



EVERFI

Jerome Williams - Shooting For Peace

Impact Report | 2020-2021 School Year

From Ray Martinez, President and Co-Founder

The last year has shed light on a number of interconnected crises playing out across our country. Make no mistake, these crises of inequality have been around for generations and are exacerbated by a missing layer of education in schools around the world. However, this does not need to be our forever fate.

Teaching people, particularly our young people, about critical life moments and decisions -- like building core financial knowledge around applying for financial aid, establishing credit, and investing -- is America's challenge, and our opportunity. When students learn these critical life skills, they become highly-correlated competencies. When they are left unattended, they become highly-correlated crises.

At EVERFI, we have always believed that we must teach the "whole child" beyond core subjects like math and science; we must help to build this missing layer of education. Our schools and teachers have done remarkable work educating students on core academic skills. Still, they need our help teaching young people the tactical life skills necessary for diverse, economically stable communities to thrive. EVERFI is creating a standard for schools and a place for them to find engaging, digital, efficacy-driven learning that addresses these critical topics.

This report presents key insights from your EVERFI program to clearly demonstrate the impact and value of your investment in building student financial capability. The data within this report spans the reach of the program, positive learning outcomes, teacher and student insights, comparative benchmarks, and focus areas for continued engagement. With your support and commitment, we are collectively well-positioned to meet the needs of all students and families, and we could not be prouder to continue our work together to address the critical needs of the communities we serve.

Together, we must empower the next generation to build the world in which we, and future generations, want to live - and together, we will answer the call.

In partnership,



Financial Literacy

EVERFI

Impact Report for the 2020-2021 School Year

Our Perspective on Financial Education

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A School Year Like No Other

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Jerome Williams - Shooting For Peace's Financial Education Program

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Financial Wellbeing

The goal of financial education is financial wellbeing for individuals and communities, regardless of background or resources.

When a person has financial wellness, they actively make good financial decisions for their present and future, with their financial values and goals in mind.

The road to financial wellbeing runs through financial capability: financial habits and confidence to manage finances effectively.

And foundational to financial capability, is essential financial literacy, ensuring that individuals understand financial concepts.



Financial Wellbeing

The ability and willingness to make financial decisions that increase financial security and freedom, now and in the future.



Financial Capability

The set of knowledge, habits, and confidence in one's ability that is needed to develop financial well-being.



Financial Literacy

The ability to understand how money works.

Growing Financial Capability

EVERFI financial education is designed to go beyond literacy to develop financial capability. Learners build confidence and begin to develop the habits they need to support financial wellbeing.

Nationally, students report knowing more and feeling more prepared for their financial futures after receiving financial education. This is critical at an age when students' engagement with the financial system is increasing.

In this report, you'll see how you're making a difference in learners' knowledge. In short, helping learners take the first steps to building financial capability.



Evidence for Financial Education

Two recent studies review and analyze financial literacy and financial education research literature:

A report published in the International Journal of Consumer studies reviewed 502 articles on financial literacy published between 2000 and 2019.

The Global Financial Literacy Education Center conducted a meta analysis of 76 studies with a total sample size of over 160,000 individuals, on the causal effects of financial education.

Both studies provide new insights as to the need for and value of financial education.

Financial Literacy Among Young People¹

Financial literacy is critically deficient among young people, and financial knowledge exerts high influence on financial decisions: lack of financial knowledge is a key reason college students find themselves in credit card debt.

Education and Planning¹

A review of existing literature finds that education is an effective tool for prompting planning behavior. At a high level, research concludes that, “financial illiteracy hampers financial planning and [research] highlights the need for financial education.”

Emerging Topics¹

In recent research, there has been an increased emphasis on Debt Literacy, Tax Literacy, and Insurance Literacy, all of which hinge on the ability of individuals to understand and navigate complex systems.

Financial Education Has Positive Effects²

The Global Financial Literacy Education Center analysis concludes that, on average, financial education has a positive effect on financial knowledge and behaviors. The research found that the magnitude of positive effects are similar to those for education intervention in subjects like math and reading. Magnitude of behavior change is comparable to behavior-change interventions in the health domain.

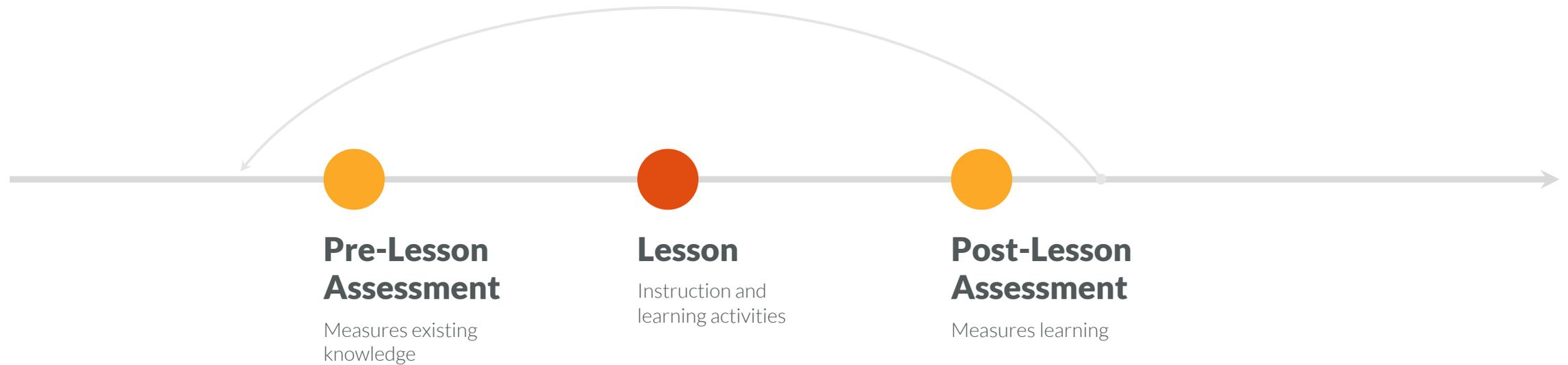
Effects for Diverse Populations²

Contrary to earlier research findings that the effect of financial education was smaller for lower income individuals, the GFLEC meta-analysis did not find significant differences between effects on low-income individuals and those with above-average income. Both groups saw robust positive effects on knowledge. Further analysis found the largest effect on knowledge among children (younger than 15) and the largest effect on behavior among youth (age 15-25).

Measurement Approach

To measure learner impact, we focus on students' knowledge: what they know before each lesson, and what they've learned.

Assessments before and after each lesson measure what students know and what they've learned.



A School Year Like No Other

The pandemic has posed major challenges to U.S. students and their teachers — and exacerbated existing education inequities.

\$175B

estimated state funding needs for K-12 education due to the pandemic.

The Washington Post, 2020

7 Month

average learning loss for K-12 students due to lack of in-classroom instruction; 12+ months for LMI students.

McKinsey & Company, 2020

85%

of teachers report that morale at their school is lower since the pandemic began.

Education Week, 2020

31%

increase in mental health hospitalizations for adolescents 12-17 years old since 2019.

CDC, 2020

<2 in 5

graduating high school seniors have applied for college financial aid (a 9% drop from 2020), increasing concerns that students will not pursue higher education amid an economic recession.

Education Week, 2021

60%

increase in media consumption from 2019 to 2020.

Nielson, 2020

Supporting School Districts & Families in Remote Learning

EVERFI Innovated

and found new ways to help districts and teachers navigate uncharted territory and support families in a time of great need.

District Engagement

Established District Team to architect remote learning plans for the nation's largest school districts and ensure that EVERFI courses are written into district curricula.

Teacher Trainings & Outreach

Hosted 53 webinars with 21,000+ registrants (3x increase)

Engaged 350,000+ unique educators via email



LearnOn

Launched new weekly video series to amplify teacher and student voices and provide joy and encouragement. Inaugural LearnOn conference drew 4,300+ registrants.

Family Portal

Provided parents with direct access to EVERFI's K-12 learning platform enabling families to more easily engage with your private-labeled courses at home.

Educational Content

Offered courses on mental wellness, compassion, Black history, and financing higher education at a time when families needed it most.

LEARN



POWERED BY EVERFI

About Your Learners

Program Reach & Demographics

Jerome Williams - Shooting For Peace Program Reach

Financial Literacy



698

Students



14

Schools



747

Hours of Learning



COVID-19 Pandemic & Remote Learning

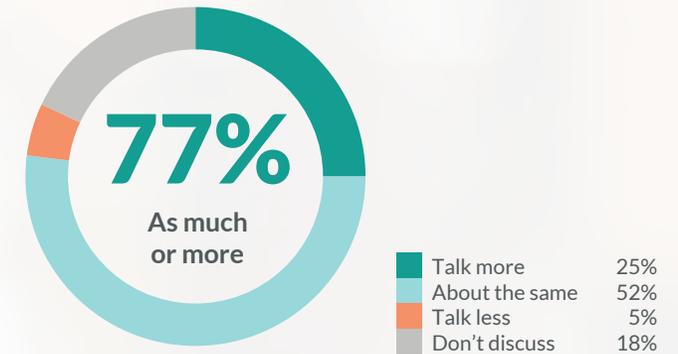
For many families, the disruption to education and day-to-day life that began in 2020 at the onset of the Coronavirus Pandemic continued in to the 2020-2021 school year.

Throughout an unusual year, your support enabled meaningful, engaging educational experiences, no matter where learners found themselves.

Teacher Perspective

“[Vault] is great for Remote learning. Students learned skills that are essential.”

Vault Teacher



Family Conversations

During the pandemic, financial well-being was as important as ever. Most parents say they talked as much or more about it than before.

