



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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Life Changing Experiences School Program

*S.L. 2021-180, sec. 7.71.(b)*

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**Date Due: June 1, 2023**

DPI Chronological Schedule, 2023-2024

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## **North Carolina Life Changing Experiences School Program**

Final Report  
May 2023

## **Life Changing Experiences Community Education Project**

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 designed 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.

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

*The Life-Changing Experiences Community Education* is not only a cutting-edge cinematic experience, but the programs are researched based programs focused on changing hazardous, risky behaviors into positive, measurable outcomes that change the lives of students. 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.

The programs undergo a rigorous research process including both company and independent led focus groups, student interviews, field studies, post-program field research and topical consult from leading researchers and experts in their fields from entities such as the Children's Hospital of Philadelphia, and The World Bank research department. Data collection and analysis is a continual process that shape 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. Life Changing Experience *Free2B* 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.

### **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, 1999). 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, 1933).

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.



## **THE LIFE CHANGING EXPERIENCES COMMUNITY EDUCATION PROJECT IMPLEMENTATION IN NORTH CAROLINA**

The 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 our programs or to the program content itself.

Children and Parent Resource Group, Inc. (CPR) was contracted to design, implement, and evaluate the Life Changing Experiences School Program (Project) in the 2021-2022 school year. The Project shall be operated and administered for students in grades six through 11 in at least the following local school administrative units: Cleveland County Schools, Greene County Schools, Lenoir County Public Schools, Lincoln County Schools, McDowell County Schools, Mitchell County Schools, and Pitt County Schools. To date, Children and Parent Resource Group has served approximately 28,500 students in the following 10 counties: Lincoln, McDowell, Wayne, Nash, Beaufort, Craven, Martin, Pitt and Cleveland, and Lenoir. Students received our interactive programs related to safe driving, alcohol and other drugs prevention and entrepreneurship. The following data and feedback remain consistent with the positive results we have received in the past.

We had a **Risk Level % Change** as high as **73%** and **76%** of the students thought the program was **Excellent/Good**.

**Note:** Risk level % change indicates the % of students who answered the Pre Survey Questions, but then changed their answers on the Post Survey Questions, after experiencing the Cinema Drive program.

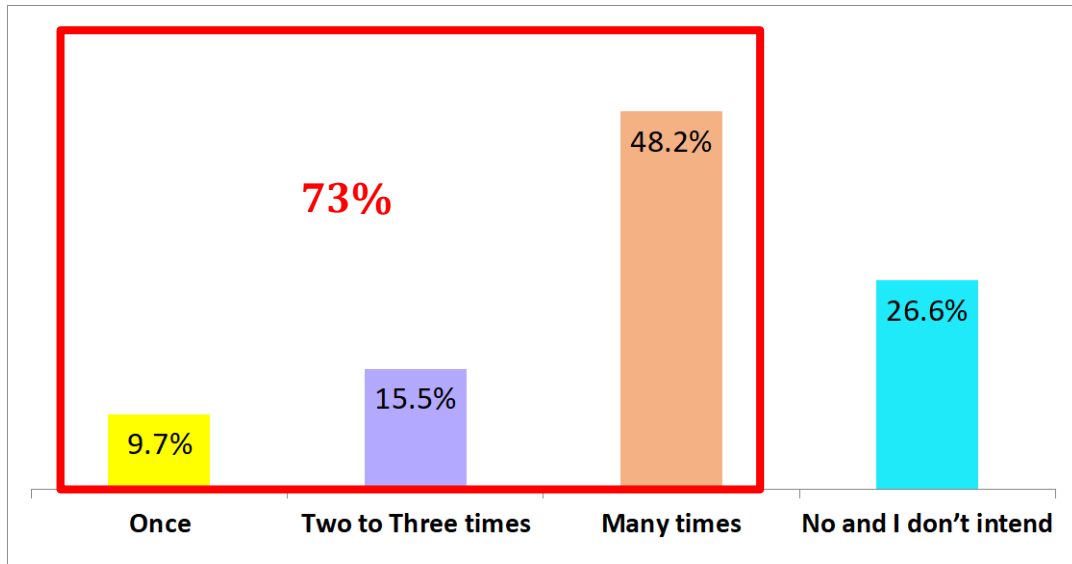


***Cinema Drive (CD)*** is an innovative 90-minute scientifically grounded experience that transforms school auditoriums into an interactive and technologically sophisticated cinema to deliver a powerful 3-D narrative, video testimonials, and an audience interactive component through hand-held voting 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.

Cinema Drive creates a real-world experience for high school students new to driving. The program centers around three young adults and how their decisions made during the course of one-night changes their lives forever. Students tag along with the characters as they face peer pressure, make poor decisions and ultimately suffer the consequences of their decisions. Cinematic storytelling and multi-sensory technology bring to life the dire consequences of speeding, driving while texting and driving under the influence. Students immerse themselves in cutting edge “edutainment” that engages them, teaches them, and changes them. Through an innovative experience more memorable than a typical classroom lecture, students open their minds to critical decision-making that protect them and their communities.

**Students were asked the following questions.**

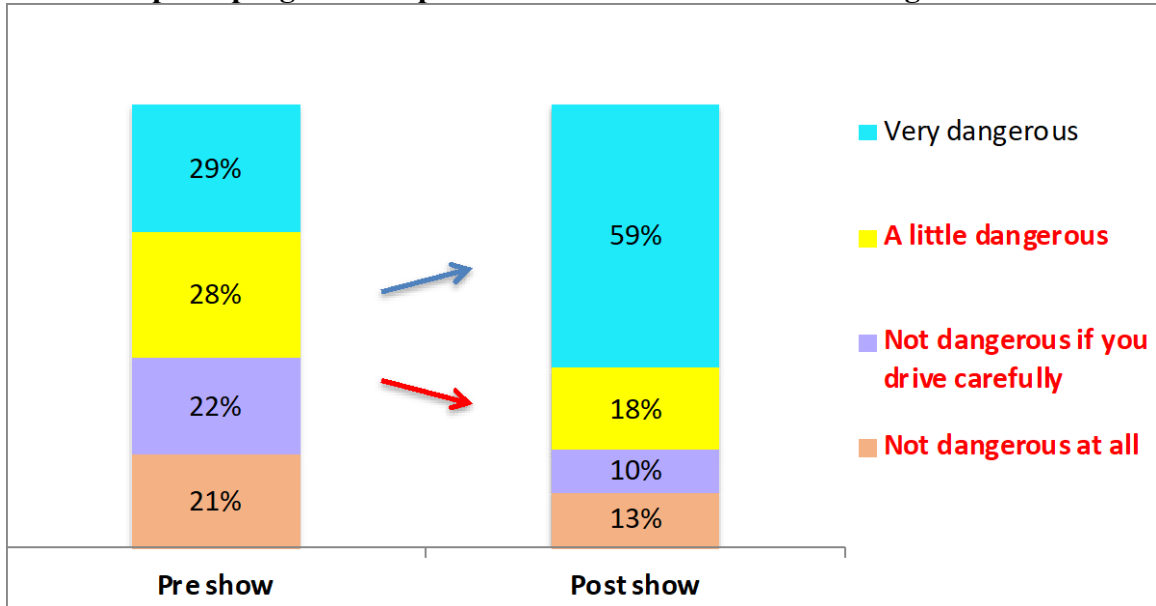
**Have you ever driven a motor vehicle or motorcycle without a license?**



**73%** of students have driven without a license (once to too many times) thus this sector is defined as the **'sector at risk'**. ("Risk Group")

