



LEARN

**Forward
Together ▶▶**



ON

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A BLACKBAUD COMPANY

ACCELERATE

LINK LEARN LEAD

A PLC for Administrators
Powered by EVERFI

Link

Network with district leaders
from your region and beyond to
solve challenges that you're
facing right now

Learn

**Drive change within your
community** using the
knowledge and skills gained
from leaders in education,
business, & more

Lead

**Share your experiences and
shine a spotlight on the**
accomplishments of your district
in PDs, articles, social, & more



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How We Built This!

The Magic Behind Our Course Creation



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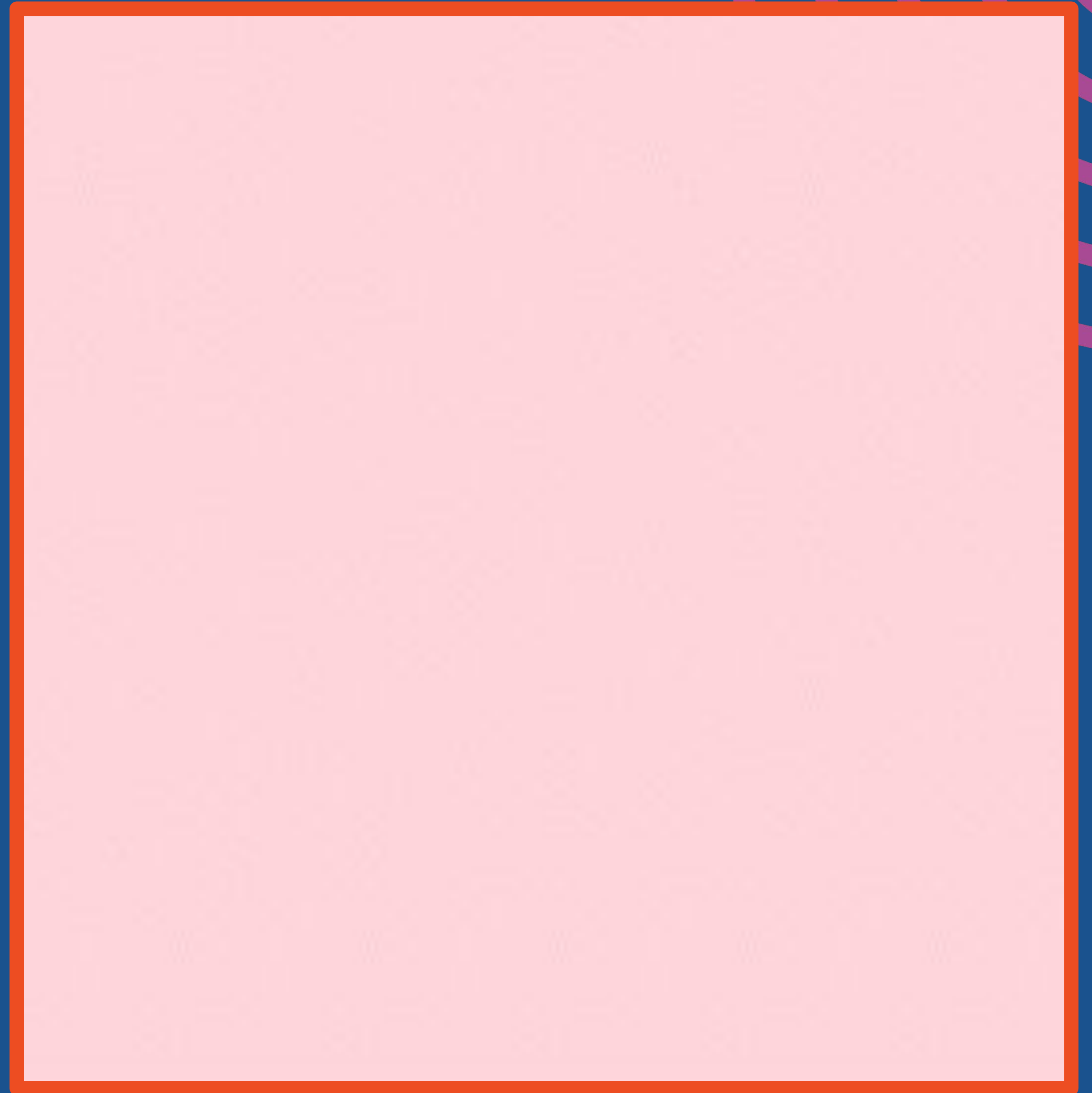
AGENDA



