any in-council/out-of-council long-term summer camp, high-adventure experience, jamboree, specialty camp (such as STEM), or serving on camp staff during the period on 9/1/15 through 8/31/16, divided by Boy Scout/Varsity Scout membership on 6/30/16.
11	Total service hours by Scouts, leaders, and other participants recorded on Journey To Excellence Service Hours website on 12/31/16, divided by registered youth (Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, Sea Scouts, and Explorers) on 12/31/16.
Unit Service Measures	
12	Total available youth population divided by the typical count (monthly modal average) of youth-serving executives (LFL-certified executives plus unit-serving executives) employed during 2016. Part-time executives in approved positions are included.
13	Percent of traditional units (packs, troops, teams, crews, and ships) remaining registered after one year (12/31/15 to 12/31/16).
14	Number of unique units receiving six or more assessments of which one should be a detailed assessment, as recorded in Commissioner Tools during 2016, divided by total number of traditional units on 12/31/16.
15	The Net Promoter Score* for the Voice of Scout surveys will be determined for all respondents to the council/district segment for the most recent survey. Response rates will be determined by dividing respondents by total number of surveys successfully distributed for this segment. Responses to other segments will not be a factor for Journey to Excellence. <i>*The Net Promoter is a registered trademark of Satmetrix, Bain & Company, and Fred Reichheld.</i>
Leadership & Governance Measures	
16	It is recommended that the council engage with the BSA Strategic Performance Office in developing its strategic plan and utilizing the tools available. Bronze: Council has a strategic plan that expires on or after 12/31/16. The executive board uses it as the basis for an annual operational plan, selecting 5 of the 17 other JTE criteria for improvement during 2016. The selection of five targeted criteria is accepted by the Area and submitted by 2/28/16. Silver: Achieve growth (improved percentage, not necessary to have more points) in three of the five targeted criteria. Gold: Achieve growth in four of five targeted criteria.
17	Total of district committee members, including District chairmen (61), District vice chairmen (62), Neighborhood chairmen (64), District members-at-large (75), and District commissioners (81) on 12/31/16, divided by the number of districts containing traditional units on 12/31/16. A person will be counted only once, even if registered in more than one position.
18	Number of Cubmasters (CM), Tiger Cub den leaders (TL), Den leaders (DL), Webelos den leaders (WL), Scoutmasters (SM), Leaders of 11-year old Scouts- LDS (10), Varsity Scout coaches (VC), Crew advisors (NL), and Skippers (SK), paid or multiple registration, completing essential training requirements for their position by 12/31/16, divided by total number in the positions listed above on 12/31/16.

Scoring the council's performance: To determine the council's performance level, the National Council will use the above information to measure the points earned for each of the 18 individual criteria and then add those individual point scores to determine a composite score. Bronze level requires earning **1,000** points, Silver level requires earning **1,350** points and Gold level requires earning **1,650** points (and stated minimum point totals in each of the five categories). Bonus points may be offered and added to the total score, but will not be included in any category.





National Learning for Life Executive Team



Marty Walsh
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