



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

LIFE CHANGING EXPERIENCES
SCHOOL PILOT PROGRAM

SL 2017-57, Section 7.25

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Life Changing Experiences Community Education Project

North Carolina Pilot

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Final Report to Joint Legislative Education Oversight Committee and
the Fiscal Research Division

March 1, 2019

Abstract

Innovative ways to decrease risky behaviors and increase positive social-emotional intentions to increasingly technology- advanced youth that is effective, accessible and cost-effective remains a challenge for national, state and local boards of education. The demand for programs that promote healthy youth development continues to grow. Many school-based assembly programs addressing risky behaviors such as bullying, substance abuse, and safe driving are not based on empirically-based theoretical frameworks. They often use “scare tactics” without engaging the students, which have been proven to be highly ineffective. Further, many existing assemblies are “lecture-style” and therefore are variably engaging. To that end, Children and Parent Resource Group, Inc. implemented the Life Changing Experiences (LCE) Community Education Project. The LCE Project offers the most sophisticated traveling 3-D interactive intervention and prevention assembly programs for schools in the USA. Each program in the LCE Project features an innovative 90-minute scientifically grounded experience that transforms school auditoriums into an interactive and technologically sophisticated cinema to deliver a powerful 3-D narrative, video testimonials, and an interactive audience component through hand-held voting devices. Each program developed through the integration of best practice science and feedback from community stakeholders ensures that the programs are universally relevant yet scientifically rigorous and sensitive to youth across diverse communities. This multi-sensory educational experience has been proven to effect change such as improvements in students’ social problem-solving knowledge, safe driving decisions, pro-social attitudes about bullying, creative thinking, and refusal to use alcohol and other drugs. The LCE Project has implemented in the following North Carolina Counties: Forsyth, Mitchell, Wayne, and Pitt

Keywords: safe schools, bullying, safe driving, prevention programs

Children and Parent Resource Group, Inc.

There's extensive consensus amongst researchers that childhood is a critical point for development and can have a significant impact on children's future success and well-being. Therefore, it's crucial for the adults in children's lives – parents, teachers, social workers, etc. – to have the tools and knowledge to provide a nurturing and safe environment. For these reasons, The Children and Parent Resource Group, (CPR), located in Greensboro NC, is dedicated to advocating for education, both in the home and academic settings, that challenges young people to reach their full potential. CPR was established in 2006 as a nonprofit organization offering education and resources in a multi-faced approach to strengthening positive outcomes for children and youth. Its outreach falls within three main headings: Parent & Professional Coaching, Education Consultation, and Youth Development Programs & Research. The nonprofit organization provides evidence-based resources that empower and revitalize children, youth, and their families.

In 2012, CPR partnered with world renown creator and developer of multi-sensory educational programs, Ori Yardeni, to help develop and implement The Life Changing Experiences Community Education Project. The goals of the Project are to:

1. Create community awareness on the critical social issues facing modern day youth.
2. Support school screenings of the intervention and prevention programs to impact the students' thoughts, intentions, and behaviors, at no cost to schools or students.
3. Conduct ongoing research on the effectiveness of the program for ongoing improvement and cultural adaptations.

The Life-Changing Experiences Community Education Project offers the most sophisticated traveling 3D interactive programs for students. The programs are delivered through a method of innovative 90-minute scientifically grounded experiences that transform school auditoriums into interactive and technologically sophisticated cinemas. The engaging experiences use powerful 3D narratives, video testimonials, and actively engages student participation in the program using hand-held voting devices. Life Changing Experiences are not only a cutting-edge cinematic experience but researched based programs focused on changing hazardous, risky behaviors into positive, measurable outcomes that change the lives of students. Following the in-school experience, students are invited to participate in a 3-6-week follow-up app experience called, Revolving Doors for two of our award-winning programs. Students have the opportunity to put their skills to the test as they act as film directors and determine how the actors behave on in various scenarios. Using state-of-the-art web technology, the students influence the movie's development. They can change their minds, trying alternate paths and decisions for the same key moments, a luxury youth do not have in real life.

Life Changing Experiences have proven to increase students' problem-solving skills, safe driving skills such as controlling speed and safe distance in following other vehicles, positive decision making for themselves and others, pro-social skills such as empathy for victims, and strategies to avoid succumbing to peer pressure. Also, the programs provide an understanding of alcohol and other drugs' negative effects on the brain and changes youths' intention to consume alcohol and other drugs and provide for character education and environmentally responsible citizenship.

The programs undergo a rigorous research process including both company and independently led focus groups, student interviews, field studies, post-program field research and

topical consulting from leading researchers and experts in their fields from entities such as the Children's Hospital of Philadelphia, and The World Bank. Data collection and analysis is a continual process that shapes program design, revision and perpetual adherence to our core value of producing programs that reduce negative outcomes and lead to positive, sustained, impactful outcomes in youth. Both formative and summative evaluations are administered for each school experience as students anonymously express their opinions and knowledge on the perspective content using the handheld research tool. The results of the evaluations are used to measure immediate program impact and assist schools in determining and prioritizing the issues involved in addressing the specific program topic during the school experience.

On September 21, 2016, The International Safety Media Award (ISMA) was distributed during the 12th World Conference on Injury Prevention and Safety Promotion in Tampere, Finland. The Life Changing Experience, *Free2B* program received the award for "Excellence in Delivering Safety and Injury Prevention Messages" effectively. Hundreds of movies were submitted to the competition from all around the world. This award recognizes excellence in safety and injury prevention programs, that has a proven evaluation of the effectiveness of the messages.



Children and Parent Resource Group, Inc. contracted to design, implement, and evaluate a two-year Life Changing Experiences School Pilot Program (Project), beginning with the 2017-2018 school year and ending with the 2018-2019 school year. The Project shall be operated and administered for students in grades six through 11 in the following local school administrative units: Mitchell County Schools, Pitt County Schools, Wayne County Schools, and Winston-Salem/Forsyth County Schools. These contract funds shall not be used for any purpose other than to implement the Project in the local school administrative units, which consists of traveling three-dimensional, interactive, holistic, and evidence-based multimedia education in-school programs. The Project includes theme-specific programs screened as school assemblies and additional follow-up applications that address dangerous life and community threatening activities that negatively impact teenagers, including alcohol and other drugs, dangerous driving, violence, and bullying. The goal of these programs is to increase positive intentions and behavioral outcomes by teaching students the techniques and skills that empower them to reach meaningful life goals, employ positive behaviors, and start businesses and social enterprises.”

To date, all middle schools In Wayne, Pitt, Mitchell and Forsyth County have experienced the Addicted 2 Life program and the Free 2 B program for a total of 35 schools and 18,173 students. On the day of the program, our *Project* team arrives at the school, sets up at the location of choice that can be darkened to serve as a theater for the day. The programs are presented up to four times per day serving up to 1,000 students per day. The team disassembles the mobile theater and departs – all in one day! Participation requires little commitment from the school, other than access to the school and students. Students are provided 3D glasses and interactive handhelds which are used for real-time data collection. Shortly after the program day, school officials are provided with a report containing information on your students’ perceptions of the content of the program and how the students were impacted by the program.

High school students in the Pilot counties began experiencing the Cinema Drive Program and License to Dream after mid-term exams concluded in late January 2018. Scheduling for the Program continues into March and April.

Initial Program Impact



Teenage brains are still developing, the part responsible for judgment, reason and behavior control matures around the age 21. This immaturity makes teenagers more likely to make decisions based on emotion rather than a rational process. As a result, teenagers are considered a high-risk group for drug and alcohol consumption. Alcohol is the most commonly used and abused drug among youth in the United States. Underage drinking effects youth well-being and academic performance. Research suggests that youth drinkers are more likely to have school problems such as higher absence and poor or failing grades. Youth who start drinking before the ages of 15 are six times more likely to develop alcohol dependence or abuse later in life and have long-term negative health outcomes (2013 National Survey on Drug Use and Health).

Addicted 2 Life (A2L) demonstrates the damages alcohol and other drugs can cause with realistic storytelling, journalistic reporting and in 3D animation. Students are taken on a scientific journey through the body as they learn the different effects substance abuse has on the central nervous system.

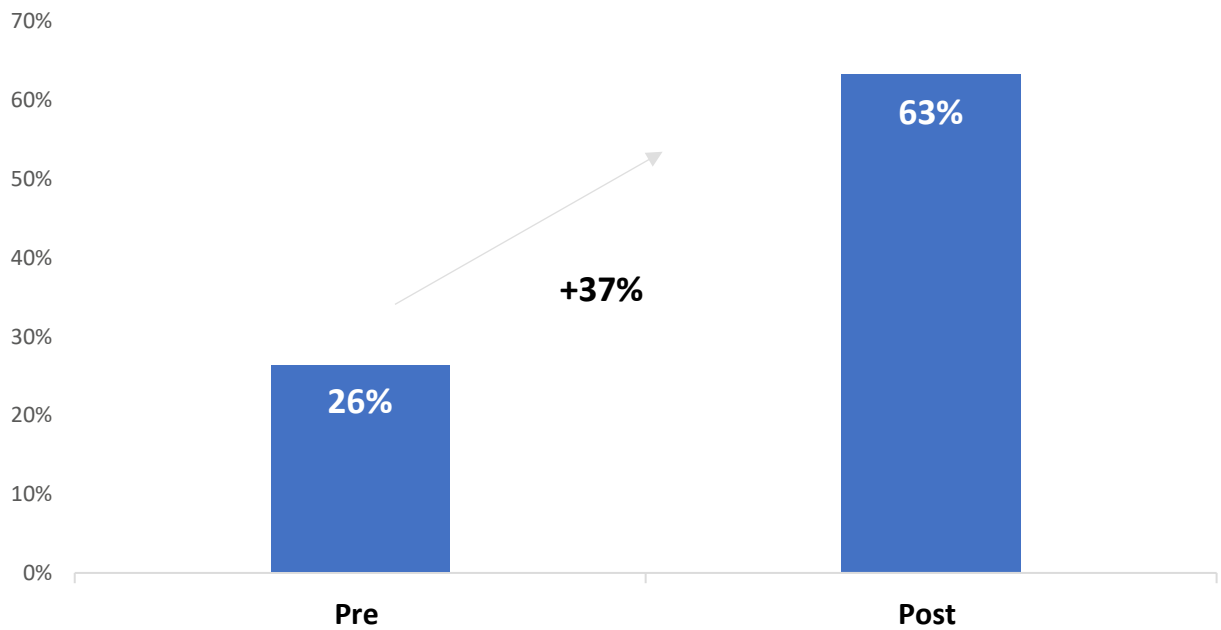
A2L multimedia interactive drug and alcohol prevention program was disseminated in all four counties. The data shows students' knowledge increase concerning drug and alcohol effects and the program's impact on their attitudes and intentions to use drug and alcohol.

1. Knowledge related to Alcohol and Other Drugs

During the presentation, students learned about the negative effects of drugs and alcohol on the brain and the body. Before and after the program, students were asked multiple-choice questions related to their knowledge. Concerning Marijuana, the students were asked: “How long can the marijuana effects stay in the human body?”, The students were asked to choose between four answers, where only one - “up to 30 days” -is the correct answer as could be learned from the program. The significant increase in the number of students that answered this question correctly after the presentation reflects the impact the program has on knowledge assimilation.

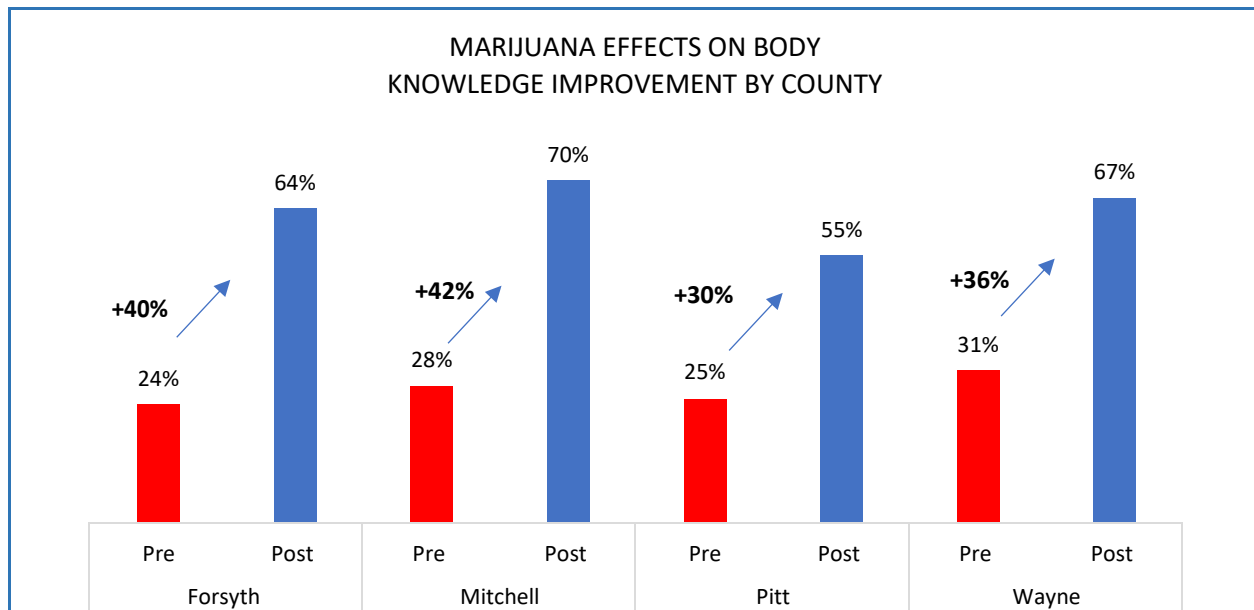
Figure 1.1 Pre and post correct answers to the effect of Marijuana on the body

Aggregate answers from all four counties.



After experiencing the program, there a **37% improvement** in students' knowledge of Marijuana's effects is demonstrated.

Data shows the consistency of results across the different counties.

Figure 1.2 Pre and post correct answers to the effect of Marijuana on the body by county

2. Drinking and Driving- Impact on Decision-Making Skills and Intention to Behave

One of the crucial issues addressed by the program is the dangers of drinking alcohol and driving. The program aims to impact students' intention to drink and drive and their willingness to ride with a driver who drank alcohol. The results confirm this positive impact.

The students are exposed to narratives addressing the consequences of drinking and driving and how drinking alcohol impacts their decisions both as passengers and as drivers.

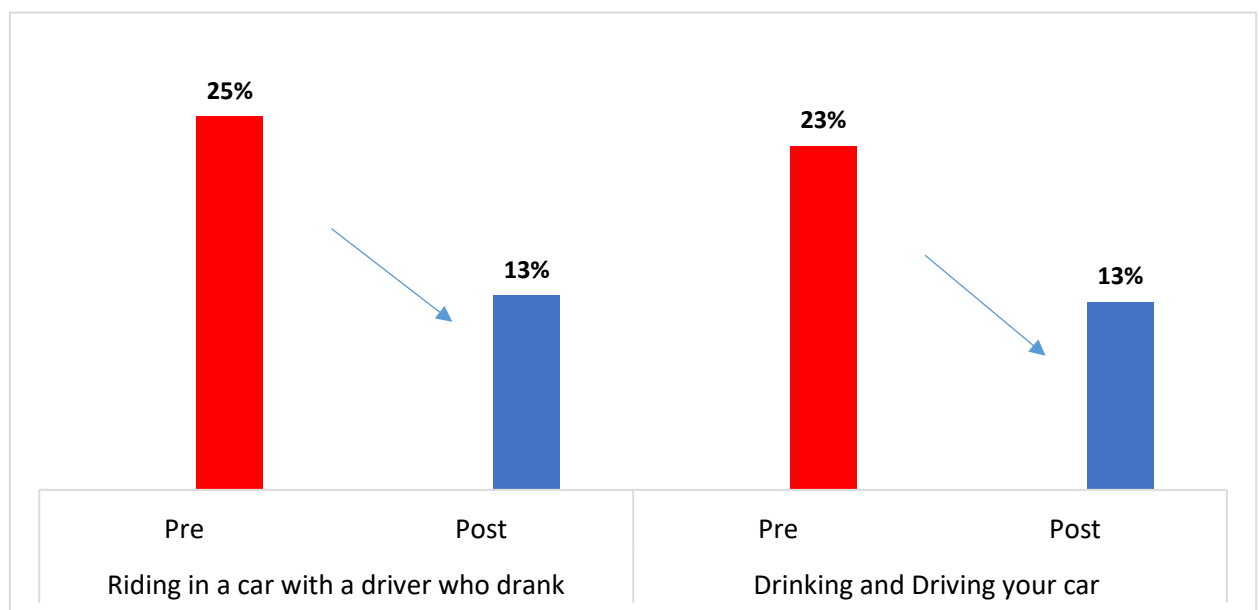
Before and after the program students are asked two questions:

1. "Would you ride in a car with a driver who drunk two beers or its alcohol equivalent or more?" This question refers to the student as a passenger.
2. "Would you drive a car after drinking two beers or its alcohol equivalent or more"? This question refers to the student as a driver.

The possible answers are: "Yes," "Probably Yes" "Probably Not" and "Not." The students answering Yes or probably yes are the '**Group at Risk.**'

Figure 2. Pre and post results among the Group at Risk, answering positively to questions regarding drinking and driving.

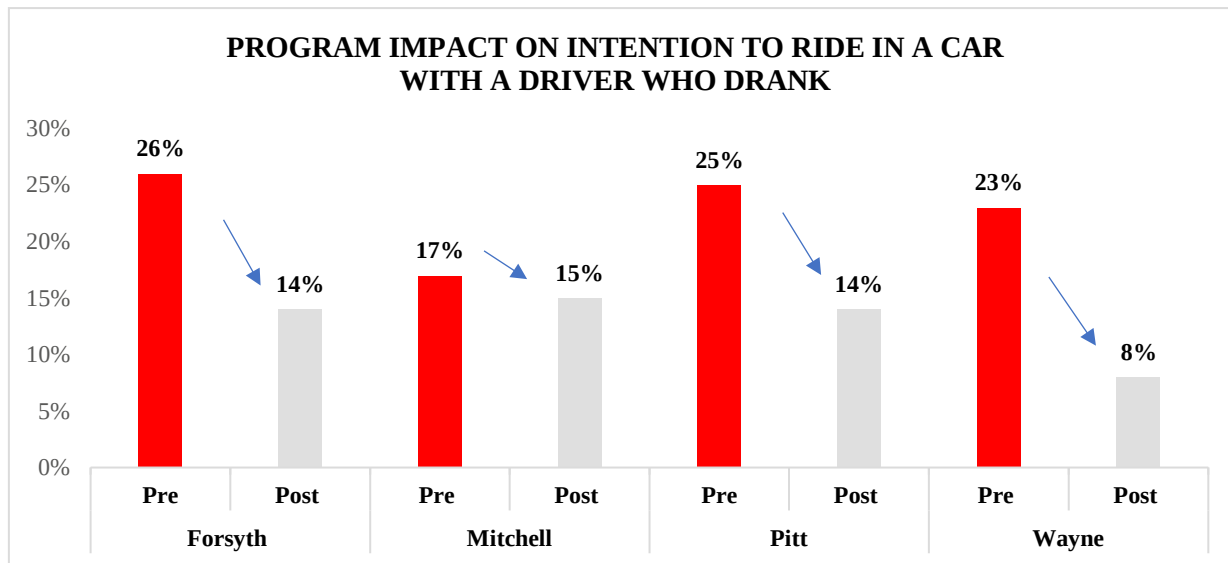
Aggregate data to all four counties



Before the program, 25% of the students reported that they would ride with a driver who drank alcohol. After the program, only 13% said they would.

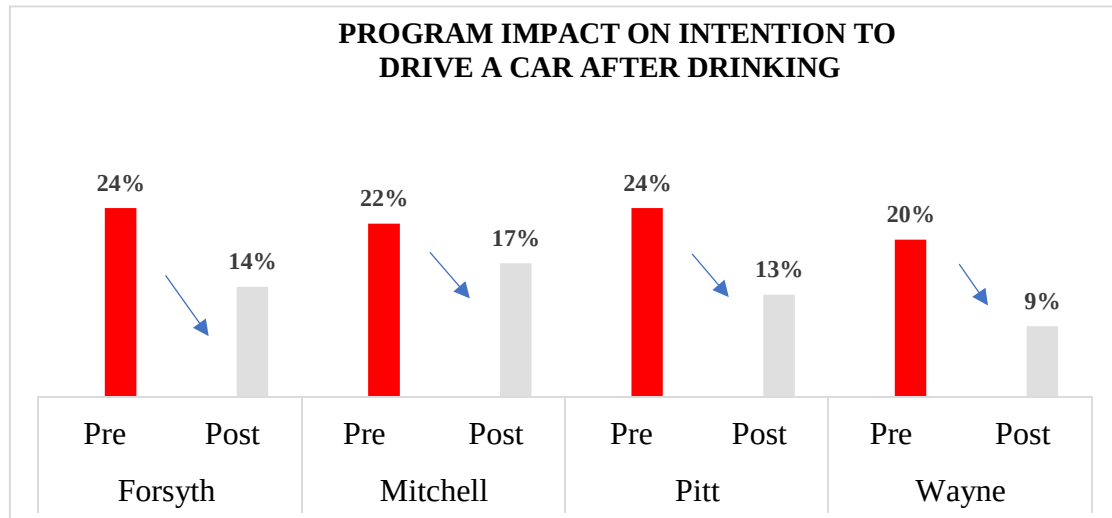
This reflects a 48% decrease in the Group at Risk. Similarly, before the Program, 23% of the students reported that they would drink and drive. After the program, that percentage decreased to 13%. This reflects a 45% decrease in this risk group.

Figure 2.2: Pre and post results among the Group at Risk answering positively to questions regarding riding with a driver who has drunk



Post-program results in all four counties show a decline in the intention to ride in a car with a driver who drank alcohol. *Mitchell is an exception with only 2% decline.* The rest of the counties, numbers are in the range of a 10%-15% decline. In each of these groups, the number of students who stated they would drive with a drunk driver decreased by a 46% in Forsyth, 44% in Pitt and 65% in Wayne, representing a clear and substantial reduction in the Group at Risk.

Figure 2.3 Pre and post results among the Group at Risk answering positively to questions regarding driving after drinking themselves



Post-program results in all four counties show a decline in the intention to drive a car after drinking alcohol. Mitchell is an exception with only 5% decline. The other three counties show an average **decline of 47%** in the number of students at risk.

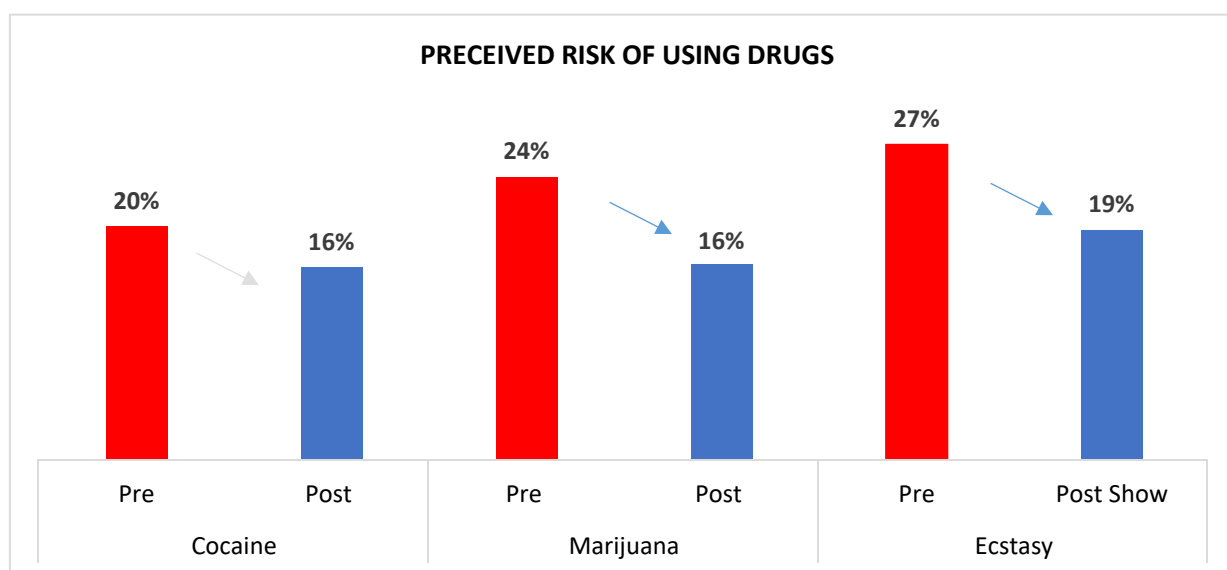
3. Drugs Perceived Risks

The program educates the student about the harmful effect drugs to have on their well-being. Understanding the risk involved will help students make better choices.

