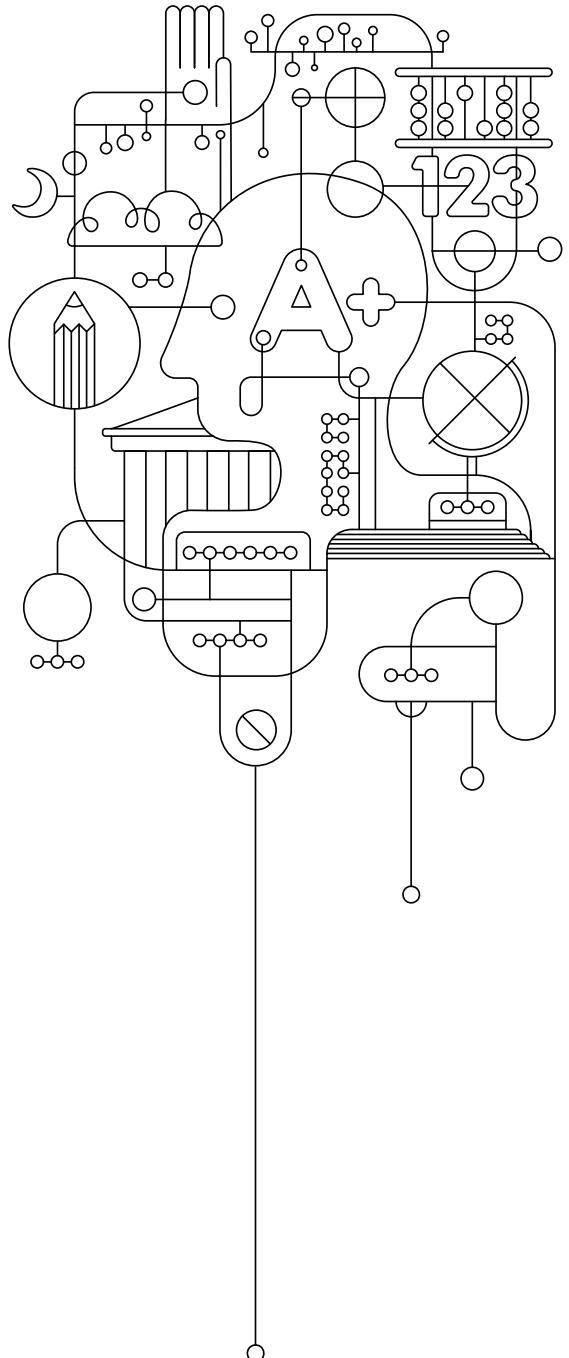


Character Playbook

NFL and United Way

National Impact Report

2017-2018 School Year



Report Roadmap

1

Program Reach & Demographics

2

School Communities & Building
Upstanding Students

3

Population Program with Individual Level
Impact

4

Educator Perspective

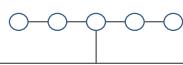
Character Playbook Program Reach

For the 2017-2018 School Year

During the 2017-2018 school year, more than 167,000 students across the United States participated in *Character Playbook*, a digital social emotional learning course on healthy relationships.

Character Playbook covers topics ranging analyzing the influences on your thinking and behavior to resolving conflict and stepping in to help friends and peers. This report is based on self-reported data from students who participated in *Character Playbook* during the 2017-2018 school year.

167,393 Students	1,656 Schools	263,321 Hours of Learning
44 States	3,700+ Teachers	585,158 Modules

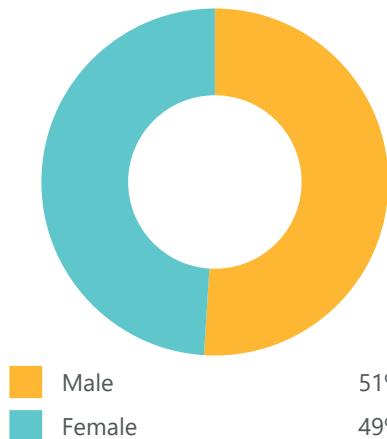


"I liked how it talked about identifying your own strengths as well as weaknesses, **seeing what kind of person you are**. I especially liked seeing how steps to control and identify emotions were fused in with the learning courses."