Jerome Williams - Shooting For Peace's Financial Education Program

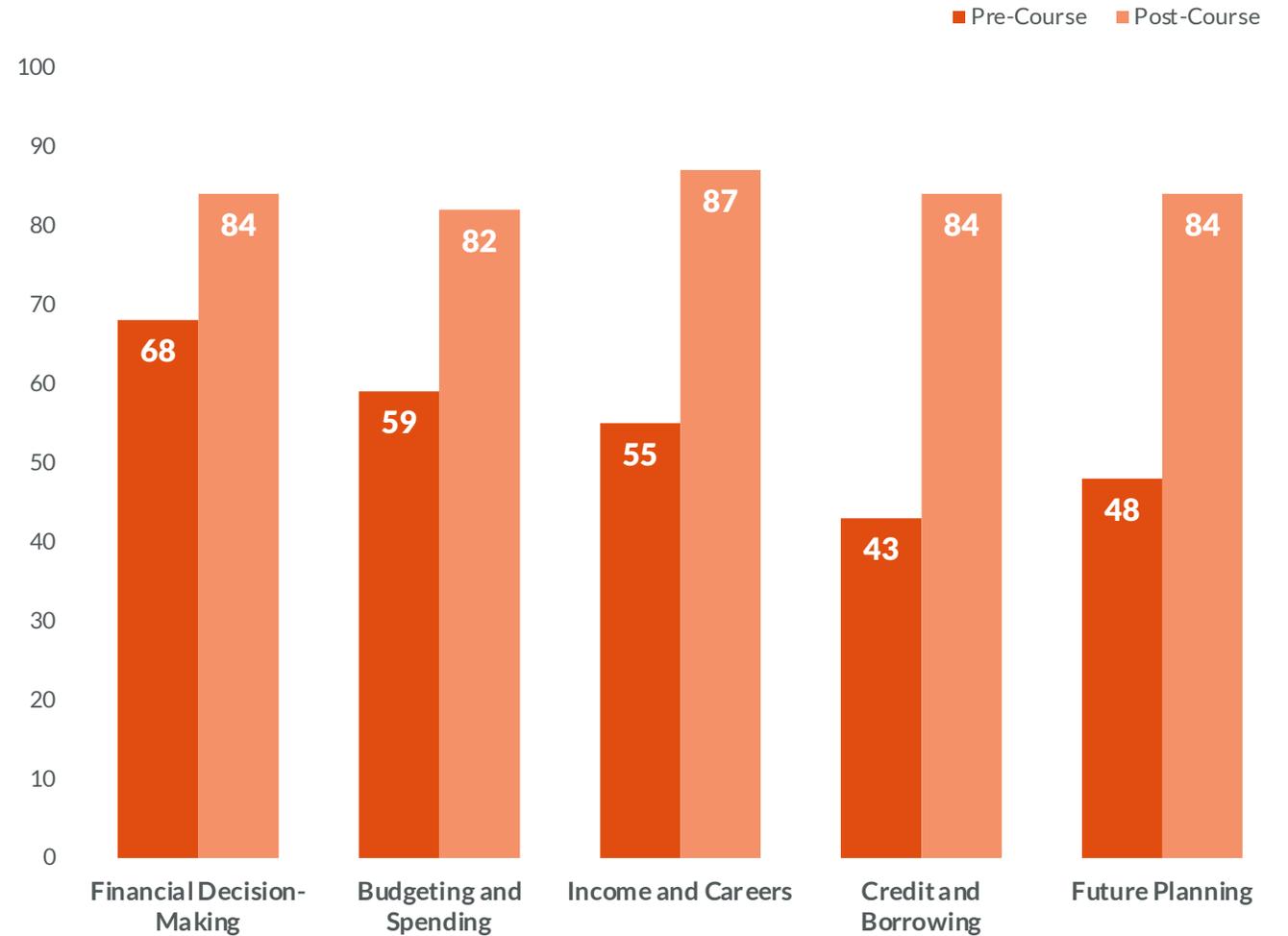
Knowledge, Attitudes, and Behaviors

Financial Knowledge

Financial Education

Financial education for elementary school students focuses on foundational knowledge, like understanding what money is and how people use it.

Jerome Williams - Shooting For Peace students' assessment scores **increased by 54%** (from 55 to 84 out of 100).
Nationally, assessment scores **increased by an average of 41%**.



Feedback from Teachers

Perspectives on Vault

What Teachers Are Saying



“Students were being asked to identify what their real needs were. This made them ask questions about some of the things they buy.”

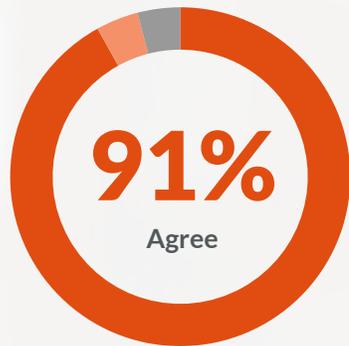


“Students nowadays required guided discovery as opposed to stand and deliver. This software allows students to work at their own pace and learn valuable information about Finances.”



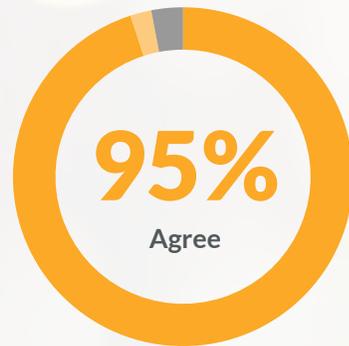
“[VautI] makes the students use what they learned about money in ‘real world’ scenarios.”

Teacher Ratings



Engagement

My students were engaged with the course content.



Fit

This course was easy to fit into my curriculum.



Quality

Overall, how would you rate the quality of the content?



Net Promoter Score

How likely are you to recommend the course to a fellow teacher?

306: African American History

EVERFI

Impact Report for the 2020-2021 School Year

About 306: African-American History and
306: Continuing the Story

Measurement Approach

A School Year Like No Other

About Your Learners

Program Reach

Student Demographics

Coronavirus Pandemic & Remote Learning

Jerome Williams - Shooting For Peace's African-American History Program

Knowledge & Learning

Insights from Student Surveys

Feedback from Teachers & Students

Teacher Ratings

What Students are Saying

306: African-American History

African-American influence can be found at the core of American life, from science and academia, to music and arts. When you explore the journey of African-American History, you find stories of strength, resilience, and achievement. In every community, these stories are foundational to building shared values, which inspire today's youth to become tomorrow's leaders.

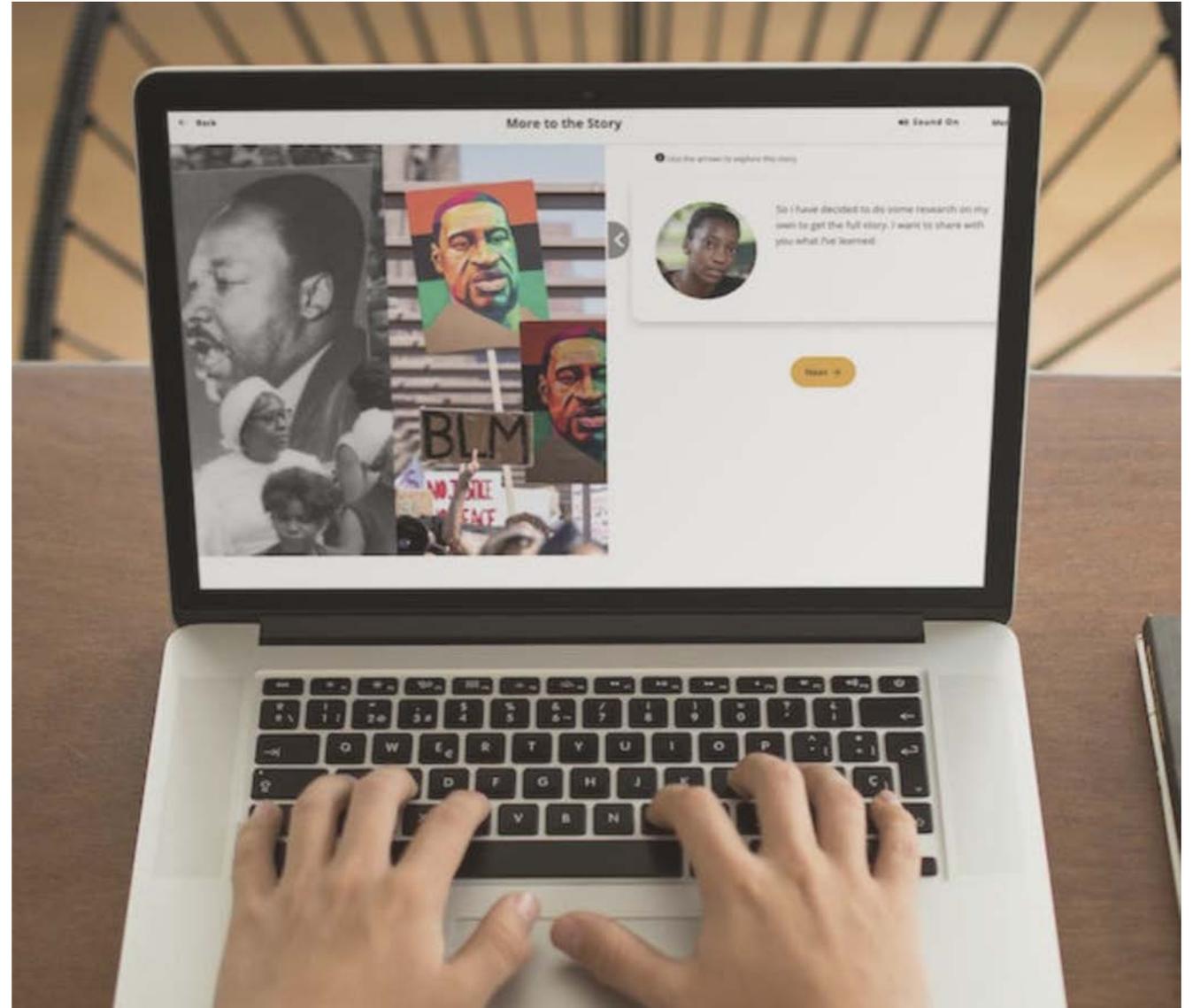
The 306: African-American History digital course brings to life the important leaders and events whose impact changed the fabric of American life. The course covers four key eras and allows students to take control of their journey as they travel at their own pace.