Before and after the program students are asked “How risky is it for people their age to take cocaine once or twice?”; “How risky is it for people of your age to use marijuana?”; and “How risky it is for people your age to use ecstasy?”. The possible answers are “No risk,” “Little risk,” “Moderate risk” and “Big risk.”

Students who answered, "No Risk" or "Little Risk" are the Group at Risk."

Figure 3.1: Pre and post results concerning risk perception in all four counties.



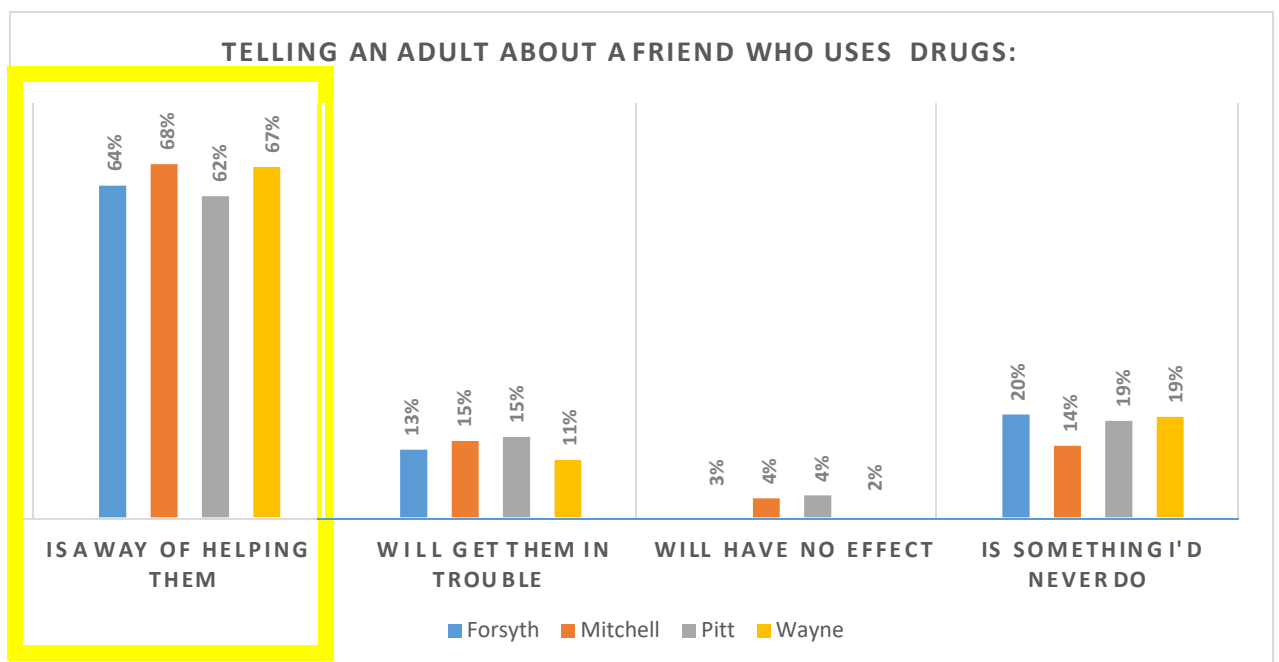
Before the program, 20%, 24%, and 27%, of students in all four counties respectively, reported no risk or little risk using these drugs at their age. After the program, the percentage of those who reported no risk or little risk declined by 20%, 33%, 30% respectively indicating a change in their risk perception.

4. Positive Bystander Behavior

The program provides actual behavioral tools to help bystanders respond to a situation if they witness their friends using alcohol or other drugs.

“Telling an adult about a friend who uses drugs” is a question presented to the students after the experience. The correct answer is “A way of helping them.” The other answers: “will get them in trouble,” “will have no effect” or “it is something I’d never do” are less desirable. After the program, the majority of students confirmed that telling an adult about a friend that uses drugs is a positive way of helping him. The percentage is consistent across the counties.

Figure 4.1 Post results - Student telling an adult as a way of helping a friend who uses drugs- by county.



The results in all four counties are very similar across the four possible answers with the desirable answer - "Telling an adult is a way of helping your friends who use drugs" **by an average of 65%.**

5. Program Satisfaction Evaluation

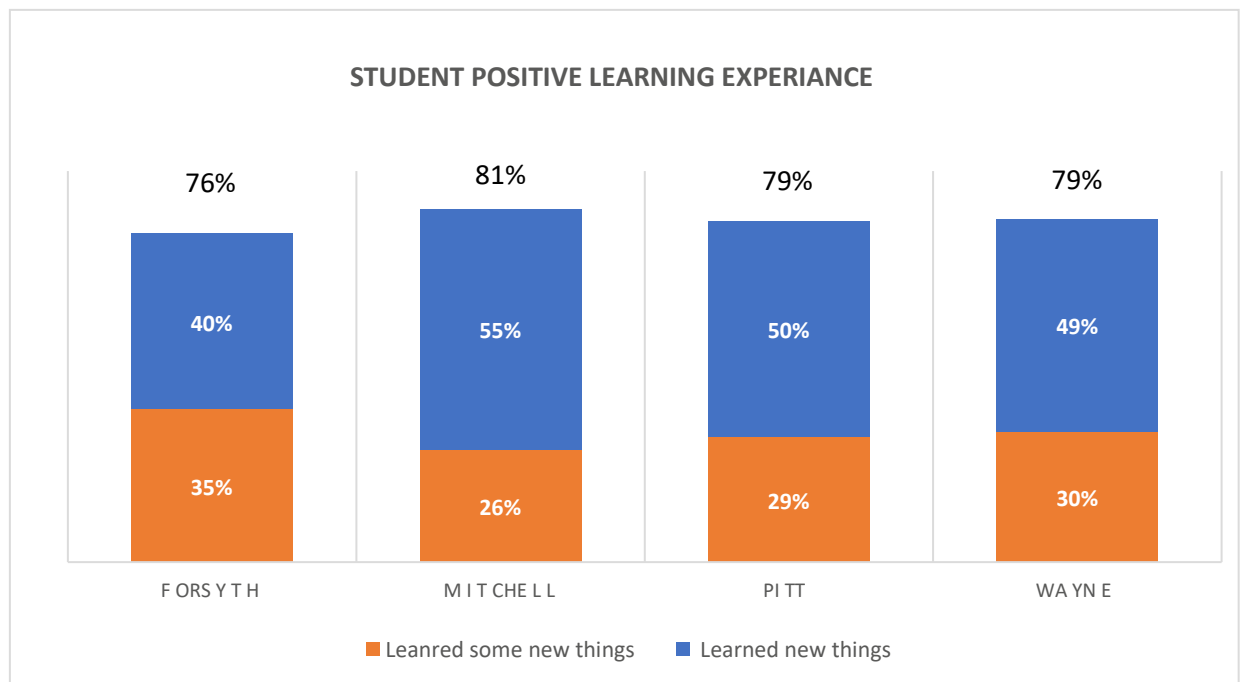
After the experience, students were asked the following satisfaction questions.

“Have you learned anything new today?” And “Has your attitude toward drugs changed today?”

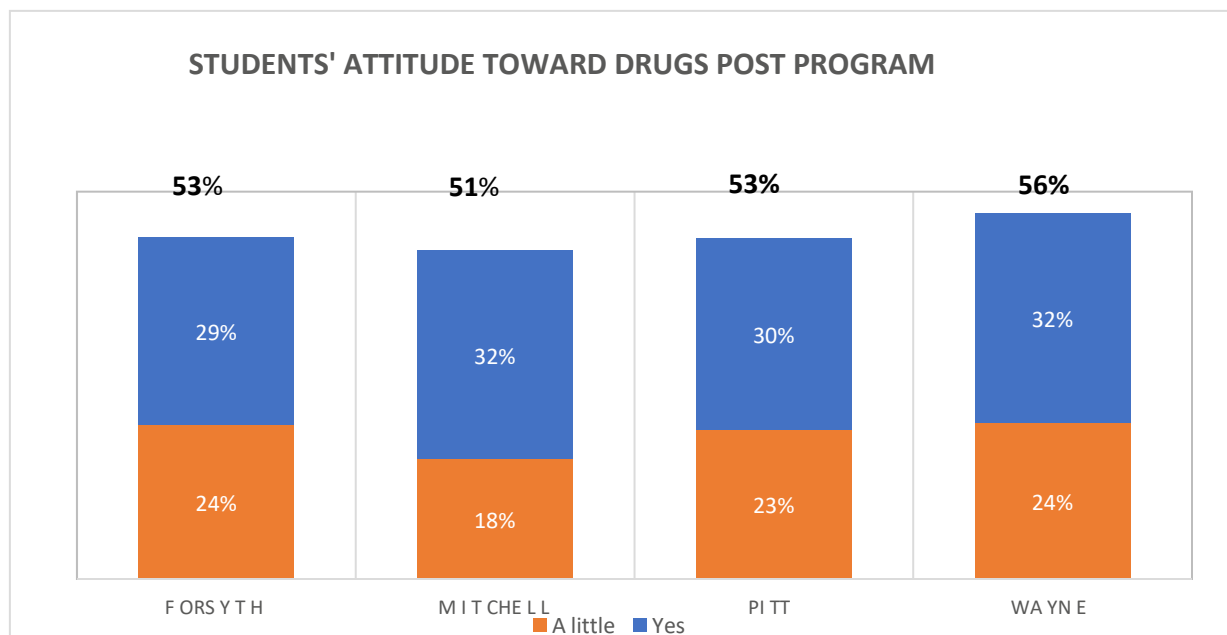
The choice of answers is: “Not really” or positive “A little” and a “Yes.”

Student satisfaction with the program is consistent across the counties. 76% to 81% reported that Addicted 2 Life was a positive learning experience that provided new knowledge and skills in this content area.

Figure 5.1 Students evaluating the learning experience by county



Around 80% of all the students across the four counties felt that they learned new things.

Figure 5.2 Students' program rating by county

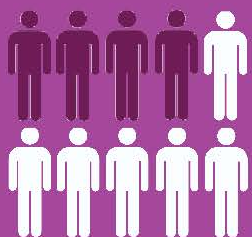
51% to 56% of the students confirmed that their attitudes concerning drugs changed.



TRANSFORMING THE LIVES OF STUDENTS FACING THE HAZARDS OF LIFE



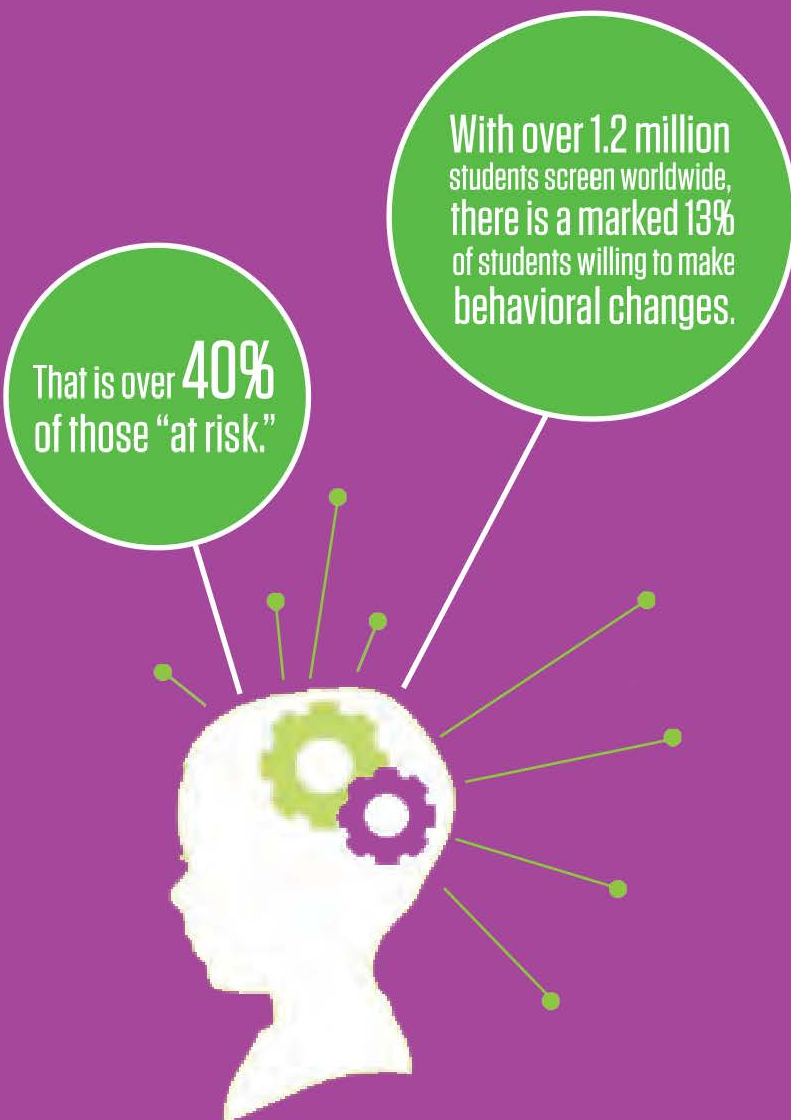
DRUGS • ALCOHOL • SAFE DRIVING • BULLING • ENVIRONMENT



The Center for Disease Control (CDC) reports that about 40% of American high school youth use drugs at least once.



The “Addicted to Life (A2L)” program demonstrates the damages that drugs and alcohol can create with realistic storytelling, journalistic reporting and multisensory technology including 3D animation. Students are taken on a scientific journey through the body as they learn how different drugs affect the central nervous system and change the way a person thinks, feels or behaves. They also learn about the detrimental effects of drug trafficking on communities and the U.S. efforts surrounding the war on drugs. The “edutainment” captivates youth audiences, who learn while being educated.



STUDENTS CHANGE THEIR BEHAVIOR IN WAYS THAT BENEFIT THEM AND THEIR COMMUNITIES.



“I will definitely change my behavior because of Addicted to Life.”

Bianca, student



LCE partners with leading research experts and departments during production of its projects, including Or Yarok Israel and the Israel Anti-Drug Authority.



CINEMA DRIVE: ONE THEME UP TO 6 EXPERIENCES



THE PRE SHOW SURVEY

This information will be examined to measure the impact of the program on students' opinions and intentions to change their driving behavior.



FEELING THE CHEMISTRY

The multi-dimensional experience that demonstrates the physical and mental effects that substance abuse has on the human body.



KNOCK OUT

In total darkness, with a surround sound system, we experience a party with three young adults. We learn about peer pressure, and the impact of drug use on families and friends. While our sense of sight is inactive, our brain's perception is otherwise sharpened as we receive every piece of information and intricate detail via the high quality audio system.



REALITY CHECK

Students are drawn into a documentary style experience about drinking and driving, learning about the harsh consequences faced by typical, "good" people because of reckless uses of alcohol.



CHAIN REACTION

We join a motion experience, journeying around the globe to witness the production and marketing of drugs. We learn about the far-reaching, and even global impact of drug production, marketing, and use, allowing us to better understand the extensive damaging effects.



OUR CHOICE

Through an exciting trivia competition, we will examine the absorption of knowledge. Thirty minutes of fun and pure pleasure of the participants enables us to get valuable information that can improve future results.

POST SHOW SURVEY

These are the same questions we ask in the Pre Show Survey. This information will be examined to measure the impact of the program on the students' intentions to change their behavior.



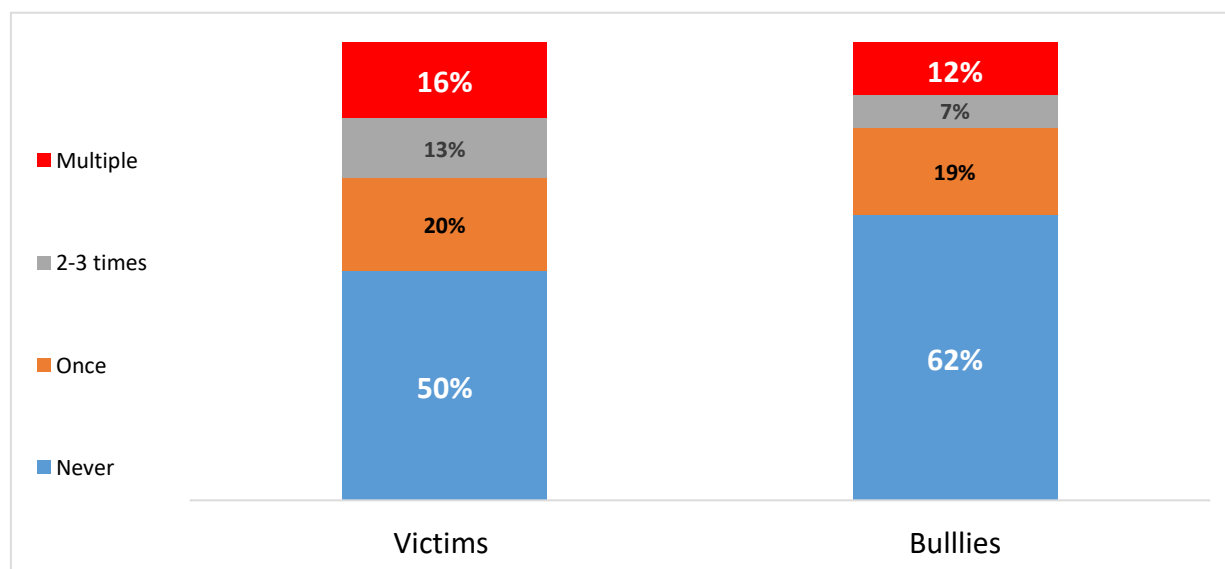
IF ONE PERSON MAKES A CHANGE; IT MAKES A WORLD OF DIFFERENCE.



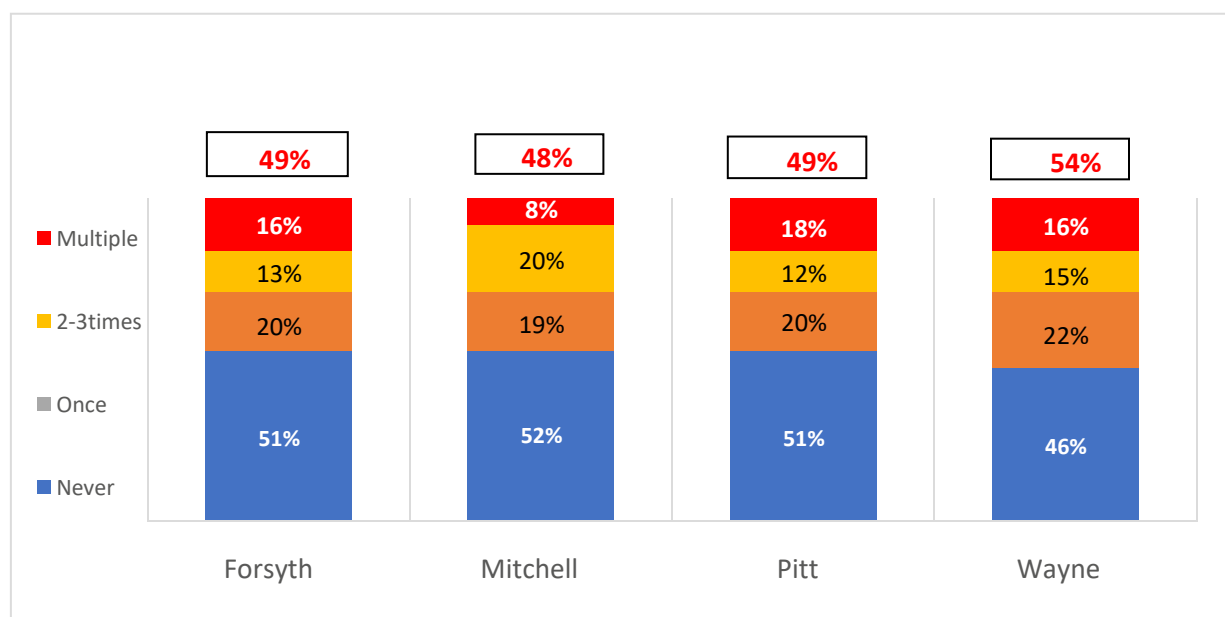
Free 2B into an interactive and technologically sophisticated cinema to deliver a powerful 3-D narrative, video testimonials, and an interactive audience component through hand-held voting devices. Free2B is an evidence-based program as it was developed through the integration of best practice science and feedback from community stakeholders, which ensures that the program is universally relevant yet scientifically rigorous and sensitive to youth across diverse communities. Thus, this multi-sensory educational experience has been proven to effect change, such as improvements in students' social problem-solving knowledge, pro-social attitudes about bullying, empathy for victims, and feelings of responsibility to help in bullying situations.

6. Experience as a victim and as a bully.

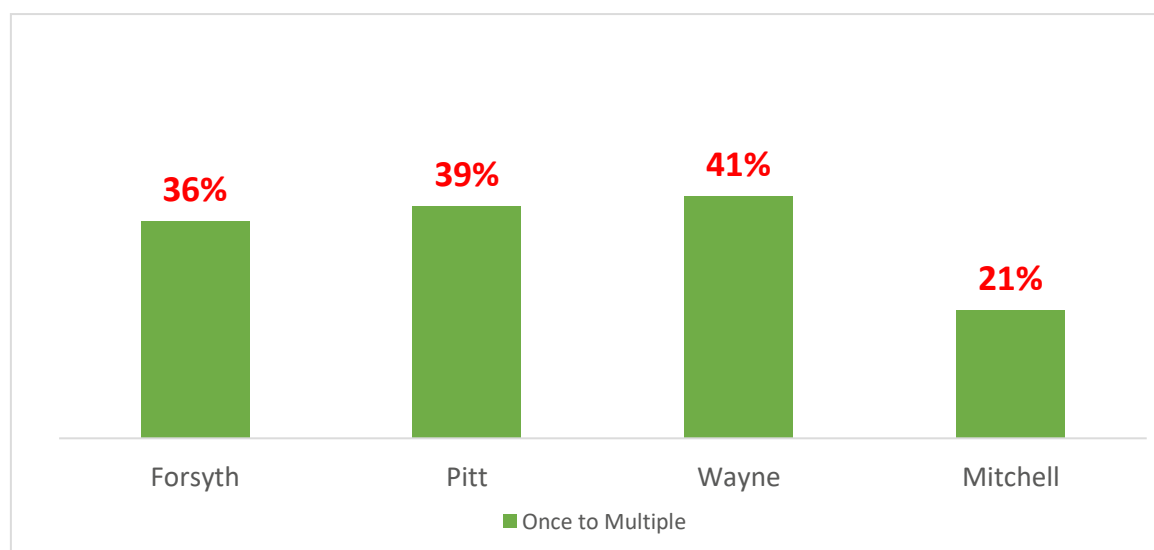
Students heard a definition of victimization that includes hurting others physically (hitting, pushing), socially (rumors, leaving others out), or through cyber means (texts, email, internet). Students were asked to answer two questions regarding their own experiences. The first has to do with being a victim: "In the past four weeks, how often has someone tried to hurt you or make you feel bad in these ways?". The second question has to do with being a bully: "In the past four weeks, how often have you tried to hurt or make someone feel bad in these ways? The answers are on a scale of: 'Never,' '1 time', '2 or 3 times', or '4 or more times'.

Figure 6.1 Frequencies of students experiencing being victims or bullies in all four counties

50% of the students across the four counties reported they had been a victim of bullying at least once, 16% of them reported they were subject to multiple incidents in the past four weeks. 48% have reported they have been aggressive to others in the past four weeks where 12% reported they engaged in aggressive behavior in multiple incidents.

Figure 6.2 Students at each county reporting experience as a victim by county

The numbers across the four counties are relatively consistent.