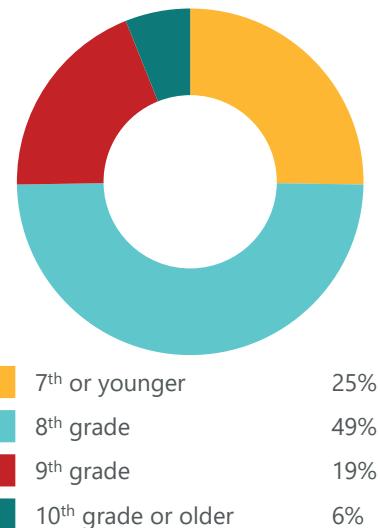
Student, Pittsburgh, PA

Student Demographics

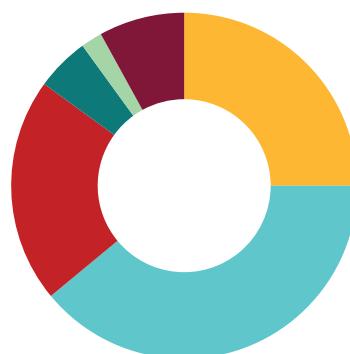
Gender



Grade Level



Race & Ethnicity

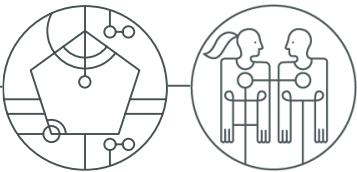


School Communities & Building Upstanding Students



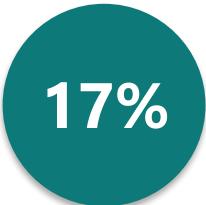
“It connects to our lives so much, which made it interesting and fun and makes me excited to work on it.”

- Student, Chicago, IL



Bullying & Peer Intervention

Adolescence presents myriad challenges for students. They are asked to navigate psychological, physical, and social change all at once. Their ability to succeed academically and intellectually depends in part on their ability to develop strong, sustaining relationships and feel safe in their community. We know from *Character Playbook* students that safe, supportive communities are not always a given.



17%

Of students say they have been the target of cyberbullying (online harassment).

Girls (21%) are more likely than boys (12%) to say they have been cyberbullied.



35%

Of students say they know people in their school who have been abused by their friend, boyfriend, or girlfriend.

Girls (39%) are more likely than boys (32%) to say they know people in their school who have been abused.



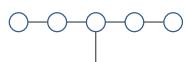
6%

Of students say they have participated in cyberbullying (online harassment).

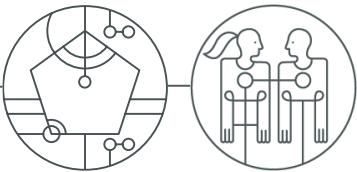


37%

Of students say most students in their school would step in if they witnessed abusive behavior in a relationship.



Bullying and weak behavioral norms around intervention create difficult conditions for students to flourish.



Social Trust & School Communities

A strong sense of school community increases positive outcomes for students. Students who feel a good sense of social connectedness within their school are less likely to exhibit behavioral problems, academic challenges, and use illegal substances in their high school years. Not all *Character Playbook* students feel a strong sense of community in their school.

JUST
51%

OF STUDENTS THINK THEIR SCHOOL COMMUNITY VALUES THEM.

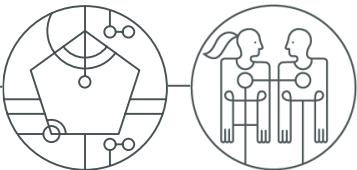
ONLY
47%

OF STUDENTS SAY PEOPLE WHO WORK AT THEIR SCHOOL HANDLE CONFLICTS IN A FAIR AND RESPONSIBLE MANNER.

50%

OF STUDENTS SAY THEY STOP AND THINK ABOUT WHY THEY ARE FEELING A CERTAIN EMOTION BEFORE THEY ACT.

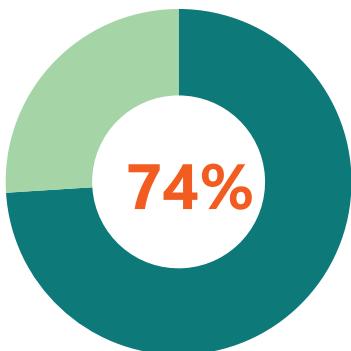
Safe communities depend on social trust. Social trust is built upon a perception of fairness and value to the community.



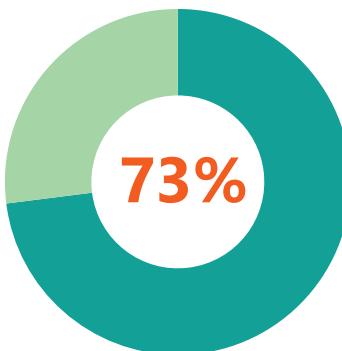
Building Upstanding Students

Character Playbook teaches students not just how to manage their own relationships and emotions but how to play a positive role in their school communities. After taking *Character Playbook*, students expressed high confidence in their ability to manage their relationships, resolve conflict in positive way, and stand up for others if they are being treated disrespectfully.