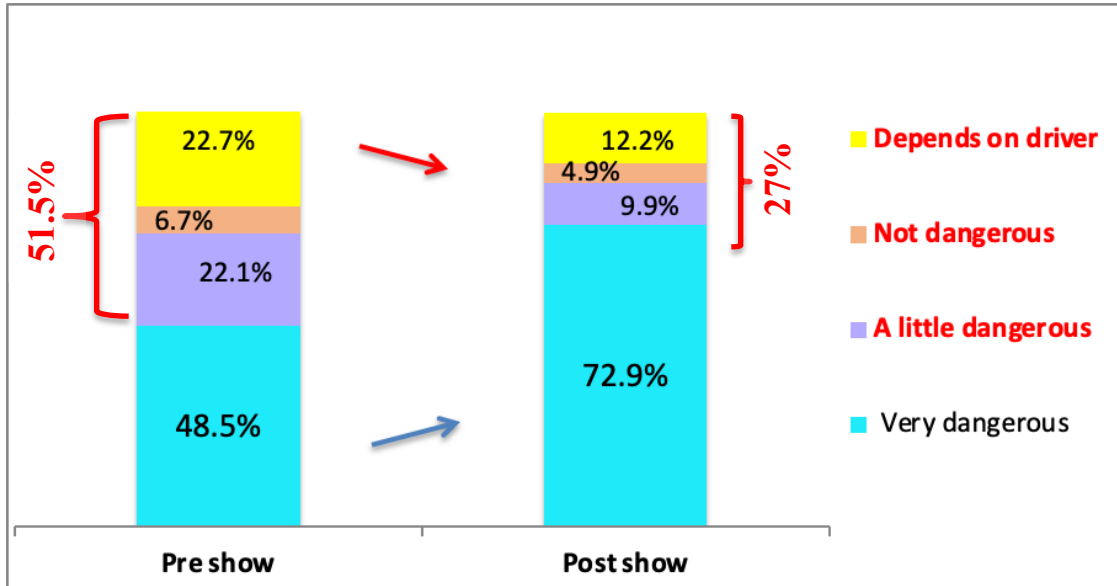
**How dangerous is it to drive without a license?**

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



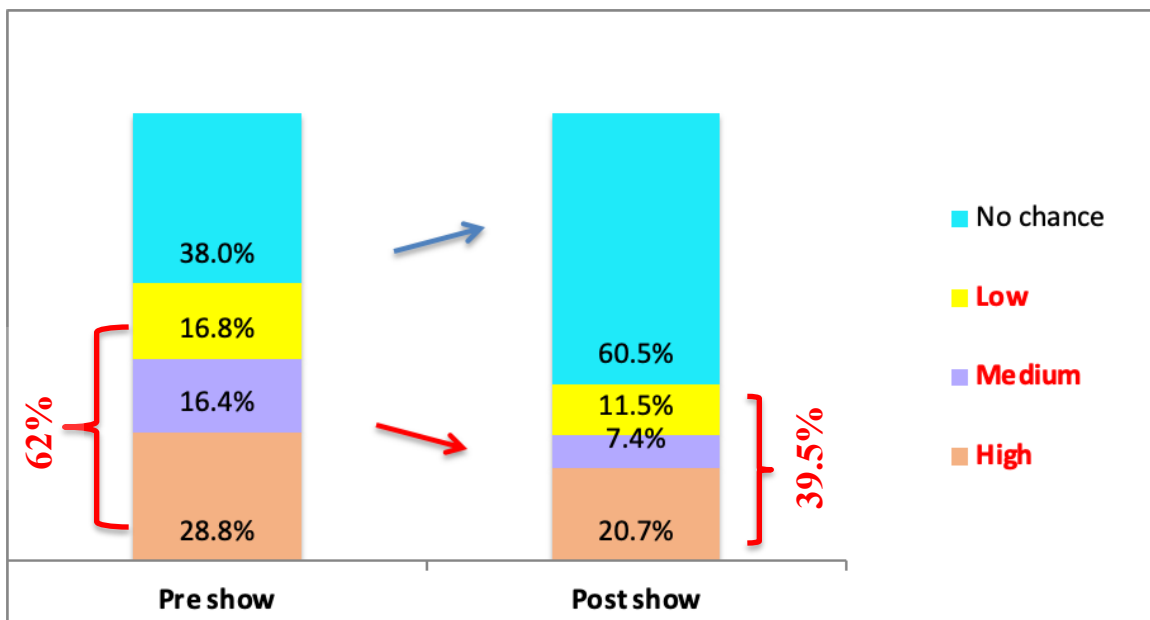
The program's impact on Risk Group is **43%** improvement in risk perception.

### How dangerous is it to text and drive?



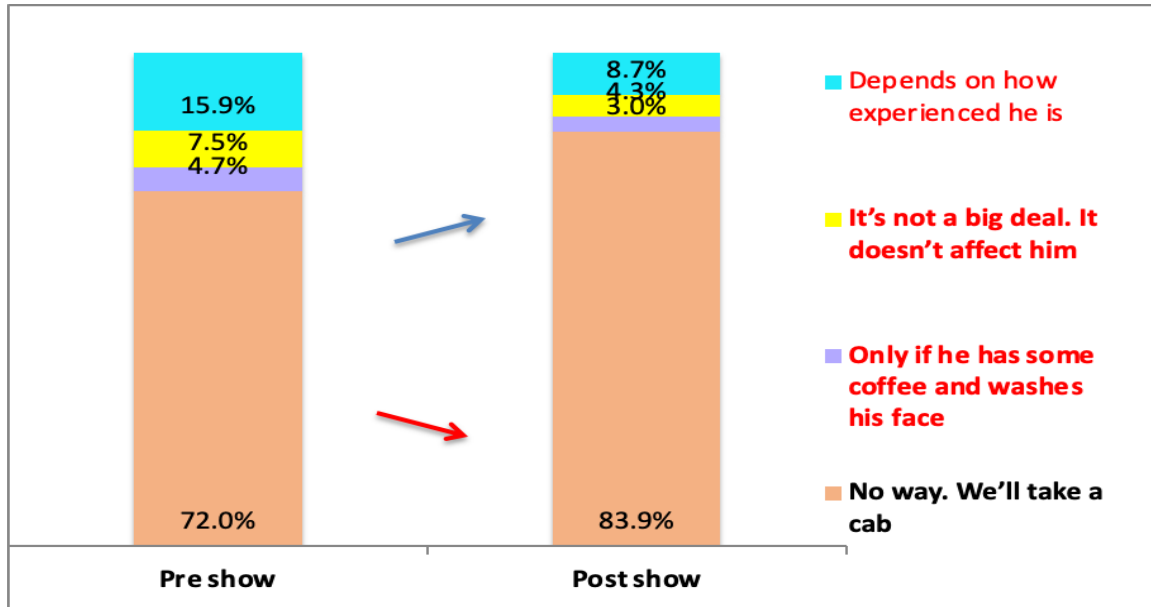
Before the screening, 51.5% of the students did not agree that it is very dangerous to text and drive. After the screening, **47%** of the group at risk have changed their perception and said that it is Very Dangerous to text and drive.

Let's say you've had one beer or one alcoholic beverage, what do you think are the odds of you driving home afterwards?



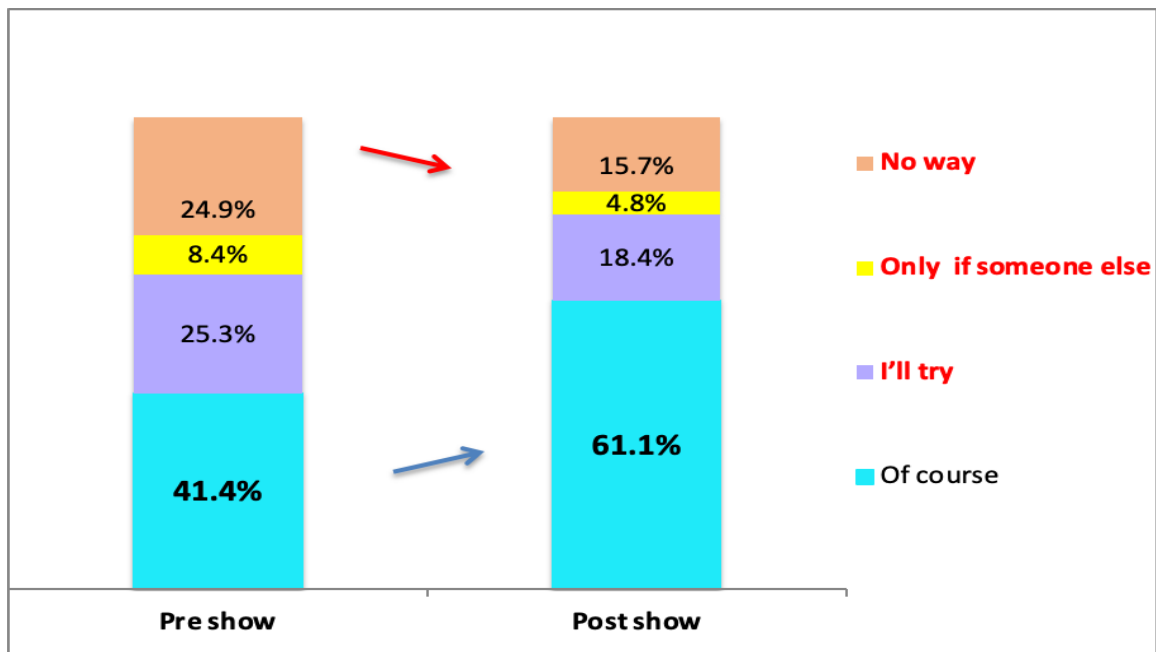
Prescreening, **62%** said they may drive after drinking. Post screening, **60%** have stated that there is not chance they will drive. This is a **36%** improvement in the group at risk.