306: Continuing the Story

Launched in 2021, Continuing the Story extends the lessons of 306: African-American History, teaching students about events in U.S. history from both before and after the Civil Rights Era that have shaped the experience of many Black people in the United States.

The Black history curriculum celebrates exceptional achievements made by Black leaders, trailblazers, and communities, despite an undeniable context of racism, trauma, and dehumanization. This extension course covers topics including: counter storytelling and systemic racism, lesser-known stories, and Black trailblazers in business and medicine.



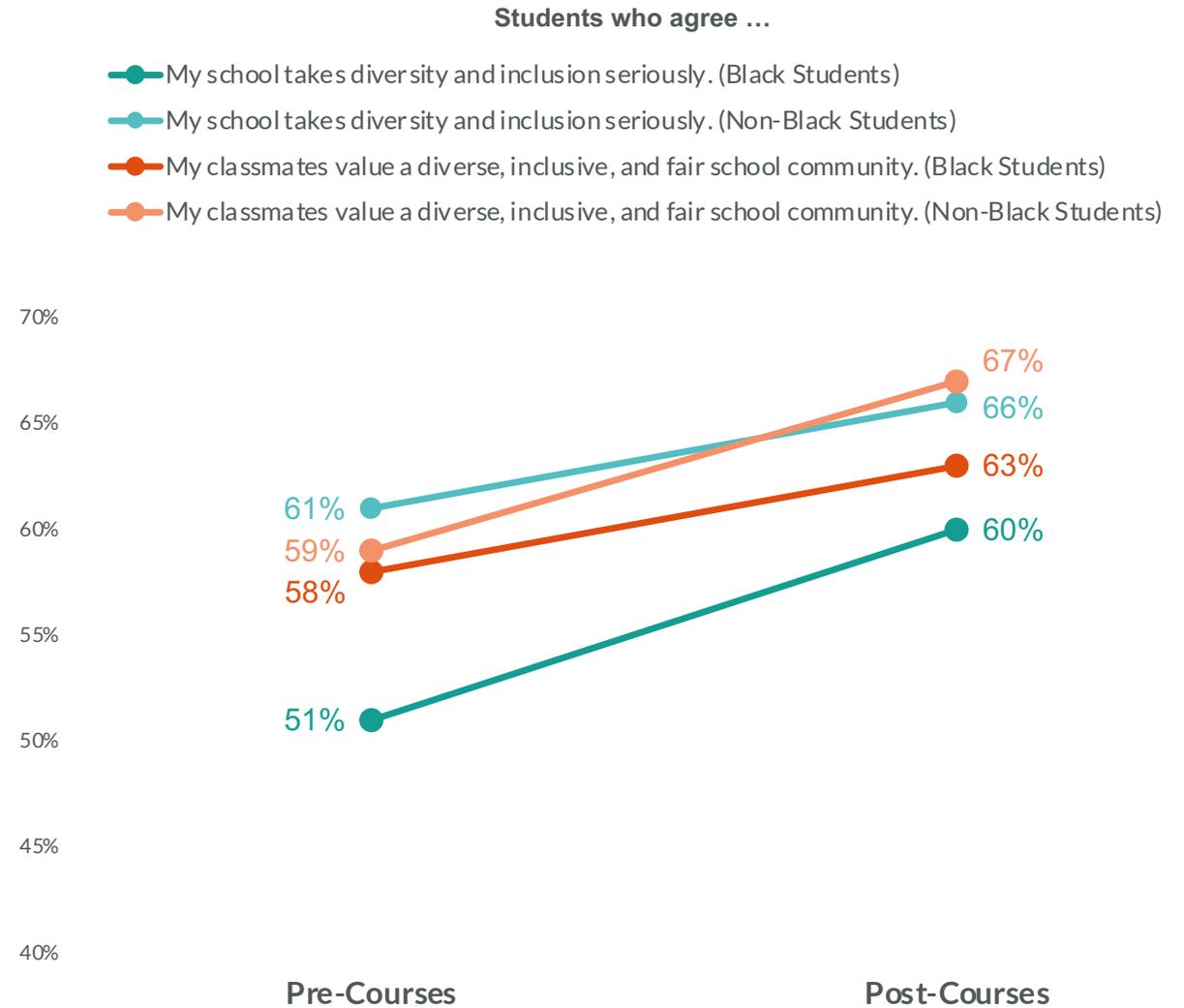
Supporting Diverse and Inclusive Communities

National Insights

Teaching students about African-American history and contemporary Black American experiences increases the sense of community support within a school.

Students nationwide who took 306: African-American History and Continuing the Story reported an increased sense that their school takes diversity and inclusion seriously, and that their classmates value a diverse, inclusive, and fair school community.

Students who identified as Black (exclusively or in combination with another race or ethnicity) were less likely than non-Black students to agree that their school and classmates value diversity. However, both groups reported significant increases in positive community values after participating in the 306 courses.



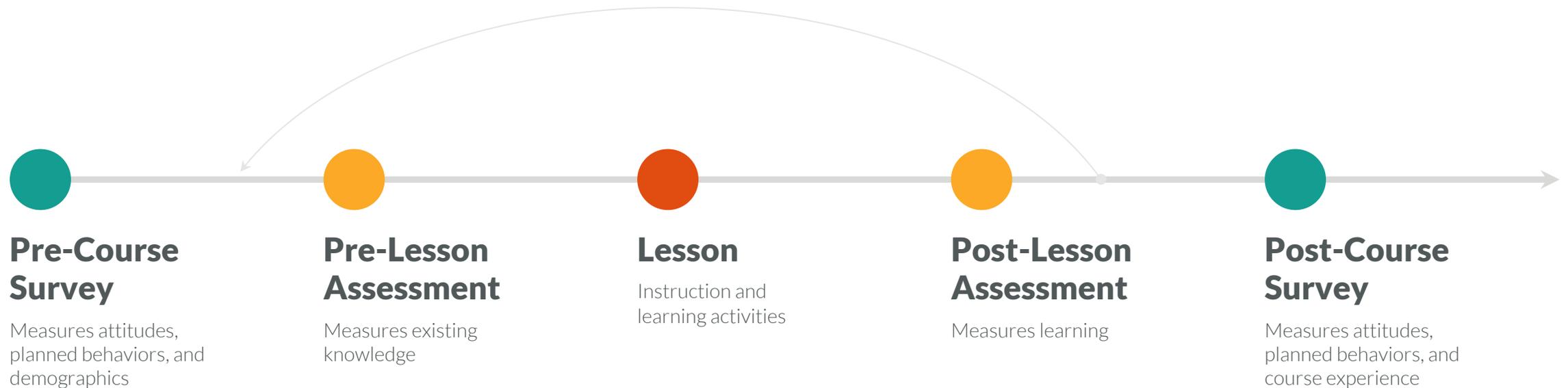
Measurement Approach

To measure learner impact, we focus on students' knowledge, attitudes, and planned behaviors.

Assessments before and after each lesson measure what students know and what they've learned.

Surveys at the beginning and end of the course experience ask learners to reflect on how they feel, what they plan to do, and their experience with the course.

306: African-American History includes surveys. 306: Continuing the Story includes both surveys and assessments.



About Your Learners

Program Reach & Demographics

Jerome Williams - Shooting For Peace Program Reach 306: African American History



2,734

Students



28

Schools



4,033

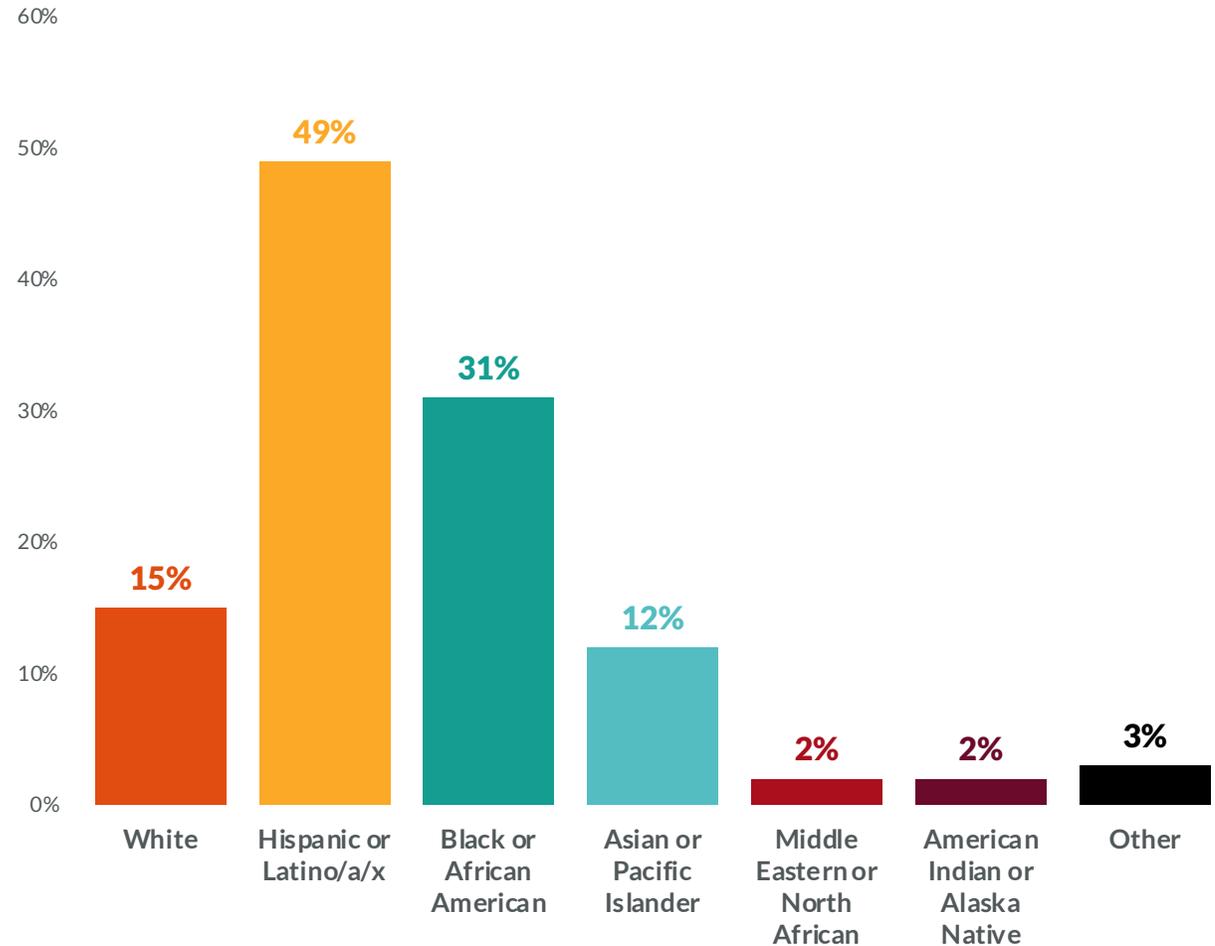
Hours of Learning



Student Demographics

The following is a summary of the demographics of students who participated in your program this year. Demographic information is self-reported by students 13 and older as part of pre-course survey. All questions are optional, and students may choose not to share demographic information.