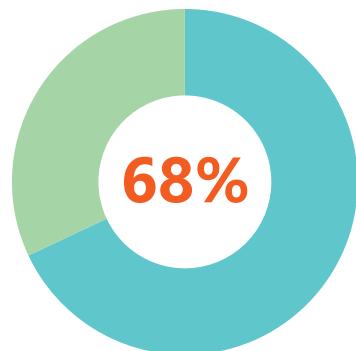
Percentage of students who agree ...



I have higher expectations about how to treat someone in a relationship.



I can play a positive role in resolving conflict.



I am more confident in my ability to step in if I see someone treating another person disrespectfully.



Students, girls in particular, say they have increased expectations about their relationships after taking *Character Playbook*.

■ Girls ■ Boys

I have higher expectations about how to treat someone in a relationship.

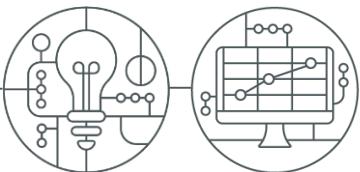


I can play a positive role in resolving conflict.



I am more confident in my ability to step in if I see someone treating another person disrespectfully.

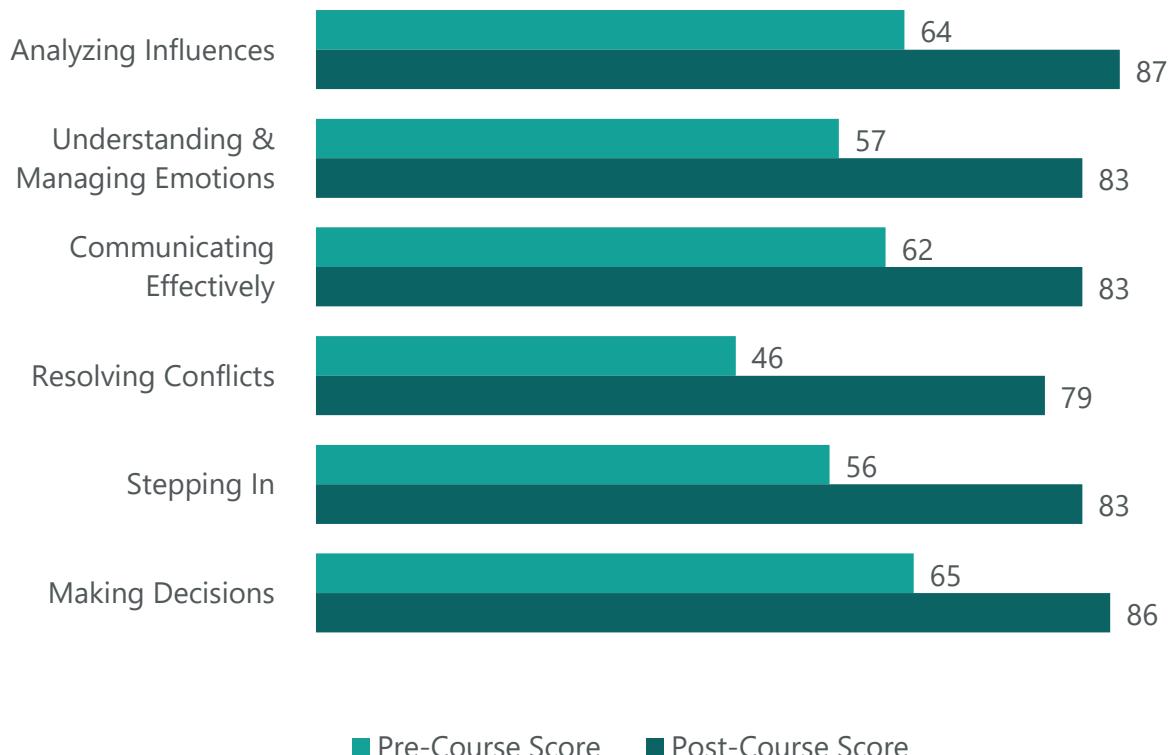




Knowledge Gain

After taking *Character Playbook*, students increased their scores on assessment tests by an average of 45%, from 58 out of 100 before the course to 84 after.

By topic:



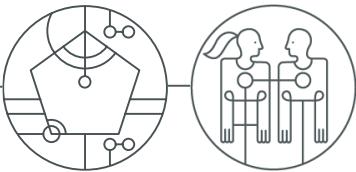
Students showed the most gain in the area of Resolving Conflicts.

Population Program with Individual Impact



“I feel well prepared and can better notice unhealthy relationships or situations. I also learned to think about how I could be affecting others with my words when trying to solve a conflict.”