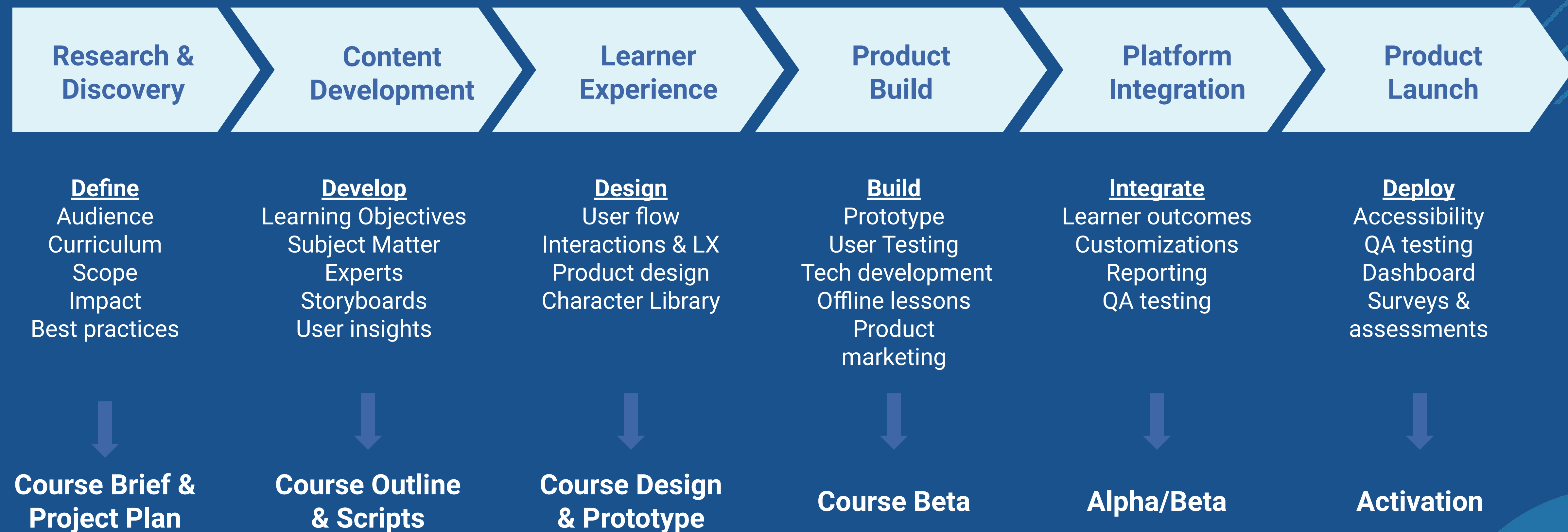
- ABOUT EVERFI
- GOALS FOR EVERFI COURSES
- OUR PRODUCT DEVELOPMENT PROCESS
- DISCOVERY AND OUR USERS
- DIVERSITY, EQUITY, INCLUSION & ACCESS
- LEARNER EXPERIENCE & DESIGN
- PRODUCT IN THE CLASSROOM: Q&A Featuring Jon White

EVERFI COURSE PILLARS

- Bring real-world learning into the classroom
- **Empower** students to learn through discovery, with **relevant and inclusive** characters and scenarios
- Equip students with the **life skills** they need now and in the future



Course Development Overview



Discovery

Setting the Foundation

- User personas & needs
- State standards - where is there a connection?
- Goals for community impact
- Subject matter expertise pulled in
- Where are the gaps in what already exists?



Vigilant Victor

- 18 Years Old
- Senior in High School
- Suburban Community

A financially literate senior in high school whose family has been scarred by identity theft.

Bio

Victor has a high level of financial literacy and a high level of attention to data security. He has held after-school and summer jobs since he was 15 years old and has consistently deposited a large percentage of his earnings in a college savings account. His parents are moderate level income earners and have stressed the importance of earning and saving money since he was young. His family also is slow to adopt new technologies since a family member had their identity stolen which wreaked havoc on their finances.