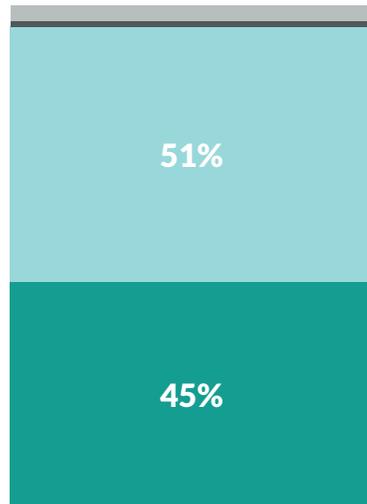
Race and Ethnicity



Students had the option to select more than one option. Total may sum to more than 100%.

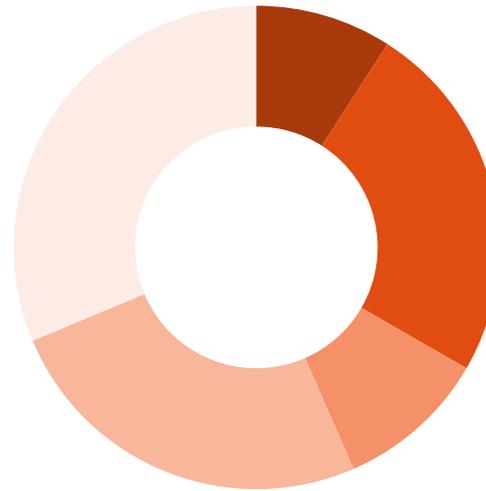
Student Demographics (Continued)

Gender



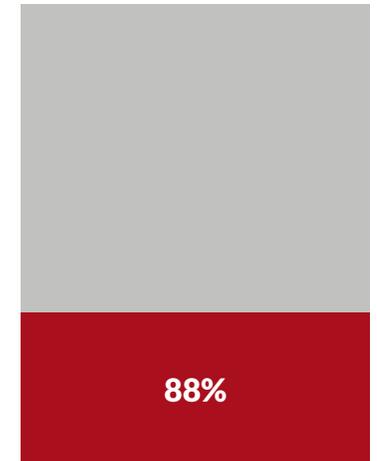
Male	45%	Female	51%
Other	1%	Prefer not to answer	3%

Grade Level



Middle School	9%	Freshman	24%
Sophomore	10%	Junior	25%
Senior	31%	Other	0%

Students in Low- to Moderate-Income Schools



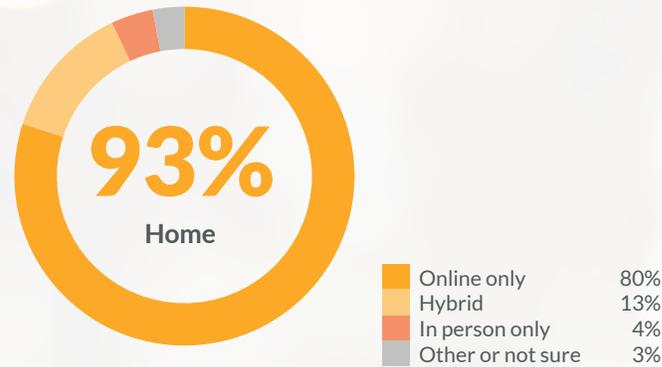
Low- to moderate-income schools	88%
Other schools	12%

A school is considered Low- to Moderate-Income if more than 50% of students are eligible for free- or reduced-price lunch programs. If the district or state does not report lunch program data to the National Center for Education Statistics, the school is considered LMI if it is classified as a Title I school.

COVID-19 Pandemic & Remote Learning

For many families, the disruption to education and day-to-day life that began in 2020 at the onset of the Coronavirus Pandemic continued in to the 2020-2021 school year.

Throughout an unusual year, your support enabled meaningful, engaging educational experiences, no matter where learners found themselves.



Learning From Home

93% of your students were attending school partially or entirely online.

Teacher Perspective

“As an African American Studies teacher, I like that [306] gives my students a closer look at events and people that we don't have time to cover with our virtual schedule. The content is engaging and very useful for our virtual setting.

306 Teacher

Jerome Williams - Shooting For Peace's African-American History Program

Knowledge, Attitudes, and Behaviors

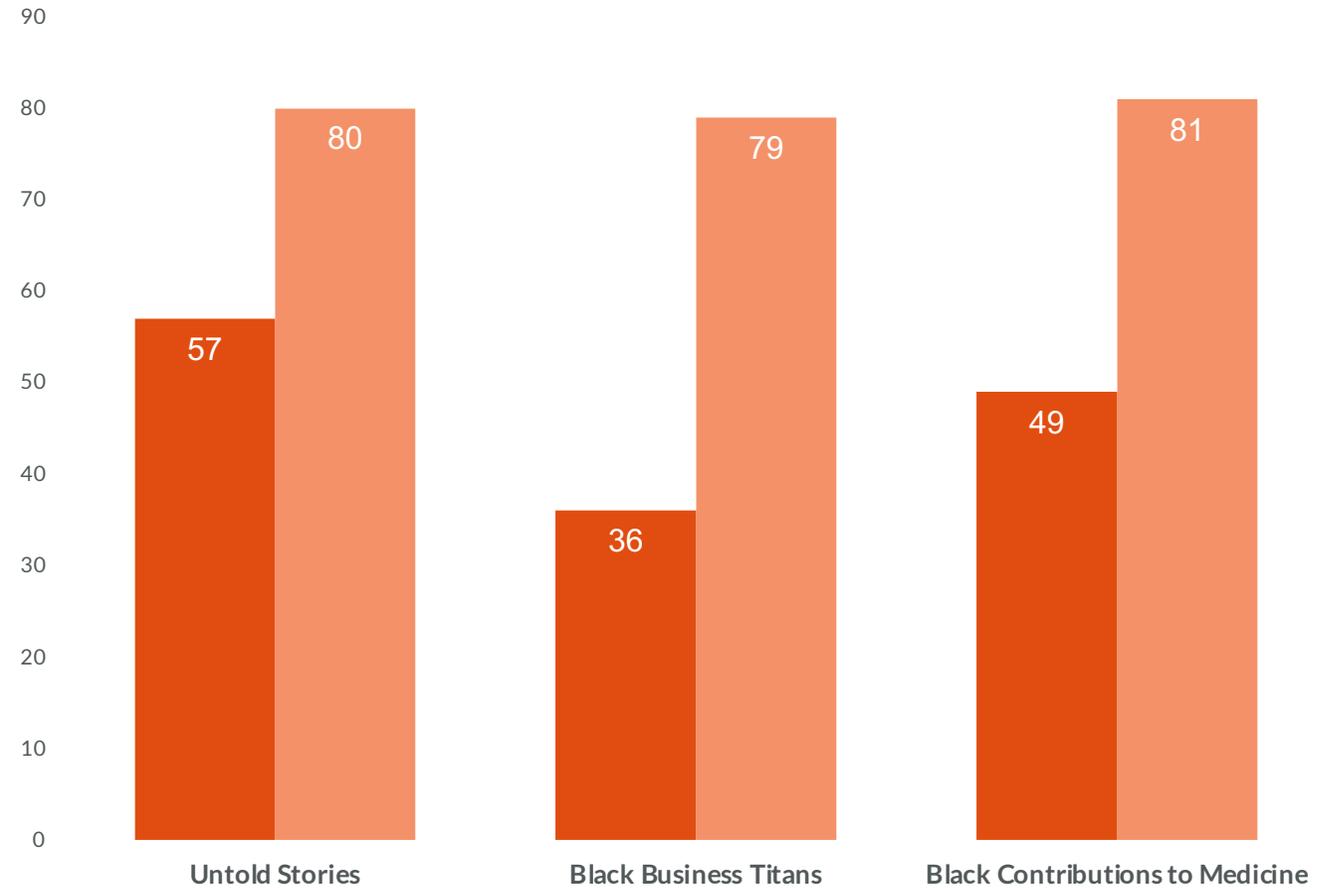
Knowledge & Learning

306: Continuing the Story

306: Continuing the Story includes pre- and post-lesson assessments designed to measure what students know before the course, and what they've learned after the course.

306: Continuing the Story

■ Pre-Course ■ Post-Course



Jerome Williams - Shooting For Peace students' assessment scores increased by **69%** (from 47 to 80 out of 100).