- Student, Frisco, TX



A Population Level Approach

While most students leave Character Playbook expressing confidence in their ability to manage their emotions, resolve conflicts, and be treated with respect, a segment of the population benefits more from the lessons and learning objectives. This group shows the most improvement in their attitudes and behaviors from before the course to after the course.

This group is largely indistinguishable from the broader population. There are few demographic characteristics that define this group. A population-level approach to teaching healthy relationships helps the whole community by reinforcing healthy relationship behaviors for some students and establishing decision-making and self-management techniques for the students who need it the most.

Using a social science technique known as cluster analysis, we were able to find a group of students – Relationship Evolvers – who tended to answer questions about relationships and self-management in ways that showed room for improvement. They entered the course lacking confidence in their ability to manage their emotions, communicate, and get support from their community. But they made the most gains, leaving the course feeling more prepared to deal with conflict, think before they act, and identify unhealthy and abusive relationships.

48 percentage points

Average difference in attitudes
about healthy relationships
between Relationship Evolvers
and Relationship Whizzes

21% increase

Average increase in positive
attitudes about relationships from
before the course to after the
course among the Relationship
Evolvers

A population-level approach to teaching healthy relationships ensures the students who benefit from the most from a course on positive character development are reached.



Finding the Most At-Risk Students

1

Population level analysis describes the average student taking *Character Playbook*. However, high-level analysis can mask differences between subgroups.

2

When looking at the *Character Playbook* population, two subgroups emerge from the data. These subgroups appear using a process called cluster analysis. Cluster analysis groups individuals in a population together by similarity but not directed by a specific intention. This process finds groups of respondents who answered the survey questions in similar ways or patterns of responses that are statistically differentiated from one another. Cluster analysis is described as unsupervised learning: there are no predetermined characteristics or variables that define the groups. Intra-group similarities are only examined after individuals have been sorted.

3

Individuals are grouped into clusters through an iterative process that determines the ideal grouping based on the similarity of one individual's responses to all other individuals in their cluster.

4

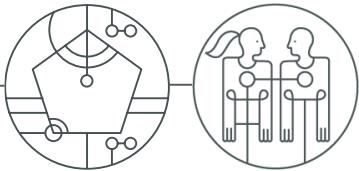
After being grouped into clusters, similarities and patterns of responses are examined. Individuals in the *Character Playbook* subgroups tended to answer 17 pre-course survey questions similarly. One group tended to answer questions about relationships, emotional intelligence, and self-management in ways that aligned to CASEL's standards for social and emotional awareness among students. The other group tended to answer the same questions in ways that showed room for improvement in their social and emotional awareness.

63%

Relationship Whizzes— Students in this group were more likely to answer questions about relationships and self-management in ways that aligned to CASEL standards for social and emotional awareness.

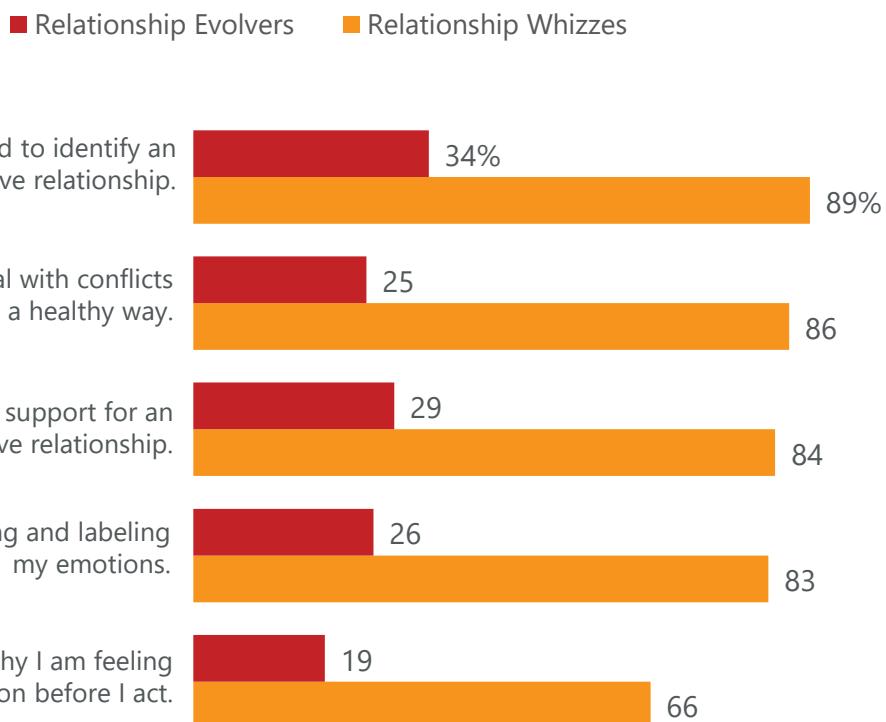
37%

Relationship Evolvers— Students in this group were less likely to answer questions about relationships and self-management in ways that aligned to CASEL standards for social and emotional awareness.