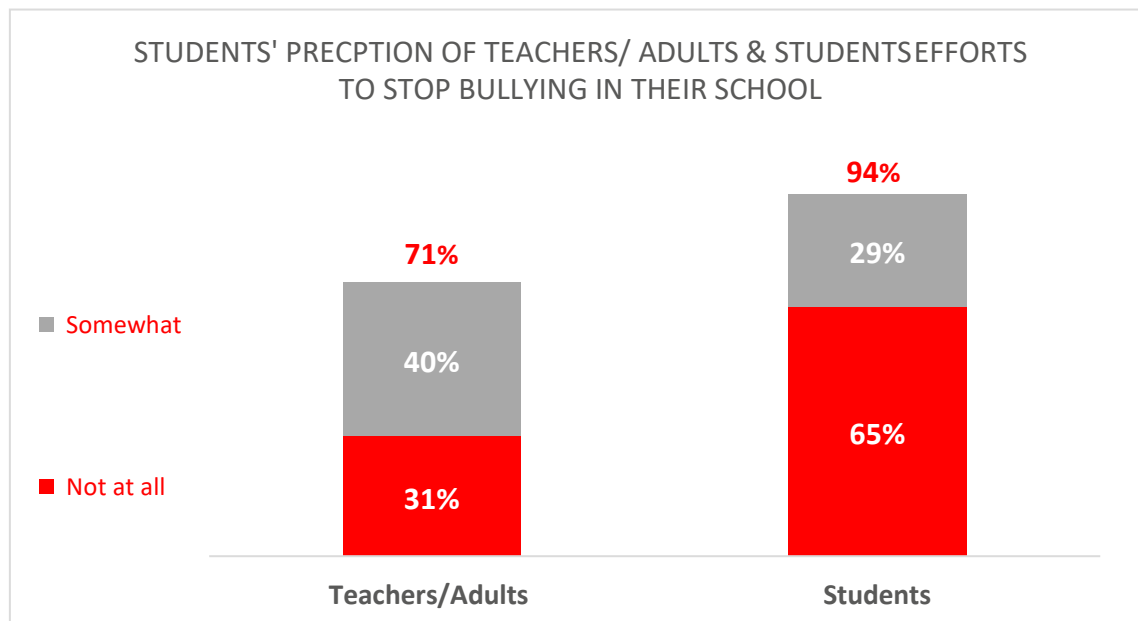
Figure 6.3 Students at each county reporting experience as a bully

In the three larger counties, 36% to 41% of the students reported having TRIED TO HURT OTHERS or make someone feel bad in the past four weeks. Mitchell County is the smallest county in the pilot reporting a much lower percentage.

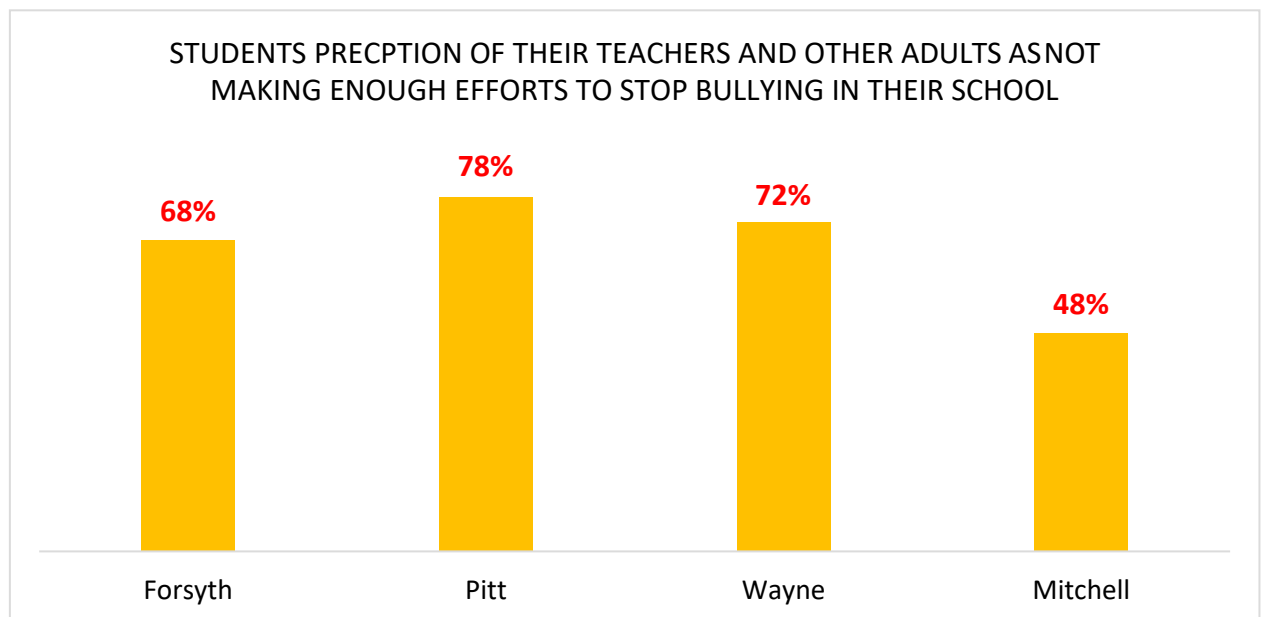
7. **Teachers and student's current efforts to stop bullying**

Students were asked whether they feel they have the help they need to try to stop bullying in their school. Two separate questions were asked: 1. "Teacher and other adults at this school try to stop bullying?"; 2. "Students trying to stop bullying at this school." Students were asked to answer on a scale of "Not at all" to "A whole lot."

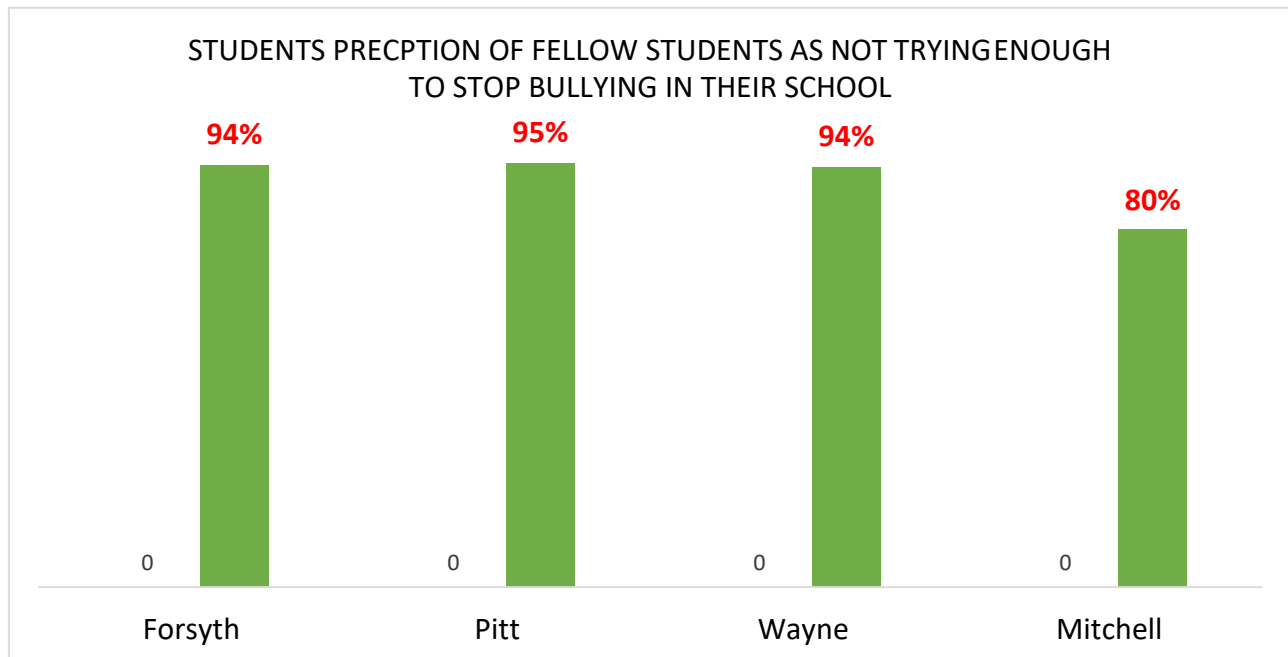
Figure 7.1 Perception of efforts to stop bullying in schools in all four counties



The aggregate results from all four counties indicate that students feel strongly that students, and to a lesser but still significant degree teachers, are not making enough efforts to help stop bullying.

Figure 7.2 Perception of efforts to stop bullying by teachers and other adults by county

In the three big counties, **68% to 78%** of the students reported that teachers and adults are either not making efforts to help stop bullying at all or just somewhat. In Mitchell, a very small county, 48% reported same.

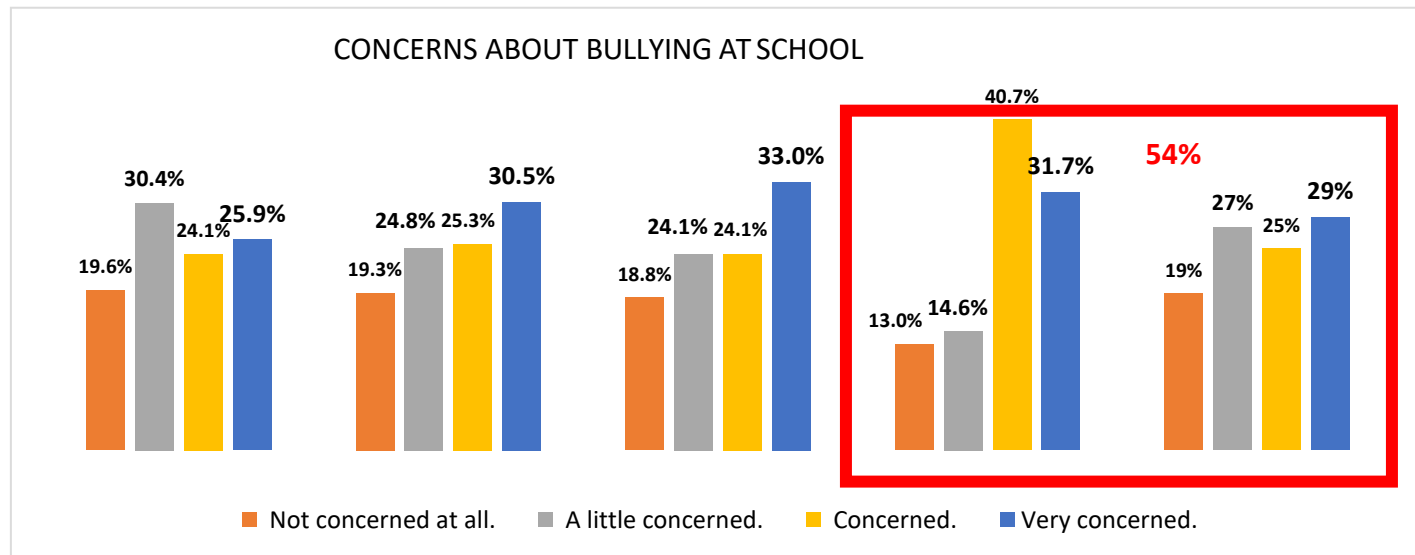
Figure 7.3 Perception of efforts to stop bullying by students by county

In the three big counties, **94% to 95%** of the students reported that students are either not trying to stop bullying at all or just somewhat. In Mitchell, being a very small county reported same, 80%

8. Concerns about Bullying

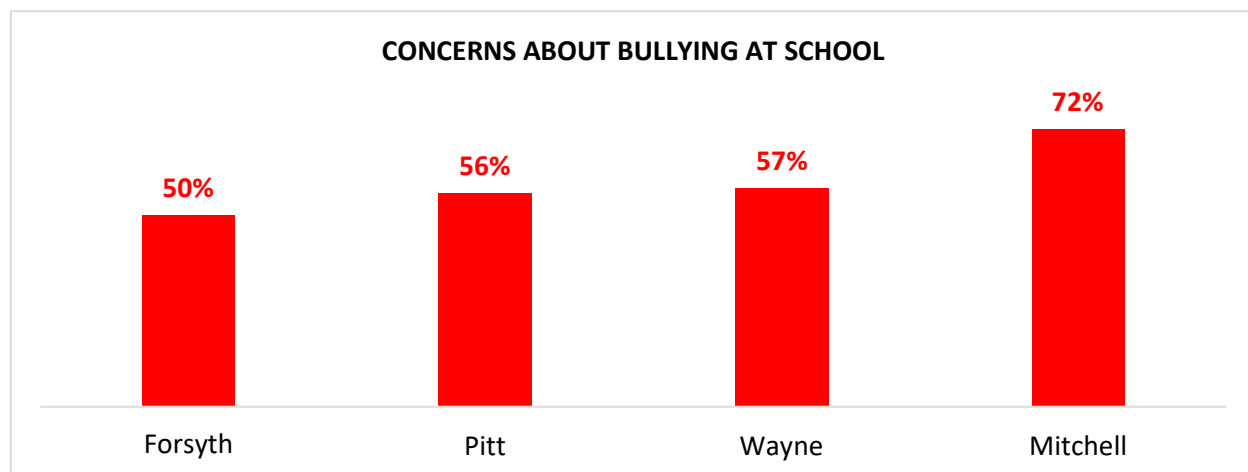
Students were asked: “How concerned are you about bullying at your school?” and had to respond on a scale of ‘Not concerned at all’ to ‘Very concerned.’

Figure 8.1 Percentage of students who report concern about bullying at their schools - on all four counties



Compound results of all four counties show that **54%** of the students expressed moderate to high concerns about bullying in their school. The three bigger counties ranged between 50% to 57%, with Mitchell showing 72%.

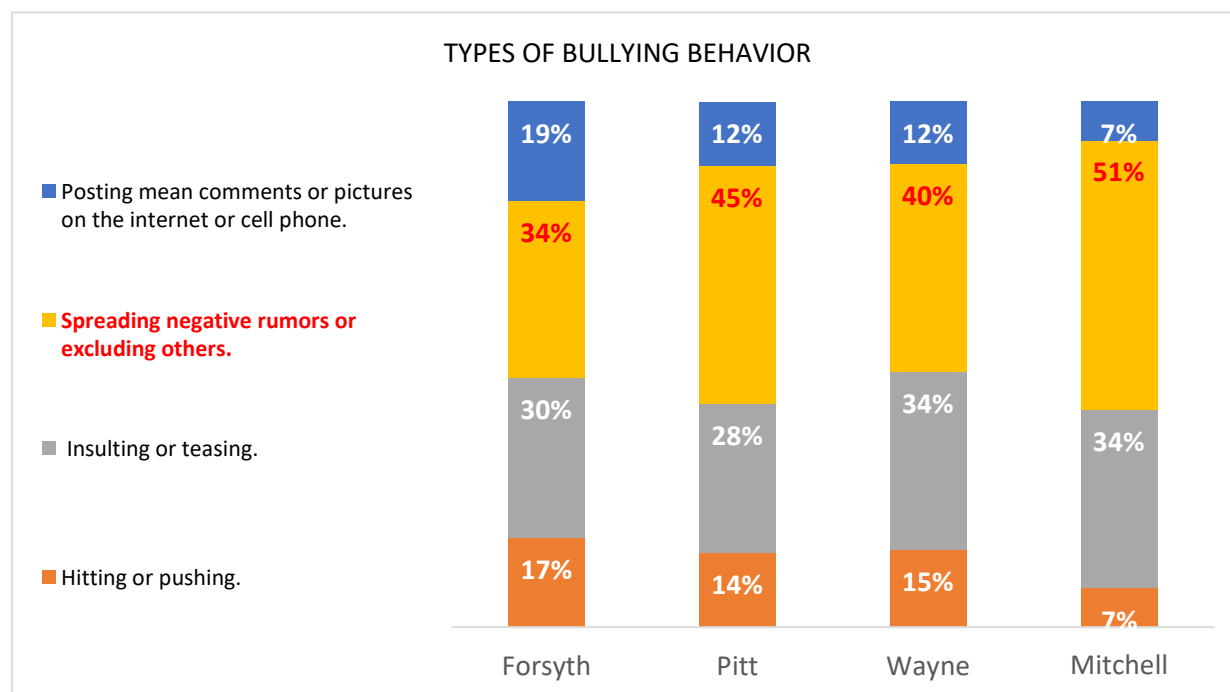
Figure 8.2 Percentage of students who report some concerns about bullying at their schools by county



9. Forms and location of bullying at your school

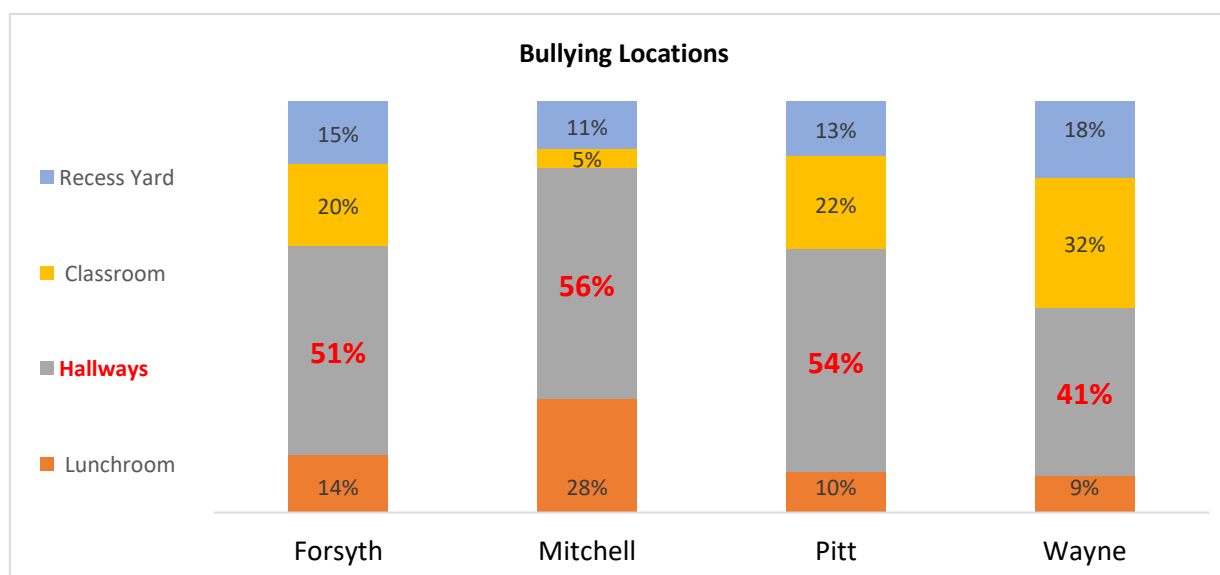
Students were asked, “which type of bullying is most common at your school?”

Figure 9.1 Most common forms of bullying by county



In all four counties, the distribution between the various types of bullying is similar. Spreading negative rumors or exclusions are the most common type of bullying.

Figure 9.2 Most common location of bullying by county

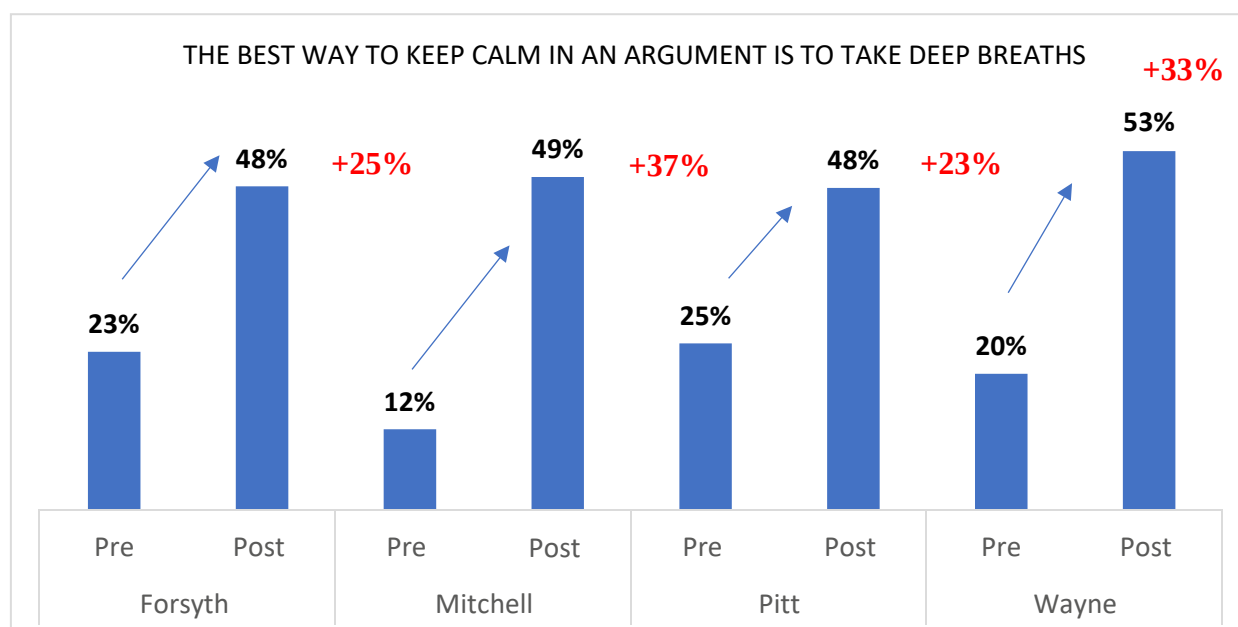


In all four counties, the distribution between the various locations of bullying is similar with hallways being the most common place for bullying.

10. **Knowledge**

Immediately before and after the program students were asked a series of multiple-choice questions related to their knowledge of important social problem-solving skills. This is of importance given research that suggests the way in which youth processes social information is an important factor in the development and maintenance of aggressive behaviors. As seen below, students made significant improvements in their understanding of the importance of slowing down and using calming strategies to prevent impulsive or negative reactions to conflicts. Furthermore, they became significantly more knowledgeable about how paying attention to others' facial and bodily expressions (giveaways) can help them better understand the situation. Such is an important step in reducing their hostile attributions (the tendency to interpret an ambiguous action as being done with negative intent) and subsequent aggressive response. Students were asked, “What is the best way to keep calm in an argument?” A few optional answers were provided from which “Take deep breaths” is optimal.

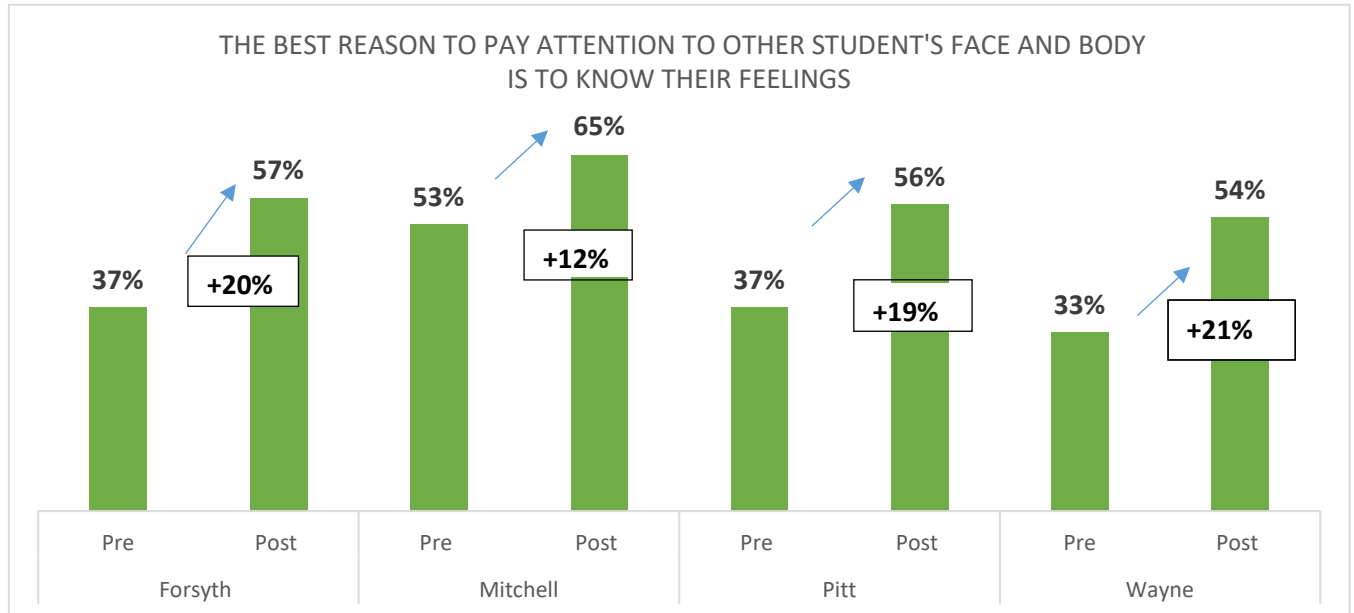
Figure 10.1 The BEST way to keep calm



A significant improvement in problem-solving knowledge was noted in all four counties. Recognizing the importance of stopping and evaluating before reacting.

Students were asked, “When you are arguing, what is the best reason to pay attention to other student’s face and body?” A few optional answers were provided from which “it can help you figure out how he/she is feeling” is optimal.