**You just had a Pint of beer with a friend. What are the chances of you letting him drive you home?**



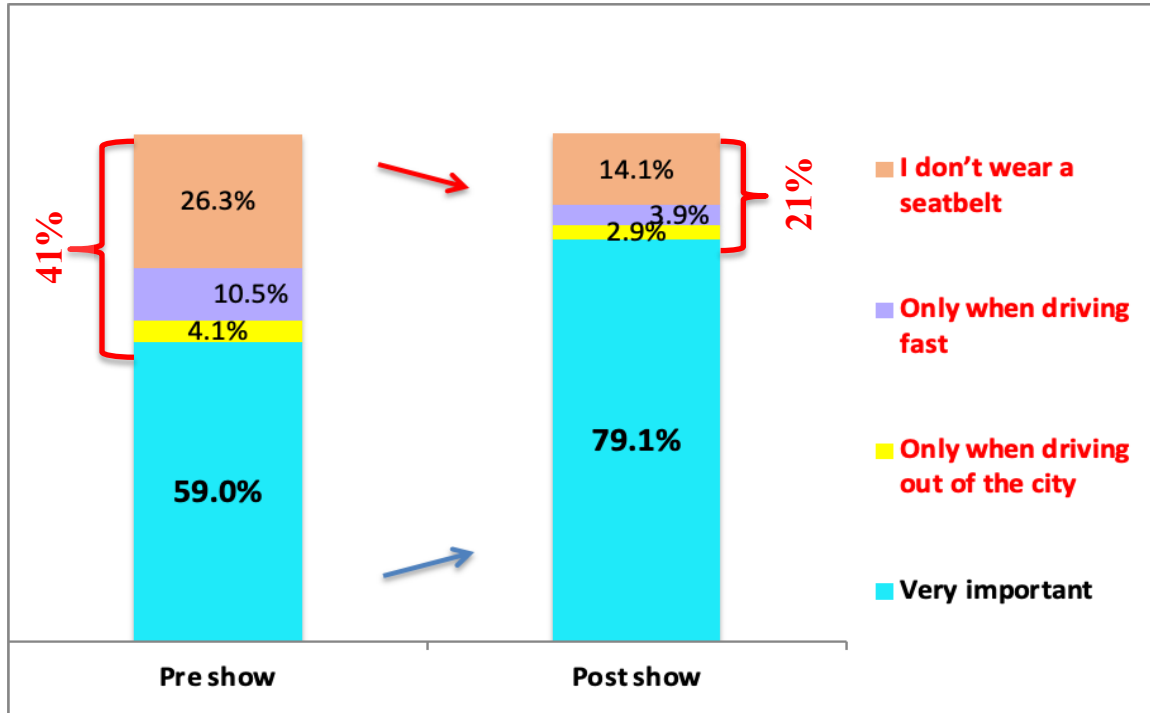
Prescreening, 28% said they will drive with a friend that drunk. Post screening, only 14% have stated that. This is 43% improvement in the group at risk.

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



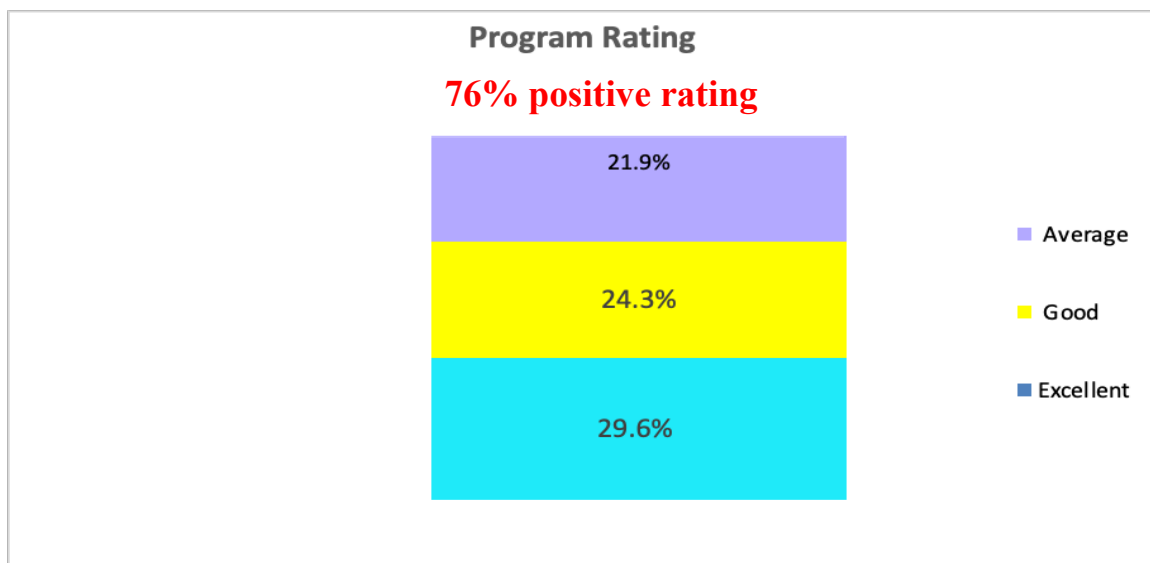
33.6% of the Risk Group (those who choose to stay passive) have changed their intention following the screening and will insist on preventing their friends from speeding.

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



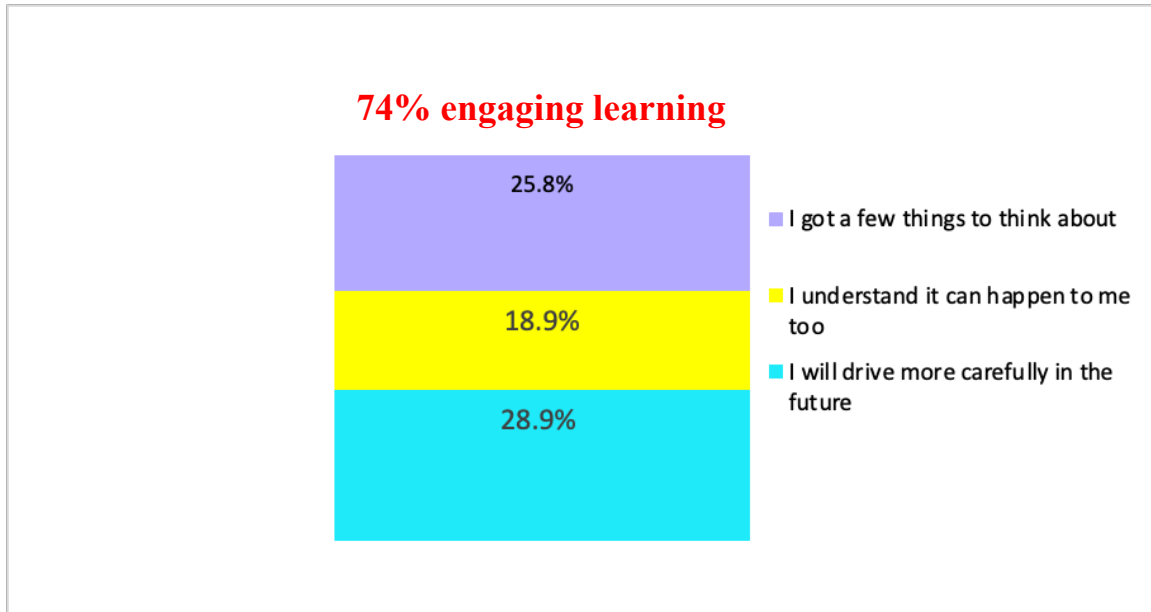
41% of the students do not think it is very important to wear seat belt. Yet after the program half of this group changed their risk perception and felt it is very important.