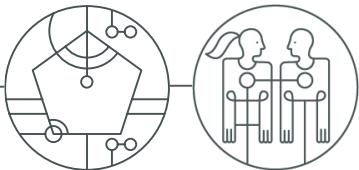


Differences Between Subgroups

When looking at the two subgroups within the *Character Playbook* population, significant differences arise in their attitudes towards relationships. The Relationship Evolvers are much less likely to say they possess emotional management, communication, and bystander intervention skills.



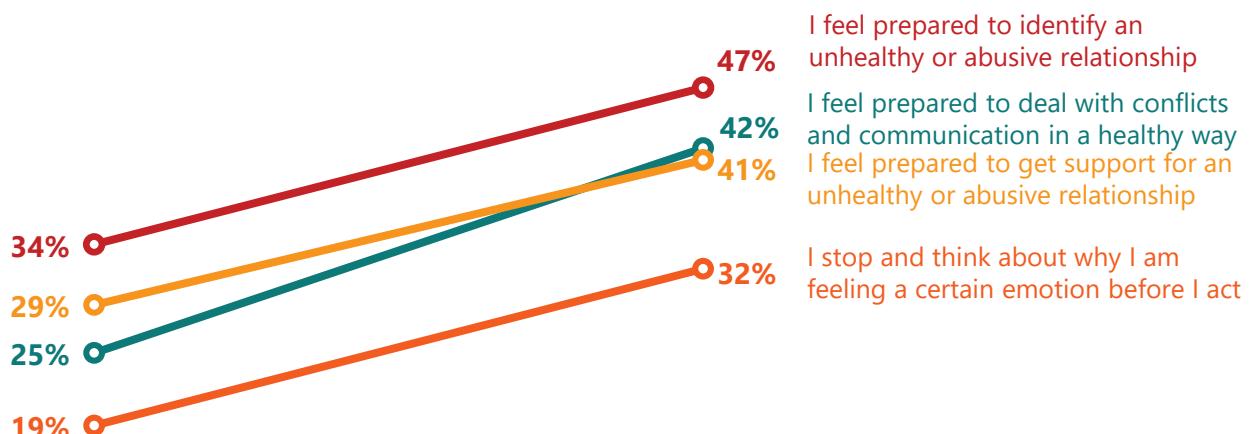
Relationship Evolvers are much less likely than Relationship Whizzes to enter *Character Playbook* with emotional management skills.



Improvement Among the Relationship Evolvers

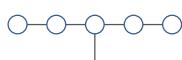
Relationship Evolvers showed the most improvement in their attitudes about relationships. This group saw large increases in the proportion of students saying they felt prepared to identify and get support for unhealthy relationships, deal with conflicts, and communicate in a healthy way.

Here's how Relationship Evolvers responded before and after the course:



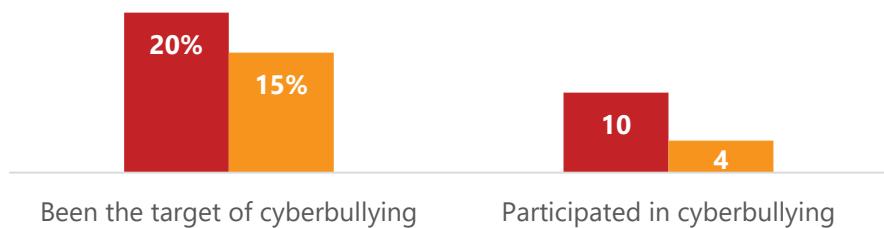
Before Course

After Course



While Relationship Evolvers enter *Character Playbook* with fewer emotional management skills, they also show the most improvement from pre-course to post-course.

■ Relationship Evolvers ■ Relationship Whizzes

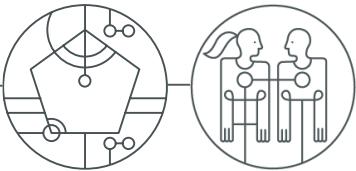


Educator Perspective



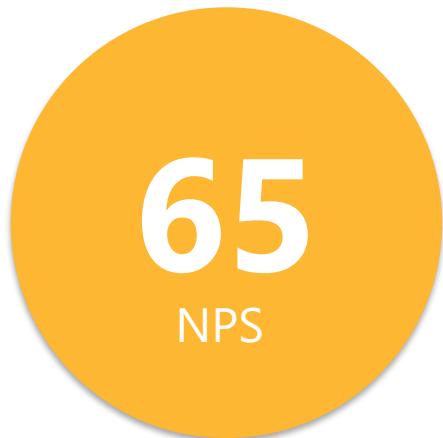
“The best part about *Character Playbook* is the ability to provide high-quality individualized learning for my students that is at no cost to the school.”