Figure 10.2 The BEST reason to pay attention to others

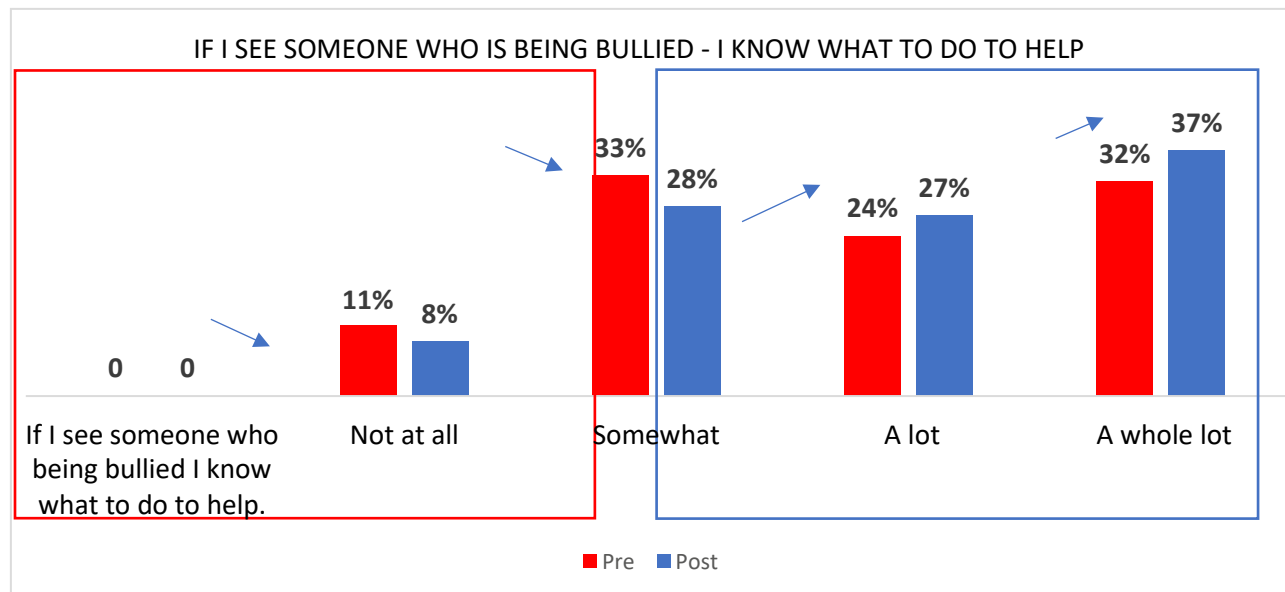


Data shows a **significant improvement (+12% to +21%)** in recognizing that the best reason to pay attention to other student’s face and body is to know their feelings.

11. Impact on Attitudes

Students were asked general questions about bullying and being a bystander. Attitude change is an important precursor to behavioral change. Students were asked whether if they see someone who is being bullied they know what to do to help? The answers scale from “Not at all” to “A whole lot.”

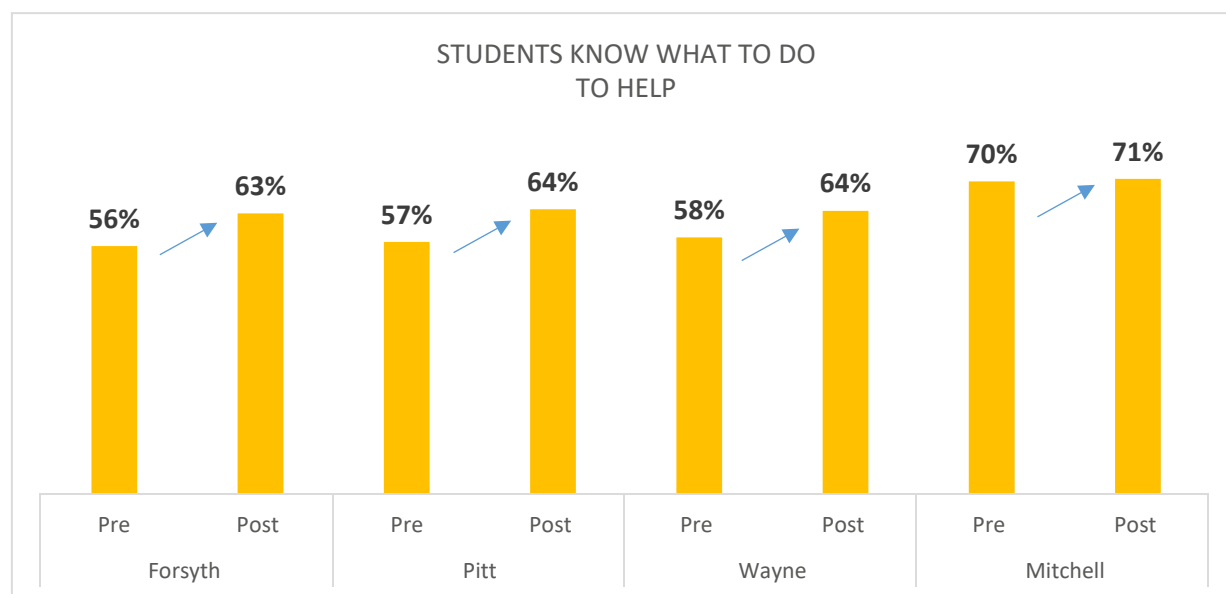
Figure 11.1 Students' pre and post-program knowledge of what to do if you see someone being bullied.



After the experience, there is a decrease in the number of students that did not know what to do to help or somewhat (-20%, -15%)

A similar improvement is noted in the number of students that reported they knew what to do to help.

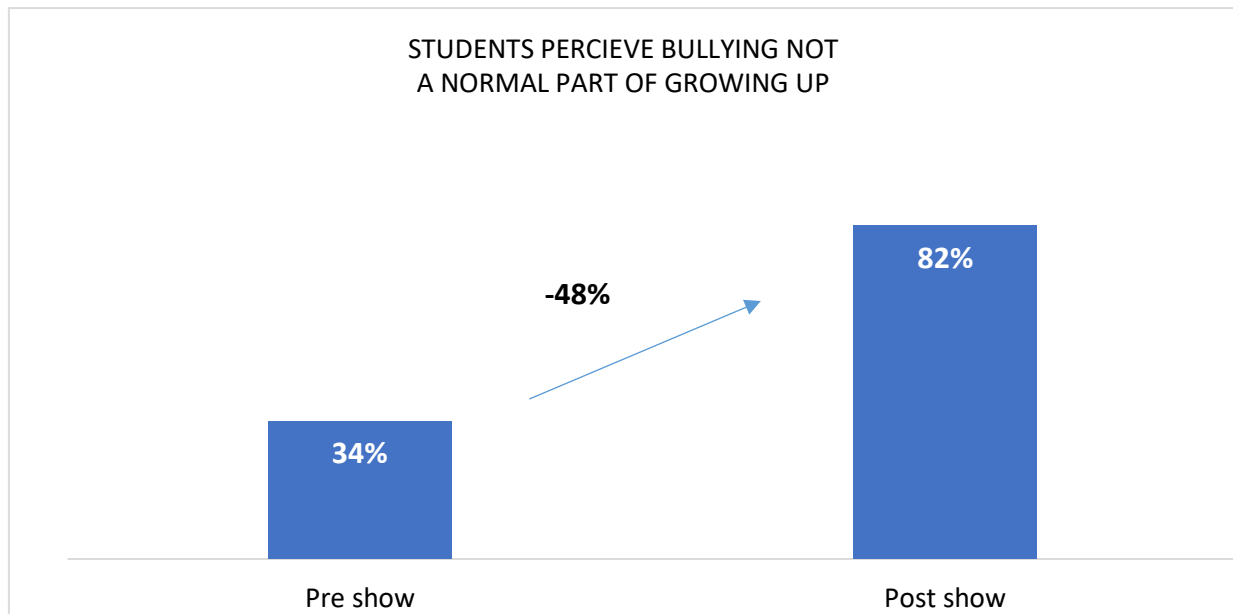
Figure 11.2 Number of students Pre and Post-program who answered that they know what to do by county



After the program, improvement is noted in Forsyth, Pitt, and Wayne by 7%, 7%, and 6 %. This reflects an **increase of 12%** in the number of students reporting that after the program they know what to do to help if someone is being bullied.

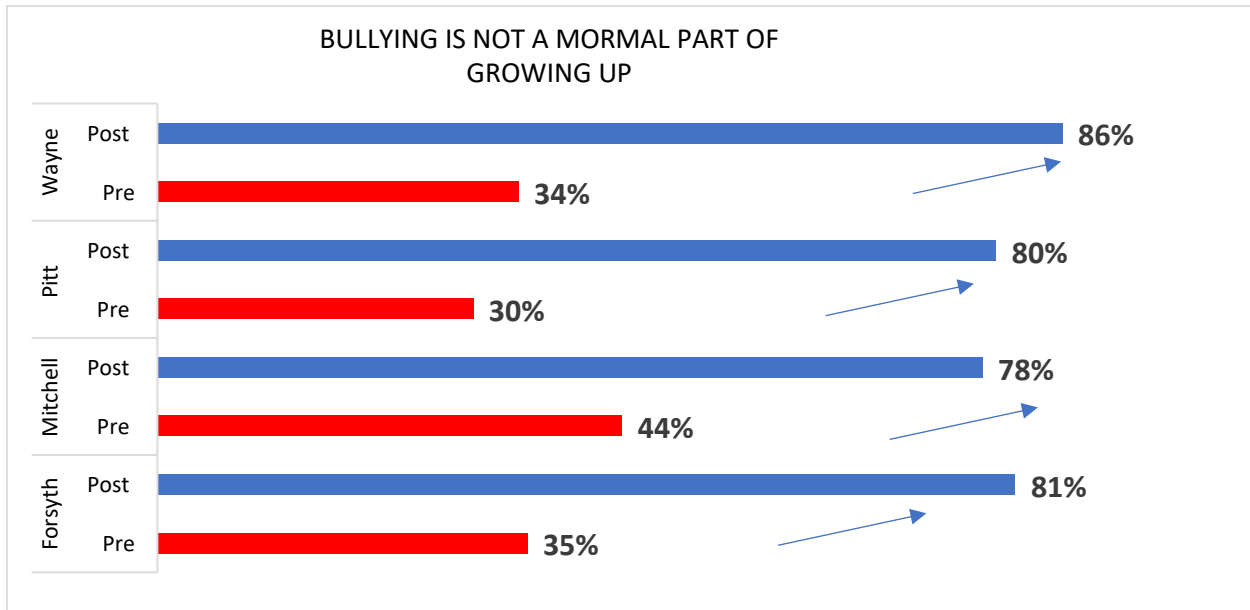
A **significant improvement** was noted in attitudes regarding bullying by recognizing that bullying is not a normal part of growing up. Students were asked whether “Bullying is a normal part of growing up.” The optimal answer is: “False.”

Figure 11.3 Percentage of students Pre and Post-program who answered correctly - “False” Perception of Bullying



After the program, the number of students understanding that bullying is not normal **has more than doubled**. This attitude change is an indicator of behavioral change. The following graph shows the significant improvement in each county.

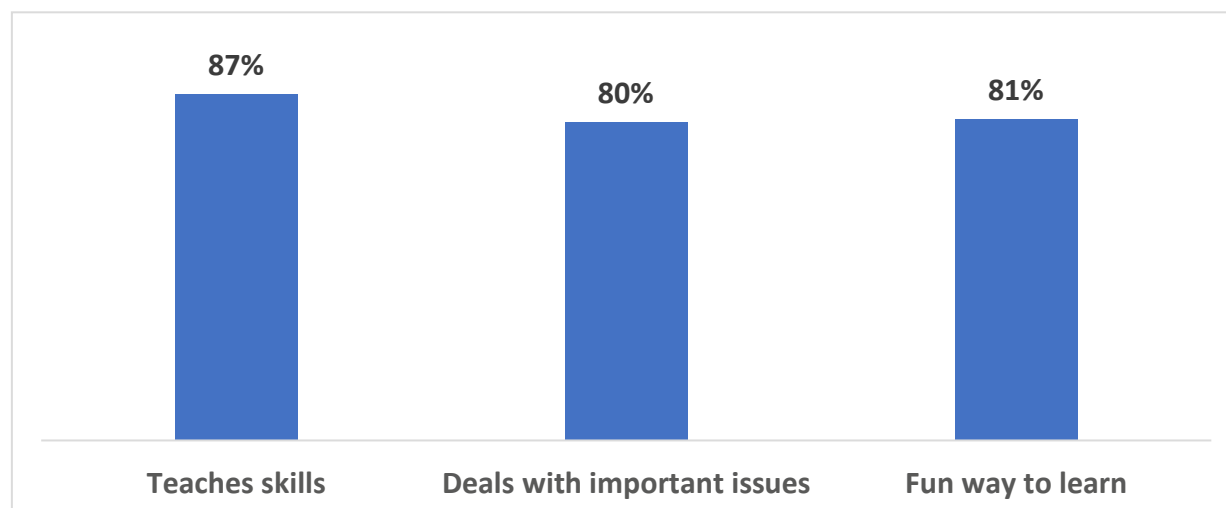
Figure 11.4 Percentage of students Pre and Post-program who answered correctly - “False” by county



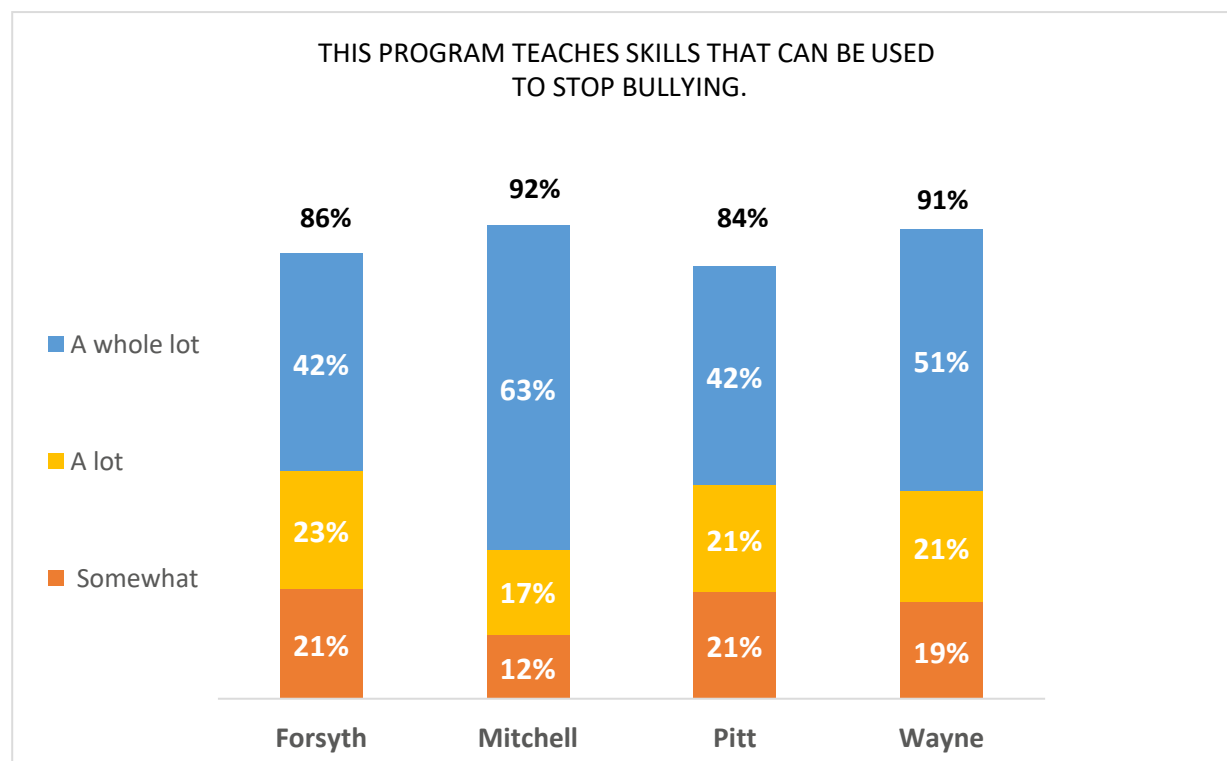
The percentage of Students who correctly selected the answer “False” increased significantly after the program. Wayne by 52%, Pitt by 50%, Forsyth by 46% and Mitchel by 34%. The group that answered correctly in the three big counties has more than doubled.

12. Program Satisfaction Evaluation

After the Free2B program, students were asked several program satisfaction questions. Research suggests that factors such as relevance, meaningfulness, engagement, and acceptability play an important role in how effective the program will be. Students were asked three questions: “This program teaches skills that students can use to stop bullying,” “This program deals with issues that are important to me” and “this program was a fun way to learn about bullying.” The answers were on a scale of “Not at all” to “A whole lot.”

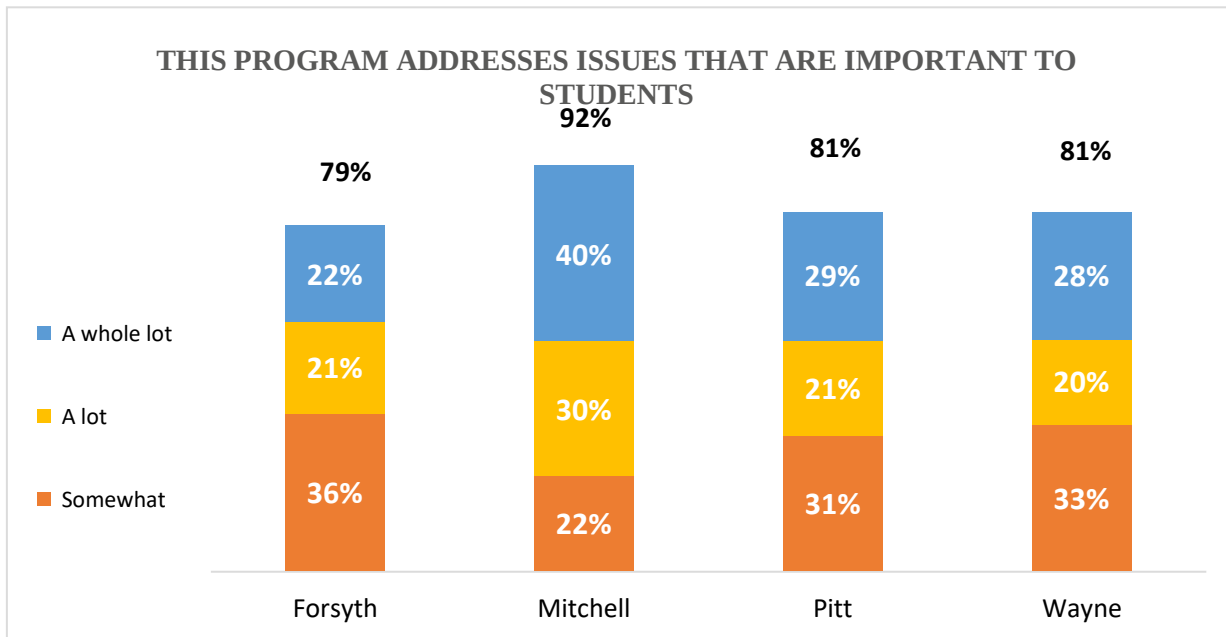
Figure 12.1 Program Satisfaction in all four counties

87% of the students across all four counties indicated that **Free2B “teaches skills to stop bullying,”** 80% of the student indicated that it “deals with important issues” and 81% indicated it was a “fun way to learn about bullying.”

Figure 12.2 Students agreeing with the statement that the program teaches skills by county

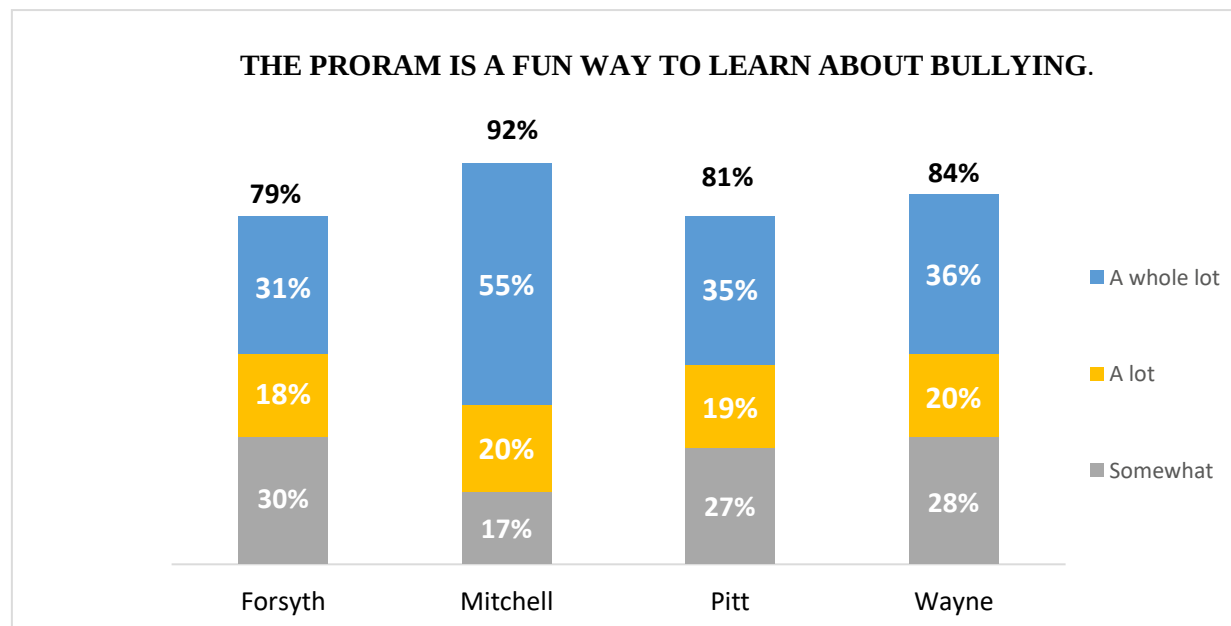
Students were asked several questions. The program appears to be relevant and useful to all students in all four counties. In all four counties, the students reported that the program did teach them skills that can be used to stop bullying. 84% to 91% felt that the program was useful.

Figure 12.3 Students agreeing with the statement that the deals with issues that are important to students



The program is relevant as it is perceived to be dealing with issues that are important to them. 78% to 92% felt that the program was meaningful.

Figure 12.4 Students agreeing with the statement that the program is a fun way to learn by county



The program is perceived as a fun way to learn about the subject. **79% to 92% of the students have enjoyed the program**

TRANSFORMING THE LIVES OF STUDENTS FACING THE HAZARDS OF LIFE

Free2B

DRUGS & ALCOHOL • SAFE DRIVING • BULLYING • ENVIRONMENT • ENTREPRENEURSHIP



33%

of US students
have experienced
bullying

70%

have witnessed
bullying as
bystanders



*National center for educational statistics



This multi-sensory educational experience has been proven to effect change, such as improvements in students' social problem-solving knowledge, pro social attitudes about bullying, empathy for victims, and feelings of responsibility to help in bullying situations.

After the show, over
60% of the children
who thought that bullying
is a normal part of
growing up, changed
their perception.

In the USA,
there is a **30% change** in the
empathy sentiments towards
the victims. Similar results
were found in Mexico
and Israel



“The magic of this is the science and the technology together to give real time effective interaction, intervention, and also data.”

Flaura K. Winston, MD, PhD

Scientific Director at the Center for Injury Research and Prevention, CHOP

**“This program can make a real
difference in our lives”**

John a 6th grader (Dallas, TX)



Program research, development and
impact measurement done in
collaboration with CHOP
(Children Hospital of Philadelphia).



Free2B: ONE THEME 6 EXPERIENCES

Interactive
Experience



THE PRE-PROGRAM SURVEY

Student views and perceptions collected anonymously using interactive hand-held remotes.

The 3D
Experience



2C OR NOT 2C

Follow the journey of a group of students who develop unique glasses that enable them to see the hidden emotions of others.

The Dark
Experience



RUMOR

Unique audio experience in total darkness. With the "mind's eye," students witness and feel the harm from social and verbal bullying.

Inspiration
Experience



A SILENT SCREAM

Experience the pain and turmoil in this true cyber-bullying story. See first-hand emotions of students who participate in anti-shaming activities and the results of empowerment and friendship.

Behind the Scenes
Experience



LIFE IS NOT A GAME

Heartfelt testimonials from the program creators and production crew.

Interactive
Experience



THE POST-PROGRAM SURVEY

Comparison of answers from the pre-program survey measuring the immediate impact of the program and students intentions to change risky bullying behavior in the future.