Goals

Wants to successfully complete college and become an engineer. He will contribute a lot towards paying for college and wants to get out of college with little debt and a high credit score.

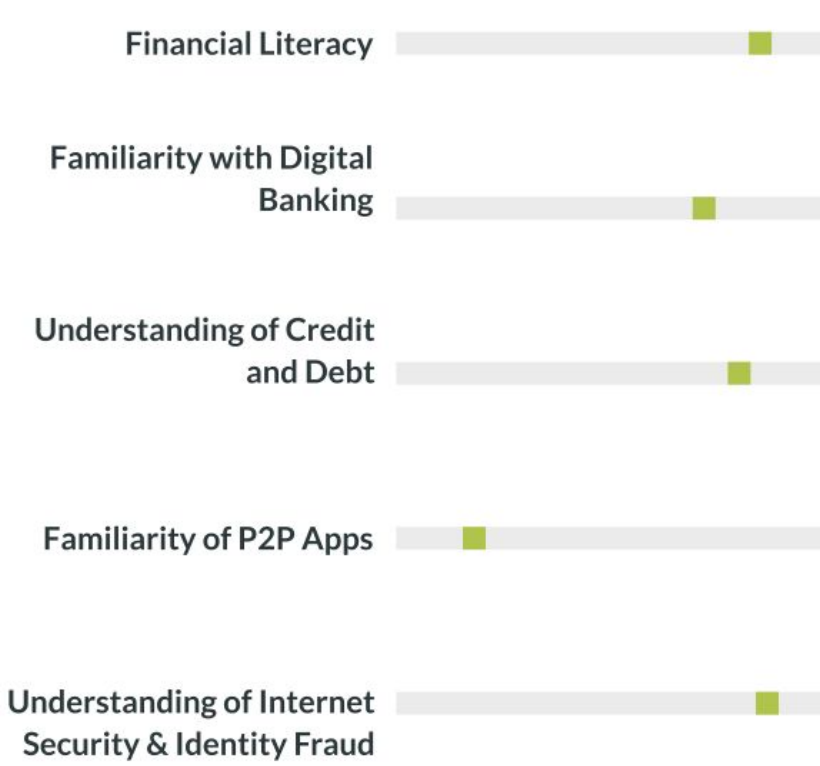
Frustrations

He is frustrated by the costs of college and some of the internet safety precautions that his parents require him to take and practice in the home.

Motivations

He is motivated to learn more about how to grow and protect his money safely while using P2P apps and digital banking tools.

"I am saving up for college and want to make sure that nothing sets me back. I only bank online but take steps to make sure everything is secure."



Path To Success

- Detailed information about why current security measures and precautions are needed to avoid identity theft and common scams.
- Detailed information about P2P apps in order to make an educated decision about using them.

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 topics⁴
- 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 skills⁴
- 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.⁶
- 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., Lendrum, 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] Kirchhoff, 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.

Diversity, Equity, Inclusion & Accessibility

- Impacts all elements of course design
 - Character names, language
 - Hair, clothing, body type, environments
- Different types of learners
 - Interactions
 - Learn by doing
 - Pacing, language
- Usability testing
 - Accessibility QA

Riyad

Course Usage Tracker


- Varo: SaveUp - Savings Simulations, M01, Main Character

Character Description & Personality


- Character role/Job: Older brother
- Gender Identity: he/him
- Genealogy/Heritage Location: North Africa, Middle East, and Turkey (6) – Egypt
- Skin color: Medium
- Age: 19
- Body shape:
 - Height: Very Tall
 - Body Size: S
- Disability:
- Cultural Heritage Markers or Religious markers:

Additional Notes:

-

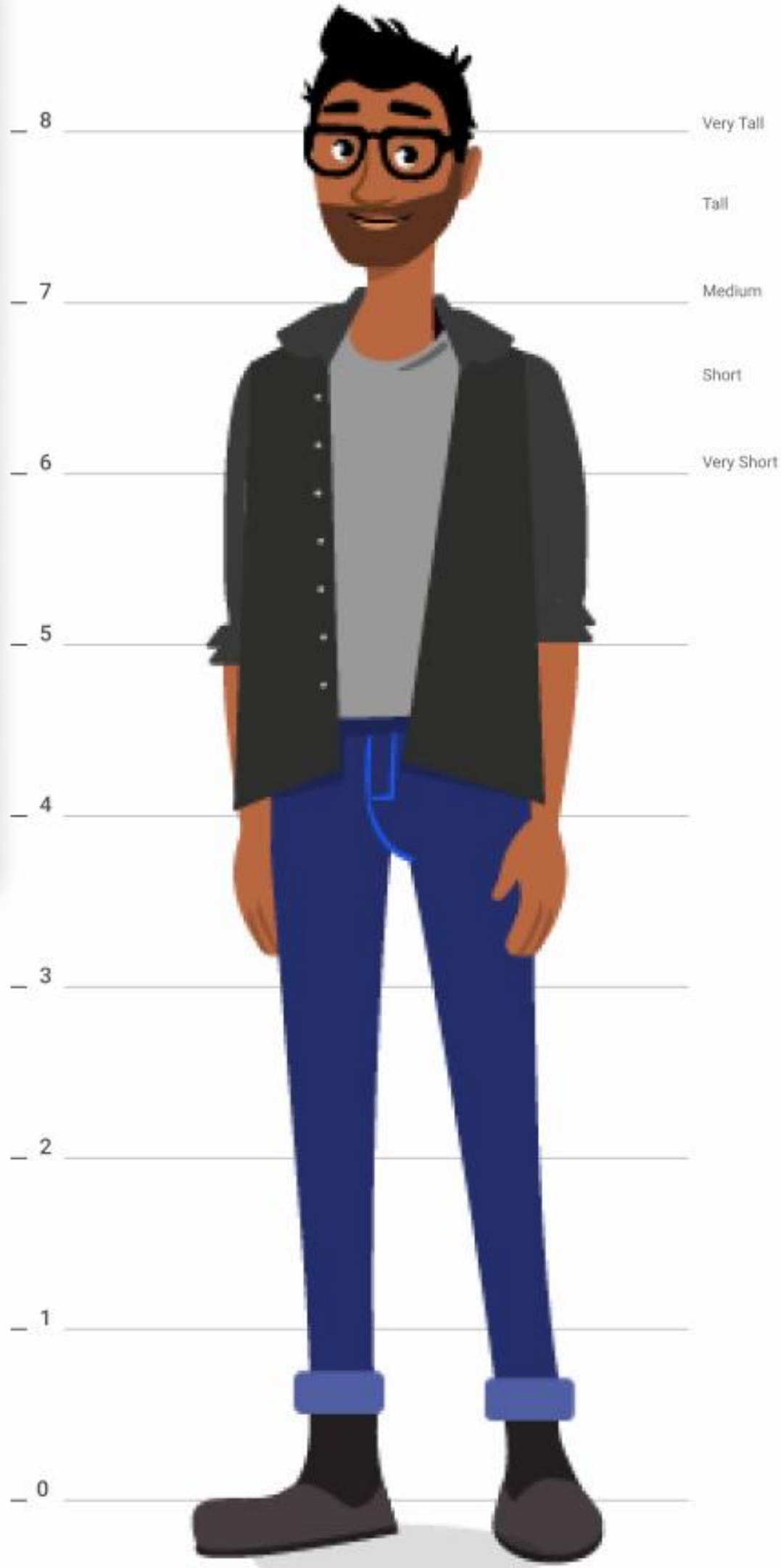


Skin tone



Character Relationships

- Nas: sister



“

The amount of inclusivity in the art made me feel really included. It wasn't just white people in the art, but a wide array of individuals who were so unique in so many different ways, from different ethnicities to disabilities; I believe anyone playing this game can feel included.