- Middle School Teacher, NY



From Educators

Net Promoter Score



Detractors (0-6):	Passives (7-8):	Promoters (9-10):
7%	21%	72%

"I like the relevance of the content. The courses provide information that is not dated and the students can relate to the content. I have looked for other sources of quality character lessons and **I have not been able to find any other resources that compare to EVERFI.**"

Middle School Teacher, Louisiana



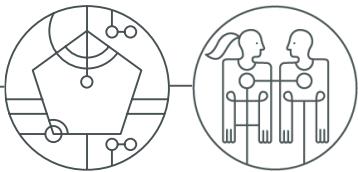
66% of Character Playbook teachers know who sponsors their course.

98% of Character Playbook teachers rate the course as good or excellent.

"We've been having issues here with abuse of Social Media platforms, fighting, inappropriate postings, and profanity among this Freshman class. **Character Playbook was right on time to get kids talking, thinking about others,** redirecting bullying behaviors and being more responsible on line. That is huge!"

9th Grade Teacher, Tennessee





From Educators

Educators across the country express broad satisfaction with *Character Playbook*. Nearly all teachers say the course was important and relevant to their students. More than eight-in-ten say the course covered content their students would not have otherwise seen.

Percent of teachers who agree ...

The course content was important and relevant to my students.

97%

The course was easy to fit into my standard curriculum.

89%

The course covered content that my students would not otherwise have seen.

84%

Percent of teachers who report using Character Playbook because ...

59%

57%

It is a fun activity for my students

It is an effective learning platform with quality content



"I loved the fabulous graphics, the intensity of the content and the awesome reactions of my students as they accomplished it! This was hands down one of the best resources I have ever used!"
Teacher, Michigan

Based on survey responses from 101 teachers using *Character Playbook* across the country.



Student Feedback

"My favorite thing about Character Playbook is..."

"This course helps you rethink [about] everything you have learned and maybe even remember something and in your mind say "I could've done a better thing by saying this." Or at least I did." (MO)

"It teaches me about how people can be abused or pressured in relationships and how to communicate. It taught me how to help myself and friends who are having a hard time dealing with people." (NH)

"It helps you to be prepared for what might happen and helps you to be prepared for the real world." (FL)

"I think this is a good course at school to type out your feelings and see what actually happens at high school. And seeing the things that happen in unhealthy relationships so you know that it's not just you and you're not alone. That you can be more confident to talk to someone instead of just keeping quiet." (AL)

"It taught me how the way other people see me shouldn't effect me any way. I learned that being in a healthy relationship is very important because it can get very serious and end very poorly. Maintaining a good attitude and having respect for others is very important." (GA)

"I liked that it made me realize that I need to act like myself around people I am uncomfortable around." (MO)



Student Feedback

"My favorite thing about Character Playbook is..."

"I like how this course is teaching us about how we are as a person and getting to understand more about ourselves and understand the situations we might encounter now or in the future." (IL)

"It demonstrates different perspectives of a problem. This course also helps many teens, kids, and people in what choices to make, what to say, and how to react. It helps us determine how to solve a conflict. Also in helping others, when and how to confront someone too." (NC)

"I liked that this course helped you grow and handle things in a different way than normal people would handle them. It also taught you how to tell somebody something without blaming themIt taught that body language could tell you a lot." (IL)

"I learned how to be helpful when my friends are having a unhealthy relationship ." (WI)

"I feel as what I liked the most about this course would probably be that it shows that people in my age group along with my fellow peers not only [how to] deal with friends and family problems but relationship problems and deals with stronger topics such as the intimidation some people feel goes on or the abusive relationships people may have once gone through. Also it asks you features you prefer in relationships or friendships by asking." (NY)



Student Feedback

"My favorite thing about Character Playbook is..."