IF ONE PERSON MAKES A CHANGE: IT MAKES A WORLD OF DIFFERENCE



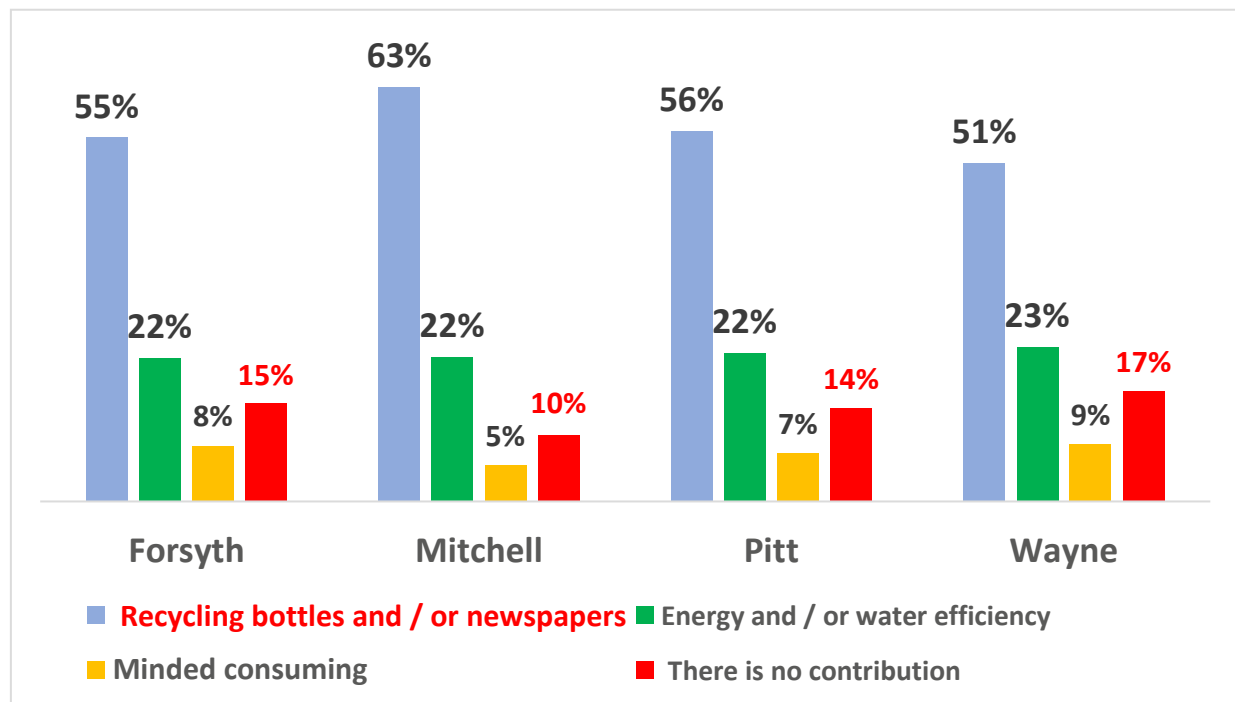
In addition to the programs that address risky behaviors. Students in middle school received our Planet Home program addressing character education and citizenship.

Planet Home program connects kids to the world around them whether natural or human-made in the most engaging way. Planet Home raises awareness of issues impacting the environment and motivates self-action to improve and sustain it. The program promotes the development of responsibility and understanding that each one of them can help and protect the environment.

1. Students reported the contribution to environmental protection

Students were asked a few questions regarding their pro-environmental habits “What is your biggest contribution to environmental protection?”

Figure 1.1 Students’ contribution to environmental protection



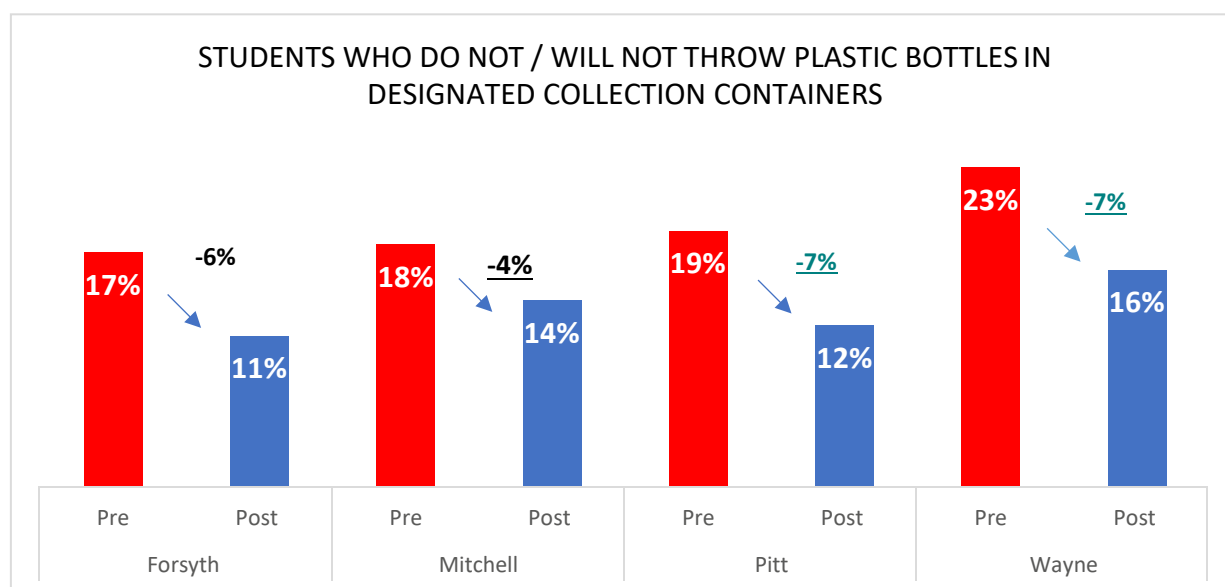
Across all four counties, the number of students who reported to have not contributed ranges between 10% - 17% Recycling is the most prevalent act of environmental protection.

2. IMPACT ON PRO-ENVIRONMENTAL BEHAVIOR

The next group of questions asked before and after the program. The series of multiple choice questions related to recycling plastic bottles and plastic bags were:

“Do/Will you throw plastic bottles in designated collection containers?” and “Do / Will you return plastic supermarket bags?” The answers scale from “Yes,” to “Not at all.”

Figure 2 Pre and Post-program negative answers to throw plastic bottles away by county

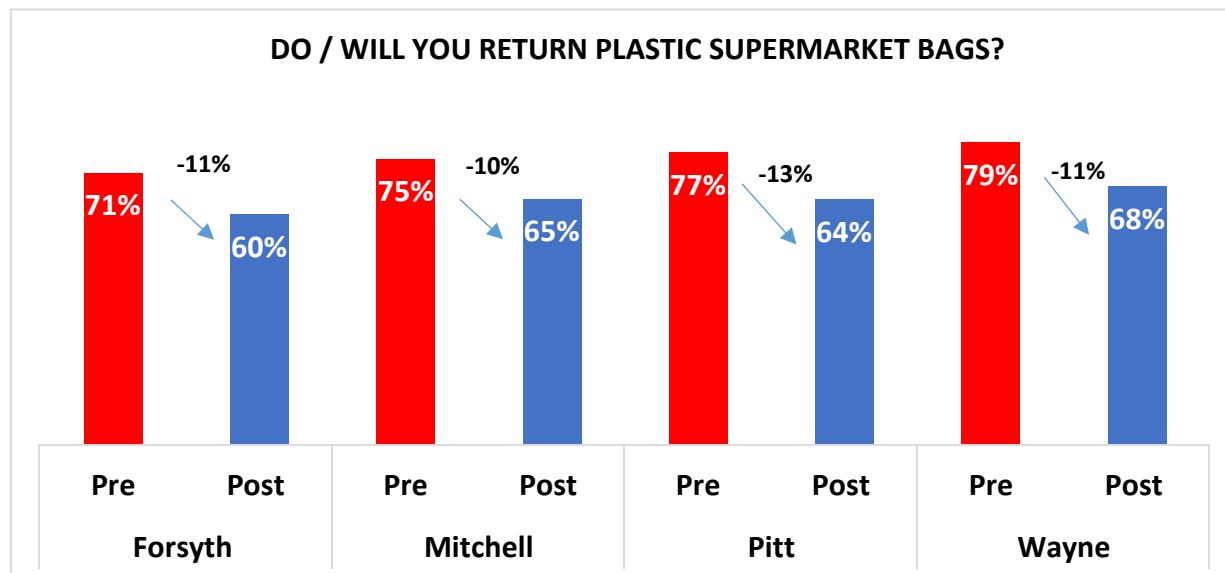


Comparing pre and post-program result improvement is demonstrated in the intention of students to engage in plastic bottle recycling. This improvement is noticed in all four counties. The number of students who do not intend to recycle bottles has decreased by an average of **34%** across all groups.

The number of students who expressed a strong YES concerning recycling has also increased significantly. **This group has increased by 20% across all four counties**

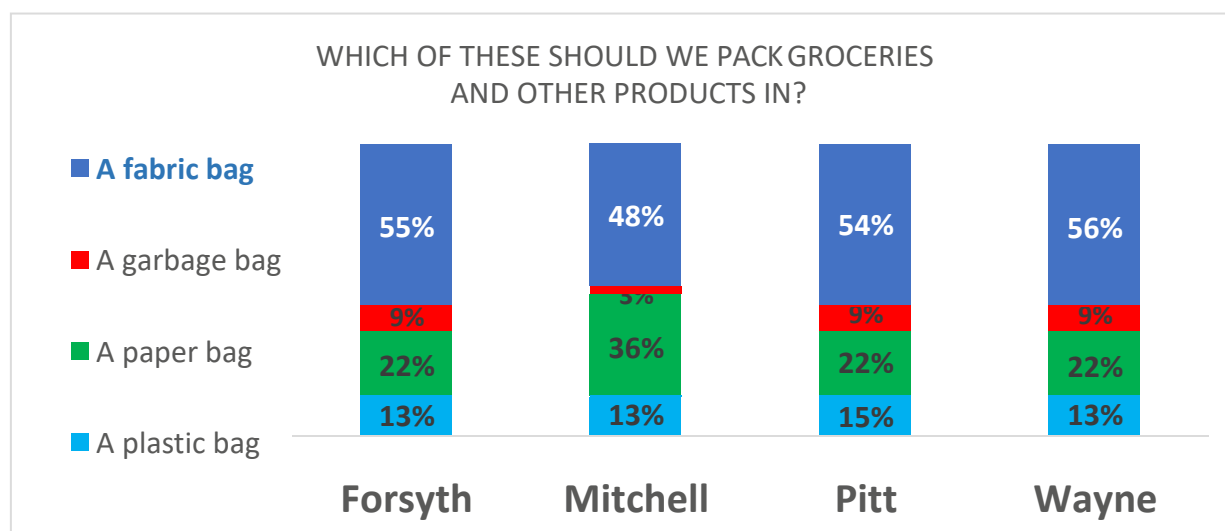
Another area that the program has demonstrated a positive impact is the intention to return plastic supermarket bags.

Figure 2.2 Intention to Return Plastic Supermarket Bags



A weighted average of 11% across all four counties moved from not returning plastic bags at all to a more positive intention to do so.

Figure 2.3 - Students who answered correctly to the question whether a fabric bag is the way we should pack groceries by county



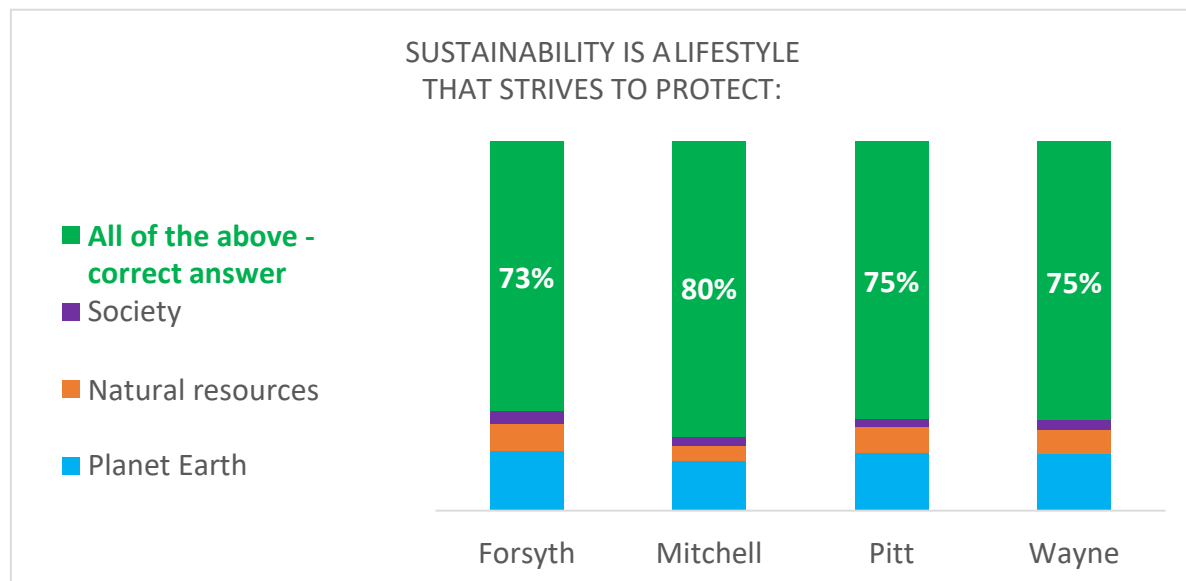
48% to 56% of the students in all four counties have indicated that a fabric bag should be used rather than a disposable.

5. **KNOWLEDGE**

Plant Home is an informative, educational program. Many concepts and facts related to sustainability are addressed with the students. The Interactive Experience is a trivia game that ends the program. It is well documented that this is an engaging way to have fun and learn at the same time. The answers are tallied, and the (anonymous) results appear on the screen for all to view. Seeing the correct answer on the screen allows for a second chance to absorb the desired knowledge. On the majority of the subjects, post-program, 70-80% of the students answered the trivia questions correctly.

The following is an example: Students were asked to choose the correct answer to the following “Sustainability is a lifestyle that strives to protect....” The options given are: 1. Planet earth; 2. Natural resources; 3. Society; and 4. “All of the above,” which is the desirable answer.

Figure 5 Trivia correct answers by county



Data analysis shows the effectiveness of messaging. In this question, an average of 74% has answered correctly. This is an indication of consistent knowledge assimilation.



The U.S. Environmental Protection Agency (EPA) reports that in the **past 50 years** humans have consumed more resources than in all previous history.



The “Planet Home” program brings to life critical environmental issues like global warming, limited energy sources and overconsumption of natural resources. Students see firsthand how the consumption habits of human’s effect our environment and learn valuable ways to counter these effects through recycling and good environmental stewardship.



STUDENTS CHANGE THEIR BEHAVIOR IN WAYS THAT BENEFIT THEM AND THEIR COMMUNITIES.



“The ability to participate and interact makes Planet Home different.”

Amit, student



LCE partners with leading research experts and departments during production of its projects.



CINEMA DRIVE: ONE THEME UP TO 6 EXPERIENCES



THE PRE SHOW SURVEY

This information will be examined to measure the impact of the program on students' opinions and intentions to change their driving behavior.



RESOURCEFULNESS

We'll learn the basics of the subject of limited resources: how much fresh water is there on earth, and is it enough for human and animal life? What happens to resources after they are used once? What natural energy sources do we have at our disposal, and how can we best use them? What is in the air around us?



NIGHT TERROR

Imagine this: the year is now 2035. Every function of daily living relies on electricity: eating, entertaining, traveling, even breathing! So when the power suddenly runs out, there's potential for chaos... has the power run out for good?



BRIGHT IDEAS

The Inspiration Experience is where we meet a group of people who have really taken the planet to heart. They are already living under the premise that the entire planet is our home. This Experience shows that doing something to improve our quality of life in the future also improves our quality of life today.



LET'S BEAT THE HEAT

Is our planet losing its ability to give us shelter? You'll see, feel and even smell the climate changes that have happened.

DON'T STOP THE MUSIC

We'll join our neighbors on this planet: the plants and the animals. Top quality surround sound systems will recreate different environments and eco-systems, to show how plants, animals and people are dependent on each other, whether they realize it or not.



THE GREEN CHALLENGE

Through an exciting trivia competition, we will examine the absorption of knowledge. Thirty minutes of fun and pure pleasure of the participants enables us to get valuable information that can improve future results.

POST SHOW SURVEY

These are the same questions we ask in the Pre Show Survey. This information will be examined to measure the impact of the program on the students' intentions to change their behavior.



IF ONE PERSON MAKES A CHANGE; IT MAKES A WORLD OF DIFFERENCE.

Final Conclusions

The dissemination of LCE Programs in the realm of the North Carolina Pilot has shown great results in improvements in students' social problem-solving knowledge, pro-social attitudes about bullying and environmental protection, creative thinking, refusal to use alcohol and other drugs and critical thinking about their future. The LCE program's built-in data analysis tool allows us to learn the weaknesses in our youth's behaviors, permitting the program to be improved and updated constantly to achieve better results in those areas. In Philadelphia, we found (from the data) that adjustments to the messaging yielded a significant positive change in the student's responses.

Similarly, we launched "Cinema Drive" in a few Charlotte-Mecklenburg Schools back in 2013, using student and educator feedback, we changed the program to better serve students in schools all over the USA. This constant feedback keeps the program updated to address new and unexpected hazards and needs within the student population. We have received the same positive results from the programs we are receiving all over the US.

Program Cost

The cost to provide the Life Changing Experiences program is \$360,000 for the two-year pilot in Mitchell, Wayne, Forsythe and Pitt counties. This includes the complete installation of the cinematic experience including all the 3D equipment (3D glasses, 3D screen, speakers, projector, cables, and hand-held voting devices). It also includes school specific pre and post data reports given to each school administrator on their students responses to the program and giving each student access to our on-line three week "revolving doors"

app/web experience. 1 to 2 program technicians for set up and break down and facilitation of the program, travel, lodging, insurance.

Middle Schools	Number of schools	Screening Days	Addicted 2 Life	Free 2 B	Planet Home	Total	Type
			Students	Students	Students		
Forsyth	13	21	3,245	3,266	3,116	9,627	City/Suburb
Wayne	10	11	1,355	1,343	1,239	3,937	Rural/City
Mitchell	4	4	134	224	93	451	Rural
Pitt	13	18	1,441	1,596	1,503	4,540	Rural/City
	40	54	6,175	6,429	5,951	18,555	

High Schools	Number of schools	Screening Days	Cinema Drive	License 2 Dream	Total	Type
			Students	Students		
Forsyth	11	15	3,415	2,351	5,766	City/Suburb
Wayne	4	4	210	701	911	Rural/City
Mitchell	2	2	100	85	185	Rural
Pitt	4	6	1,153	1,212	2,365	Rural/City
	21	27	4,878	4,349	9,227	

Life Changing Experiences

Theoretical Framework

The ability to retain and use information is crucial to the success of all students, and it is essential to success in our society. Using a Multi-Sensory Learning approach coupled with the Theory of Planned Behavior, Life Changing Experience programs facilitate students' ability to learn and recall information by combining explicit instruction, multisensory strategies (edutainment) and a range of pedagogic approaches that actively engage students in the experiences.

Theory of Planned Behavior which is widely used to predict preventive health behaviors offering a clear theoretical foundation of the links between attitudes, intentions, and behavior (Ajzen, 199). Behaviors are initially influenced by internal factors such as skills, information, abilities, and emotions (Bandura 1990). Successful behavior change can be achieved when intentions are changed, and Life Changing Experiences substantially meet that goal.

Research supports that obtaining information alone is not enough to change intentions or behaviors. Life Changing Experiences use cutting-edge technological cinematic experiences and education which has proven to be effective. Entertainment-education is a communication strategy based on social cognitive theory, and that incorporates information into dramas to educate and create emotional connections with the characters and storylines with the goal to create a better context for promoting behavior change than the delivery of information alone (Bandura 1990). Narratives are inherently easier to observe, understand and remember than abstract concepts that lack a storyline to connect them (Fisher 1987). Role models provide viewers with examples of behaviors that are achievable (self-efficacy) and socially desirable (social norms). Entertainment-education can alter the perception of the frequency of a certain behavior, purposely normalizing “good” behaviors as common and desirable behaviors and stigmatizing “bad” behaviors as infrequent and undesirable.

Life Changing Experiences’ programs provide educators with an interactive resource based on reliable research and effective practices. The multisensory educational programs are based on methodology utilizing visual, auditory and kinesthetic learning styles. Numerous academic and scientific papers and studies have supported the notion that multi-sensory educational tools enhance education. For example, in his highly influential publication, *Multiple Intelligences: The Theory in Practice*, Howard Gardner applied his earlier theories about multiple intelligences to education by asserting that tools which stimulate the seven multiple intelligences are typically more impactful than those that do not (Gardner, 1993).

Student engagement in electronics, technical gadgets, sporting events and video game play is prevalent in their world. Also, Lucas Gillispie, Florence Martin and Michele A. Parker, all of the University of North Carolina, found that a 3-D interactive game, similar to those included

in the Life Changing Experiences interactive sequence, had a documented positive impact on student achievement (Gillispie, Martin, & Parker, 1983).

Educators demand high quality, interesting, and relevant educational programs that are effective in addressing risky behaviors such as underage drinking, substance abuse, and bullying. Life Changing Experiences meets that need providing scientifically-based, technologically-sophisticated programs that do not require the purchase and installation of equipment and minimal teacher/staff support. The strength of our model engages students, so they can facilitate learning and contribute to a stronger, safer school social-emotional climate.

According to the National Institute on Drug Abuse, National Institute of Health, and the U.S. Department of Health and Human Services over 5,000 teens under the age of 21 die or injured as a result of drinking alcohol. Of that number 1,900 deaths are a result of motor vehicle crashes. Research confirms a direct correlation between underage drinking and other risky behaviors such as bullying and use of other drugs such as marijuana. For this constellation of behavioral risks, Life Changing Experiences Community Education Project offers a library of programs that address safe driving, bullying, and substance abuse risk factors: Addicted 2 Life (Substance Abuse), Free2B (Bully Prevention) and Cinema Drive (Teen Safe Driving). The program built-in research tool uses students' behaviors, intentions to behave, attitudes and opinions measured before, during and after the program. Fidelity of the program is monitored by a constant feedback loop from our implementation team, inclusive of our education specialist, program host, field trainers and technicians, school administrators/educators, students and our evaluation team, inclusive of our program developers, research partners, and field supervisors. We review field reports, surveys, and interviews weekly to identify threats to fidelity. In this

way, we can address the threats quickly via email, on-site review of training or company training webinars. We monitor the collection of data from field operators and providers for consistency monthly. We implement over 95% of programs with high fidelity. We attribute this success to the in-depth training we provide our field operators that include clear communication on both the importance of implementation fidelity and the importance of our program content to change the lives of students. Further, the technological features of our built-in research tool which enables us to collect aggregate data as to the success of the conveyed messages to students allowing our evaluation team to constantly learn, adapt and implement improvements to the implementation of the program.

References

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)

Bandura A. Social Cognitive Theory of Self-Regulation. *Organizational Behavior and Human Decision Processes*. Vol. 50: 248-287, 1991.

Fisher, W. R. (1987). Human communication as narration: Toward a philosophy of reason, value, and action (Vol. 201). Columbia: University of South Carolina Press

Gardner, H. (1993). *Multiple Intelligences Theory to practice. Intelligence*.

Gillispie, L., Martin, F., & Parker, M. A. (1983). Effects of a 3-D Video Game on Middle School Student Achievement and Attitude in Mathematics . *World*, 4(1).

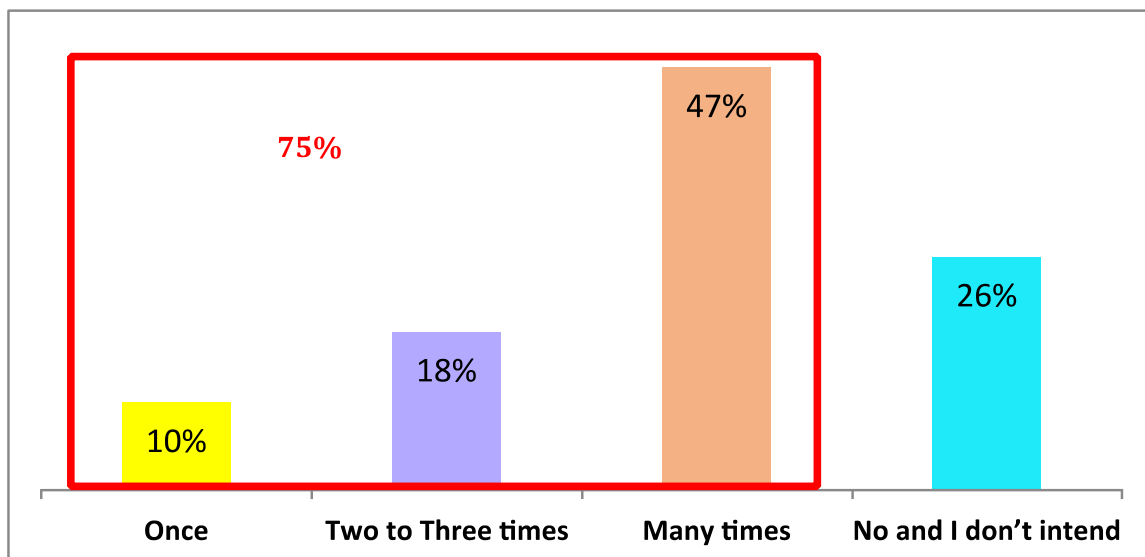
High School Programs Updated Data Report



Cinema Drive, an innovative 90-minute scientifically grounded experience that transforms school auditoriums into an interactive and technologically sophisticated cinema to deliver a powerful 3-D narrative, video testimonials, and an audience interactive component through hand-held voting devices. *Cinema Drive* was developed through the integration of best practice science and feedback from community stakeholders, which ensures that the program is universally relevant yet scientifically rigorous and sensitive to youth across diverse communities. This multi-sensory educational experience has been proven to increase students' intentions to wear seatbelts and decrease intentions of unsafe driving behaviors such texting, speeding, driving under the influence, and driving without a license. Teens indicate they will make more positive decisions for themselves and will encourage their peers to refrain from unsafe behaviors as well.