### Program Satisfaction



Over all 76% rated the program positively.

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



74% 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.

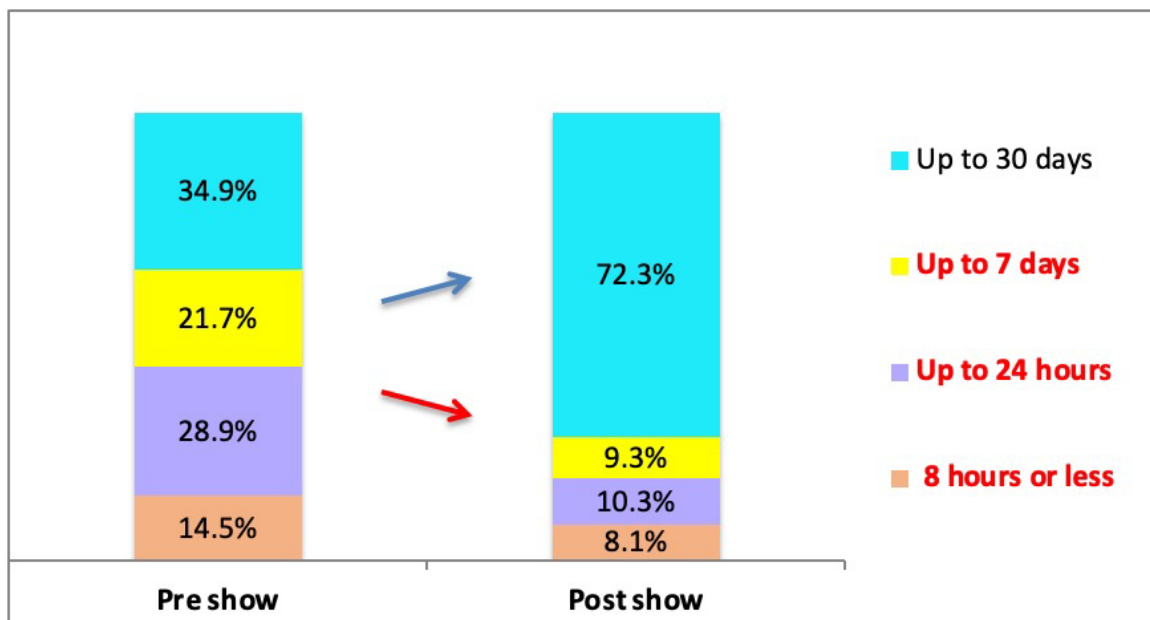




**Addicted 2 Life (A2L)** demonstrates the damages alcohol and other drugs can cause with realistic storytelling, journalistic reporting and in 3D animation. Students are taken on a scientific journey through the body as they learn the different effects substance abuse has on the central nervous system.

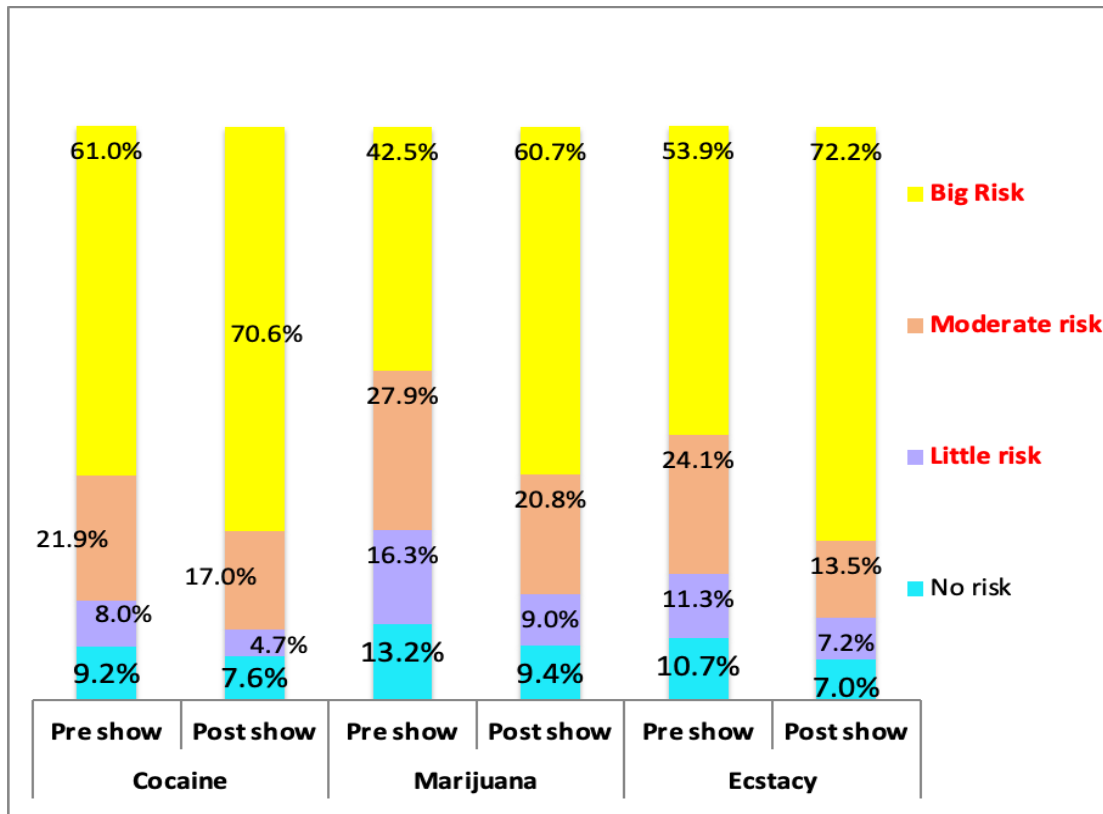
A2L multimedia interactive drug and alcohol prevention program was disseminated in all four counties. The data shows students' knowledge increase concerning drug and alcohol effects and the program's impact on their attitudes and intentions to use drug and alcohol.

#### How long can the marijuana effects stay in a human body?



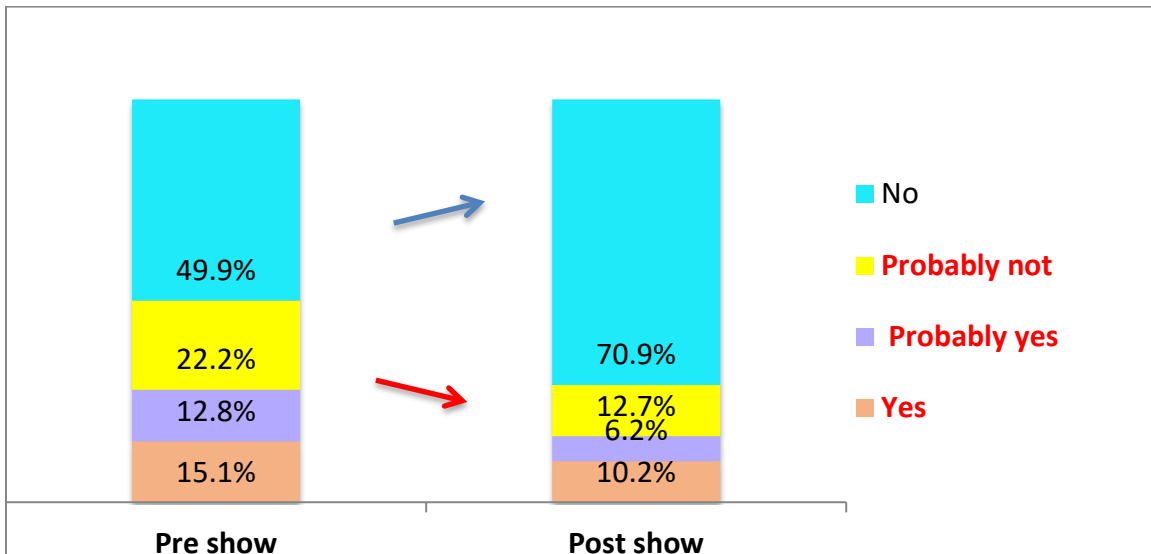
**57.5 %** improvement in students' knowledge of Marijuana's effects is demonstrated after experiencing the program.