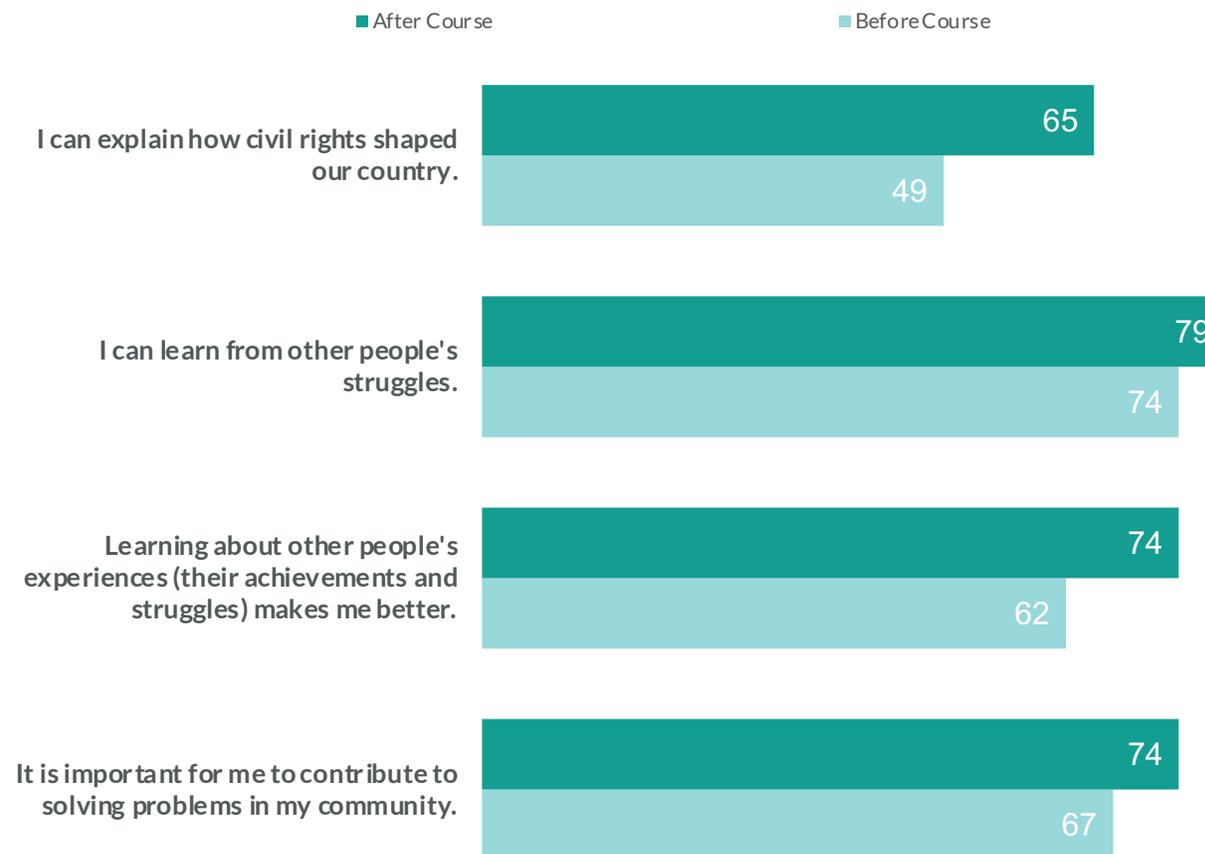
Considering African-American History

Valuing the past

306 does much more than just provide a history lesson. The course invites students to interact with concepts and themes pertinent to the American experience. Students reflect on the lives of African American leaders: their strength, their resilience, and their achievements.

Through 306, students expressed an increased sense of their own civic duty, in addition to a better understanding of history.

After taking 306 or 306: Continuing the Story, **81% of Jerome Williams - Shooting For Peace students'** say they plan to vote in local, state, or federal elections.



Increasing Civic Action

Encouraging Community Contribution

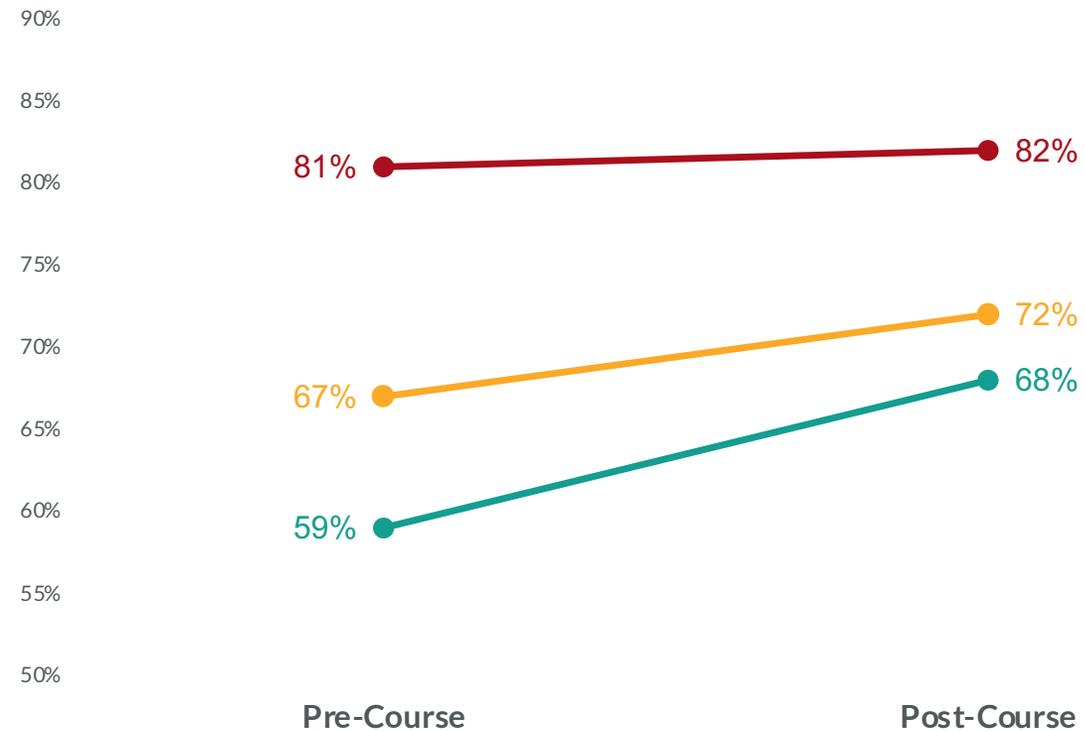
Both 306: African-American History and 306: Continuing the Story provide examples of individuals who stood up for what they believed in and created better communities and a better country. During the 2020-2021 school year, students witnessed the history-making actions of protests against police violence and efforts to promote voting rights made headlines

Learning about and living this history contributes to an increase in intended civic action among students.

After taking 306 or 306: Continuing the Story, **71% of Jerome Williams - Shooting For Peace students** say they would be willing to participate in a non-violent protest, march, or rally.

Students who report they are likely to _____ in the next 5 years...

- Volunteer time to help people in my community.
- Participate in a non-violent protest, march, or rally
- Join or start a group advocating for a particular cause.



Strength of Storytelling

Engaging with Stories of Achievement and Oppression

A sizeable majority of students say that 306: Continuing the Story introduced them to stories they hadn't previously heard, and that they found these stories inspiring. By engaging with stories of African-American achievement and excellence in the context of oppression and racism, students increased their understanding of how inequality influences our society. Many were moved to find ways to serve their community.

After 306: Continuing the Story, __% of students agree:

91% This course told stories that I had not previously heard.

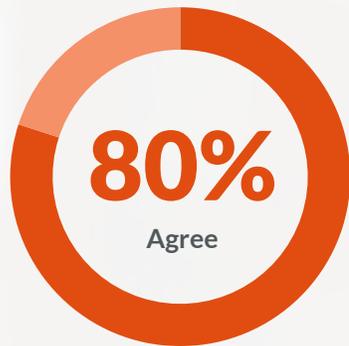
89% The stories presented in this course are inspiring.

92% This course helped me understand how inequality has shaped U.S. society.

84% This course made me more enthusiastic to serve my community.

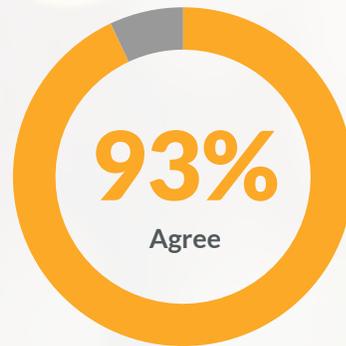
Feedback from Teachers & Students

Teacher Ratings



Engagement

My students were engaged with the course content.



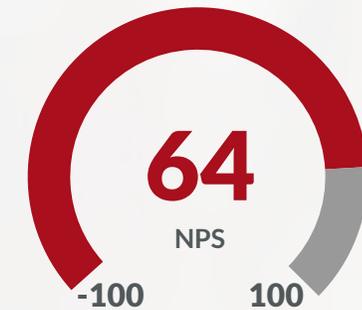
Fit

This course was easy to fit into my curriculum.



Quality

Overall, how would you rate the quality of the content?



Net Promoter Score

How engaged were your students going through the course?

What Students Are Saying



“I think the historical information was useful. It's important to know more about how black people were and still are discriminated in the country and how people can use this knowledge to make change.”



“I am more optimistic about completing certain tasks now that I see the hurdles that many black people had to go through to achieve great things.”



“I liked the idea of counter storytelling, giving people who may have been put on the back burner a chance to speak out and give more insight and a bit more raw footage on what our world was and what it is coming to.”

Mental Wellness

EVERFI

Impact Report for the 2020-2021 School Year

Mental Health and Why it Matters

Measurement Approach

A School Year Like No Other

About Your Learners

Program Reach

Student Demographics

Coronavirus Pandemic & Remote Learning

Jerome Williams - Shooting For Peace's Mental Wellness Basics Program

Knowledge & Learning

Insights from Student Surveys

Feedback from Teachers & Students

Teacher Ratings

What Students are Saying

Mental Health Education and Why It Matters

The need for youth mental health and wellness education is urgent. It is estimated that 20% of youth live with a mental health condition -- a group disproportionately more likely to drop out of school or enter the juvenile justice system. Furthermore, although 50% of all lifetime mental illness cases begin by age 14, the average delay between the onset of symptoms and intervention is *ten years*.¹ These data points illustrate the importance of *proactively* addressing mental health and wellness among *all* young people, providing youth with the knowledge and tools to support the mental well-being of themselves and others. Unfortunately, too few students are afforded the opportunity to develop these critical life skills whether at home or in the classroom.