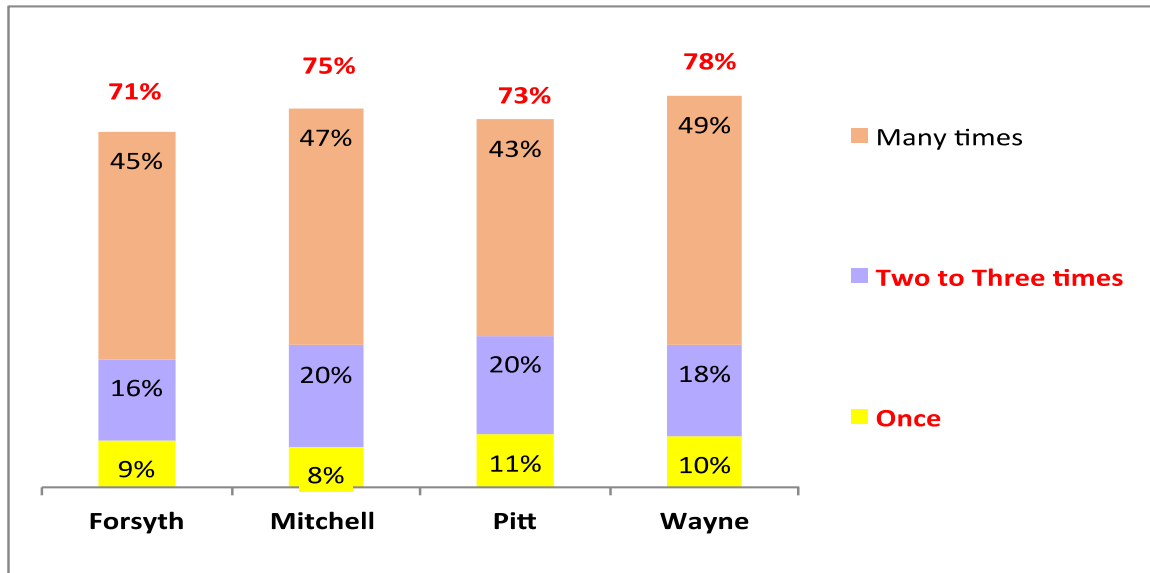
Have you ever driven a motor vehicle or motorcycle without a license?

Aggregate Data



75% of students have driven without a license (once too many times) thus this sector is defined as the ‘sector at risk’. (“Risk Group”)

Driving without a license by county

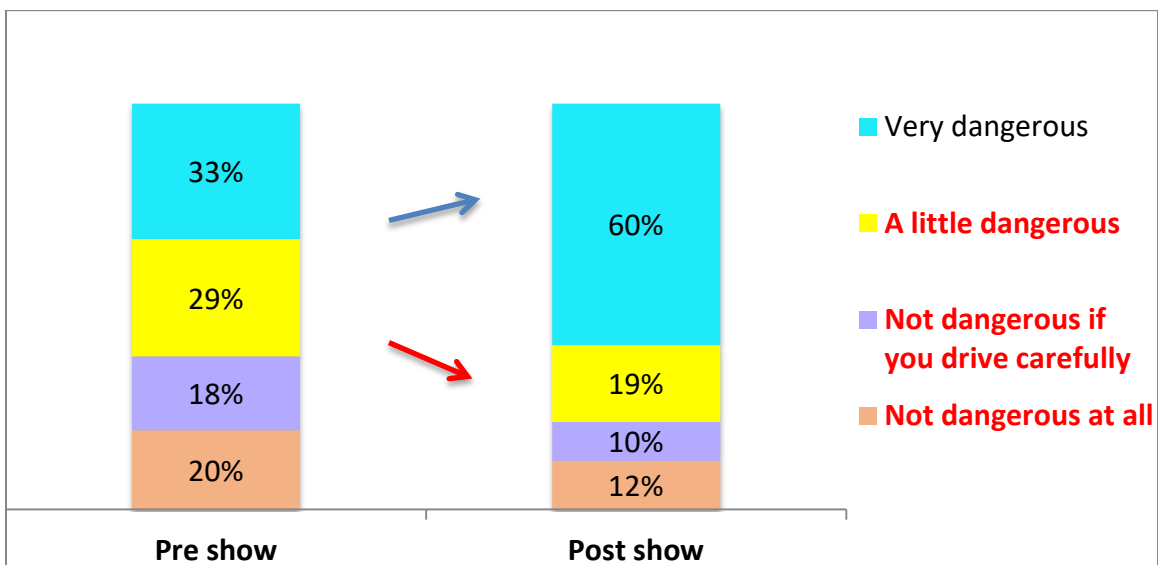


The percent of students that have driven without a license (once too many times) slightly varies between the counties.

How dangerous is it to drive without a license?

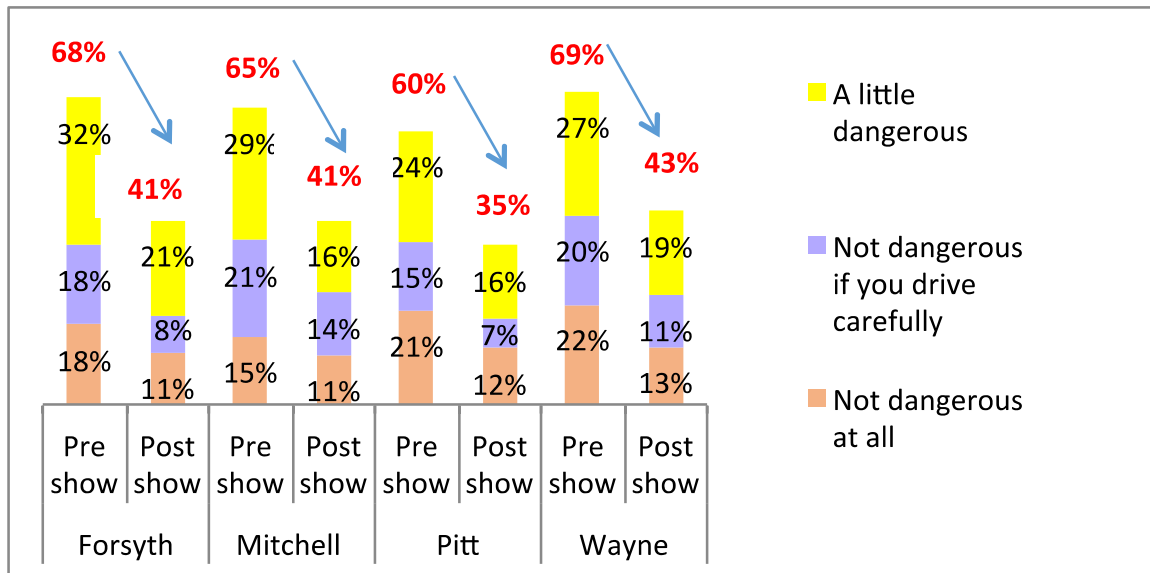
Risk Perception program's impact – Before and after the screening

Aggregate Data



The program's impact on Risk Group is 39.3% improvement in risk perception.

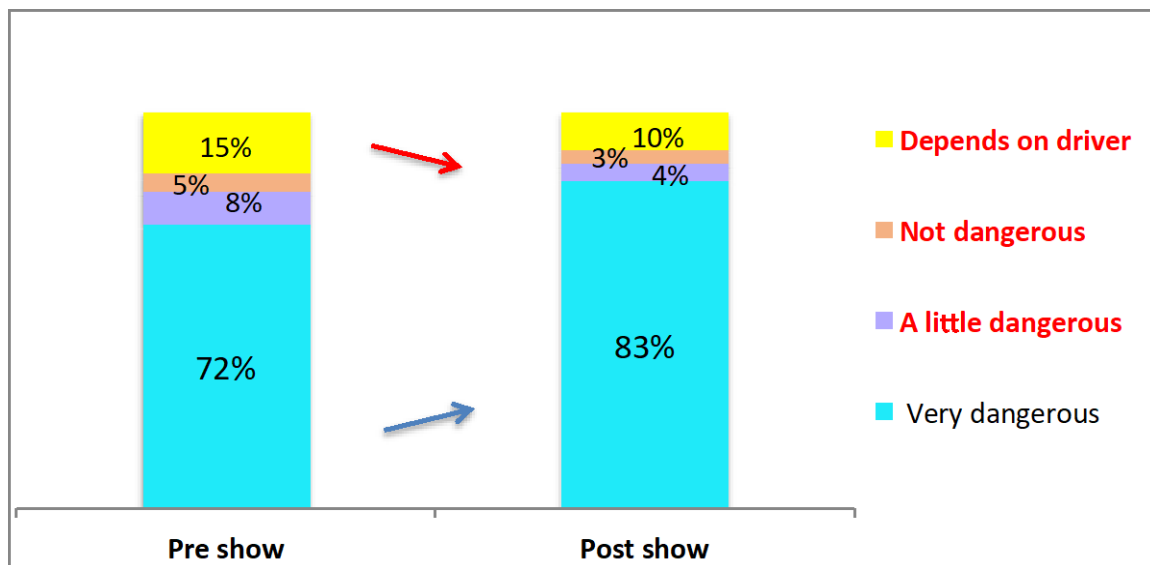
Impact on Risk Group by county



The program has positively impacted all four counties similarly.

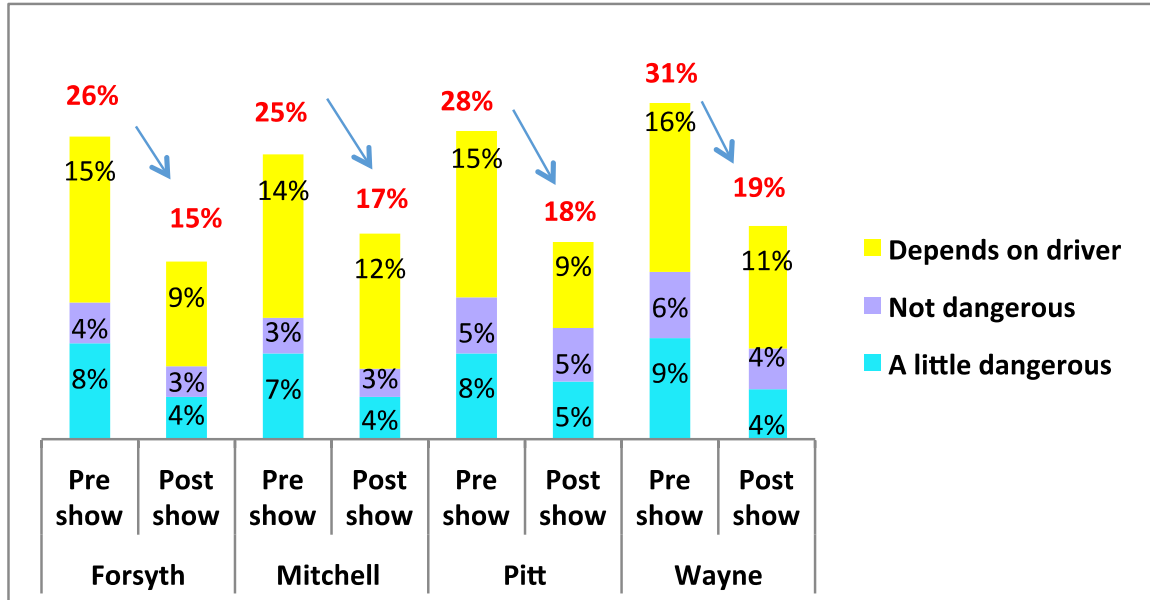
How dangerous is it to text and drive?

Aggregate Data



Before the screening, 28% of the students did not agree that it is very dangerous to text and drive. After the screening, **39%** have changed their perception and said that it is Very Dangerous to text and drive.

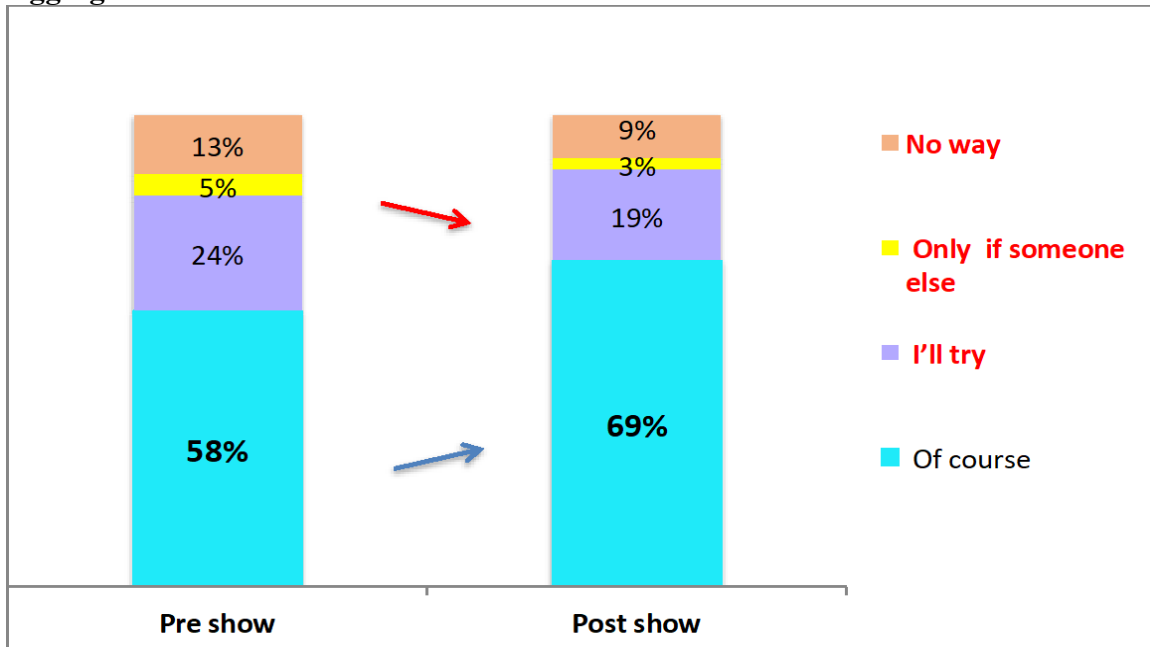
Impact on Risk Group by county



After the screening, the Risk Group in all counties have changed their perception and said that it is Very Dangerous to text and drive. The highest impact is noted in Forsyth (41.7%).

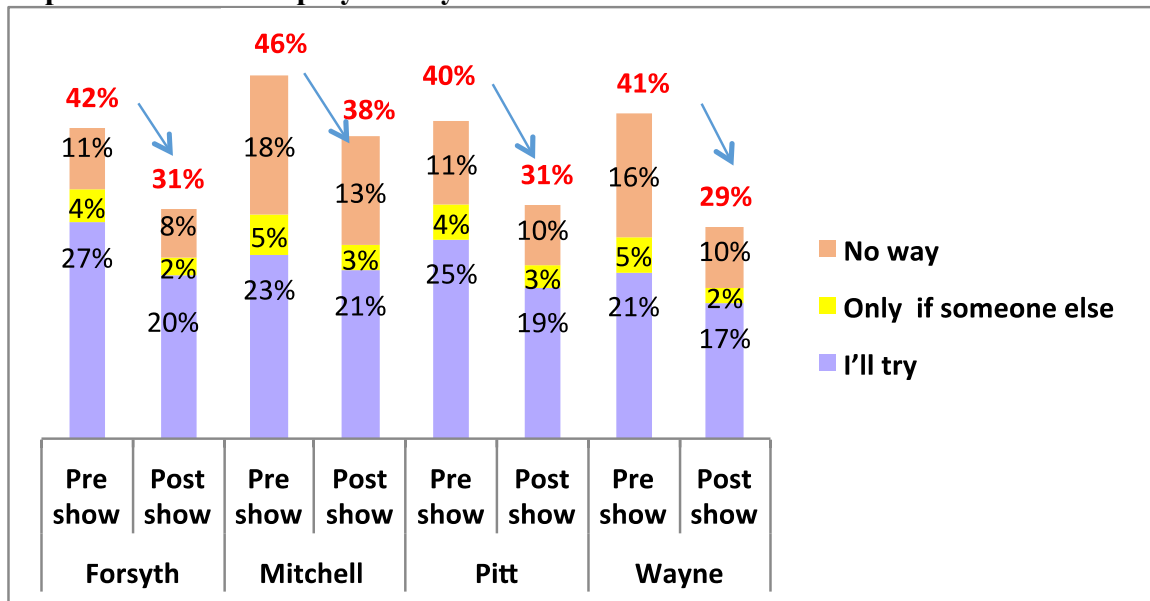
Assertive Passenger - Your friend is driving too fast. Will you ask him or her to slow down?

Aggregate Data



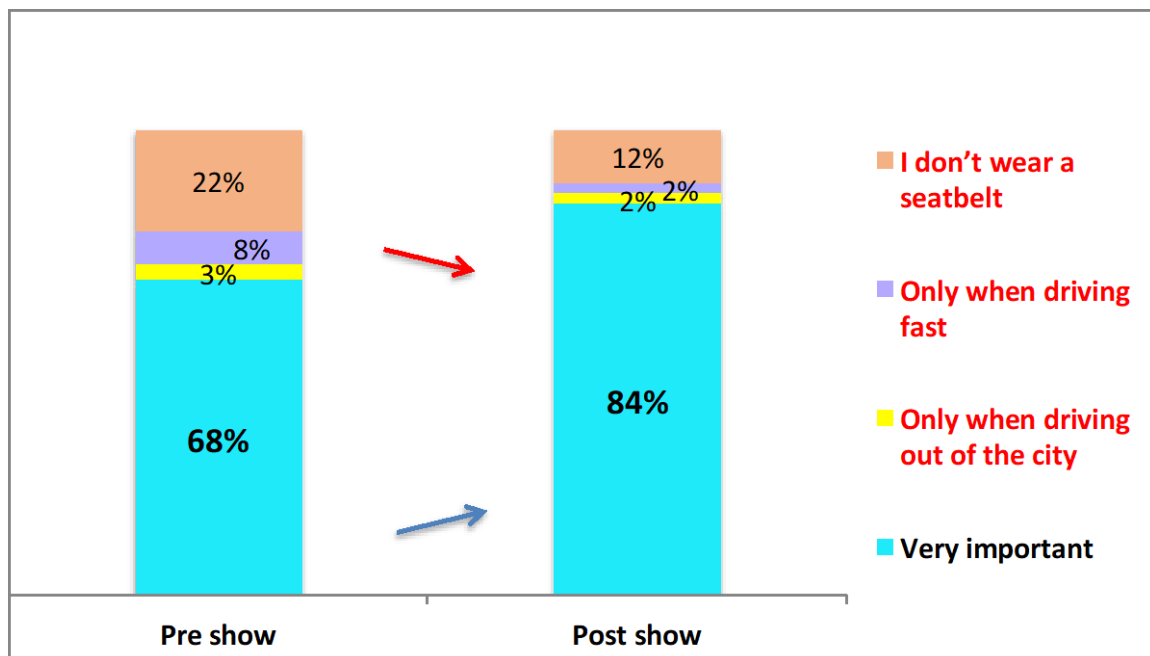
25.4% of the Risk Group (those who choose to stay passive) have changed their intention following the screening and will insist on preventing their friends from speeding.

Impact on Risk Group by county



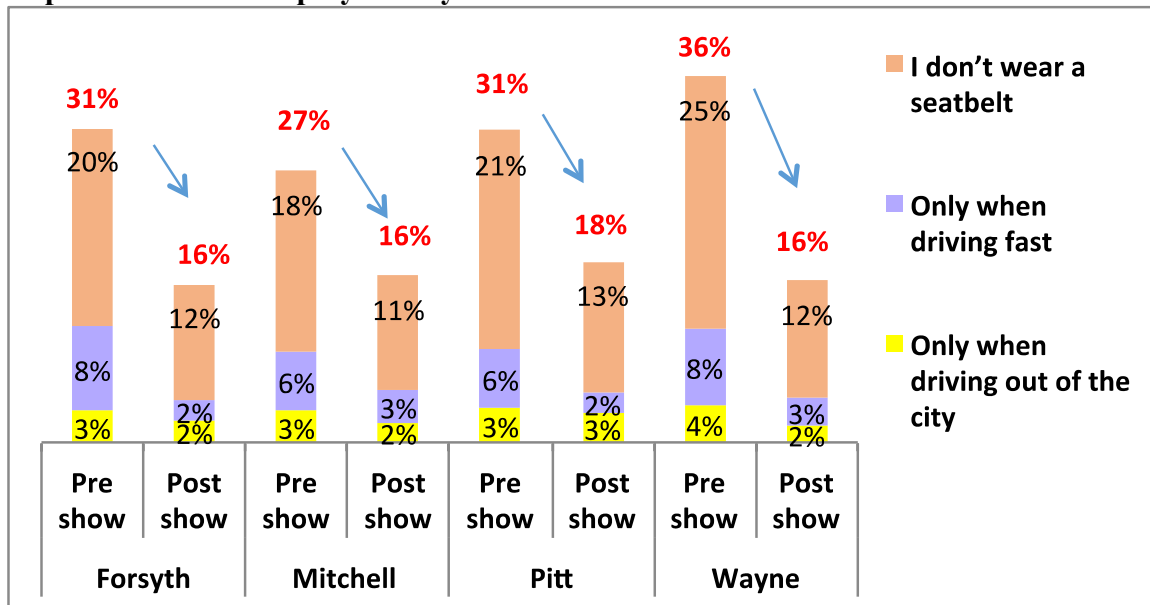
An improvement is noted in all four counties. The highest impact on the Risk Group is noted in Wayne (28.6%) and Forsyth (26.2%).

How important is it to wear a seatbelt in the back seat?



68% of the students know that it is very important to wear seat belt. Yet after the program 50.5% improvement is noted. **84%** of the students understand it is very important to wear seatbelts.

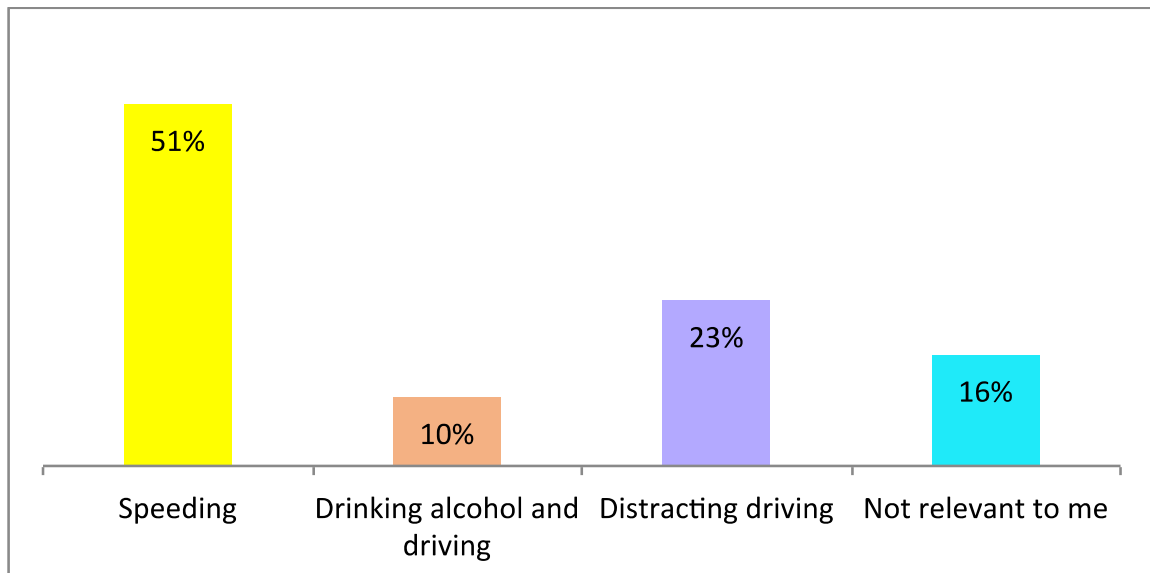
Impact on Risk Group by county



27% to 36% of the students in the different counties do not think it is important to wear seatbelts at the time. After the screening, the Risk Group has decrease by 55.8% in Wayne County, 49.7% in Forsyth, 41.8% in Pitt and 38.6% in Mitchell.