### How risky is it for people of your age to take drugs once or twice?

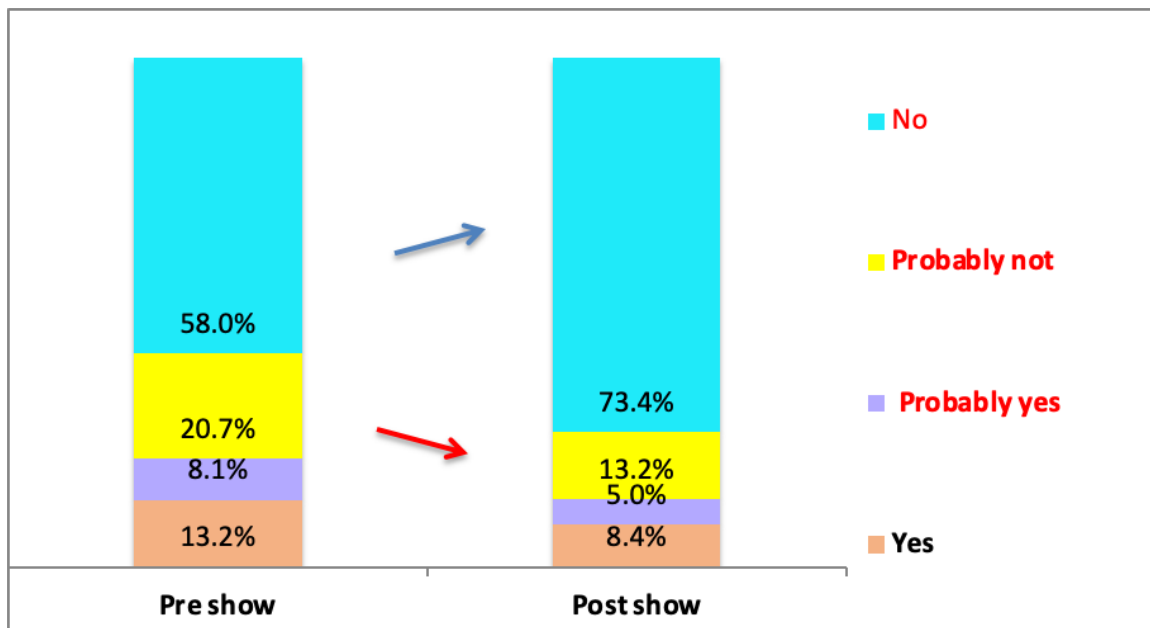


Before the program, 39%, 58%, and 47%, of students reported no risk or little risk using these drugs at their age. After the program, the percentage declined by **25%**, **31%**, **39%** respectively indicating a positive change in their risk perception.

### Would you ride in a car with a driver who drank 2 beers or its alcohol equivalent or more?

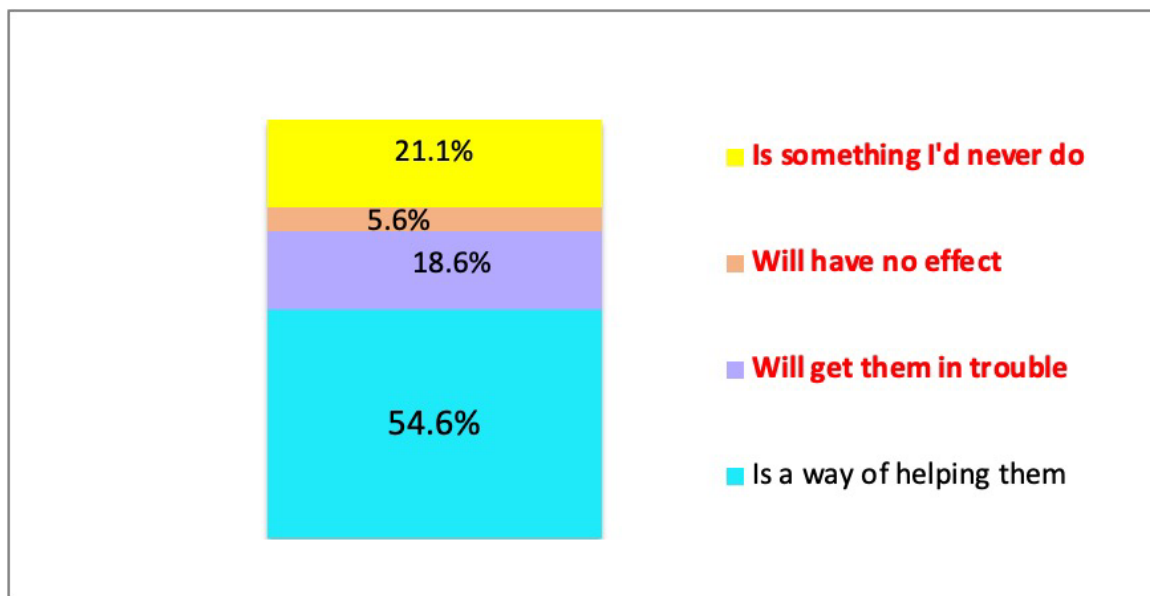


### Would you drive a car after drinking 2 beers or its alcohol equivalent or more?



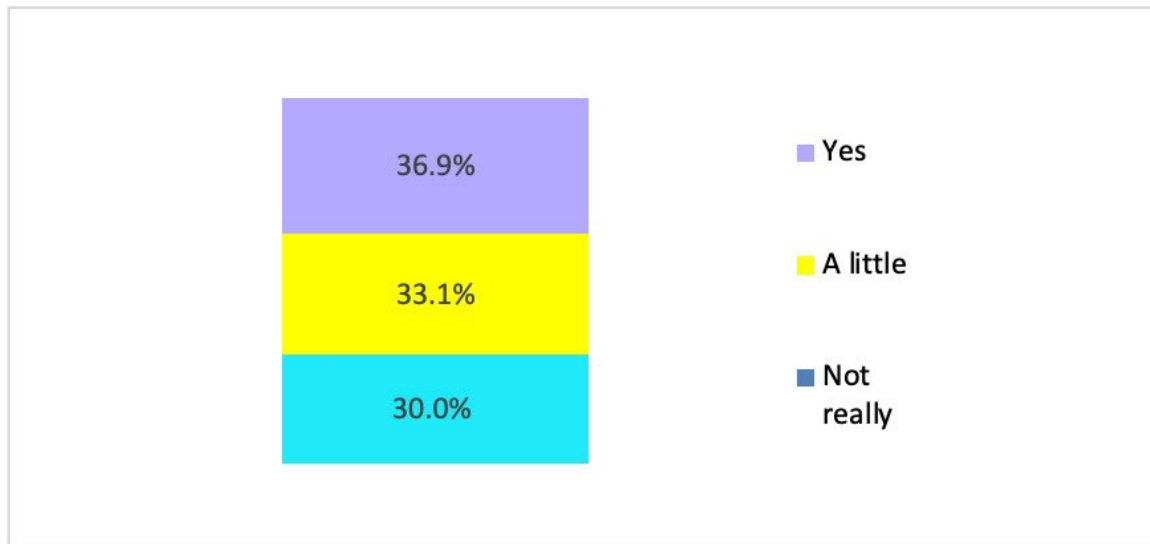
In both situations there is a decrease in the Group at Risk. 50% reported they would ride with a driver who drank and 42% reported they will drive after drinking. Post show, that percentage decreased in each of the group at risk and more will choose not to do it.