In response to this need, in 2018 EVERFI launched *Mental Wellness Basics*, a universal digital education course designed to destigmatize the topic of mental health, increase resilience in young people, and empower students with the skills and resources that they need to support their own mental well-being, and that of their peers.

In a pre-course survey, only 5% of students responded that they had *never* felt stressed in the previous 30 days, whereas 46% of students responded that they *frequently* felt stressed. Chronic stress can seriously impact both physical and mental health and is linked to problems ranging from heart disease and diabetes to depression and anxiety.

Among graduating high school seniors:²

42% Have felt so depressed it was difficult to function.

28% Have experienced a depressive episode in the last year.

14% Have seriously considered attempting suicide.

Mental Wellness Basics

Mental Wellness Basics was developed by a team of counselors, psychiatrists, and behavioral and public health professionals to equip students with the critical skills necessary to build and maintain their mental well-being. The *Mental Wellness Basics* course takes a scaffolding approach, allowing learners to build on their knowledge as they progress through each lesson.



The goals of *Mental Wellness Basics* are to:

Increase Knowledge & Awareness

by educating students on key concepts related to emotional well-being, and on the warning signs that indicate they or a friend may be struggling.

Reduce Stigma

by prioritizing mental health as an important part of overall health, discussing potential challenges, and highlighting statistics that paint an accurate picture of mental health among students' peers.

Promote Self-Efficacy

by modeling advocacy for self and others through the presentation of scenarios and the teaching of a variety of intervention techniques to support oneself or a peer.

Encourage Action

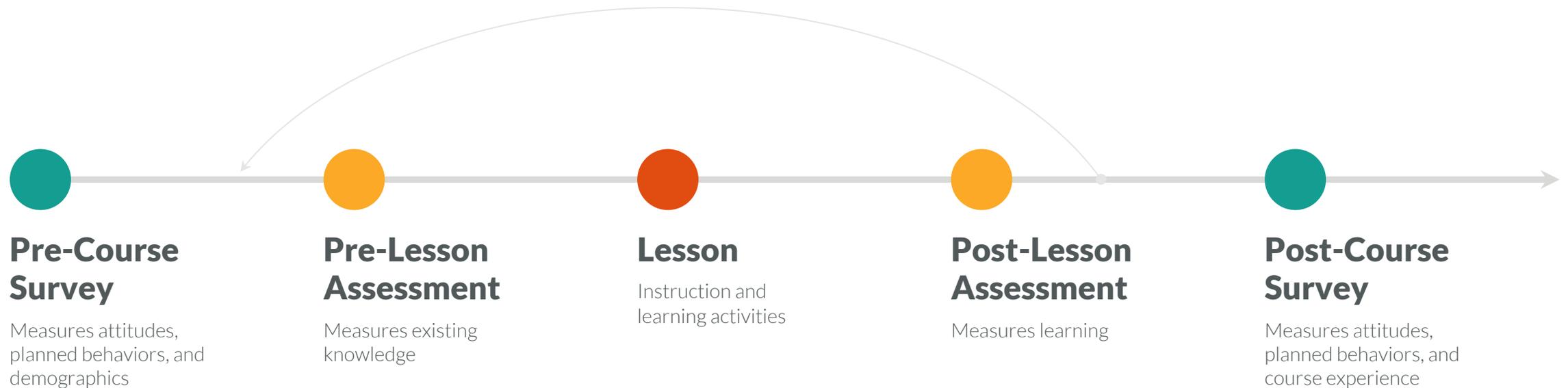
by introducing evidence-based practices and giving learners access to techniques that can be used immediately to improve and maintain their own mental health.

Measurement Approach

To measure learner impact, we focus on students' knowledge, attitudes, and planned behaviors.

Assessments before and after each lesson measure what students know and what they've learned.

Surveys at the beginning and end of the course experience ask learners to reflect on how they feel, what they plan to do, and their experience with the course.



About Your Learners

Program Reach & Demographics

Jerome Williams - Shooting For Peace Program Reach

Mental Wellness



172

Students



3

Schools



102

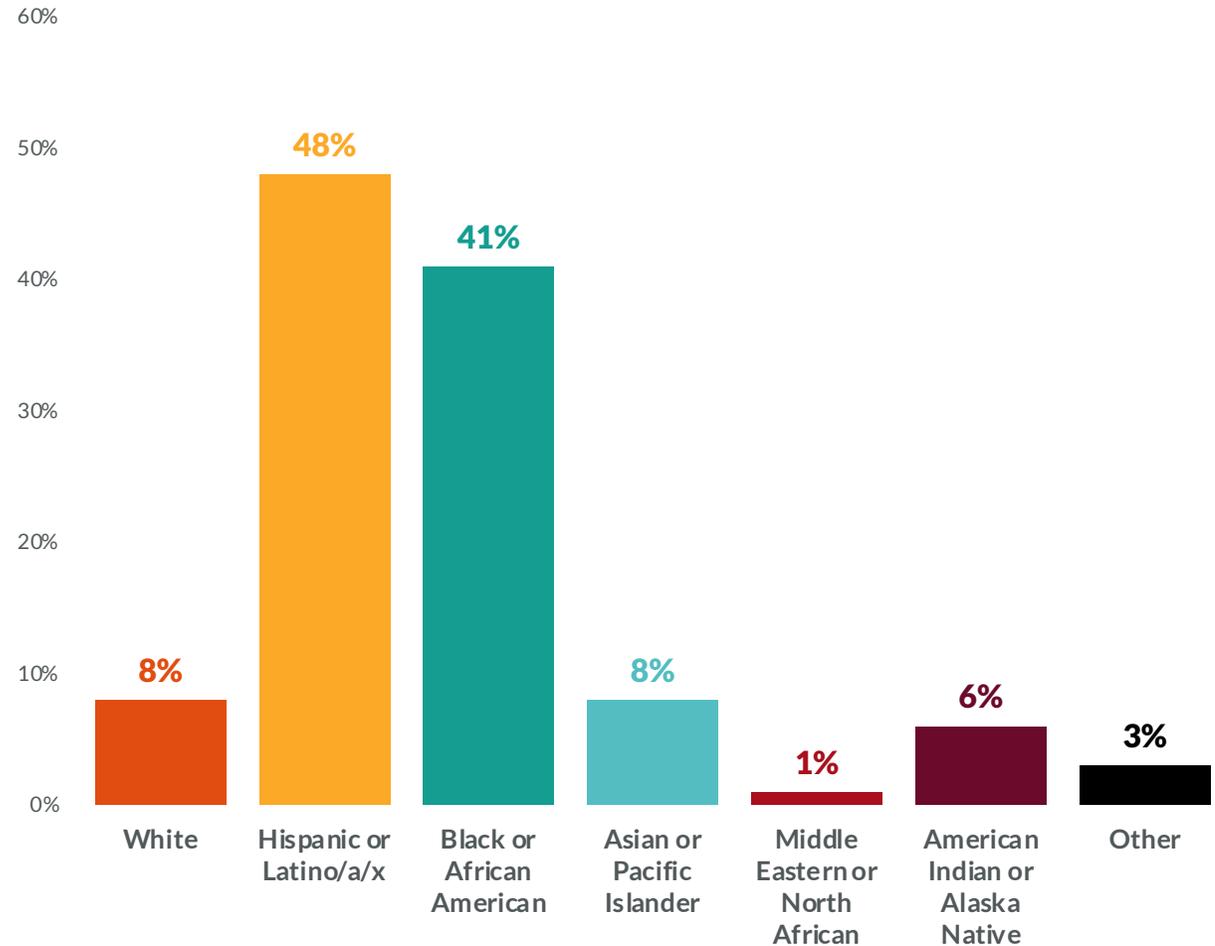
Hours of Learning



Student Demographics

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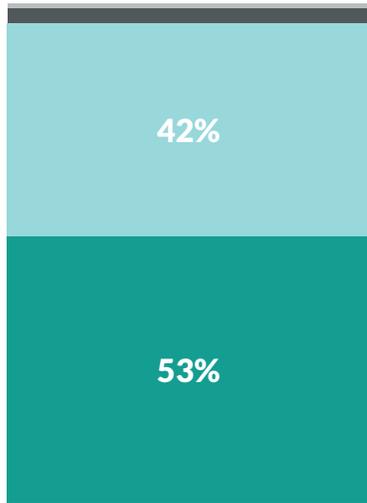
Race and Ethnicity



Students had the option to select more than one option. Total may sum to more than 100%.

