

Inputs

What makes EVERFI K-12 unique?

Teach critical life skills with engaging content

- EVERFI content offers engaging, real-world scenarios that encourage realistic practice and application of skills and knowledge in a safe environment
- Within the lessons, scaffolded content is gated, however students can navigate lessons in a variety of ways to increase student engagement and autonomy.
- Content includes built-in pre and post-student assessments (with real-time grading) and surveys of attitudes and intended behaviors to look at whole student impact

Be supported when it comes to implementation

- No-cost PL from dedicated Implementation Specialists
- Live or on-demand expert-led webinars
- Digital and non-digital supplemental resources to enrich EVERFI content
- SSO/LMS integration or manual rostering
- Teacher Support Center with 24/7 technical customer support

Rely on K-12 EVERFI experts

- Subject matter experts, dedicated learner, user, and digital media designers, and Ph.D. researchers

Make data-driven decisions

- Content activity data, survey and assessment data, user experience testing, and other forms of feedback data



Activities

What do users do with EVERFI K-12?

Educators get the most out of...

- the platform through the use of the quick start guide, live or on-demand webinars, or an implementation specialist for no-cost professional learning
- the digital content by using the online and offline supplemental teacher resources to support and extend learning opportunities
- EVERFI support by using the Teacher Support Center, implementation specialists, 24/7 technical support, and other no-cost logistical support

Provide critical-life skills content

- Create classes to assign all relevant content to students based on grade level and topic area
- Roster students into classes through one of the SSO or LMS integration options or manually
- Embed all relevant content into curriculum and lesson plans
- Monitor student performance and progress through the grade book report
- Reinforce and extend learning with provided online and offline supplemental materials
- Assign additional related EVERFI digital content to students

Students

- Take a pre-assessment before engaging with content to show what they know
 - *students 13 years+ can optionally complete a pre-survey*
- Engage with self-paced content that includes games, characters, videos, audio, and text
- Practice concept and skill application through interactive games and simulations that mimic real-world scenarios and deliver formative feedback for reinforcement
- Complete summative assessments that allow teachers to measure/review growth
 - *students 13 years+ can optionally complete a post-course survey*
- Earn a completion certificate, credit, or grade for completing and passing content

EVERFI

- Collects data on course enrollment and completion rates, student assessments and surveys, customer feedback surveys, and user demographics
- Analyzes and visualizes data to support:
 - *Implementation specialists*
 - *Product iteration and development*
 - *Assess knowledge gain and changes in attitudes and intended behaviors*
 - *Product usage*
 - *Customer reporting*



Outcomes

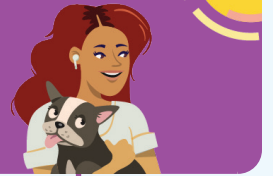
What are the potential benefits of using EVERFI K-12?

Educators will immediately:

- Meet district standards requirements for instruction
- Reduce time researching and planning lessons to cover topics not covered sufficiently by the curriculum
- Provide opportunities for students to develop critical life skills digitally or in-person
- Keep students engaged by connecting them to topics that are relevant and interesting to them^{1,2}
- Increase time for dedicated 1:1 support while students are learning digital content

Over time, Educators will:

- Improve confidence teaching critical life-skills where there may be little to no standards or guidance on content material
- Increase confidence to meet instructional requirements



Students will immediately:

- Be engaged and enjoy learning topics³
- Increase knowledge and vocabulary around topics⁴
- Begin to develop critical life skills related to the content learned. For example:
 - *Financial education supports goal setting intentions and self-confidence⁵*
 - *Social-emotional learning supports self-management and relationship skills⁶*
- Increase confidence to go deeper into course topics
- Understand current and future opportunities available to them. For example:
 - *career options, mental health resources, and financial decisions*

Over time, students will:

- Use critical life skills with others in their life and in their communities. For example:
 - *start conversations at home*
 - *empathize with others*
 - *make better decisions for their future⁷*
 - *increased action-taking to help themselves and others*



EVERFI will:

- Iteratively refresh and improve content, materials, assessments, and surveys for educators and students
- Maintain a holistic understanding of content impact on students, beyond knowledge alone.⁸
- Inform the field of impact on students through peer-reviewed and published research
- Be recognized by educators, districts, and the field as a credible content provider
- Provide customers with the ability to have positive community-wide impact through critical-life skill education

[1] Renninger, K. A., & Hidi, S. E. (2019). *The Cambridge handbook of motivation and learning*. Cambridge University Press.; [2] Priniski, S. J., Hecht, C. A., & Harackiewicz, J. M. (2018). Making learning personally meaningful: A new framework for relevance research. *The Journal of Experimental Education*, 86(1), 11-29.; [3] Lamb, R. L., Annetta, L., Firestone, J., & Etopio, E. (2018). A meta-analysis with examination of moderators of student cognition, affect, and learning outcomes while using serious educational games, serious games, and simulations. *Computers in Human Behavior*, 80, 158-167.; [4] Klute, M., Apthorp, H., Harlacher, J., & Reale, M. (2017). Formative Assessment and Elementary School Student Academic Achievement: A Review of the Evidence (REL 2017-259). *Regional Educational Laboratory Central*.; [5] Amagir, A., Groot, W., Maassen van den Brink, H., & Wilschut, A. (2018). A review of financial-literacy education programs for children and adolescents. *Citizenship, Social and Economics Education*, 17(1), 56-80.; [6] Wigelsworth, M., Lendum, A., Oldfield, J., Scott, A., Ten Bokkel, I., Tate, K., & Emery, C. (2016). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programme outcomes: A meta-analysis. *Cambridge Journal of Education*, 46(3), 347-376.; [7] Kirchoff, E., & Keller, R. (2021). Age-specific life skills education in school: a systematic review. In *Frontiers in Education* (p. 221). Frontiers.; [8] Schrader, P. G., & Lawless, K. A. (2004). The knowledge, attitudes, & behaviors approach how to evaluate performance and learning in complex environments. *Performance Improvement*, 43(9), 8-15.