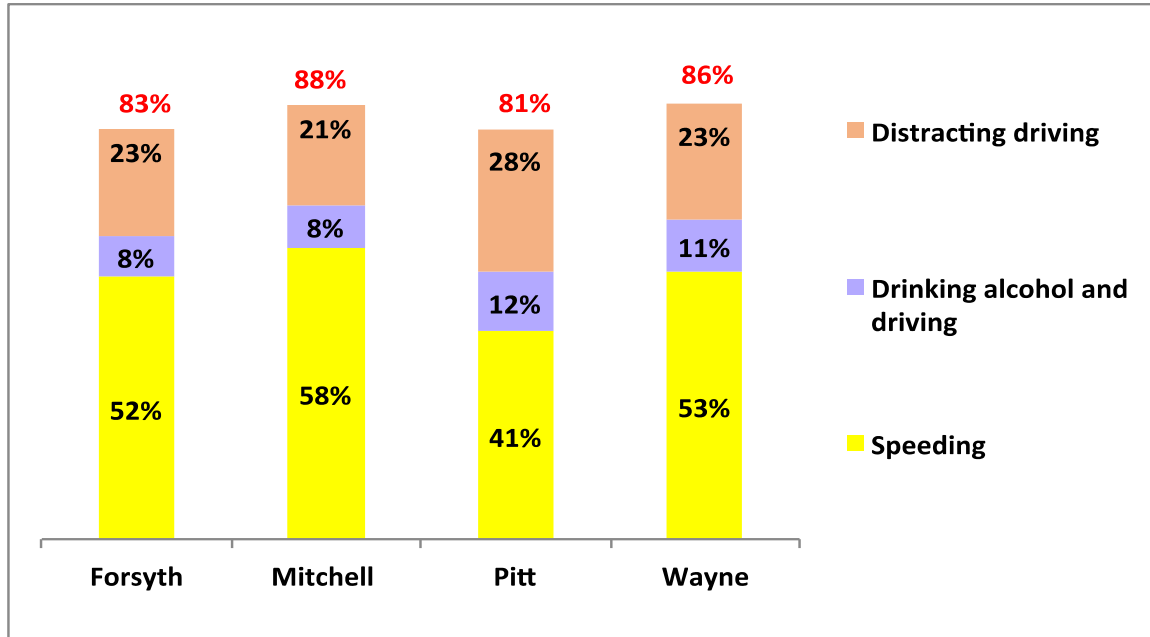
Which of these do you see teen drivers do in your community?

Aggregate Data



Speeding is the most prevalent risky behavior.

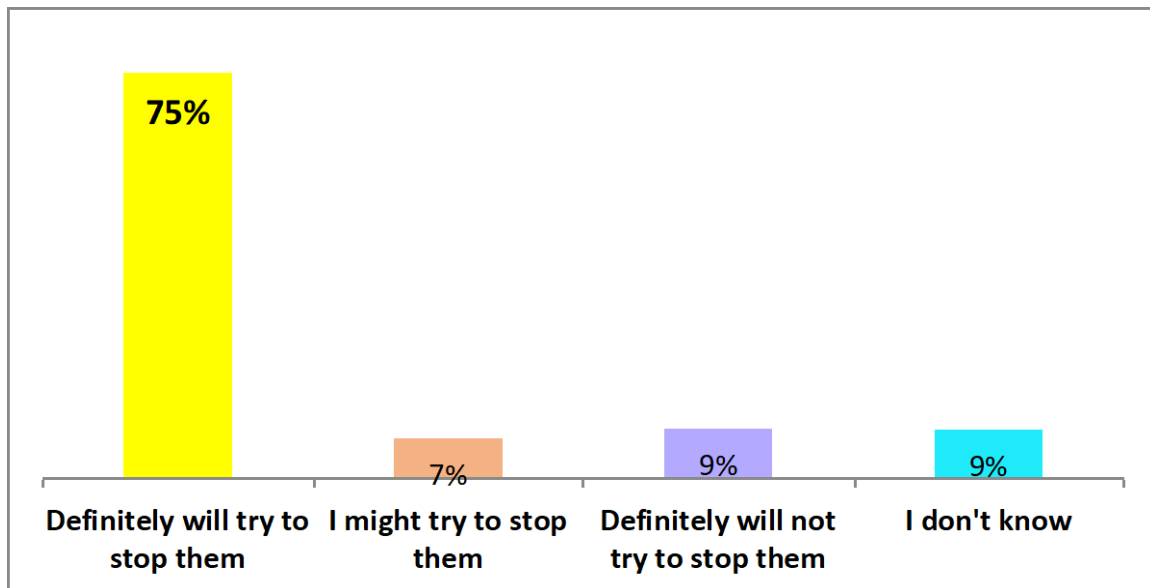
Risky Driving seen by County



Speeding is the most prevalent risky behavior, but there is some differences in the distribution.

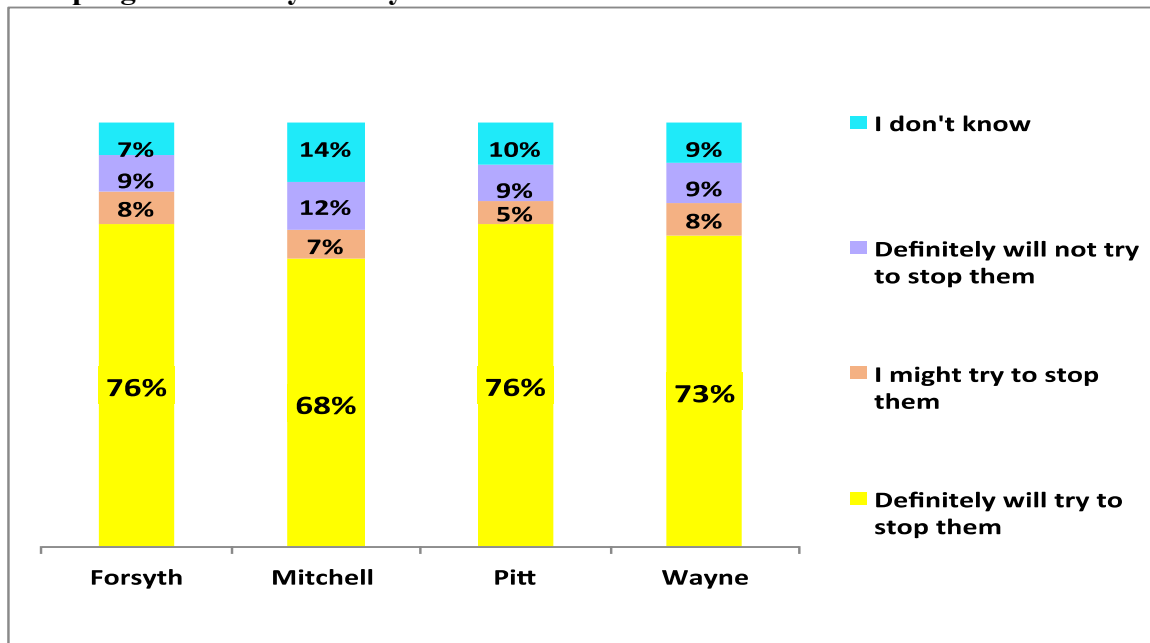
Would you try to stop someone from driving after or while drinking alcohol?

Post program Aggregate Data



Post screening, 75% have stated that they intend to stop someone from driving after or while drinking alcohol. This is an important passenger attitude strengthened and acquired in this program.

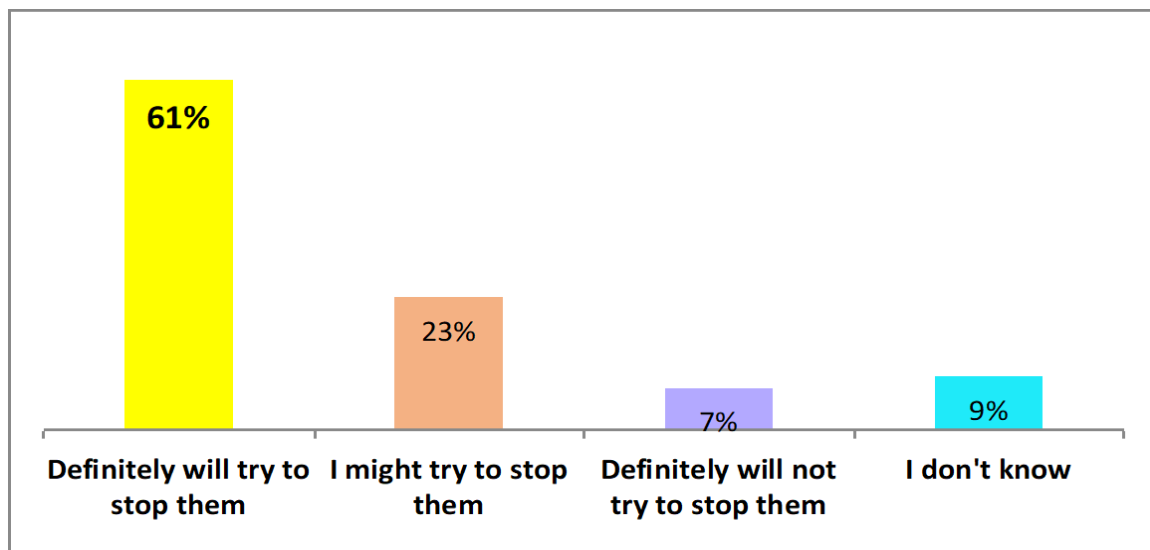
Post program data by county



There is similarity in the distribution of the answers amongst the counties with exception to Mitchell County reporting a lower percentage.

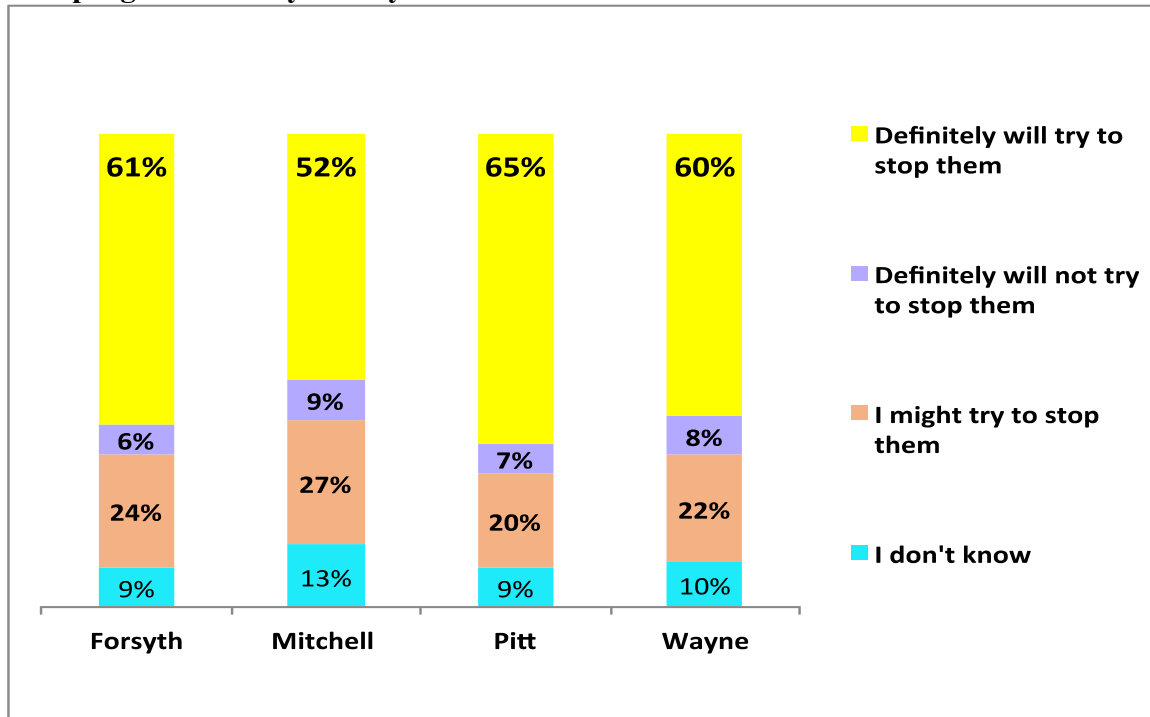
Would you try to stop a driver from using a phone or texting while driving?

Post program Aggregate Data



Post screening, **61%** have stated that they intend to stop someone from using the phone or texting while driving. This is an important passenger attitude strengthened and acquired in this program.

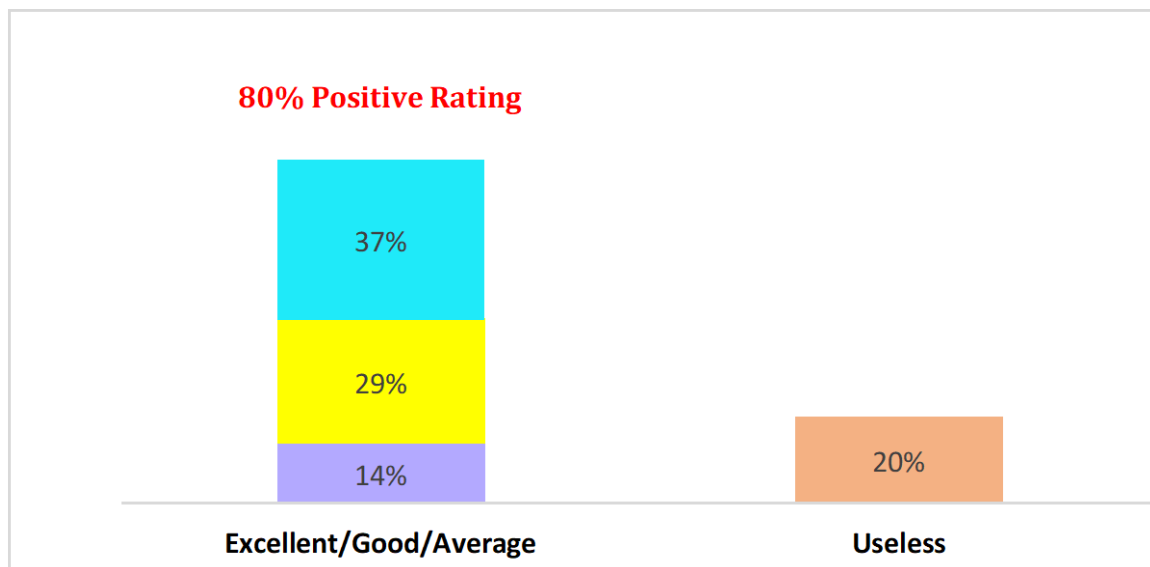
Post program data by county



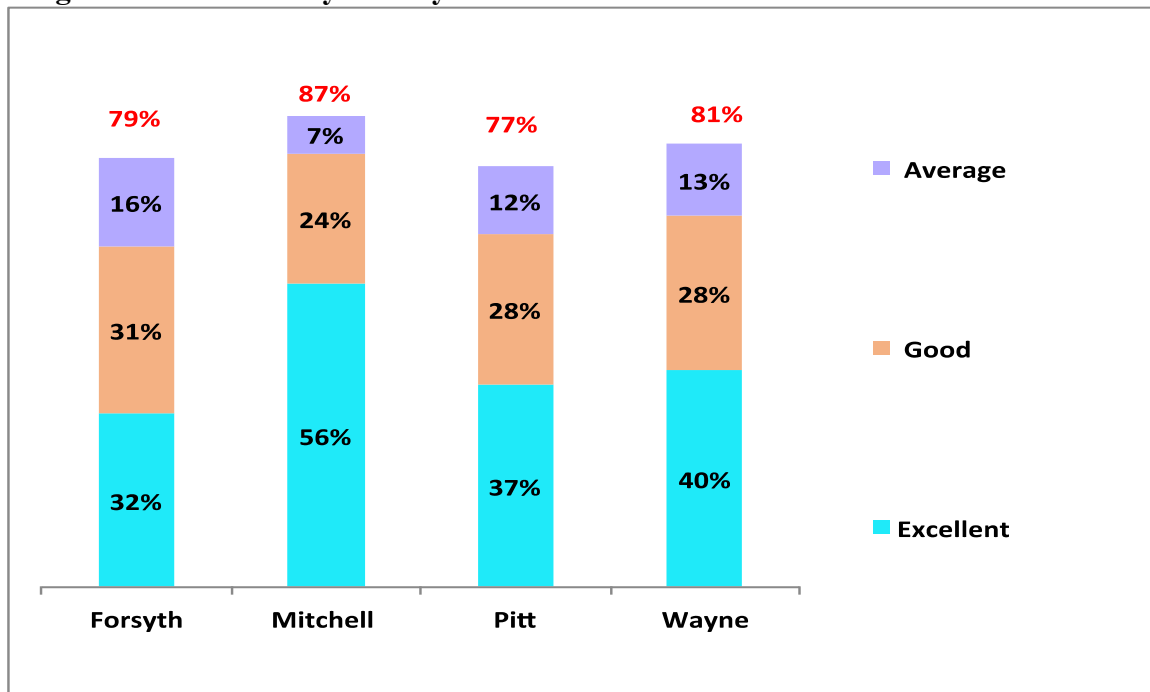
There is similarity in the distribution of the answers amongst the counties with exception to Mitchell County that has a lower percentage (52%) and Pitt the highest percentage (65%).

Students' Satisfaction/Program Rating

Aggregate Data



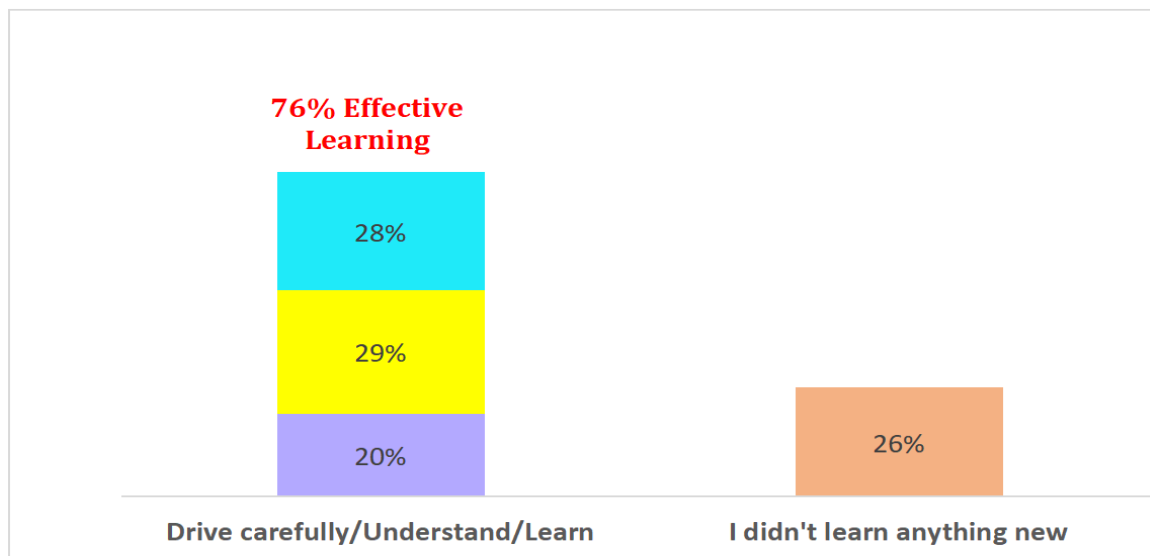
Program Satisfaction by County



The program satisfaction range is from 77% to 87% in Mitchell County.

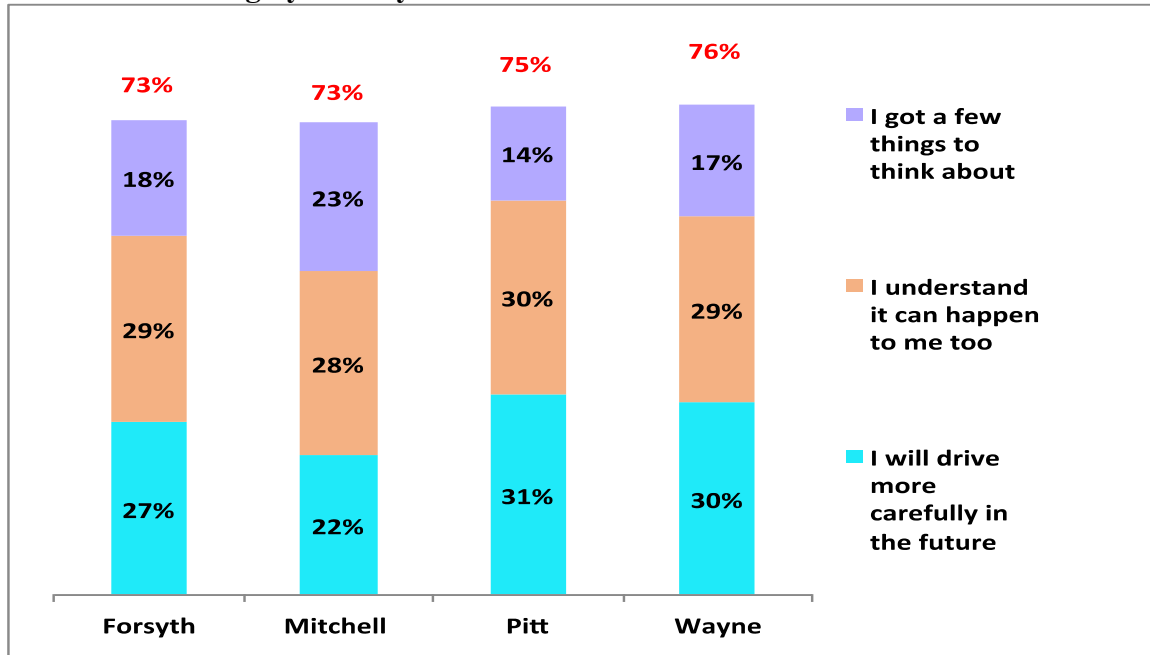
Effective Learning: Has anything you've seen today made you think differently about driving?

Aggregate Data



Over all 76% of the students stated that they have actively learned in this program. They understand driving better, think differently and even intend to drive more carefully in the future.

Effective Learning by County



The distribution is slightly different between the counties but the overall level of positive and active learning sums to **73% to 76%**.

TRANSFORMING THE LIVES OF STUDENTS FACING THE HAZARDS OF LIFE



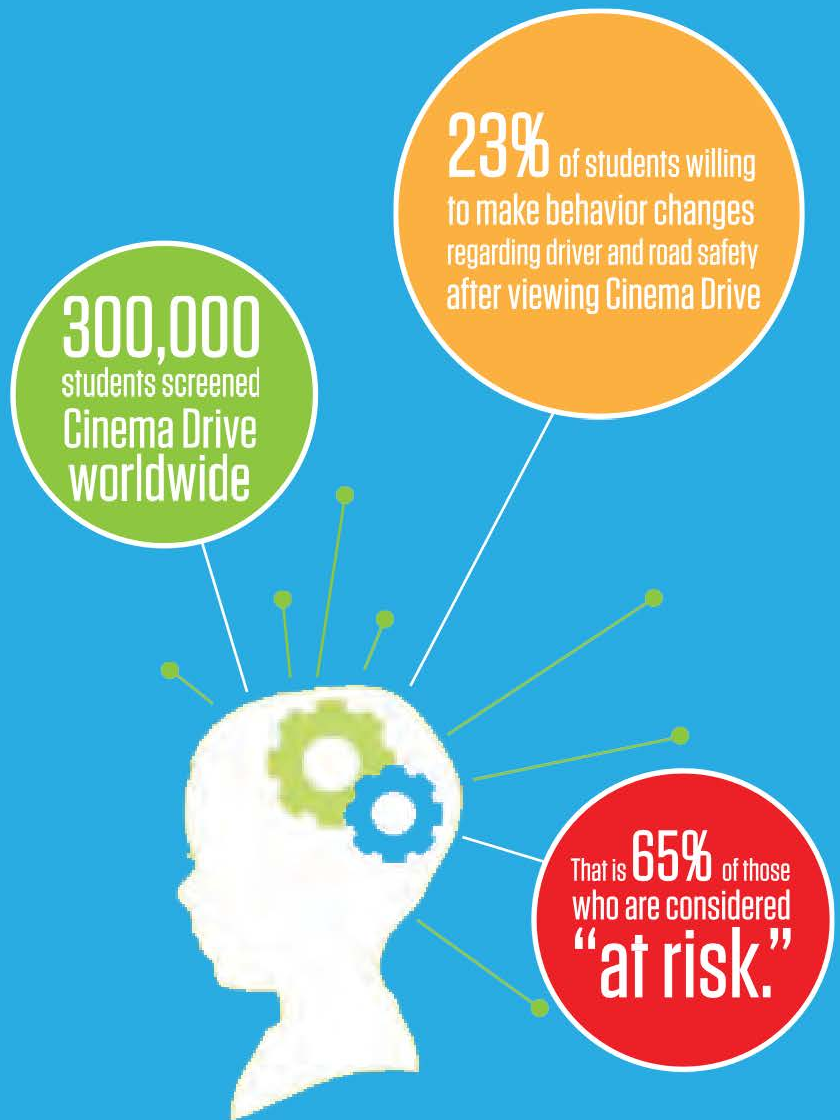
DRUGS • ALCOHOL • SAFE DRIVING • BULLYING • ENVIRONMENT



The Center for Disease Control (CDC) reports that **every 48 minutes** someone within the United States is involved in a **motor vehicle crash** that involves an alcohol-impaired driver.