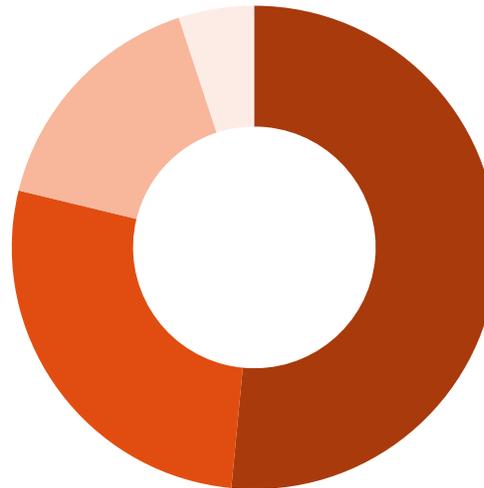
Student Demographics (Continued)

Gender



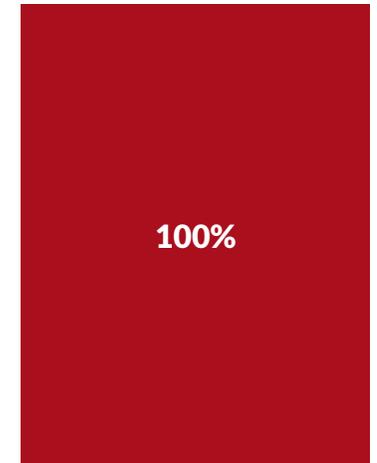
■ Male	53%	■ Female	42%
■ Other	3%	■ Prefer not to answer	1%

Grade Level



■ Middle School	51%	■ Freshman	27%
■ Sophomore	0%	■ Junior	16%
■ Senior	5%	■ Other	0%

Students in Low- to Moderate-Income Schools



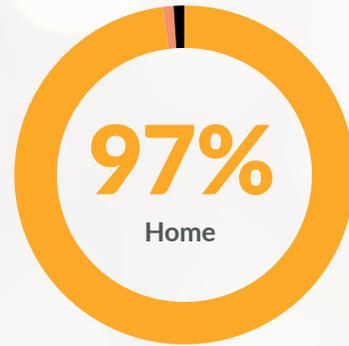
■ Low- to moderate-income schools	100%
■ Other schools	0%

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COVID-19 Pandemic & Remote Learning

For many families, the disruption to education and day-to-day life that began in 2020 at the onset of the Coronavirus Pandemic continued in to the 2020-2021 school year.

Throughout an unusual year, your support enabled meaningful, engaging educational experiences, no matter where learners found themselves.



Learning From Home

97% of your students were attending school partially or entirely online.

Online only	97%	Hybrid	0%
In person only	1%	Other or not sure	1%

Teacher Perspective

“[Mental Wellness Basics] allows me a way to provide this material to my students during our asynchronous time and it's information they would not get otherwise.”

Mental Wellness Basics Teacher



Family Conversations

During the pandemic, mental well-being was as important as ever. Most parents say they talked as much or more about it than before.

Talk more	48%	About the same	43%
Talk less	3%	Don't discuss	6%

Jerome Williams - Shooting For Peace's Mental Wellness Basics Program

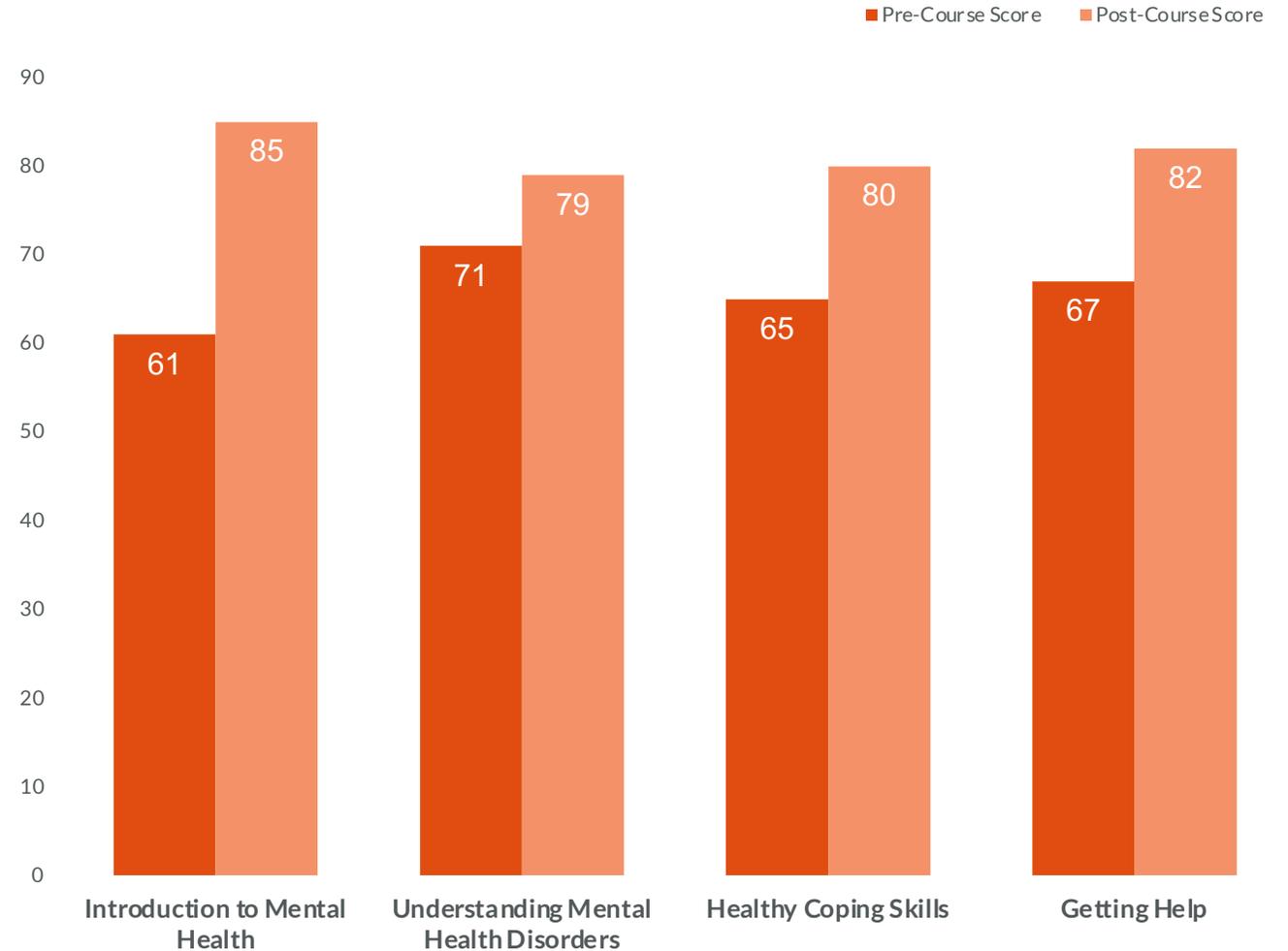
Knowledge, Attitudes, and Behaviors

Knowledge & Learning

Increasing Knowledge of Mental Wellness

In order to support their mental well-being, students must first understand key concepts related to mental health, coping skills, and available resources. Student scores on assessments taken before and after each learning module in *Mental Wellness Basics* indicate an increase in knowledge across each content area covered by the course.

Jerome Williams - Shooting For Peace students' assessment scores increased by **24%** (from 66 to 82 out of 100).



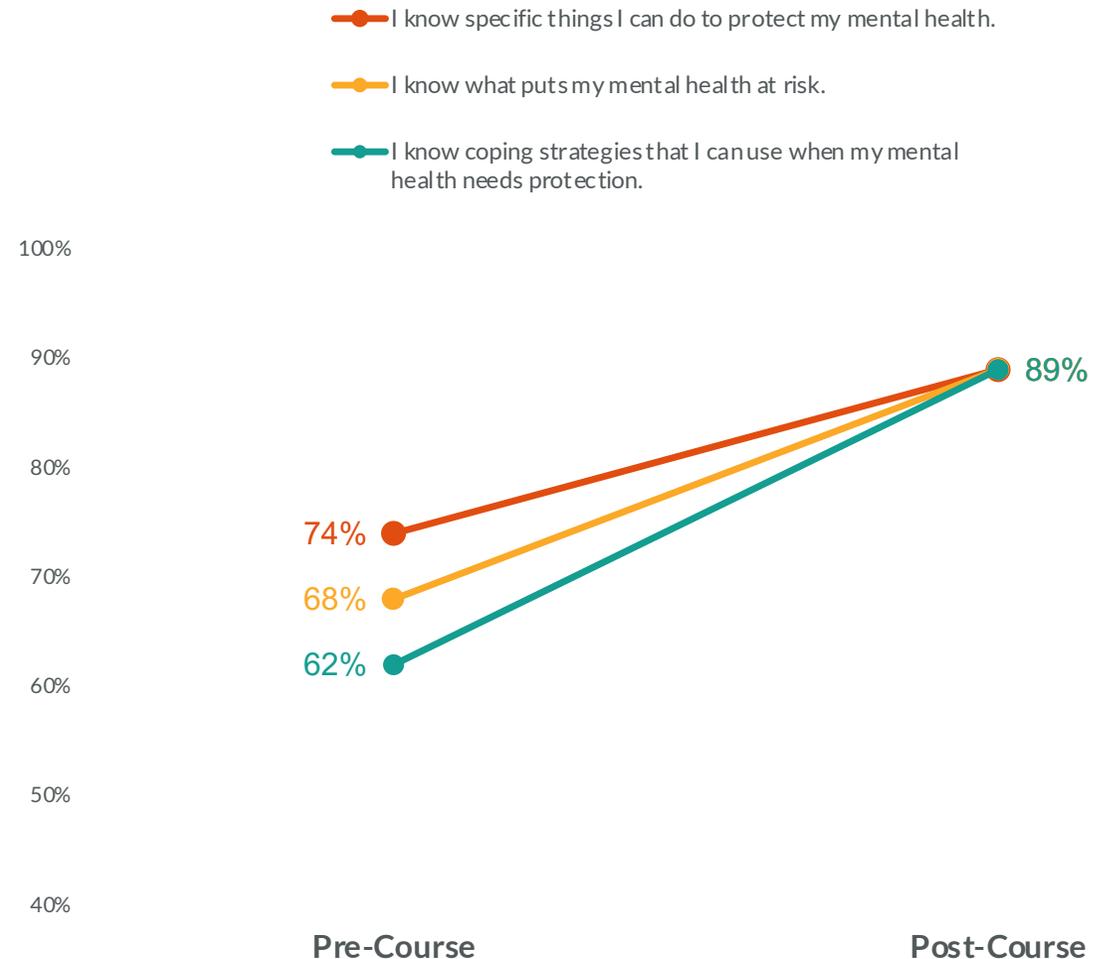
Increasing Mental Health Awareness

Recognizing and Responding to Mental Health

By helping students understand potential challenges to their own emotional well-being and equipping them with healthy ways to handle those challenges, students are empowered to become advocates for both their own and others' mental health. Pre- and post-course surveys indicate substantial increases in the ability of students to recognize risk factors that may compromise their mental health, and to understand the ways in which they can protect themselves from those risks.