"I learned how to be helpful when my friends are having a unhealthy relationship." (WI)

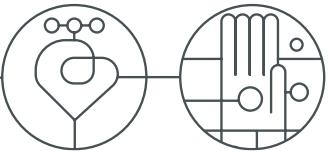
"It focuses on mental abuse which needs to be talked about." (MO)

"What I like most about this course was that it helps you to feel to think twice before doing things to other people. It kind of is giving you a lesson on how to feel prepared when you're having problems and to how to help others when they're having problems." (FL)

"What I liked most about this course is that it helps people who might be in an unhealthy relationship and it teaches people how they are supposed to treat other people and friends." (FL)

"I like how this course explained many topics in a relatable and real way that was easy to understand and comprehend." (WI)

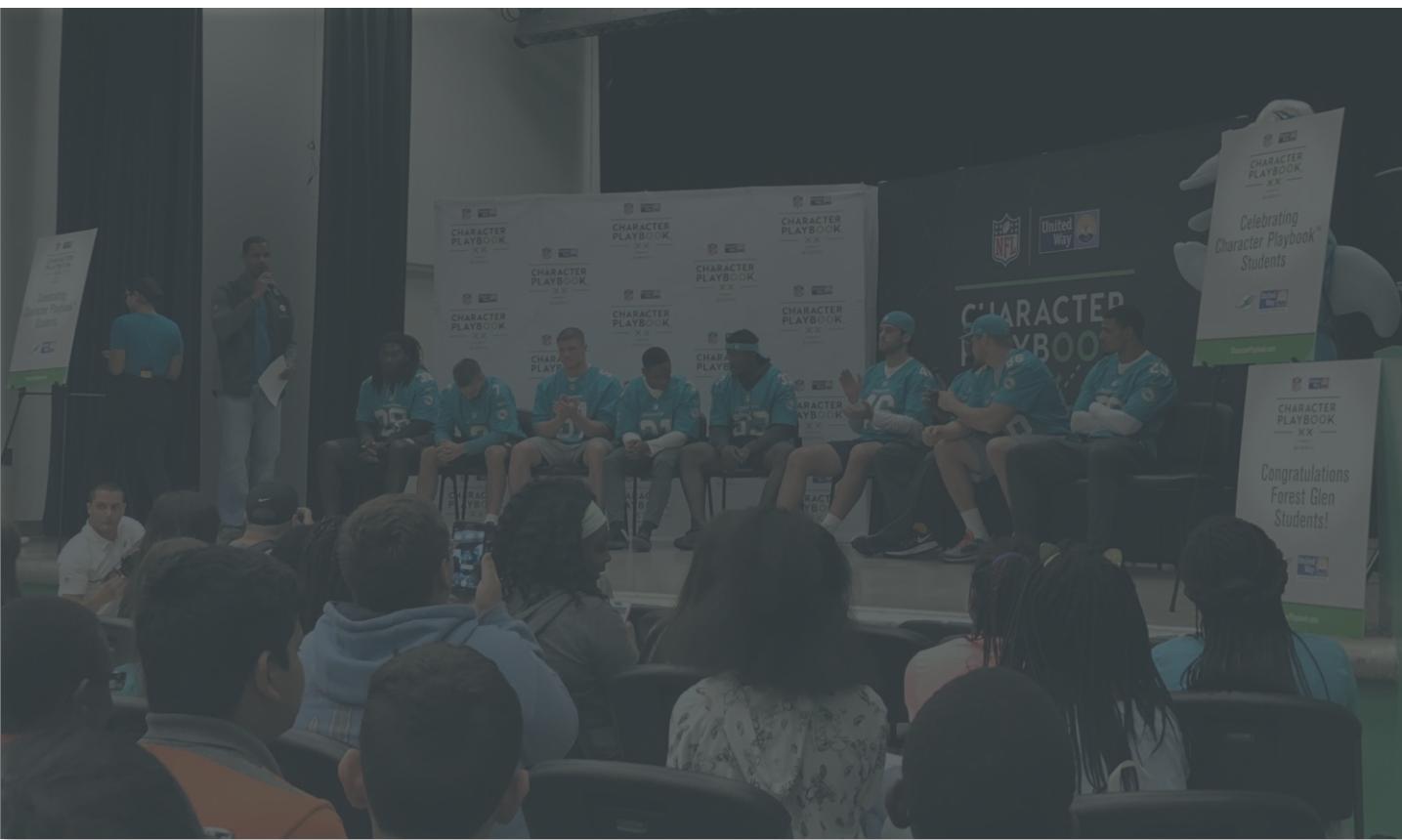
"I liked how simple it was and how easy it was to understand and learn about the situations and how to deal with them. I liked how easy it was to take in the information." (NH)



Research References

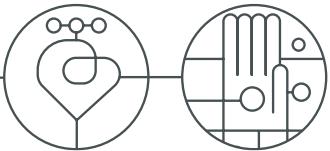
Slide 7: Social Trust and School Communities

Bond, Lyndal et al. (2007). Social and School Connectedness in Early Secondary School as Predictors of Late Teenage Substance Use, Mental Health, and Academic Outcomes. *Journal of Adolescent Health*, Volume 40 , Issue 4 , 357.