Life Changing Experiences offers a new entertainment platform that uses multi-sensory education to capture students' attention, and even save lives. A powerful and always expanding series of programs makes students take notice of key issues (i.e. drugs, alcohol, road safety, environmental conservation, bullying) by using effective storytelling techniques and multisensory tools.



STUDENTS CHANGE THEIR BEHAVIOR IN WAYS THAT BENEFIT THEM AND THEIR COMMUNITIES.



“I think the Cinema Drive program will impact my life for the rest of my life.”
Thai, student



LCE partners with leading research experts and departments during production of its projects, including, Or Yarik Israel and the Children's Hospital of Philadelphia.



CINEMA DRIVE: ONE THEME UP TO 6 EXPERIENCES



THE PRE SHOW SURVEY

This information will be examined to measure the impact of the program on students' opinions and intentions to change their driving behavior.



A TOO BITTER SWIG

The multi-dimensional story of three students, celebrating at a New Year's party, drinking shots of alcohol. Through a 3D journey into the human brain, we learn the processes of the brain, the impaired data receptivity and the altered perceptions of reality created by drinking alcohol.



THE RACE FOR LIFE

In total darkness, with a surround sound system, we witness a reckless street race in the middle of the night. While our sense of sight is inactive, our brain's perception is otherwise sharpened as we receive every piece of information and intricate detail via the high quality audio system.



AN UNCALLED-FOR MESSAGE

Three investigators try to discover the cause of the accident that occurred in broad daylight, with good visibility and no hazardous road conditions. Using street cameras, computer analysis and thorough investigative techniques, they finally find the foolish and pointless cause behind the student's distracted driving and the ensuing cruel circumstances.



GET TIPS FROM AN EXPERT

A professional test driver takes us on a journey where we encounter extreme driving situations. We learn useful tips from that driver on how to handle unpredictable situations.



POST SHOW SURVEY

Using the same questions in the Pre Show Survey, we measure and examine the impact of the program on the students' intentions to change their driving behavior.

SMART DRIVERS

Through an exciting trivia competition, we will examine the absorption of the knowledge. Thirty minutes of fun and pure pleasure of the participants enables us to get valuable information that can improve future results.



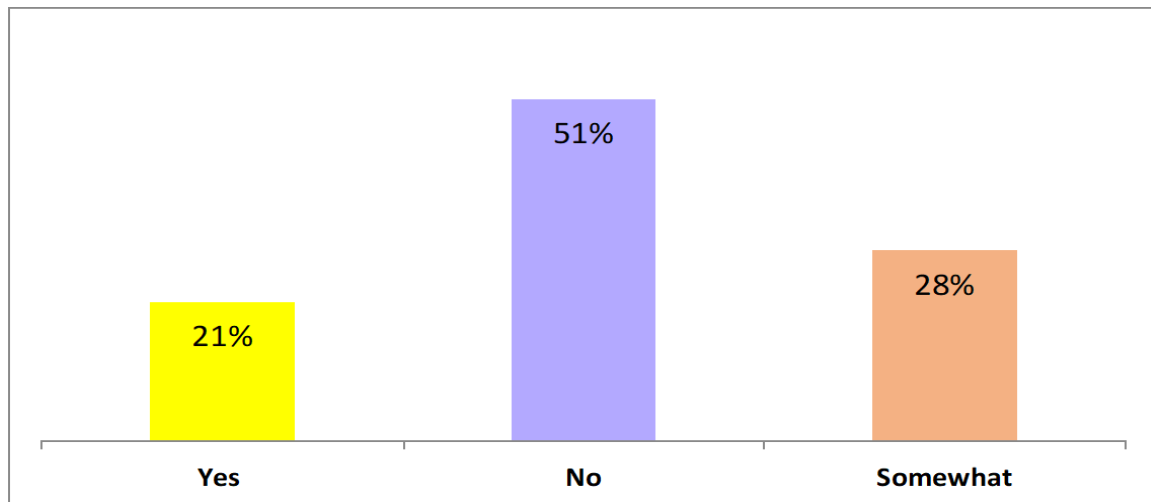
IF ONE PERSON MAKES A CHANGE; IT MAKES A WORLD OF DIFFERENCE.



License 2 Dream is an innovative 90-minute multi-sensory experience that transforms school auditoriums into an interactive and technologically sophisticated cinema to deliver a powerful 3-D narrative, video testimonials, and an audience interactive component through hand-held voting devices. ***License 2 Dream*** supports young dreamers to become successful entrepreneurs by using the “Sunflower model” created by Rob Ryan, a pioneer in the high-tech industry. His tech company enjoyed a record-setting growth and acquisition. He has launched a string of other successful companies through mentoring and formulating winning strategies including the “Sunflower Model”. This multi-sensory educational experience teaches students how to collaborate with their peers, strategize and look for a competitive edge. The program also inspires and empowers entrepreneurial behavior by generating excitement and injecting constructive behaviors. Teens' adrenaline is channeled to creative thinking and to building a business or a social initiative. Their success is the community success.

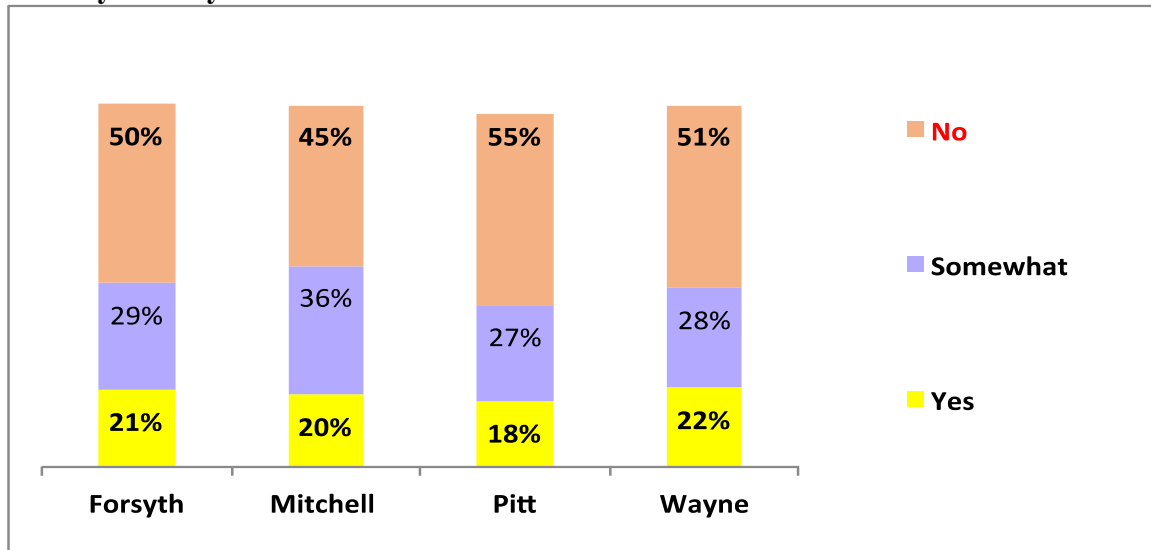
Have you ever established or worked in your own business?

Aggregate Data



51% of the high school students were currently not engaged in any enterprise. 21% state that they have established their own businesses. 38.4% stated that their parents currently own or have owned their own business in the past.

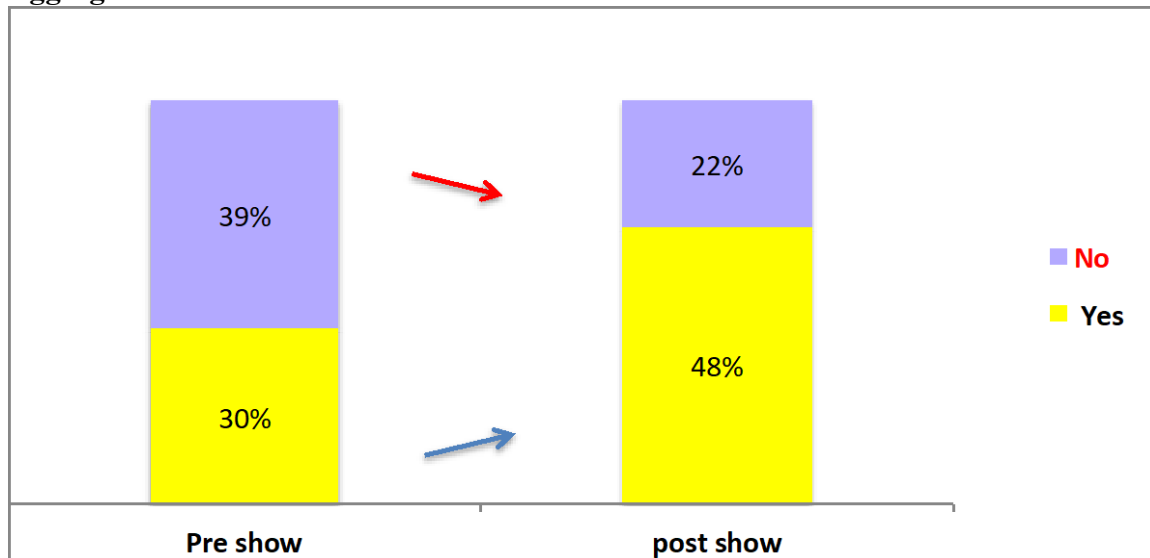
Data by County



The percent of students engaging in enterprises range from 18% (Pitt) to 22% (Wayne). The range of students stated that their parents currently own or have owned their own business is 34% (Wayne) to 42% (Forsyth).

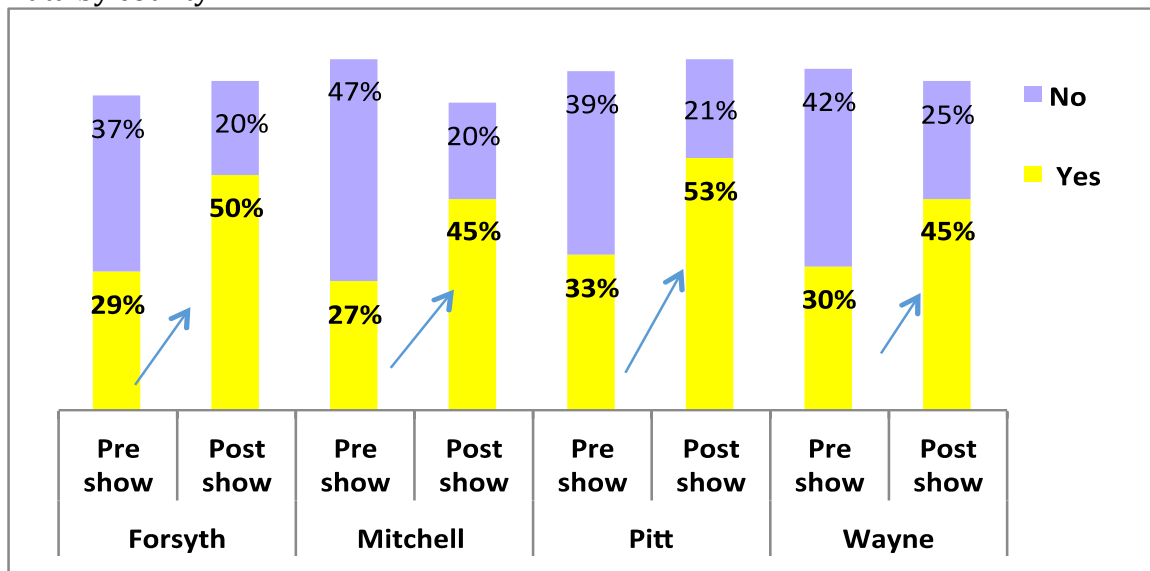
Do you believe that you have the tools to start your own business or a social organization today?

Aggregate Data



The percent of students that stated that they have the tools to start their own business has increased and the percent of students that answered NO have decreased by 17% (being 44% of this group).

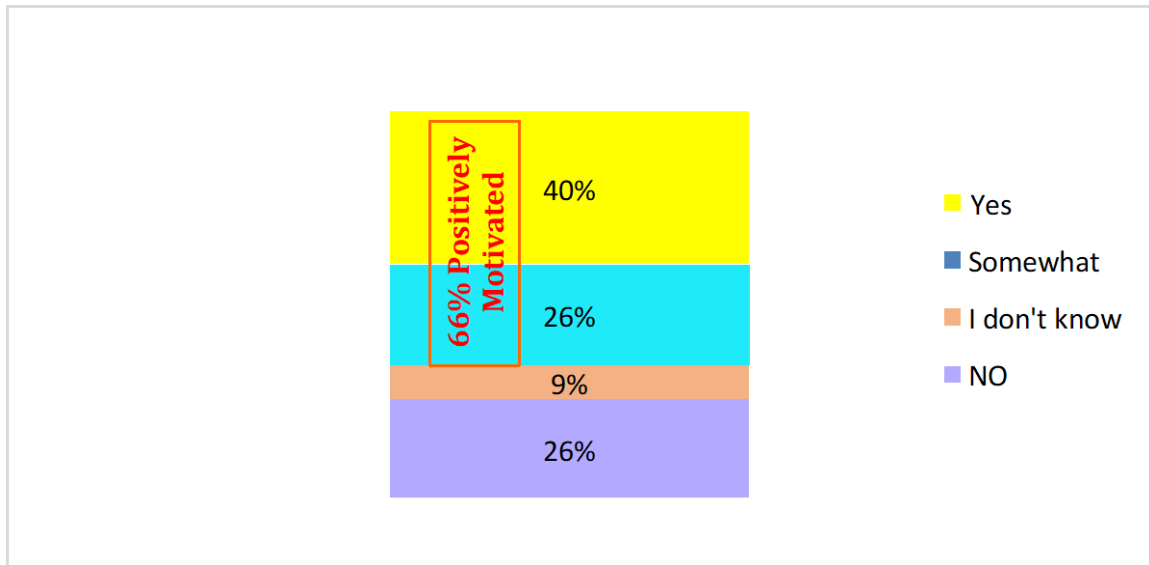
Data by county



The percent of students that stated that they have the tools to start their own business has increased in all counties. The biggest positive change is noted in **Pitt** and **Forsyth** (20% increase). However, the biggest decrease in the group that states they do not have the tools after the program was in **Mitchell** (27%). 35% of the students state they received new tools during the program. In all other counties it is between 30% to 26% respectively.

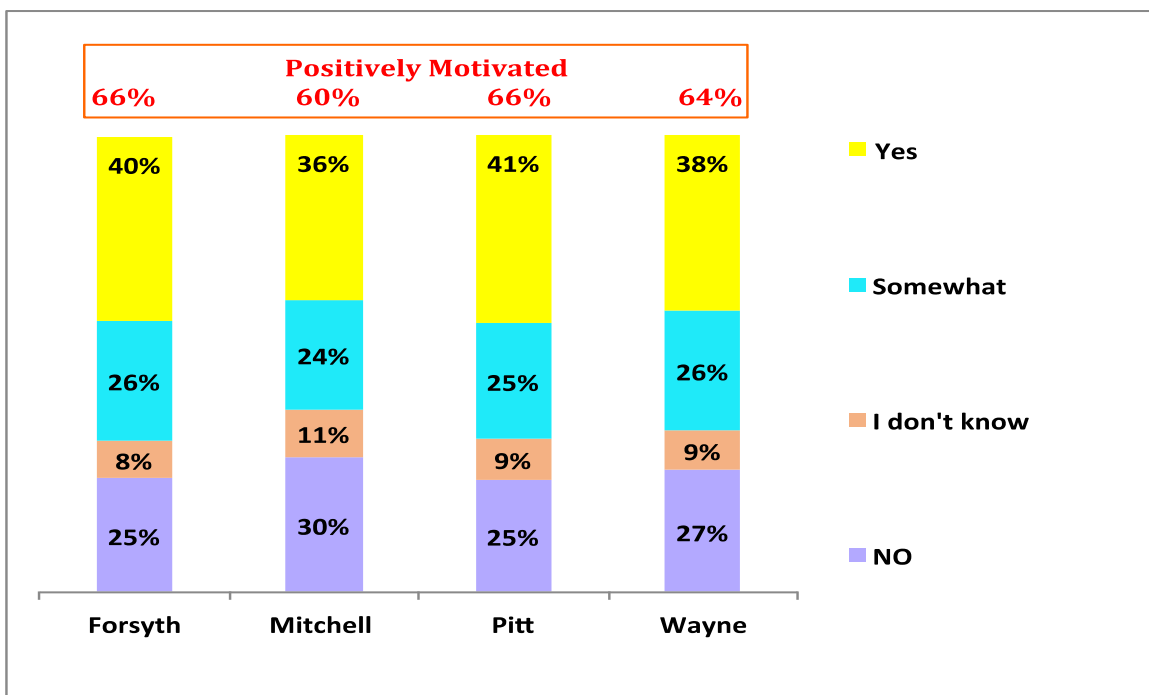
This program motivated me to start thinking about creating my own future.
(Positively Motivated)

Aggregate Data



66% of the students stated post program that they are *positively* motivated.

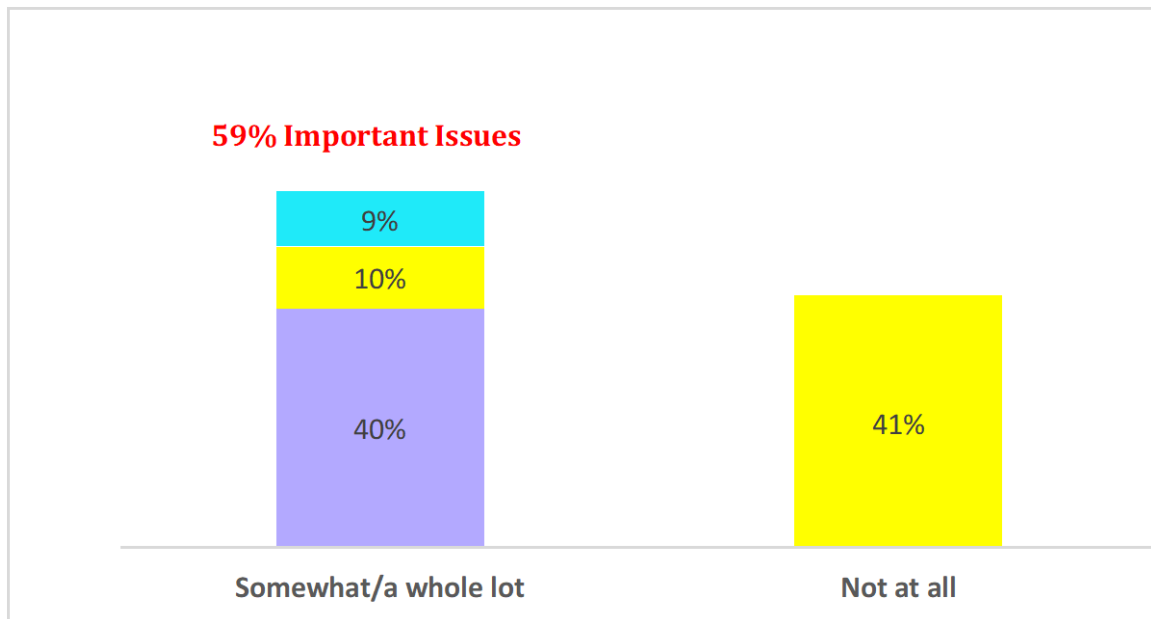
Data by County



Over all about 66% stated after the program, they are positively motivated except for **Mitchell** with 60%.

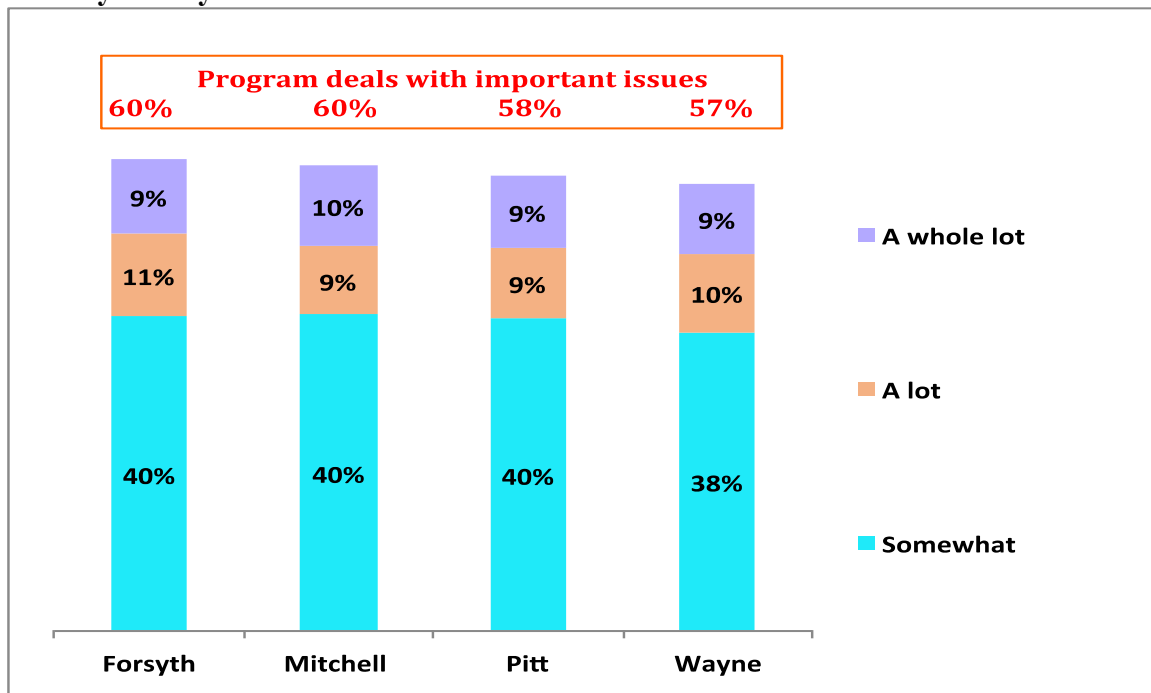
This program addresses issues that are important to me.

Aggregate Data



59% of the students think the program addresses issues that are important to them.

Data by county



57% to 60% of the students think the program addresses issues that are important to them



HERO PARTNERS



Introducing:



Dream
License to

**The Young American
Entrepreneurs Program**

"Self-trust is the essence of heroism." In order to be heroes, we need to have dreams. "License to Dream"— an innovative program created for America's next generation of business and social leaders. **"License to Dream"**—is designed for 10th to 12th graders through a unique alliance between Hero Partners and Life Changing Experiences.

1...2...3....4 innovating and edutainment steps



1

An in-school experience which includes 3D, multisensory, and interactive components; and accomplished business mentors that guide students.



2

A six week internet experience during which students will transform their innovative ideas into business plans.



3

At the end of the year, students will present their new ventures on a dedicated web platform. During a special voting process, the public and a group of established business leaders will select the 20 finalists.



4

"American Hero" – a ground-breaking reality TV show where 20 teen entrepreneurs will compete for the grand prize: seed funding to actually establish the winning business.

Dream
License to

An experience designed to make big dreams come true



*America is going to fall in love
and become a better place.*

We will teach students how to collaborate with their peers in order to create new organizations and companies. We will teach teens how to strategize and look for a competitive edge. We will guide students in thinking creatively, practically, and systematically, meanwhile providing useful tools for project planning, management and raising initial funding.

License to Dream enables schools to give students tangible, added value that will do more than enrich their education—it will change their lives. Meanwhile, the program offers viewers inspiring, engaging, first class entertainment.



Hero Partners is led by the **Rob Ryan**, a pioneer in the high-tech industry, who founded a tech company that enjoyed record-setting growth and acquisition, and who since launched a string of other successful companies, through mentoring, and formulating winning strategies developed over the years, including his "**Sunflower Model**".



Ryan, together with Hero Partners' CEOs **Tyler Norton** and **Justin Hyde**, lead the execution and implementation of Hero Partners' mission to grow Hero companies and raise millions of new entrepreneurs. With the new collaboration, **Hero Partners**

and **LCE** will support millions of young dreamers to become successful entrepreneurs.



Life Changing Experiences develops cutting-edge tools and technologies for effective and engaging learning that creates a long-lasting impact. As a trusted storyteller and entrepreneur, **LCE** founder **Ori Yardeni** has spearheaded the edutainment industry with programs that bring text-based learning to life, build character, increase student comprehension and develop critical thinking skills. **LCE** programs have proven successful in raising awareness and influencing students' intentions to make behavioral changes.



Spreading real hope, giving real opportunities!



www.heropartners.com

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