### Telling an adult about a friend who uses drugs:



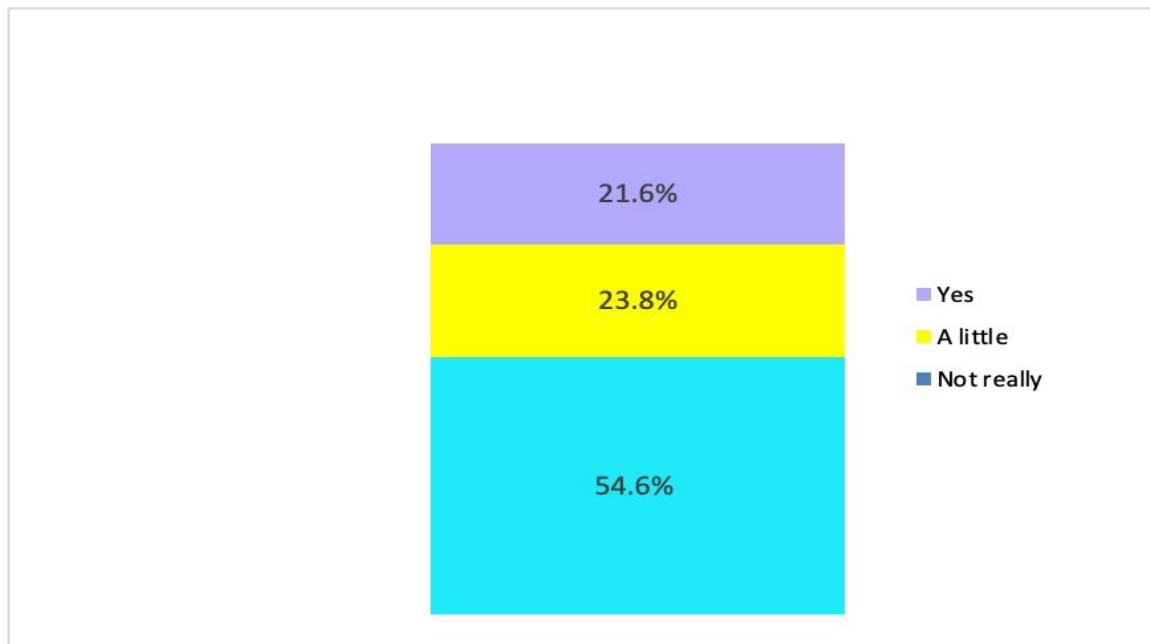
Post program, 55% of the students understand that telling an adult about a friend who uses drugs is a way of helping them.

**Have you learned anything new today?**



70% reported that they learned from the program.

**Has your attitude towards drugs changed today?**

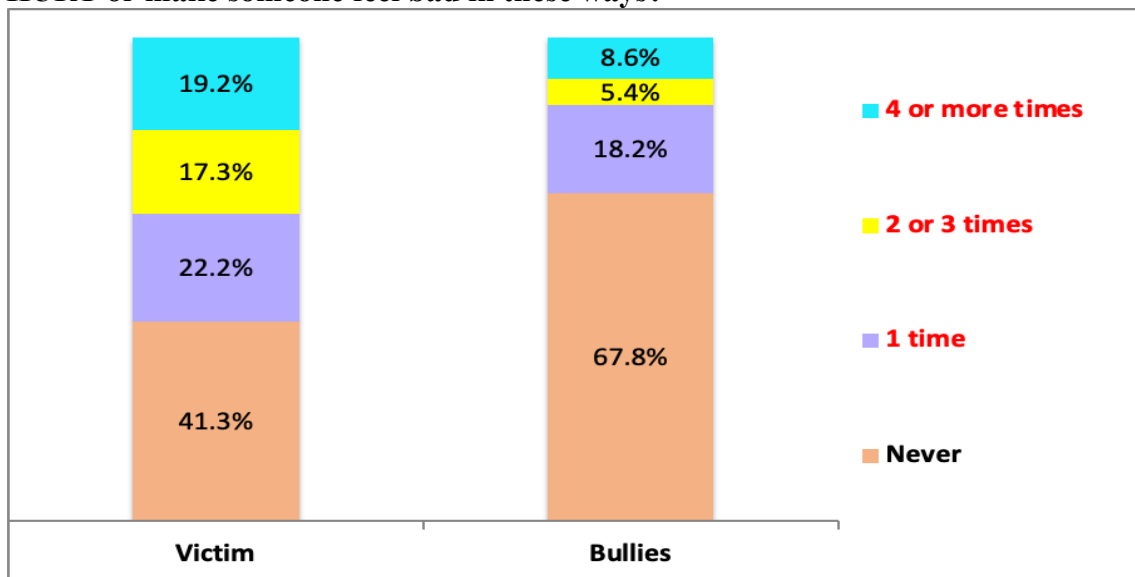


45% of the students confirmed that their attitudes concerning drugs changed.



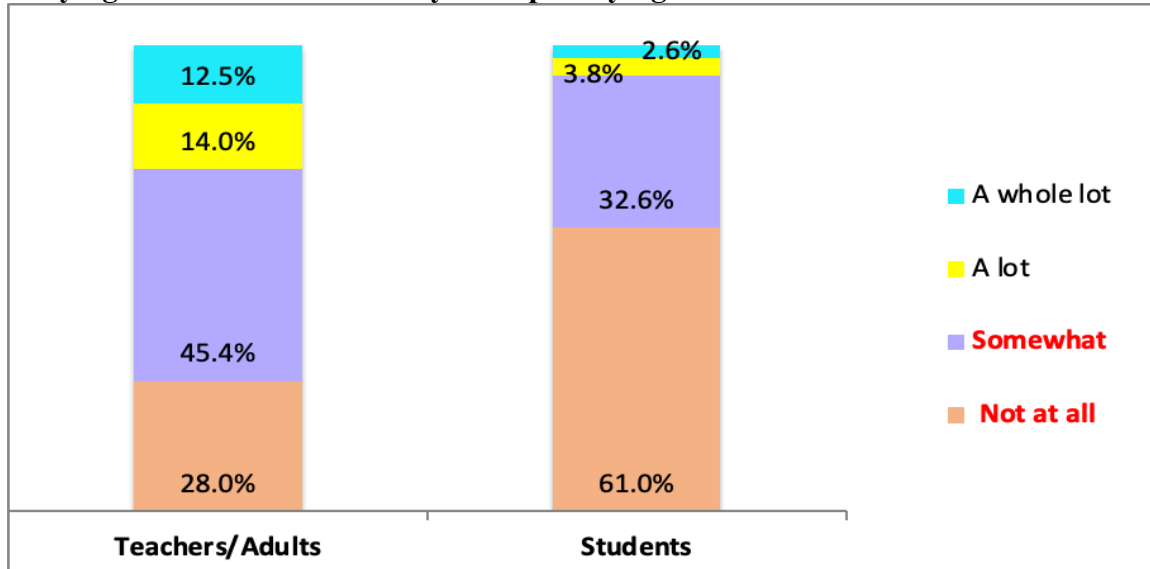
Free 2B (F2B) is an interactive and technologically sophisticated cinema to deliver a compelling 3-D narrative, video testimonials, and an interactive audience component through hand-held voting devices. Free2B is an evidence-based program as it was developed through the integration of best practice 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.

**Frequencies of students experiencing being victims or bullies: Has SOMEONE TRIED TO HURT YOU or make feel bad in these ways? Or have YOU TRIED TO HURT or make someone feel bad in these ways?**



**58%** of the students reported they had been a victim of bullying at least once, **36%** of them reported they were subject to multiple incidents in the past four weeks. **32%** have reported they have been aggressive to others in the past four weeks where **14%** reported they engaged in aggressive behavior in multiple incidents

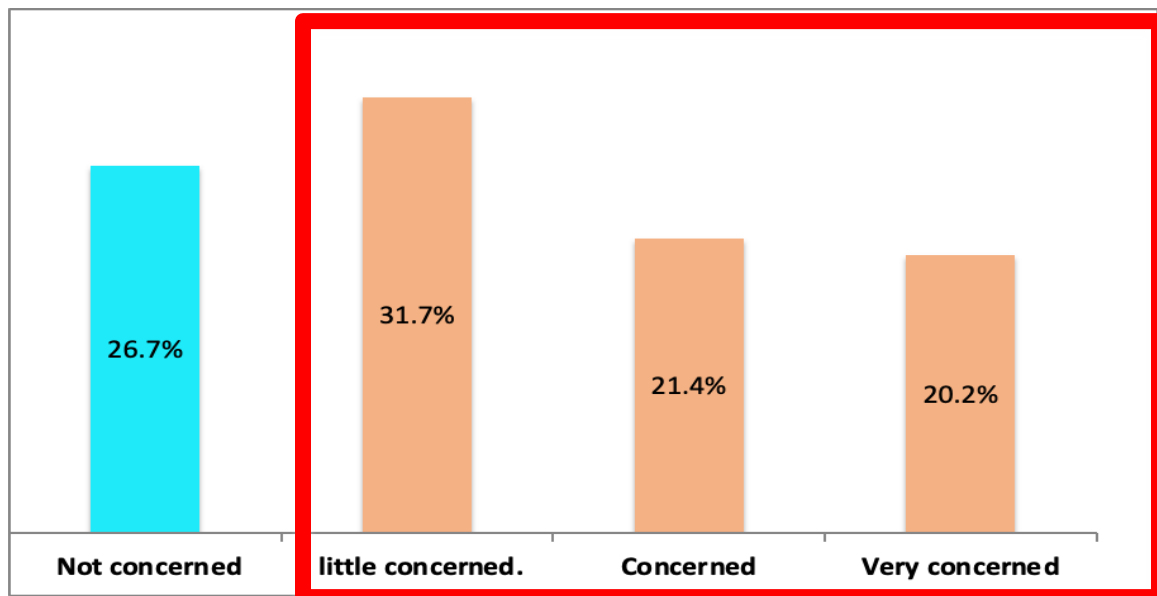
**Perception of efforts to stop bullying: Teachers and other adults at school try to stop bullying / Students at school try to stop bullying.**



Students feel strongly that students (61%) and to a lesser but still significant degree teachers (28%), are not trying to help stop bullying.