”

- Student



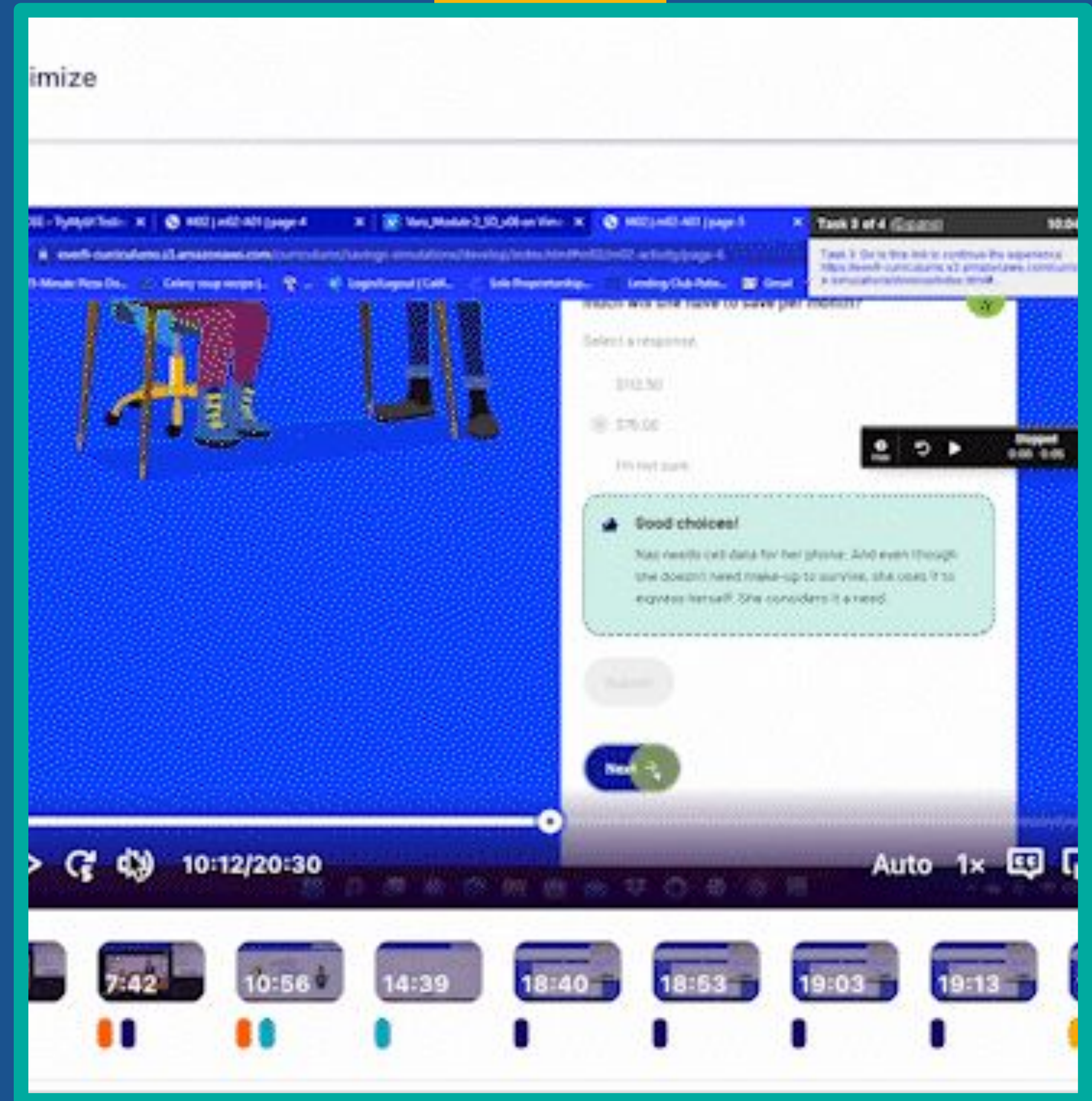
Course Rhythm and Flow

- Module topics
- Course objectives
- Course beats and rhythm
- User flow



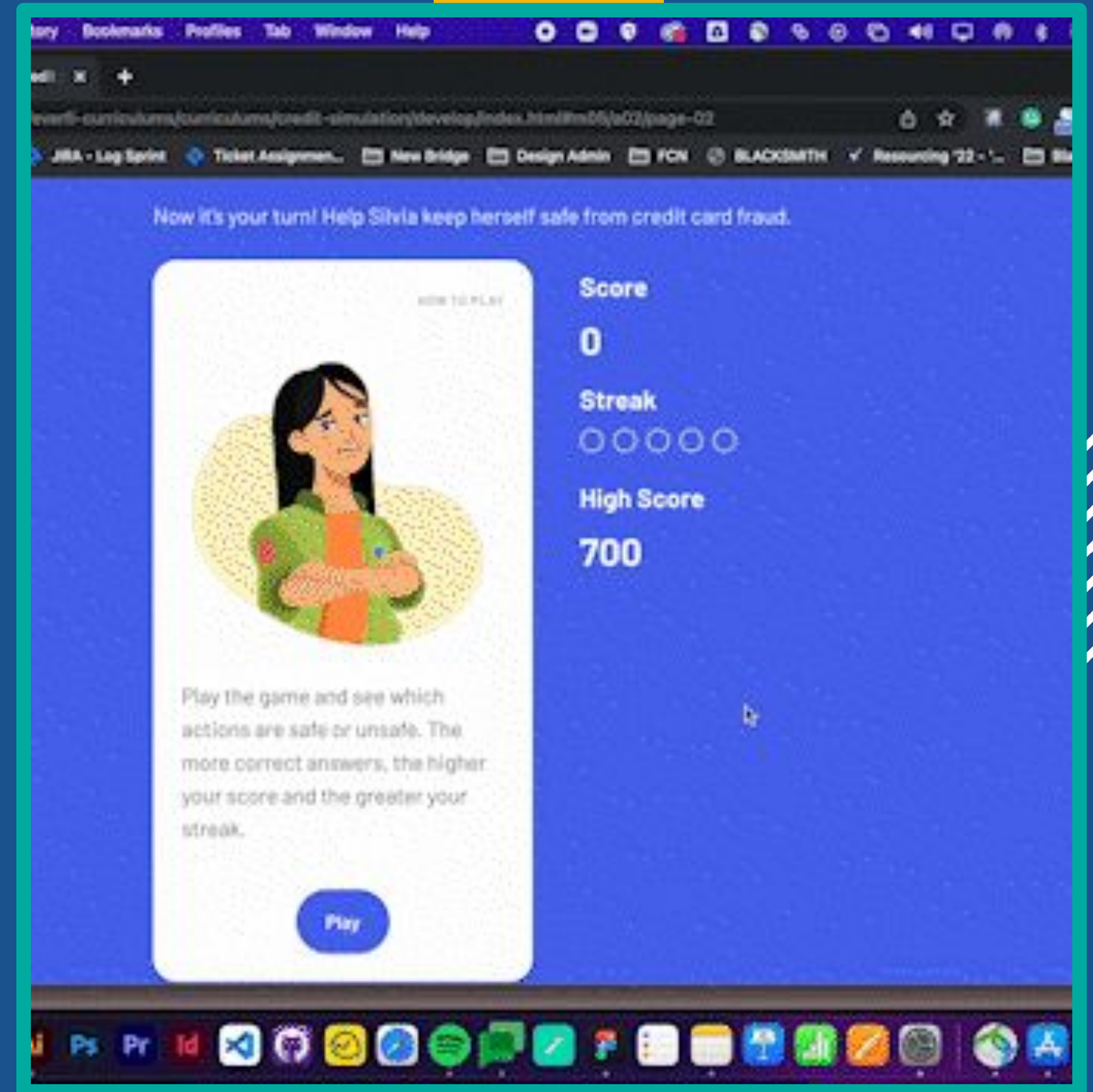
User Testing

- Teachers
 - 1:1 interviews
 - Surveys
 - Focus Groups
 - Feedback from K12 Implementation specialists
- Students
 - 1:1 interviews via EVERFI teacher
 - “Try My UI”
 - Focus Groups



Learner Interactions

- Exploration & Learning
 - i-Spy
 - Progressive chat
 - Timeline
- Apply learning & Reflect
 - QA Feedback
 - Poll
 - Card game
- Assessment types
- Role of pre-/post- assessments & surveys



What is Next?

- Increased ability to choose the content that is right for Districts, Teachers, and Students
- Help teachers adapt to changing requirements
- Save educators time by having recommended content based on *what* and *where* they teach
- Evolve the course tools: Gamification, Incentives, ESL considerations, Opportunities for parent connections...and more!



EVERFI in the Classroom

Q&A