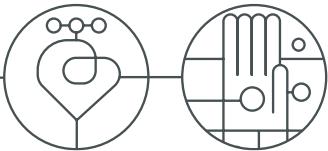
Appendix

National Implementation Results



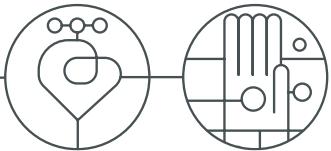
2017-2018 Implementation Results

NFL Team	United Way	Schools Goal	Schools Actual	Students Reached
Arizona Cardinals	Valley of the Sun UW/VZ	40	42	4,027
	MOY		50	5,650
Atlanta Falcons	UW of Greater Atlanta	20	38	6,162
	Expansion		8	1,194
Baltimore Ravens	UW of Central MD/VZ	40	41	7,215
	Expansion		12	3,364
Buffalo Bills	UW of Buffalo + Erie Co.	20	21	1,787
Carolina Panthers	UW of Central Carolinas	20	27	7,318
	MOY		125	17,427



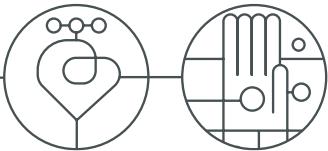
2017-2018 Implementation Results

NFL Team	United Way	Schools Goal	Schools Actual	Students Reached
Chicago Bears	UW of Metro Chicago/VZ	40	52	3,839
	Expansion		3	667
Cincinnati Bengals	UW of Greater Cinci	20	21	1,280
	Expansion		9	581
Cleveland Browns	UW of Greater Cle	20	21	1,621
Dallas Cowboys	UW of Metro Dallas & UW of Tarrant Co.	20	41	8,697
	Expansion		4	128
Denver Broncos	Mile High United Way/VZ	40	47	3,872
Detroit Lions	UW of SE MI	20	20	1,196
	Expansion		4	189



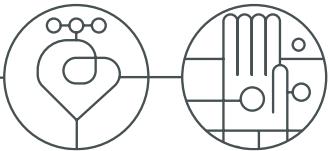
2017-2018 Implementation Results

NFL Team	United Way	Schools Goal	Schools Actual	Students Reached
Green Bay Packers	Brown County UW/ VZ	40	45	3,150
Houston Texans	UW of Greater Houston/ VZ	40	45	4,175
Indianapolis Colts	UW of Central Indiana	20	24	2,449
	Expansion		2	123
Jacksonville Jaguars	UW of NE Florida	20	21	1,289
	Expansion		2	143
Kansas City Chiefs	UW of Greater Kansas City	20	22	4,302
	Expansion		5	201
Los Angeles Chargers	UW of San Diego County	20	21	1,630



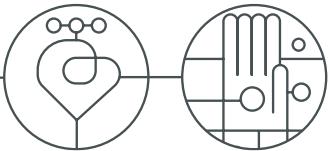
2017-2018 Implementation Results

NFL Team	United Way	Schools Goal	Schools Actual	Students Reached
Los Angeles Rams	UW of Greater Los Angeles	20	24	2,163
	Expansion		1	435
Miami Dolphins	UW of Broward County	20	21	1,209
	Expansion		13	1,354
Minnesota Vikings	Greater Twin Cities UW	20	22	3,004
	Expansion		3	529
New England Patriots	Granite UW & UW of the Greater Seacoast	20	20	1,854
	Expansion		9	1,114
New Orleans Saints	Capital Area UW / VZ	40	41	3,910
	Expansion		1	117



2017-2018 Implementation Results

NFL Team	United Way	Schools Goal	Schools Actual	Students Reached
New York Giants	UW of New York City / VZ	40	50	4,080
	MOY	95	67	3,985
New York Jets	UW of Essex & West Hudson/ VZ	40	42	3,780
Oakland Raiders	UW of the Bay Area	20	24	932
Philadelphia Eagles	UW of Greater Philly & So NJ	20	21	1,994
Pittsburgh Steelers	UW of SW PA	20	26	2,278
San Francisco 49ers	UW of the Bay Area / VZ	40	39	1,596
Seattle Seahawks	UW of King County / VZ	40	40	4,113
Tampa Bay Buccaneers	United Way Suncoast	20	23	1,963
	Expansion		1	15



2017-2018 Implementation Results

NFL Team	United Way	Schools Goal	Schools Actual	Students Reached
Tennessee Titans	UW of Metro Nashville	20	12	613
			12	1,170
Washington Redskins	UW of Nat'l Capital Area	20	20	3,744
	Expansion		4	373
NFL Shield	UWW		347	27,392
TOTAL		1,220	1,657	167,393