**Concerns about Bullying**

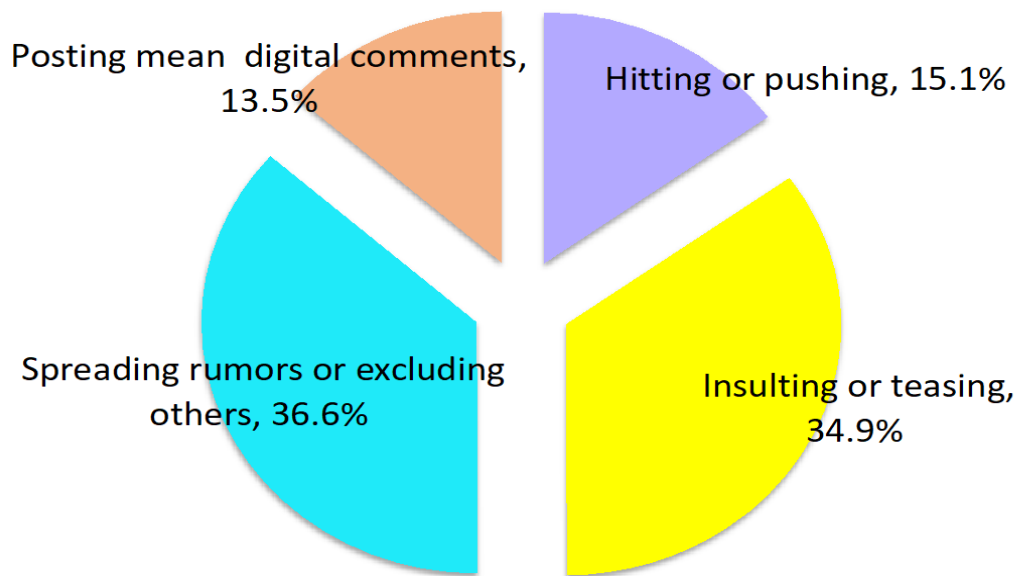
**How concerned are you about bullying at your school?**



Compound results shows that **73%** of the students expressed some concerns about bullying in their school.

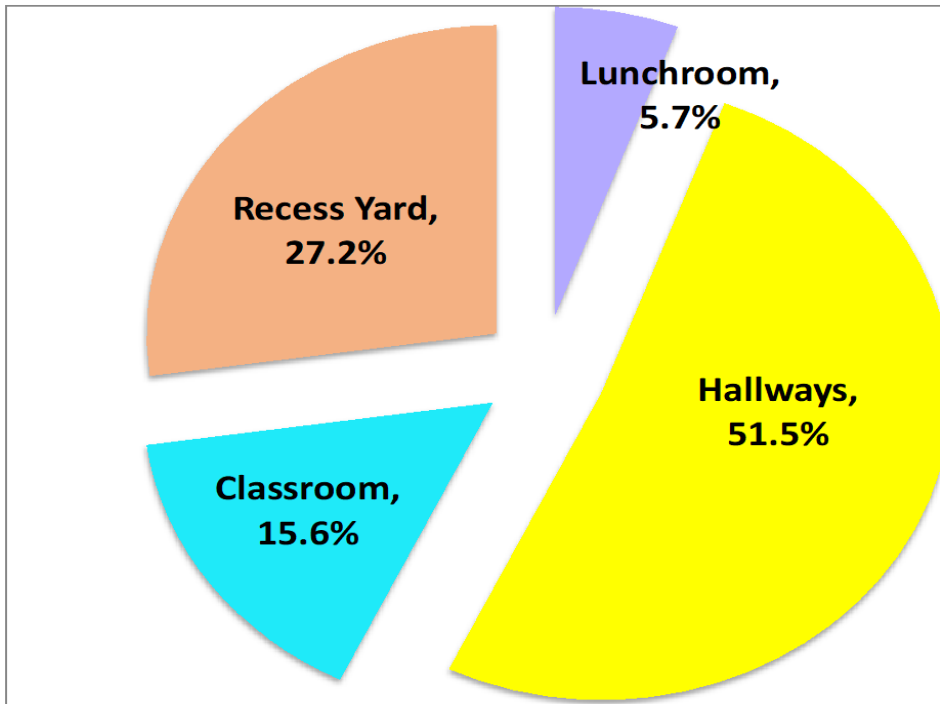
### Forms and location of bullying at your school

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



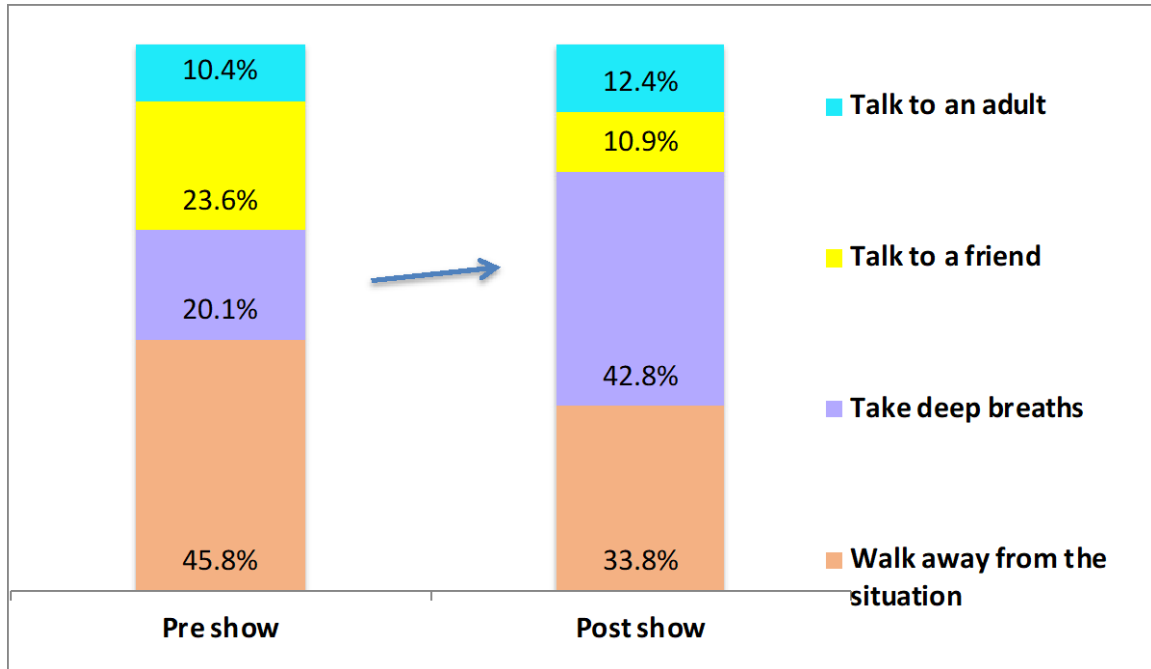
Spreading negative rumors or exclusions are the most common type of bullying.