One of the largest pre- to post- course changes is in the proportion of students who indicate that they know what coping strategies to use when their mental health needs support. The ability to access and the willingness to use healthy coping strategies -- a skillset that not all students have the opportunity to develop during the school day -- is a critical step in building overall wellness.

Share of students who agree ...



Reducing Stigma and Building Compassion

Reducing Barriers to Healthy Action

Stigma can be a barrier to action. By describing mental health as an important and dynamic part of physical health and introducing students to accurate statistics related to mental health disorders, *Mental Wellness Basics* reduces stigma and builds compassion for those experiencing difficulties.

A lessening of stigma around mental health issues can encourage students to take action, by deploying their own mental health strategies, or by seeking out help for themselves or others.

After taking *Mental Wellness Basics*...

Reducing Stigma

Among students who said that they would feel uncomfortable around someone with a mental health disorder (30% of all students, pre-course)

10%

no longer felt uncomfortable around those with a mental health disorder.

Among students who agreed that most people think less of someone who has received mental health treatment (50% of all students, pre-course)

21%

no longer agreed that people look down on mental health treatment.

Building Compassion

92%
of learners said they would feel compassion for someone with a mental health disorder.

(Compared to 84% before the course.)

71%
of students said they can easily understand what someone with a mental health disorder is going through.

(Compared to 61% before the course.)

Promoting Students' Sense of Self-Efficacy

Positively Impacting Well-being

In order to take action to protect their mental health, students must feel that it is something within their control to positively impact. Encouragingly, many students enter *Mental Wellness Basics* with high levels of self-efficacy – they believe mental wellness is achievable and that they have the capacity to attain it.

For those students who do stand to benefit from an increased sense of self-efficacy, a population-level approach to promoting mental health ensures that *all* students have the opportunity to become more confident in doing what is necessary to manage their emotions in a healthy way. *Mental Wellness Basics* builds upon students' strong foundation of self-efficacy, equipping them with the knowledge and the tools to take action to protect their mental wellness on an ongoing basis.

After *Mental Wellness Basics*:

92%

of students believe their own mental health and wellness is within their control.

(Compared to 75% in pre-course surveys.)

87%

of students believe when faced with challenges, they have the power to change their situation for the better.

(Compared to 83% in pre-course surveys.)

87%

of students agree, “I know what I need to do to manage my emotions in a healthy way”.

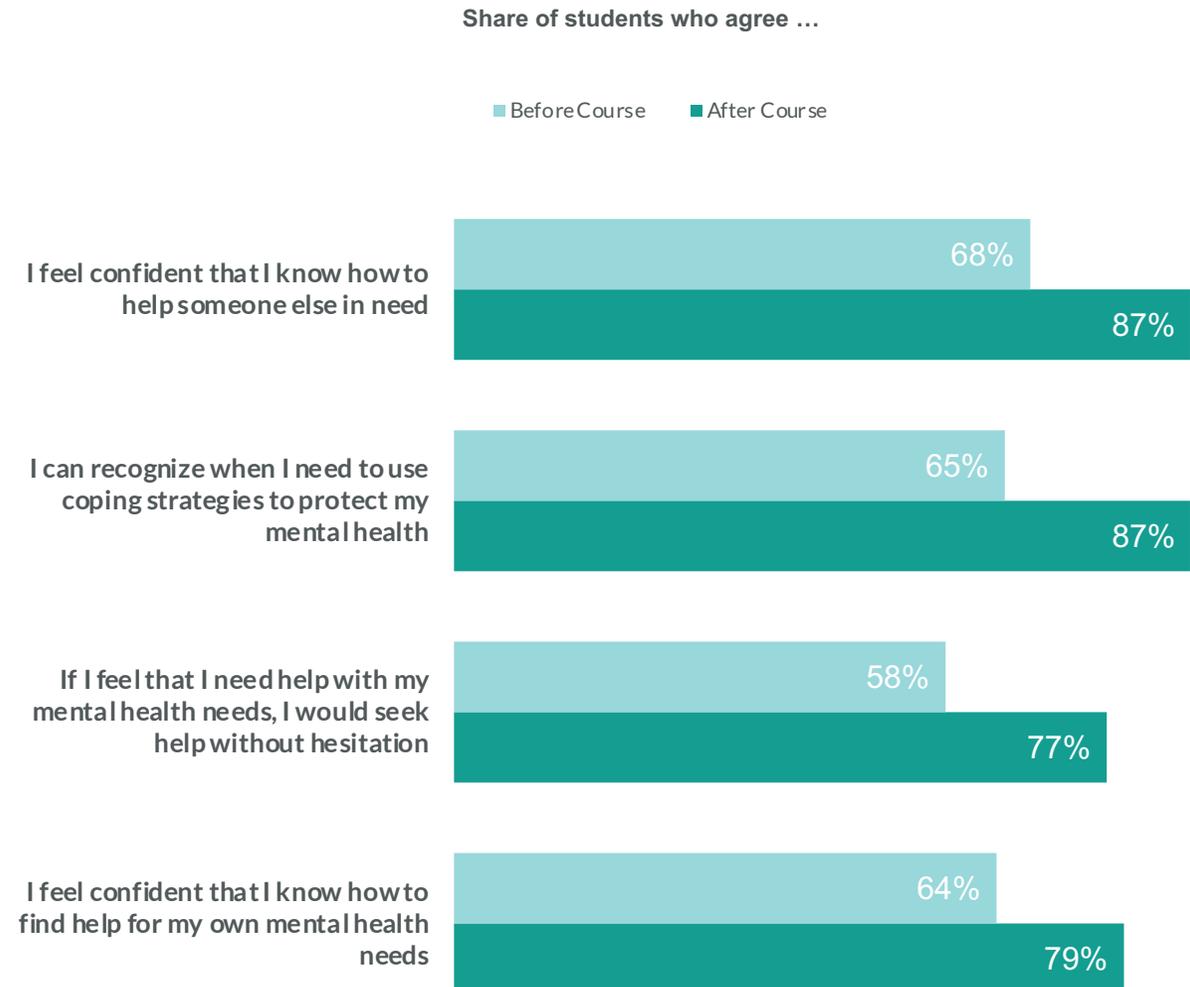
(Compared to 65% in pre-course surveys.)

Encouraging Students to Seek Help

Recognizing and Reacting to Emotions

Students leave *Mental Wellness Basics* more prepared to deploy their own coping strategies, more knowledgeable in how to find help, and more confident in how and when to help others in need. Empowering learners to support their peers is particularly pertinent as survey data indicate that when experiencing emotional distress, students are most likely to reach out to a friend for help.

By increasing students' confidence and ability to support friends in need, *Mental Wellness Basics* helps to widen students' net of support. Whether by utilizing strategies to improve their own mental health, seeking help for themselves, or supporting a friend in seeking help, students leave *Mental Wellness Basics* better prepared to take positive action. Communities are enriched by individuals empowered to support mental well-being in themselves and others.



Student Outcomes

Strengthening students' skill set for supporting life-long mental health.

After participating in *Mental Wellness Basics*, students overwhelmingly agree that the course improved their capacity for compassion, awareness of mental health challenges and habits, and provided them with tools to support themselves and others.

Students agree *Mental Wellness Basics* ...



77%

Helped me better understand my own mental health.



81%

Made me more confident that I know what to do to stay mentally healthy.



68%

Helped me be more compassionate towards myself.



79%

Helped me be more compassionate towards those with mental health conditions.



77%

Gave me tools to recognize stress and ways to cope with it in a healthy way.



79%

Helped me to understand how I can support a friend in need.

Feedback from Teachers & Students

Perspectives on Mental Wellness Basics

What Teachers Are Saying



“This was a super stressful school year and the students need to understand the important of mental health.”

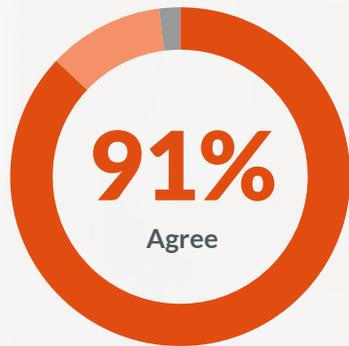


“**[Mental Wellness Basics]** lets the students work on their own but learn more about mental health and may answer questions they have but are afraid to ask about.”



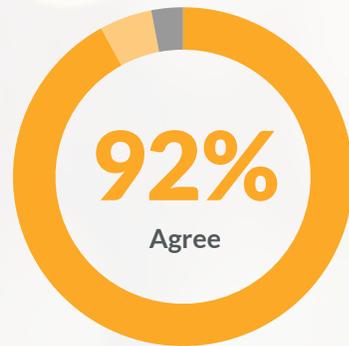
“This topic is so necessary for teens, but it is difficult to find reliable information, and it is also difficult to talk about. This class sparks needed conversations.”

Teacher Ratings



Engagement

My students were engaged with the course content.



Fit

This course was easy to fit into my curriculum.



Quality

Overall, how would you rate the quality of the content?



Net Promoter Score

How engaged were your students going through the course?

What Students Are Saying



“I will do my best to apply some of the coping strategies mentioned here to my own experiences as well as to help acquaintances and friends of mine who have suffered or who are suffering from mental health dips. I want to help my loved ones in an effective way without making them feel pressured and uncomfortable, and the advice shared here has been very useful in helping me figure this out.”



“I think this course was super helpful in every way, and I especially liked how it spoke about the stigma against mental health. I feel like it's not talked about enough and it was great that the course talked about it.”



“I also loved how to support a friend (and how not to), I have seen situations where I feel like comments friends make when someone confides in them are not always helpful and can sometimes do the opposite of helping, I think that knowing how to properly address a situation like that is very very important .”

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