### Most common location



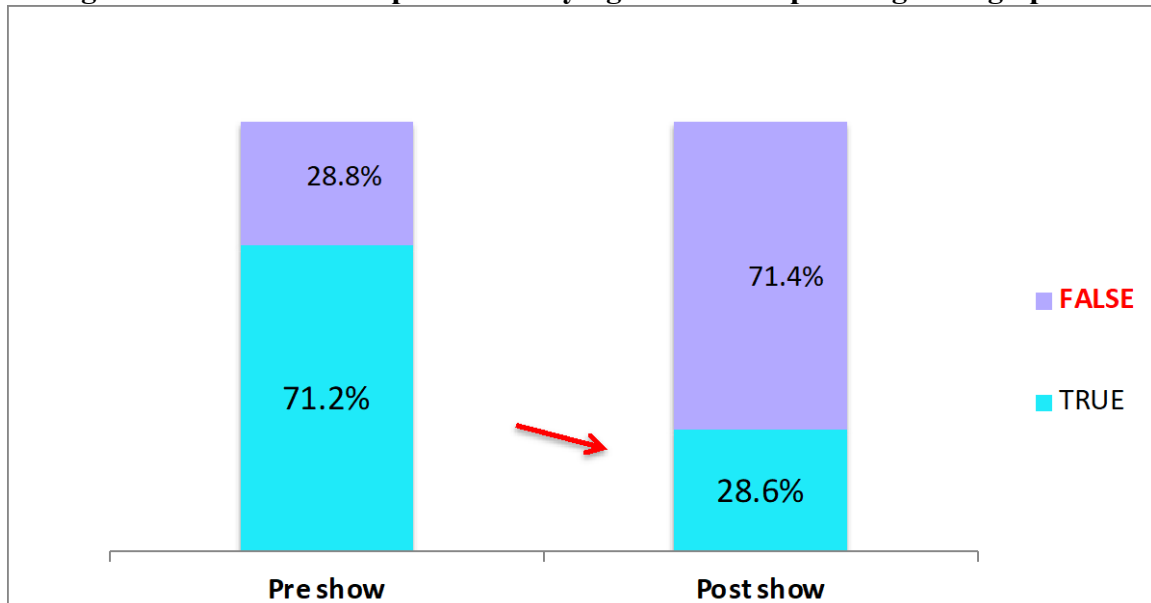
Hallways being the most common place for bullying.

### The BEST way to keep calm in an argument?



A significant improvement in problem-solving knowledge was noted and it is the importance of stopping and evaluating before reacting (Take deep breaths).

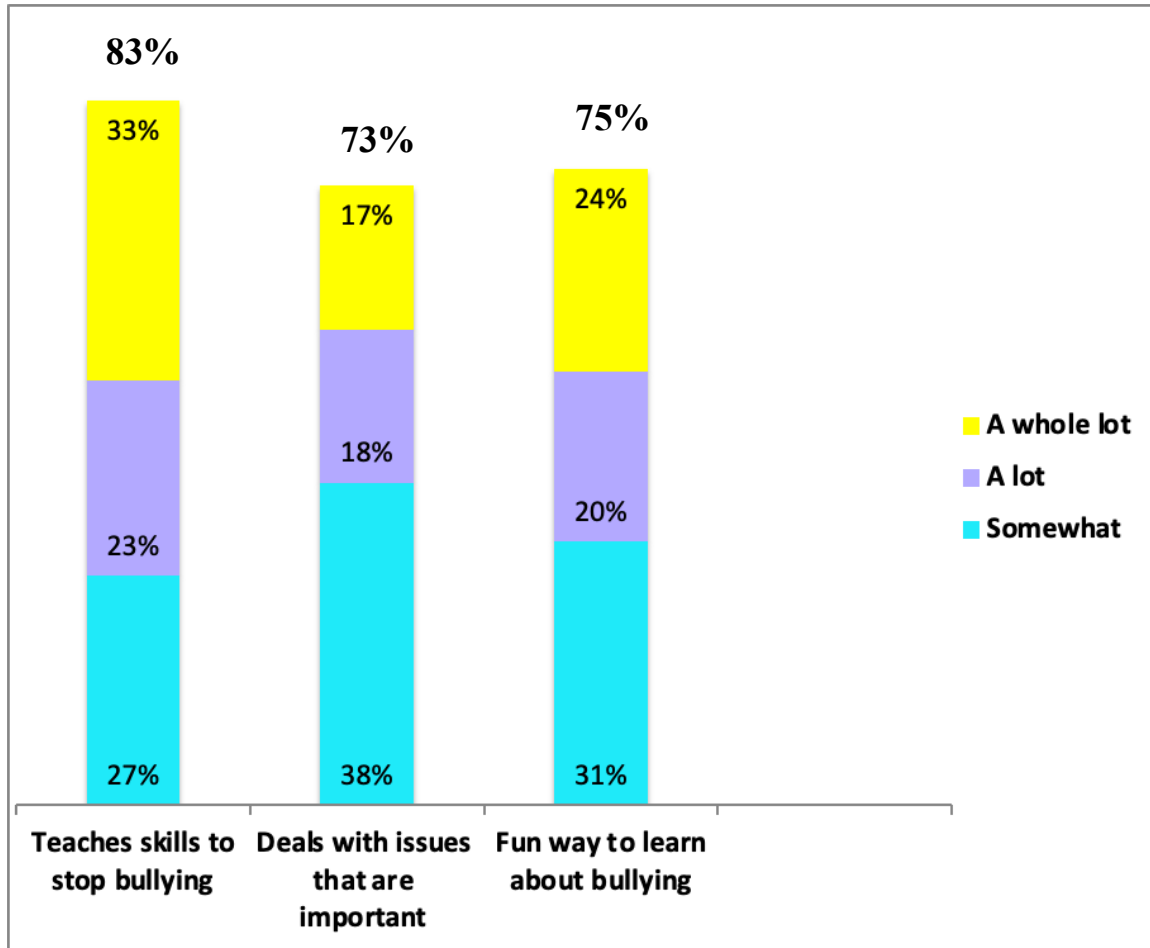
### Change in the “False” Perception of Bullying is a normal part of growing up



After the program, the number of students understanding that bullying is not normal part of growing up has more than doubled. This attitude change is an indicator of behavioral change.



### Program Satisfaction.



After the Free2B program, students were asked several program satisfactions questions. Research suggests that factors such as relevance, meaningfulness, engagement, and acceptability play an important role in how effective the program will be. The majority feels that this program teaches skills, deal with issues that important and they did find the program as a fun way to learn about bullying.

## Fees for Conducting Program

The cost to provide the Life Changing Experiences program is approximately \$22 per student. This cost includes the complete installation of the cinematic experience including all the 3D equipment (3D glasses, 3D screens, speakers, projector, cables, and hand-held voting devices). The fee includes pre and post program and trivia reports given to the school administrator following the presentation of the program. The fee also covers one to two program technicians for set up and break down and facilitation of the program, travel, lodging, insurance, program personnel and program licensing fees.

### Project Sample

County	Schools	Programs	Screenings
<b>Wayne County</b>	Rosewood High School	CD	4
	Eastern Wayne High School	CD	2
<b>Nash County</b>	Southern Nash High School	CD	2
	Rocky Mount High School	CD	2
<b>Lincoln County</b>	Asbury Academy-Alternative School	A2L; F2B	3
	East Lincoln Middle	F2B	3
	East Lincoln High School	CD; A2L	3
	North Lincoln Middle	F2B; A2L	4
	Lincolnton Middle	A2L; F2B	2
	North Lincoln High	A2L; CD	3
	Lincolnton Middle	F2B	3
	West Lincoln High	A2L	3
	Lincoln Charter School (Lincolnton Campus)	F2B; A2L	4
	Lincoln Charter School (Denver Campus)	F2B; A2L	4
<b>McDowell County</b>	West McDowell Middle School	F2B	3
	McDowell High School	SD	2

	East McDowell Middle School	F2B	3
	McDowell Early College	SD	1
<b>Beaufort County</b>	Northside High School	CD	2
<b>Cleveland County</b>	Burns High School	CD	4
	Burns Middle	F2B	4
<b>Craven County</b>	Havelock High School	CD	2
<b>Martin County</b>	Riverside High School	CD	2
	South Creek High School	CD	1
<b>Pitt County</b>	Greenville Christian Academy	CD	1
<b>Lenior County</b>	Frink Middle School	F2B	2
	Rochelle Middle School	F2B	2
	Contentnea-Savannah School	F2B	1
	Woodington Middle	F2B	1
	Frink Middle	A2L	1
	Rochelle Middle	A2L	1
	Contentnea-Savannah	A2L	1
	Woodington High School	A2L	1
	Learning Academy	A2L	1

#### Accounting of Expenditures

Personnel	\$85,000
Mobile Equipment Rental and School Presentations	\$265,000
Copyright, Licensing Fee	\$22,400
Pre/Post Program Evaluation, Aggregated Trivia Reports	\$52,600
Overhead	\$75,000

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