

Elementary and Secondary Schools Emergency Relief (ESSER)

Leader in Me® is aligned with and can be funded through Elementary and Secondary Schools Emergency Relief (ESSER) funds by public schools. All CRRSA ESSER funds must be obligated by September 30, 2023, and all ARP ESSER funds must be obligated by September 30, 2024.

Both the CRRSA and ARP ESSER can be used for the following allowable expenses:

- Addressing students' social, emotional, mental health, and academic needs resulting from the pandemic
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health services and supports
- Planning and implementing activities related to summer learning and supplemental after-school programs
- Addressing learning loss

Leader in Me aligns to ESSER funding since it develops personal and interpersonal leadership skills which lead to improved academic and non-academic outcomes. An overview of the most recent research, including study citations, is provided in the Appendix to substantiate the following claims:

1. From a leadership perspective, *Leader in Me* results in:
 - a. improved student behavior
 - b. a higher level of teacher and student efficacy
 - c. increased family involvement
2. From a school culture perspective, *Leader in Me* results in:
 - a. increased attendance by students and staff
 - b. a supportive school environment
 - c. increased student engagement
 - d. a higher level of staff satisfaction and retention
3. From an academic perspective, *Leader in Me* results in:
 - a. improved state standardized test scores
 - b. increased proficiency in reading, math, science, and writing
 - c. increased reading gains, including for students in the bottom quartile

Appendix

Evidence of Leader in Me Effectiveness

FranklinCovey Education, a division of FranklinCovey, partners with schools, districts, and education organizations to build leaders at all levels, from the classroom to the boardroom. FranklinCovey Education's *Leader in Me* is a PK–12 evidence-based model used by schools and districts across the world to target a wide variety of common educational challenges. Over 80 academic research studies have evaluated various aspects of *Leader in Me*'s effectiveness and demonstrated impacts in leadership, culture, and academics. Illustrative findings from these studies are presented in the following sections. For more information and access to many of the studies, [visit our website](#).

Leadership

Leader in Me has a demonstrated impact on leadership, as reported through an extensive body of research. *Leader in Me* Schools see improved student behavior, a higher level of teacher and student efficacy, and increased family involvement, as shown in the following sampling of research:

- The rate of behavior referrals dropped from over 200 prior to *Leader in Me* implementation to less than 100 after one year of *Leader in Me*, and to only 26 after the second year.¹
- A study of suburban Chicago *Leader in Me* schools found an increase in student leadership, student confidence, opportunities for student voice, student empowerment, citizenship, and problem-solving skills as a result of *Leader in Me* implementation.²
- In a study of Title I *Leader in Me* Schools, 92.3% of study participants believe *Leader in Me* positively affected students' leadership abilities.³
- In a study of urban *Leader in Me* Schools in the Midwest, 95% of participants agreed that participation in *Leader in Me* resulted in the development of leadership skills.⁴
- In a study of Florida middle schools, students who had attended a *Leader in Me* elementary school before coming to the middle school had a significantly lower rate of behavior incidents compared to students who came from non-*Leader in Me* elementary schools.⁵
- A study of Hawaiian *Leader in Me* Schools found that schools implementing *Leader in Me* for at least one year saw an increase in positive, proactive parental involvement.⁶
- 100% of principals surveyed in a Georgia Title I *Leader in Me* School survey indicated that *Leader in Me* implementation had a positive impact on student discipline referrals.⁷
- In a study of a rural, Title I *Leader in Me* School in North Carolina, parent involvement and support for the school increased, despite the school being new and created out of a systemwide redistricting process.⁸
- In a study of *Leader in Me* Schools in the Midwest, parents and students reported that *Leader in Me* helped students become more independent and conscientious about their work at home and at school.¹
- In an Arkansas study, 100% of working-class high school students reported that The 7 Habits positively influenced their life choices and future success.⁹
- A study of at-risk high school students in Louisiana found that students of *Leader in Me* High Schools developed the skills and confidence they need to lead their lives effectively and succeed in school and beyond.¹⁰

Culture

Strong school culture is frequently found as an outcome of *Leader in Me* implementation. The outcomes are often shown through increased attendance by students and staff, a supportive school environment, increased student engagement, and staff satisfaction and retention, as supported by the following research:

- Teacher attrition decreased to 1% over a 5-year period, as a result of *Leader in Me* implementation, and educators typically leave only due to retirement or relation of the spouse.¹¹
- 89% of teachers at *Leader in Me* Schools in Missouri reported that the implementation of *Leader in Me* resulted in the school feeling safe and providing a welcoming environment.¹²
- In a study of rural, southern *Leader in Me* Schools, teachers attributed *Leader in Me* as a consistent factor in developing schoolwide leadership roles, including through afterschool clubs which allow students and teachers to increase their awareness of culture and diversity, creating a more inclusive environment.¹³
- *Leader in Me* is associated with increased average attendance. Schools have higher attendance after implementing *Leader in Me* and attendance increases the longer schools implement *Leader in Me*.¹
- 83% of principals surveyed in a Georgia Title I *Leader in Me* School survey indicated that *Leader in Me* implementation had a positive impact on attendance, parent satisfaction, and parent attendance at conferences.⁷
- In a Kentucky study, students in grades 4–8 at *Leader in Me* Schools scored significantly higher on school engagement constructs than students at non-*Leader in Me* Schools.¹⁴
- Participants of a study of Alabama *Leader in Me* Schools indicated that *Leader in Me* made a significant positive difference in the self-regulation of students, leading to an improved school climate.¹⁵
- 95% of participants in a study of suburban Chicago *Leader in Me* Schools reported that *Leader in Me* implementation improved students' relationship skills – specifically that students maintained healthy relationships, resisted inappropriate social pressure, and regularly applied conflict resolution skills.²
- Participants of a suburban California study indicated that *Leader in Me* implementation positively impacted school culture and climate, including through improved student-to-student relationships and an increase in the application of conflict resolution strategies.¹⁶

Academics

The impact of *Leader in Me* on academic achievement is backed by a collection of rigorous research studies. *Leader in Me* Schools teach students important skills they can use throughout their entire life, including in their classrooms. When students apply these skills in pursuit of their academic goals, they enhance their academic growth, as demonstrated by the following research:

- A longitudinal study of Louisiana *Leader in Me* Schools found that 4th grade ELA state test scores increased an average of 6.7% compared with their pre-*Leader in Me* performance.¹⁷
- Reading test scores in Hawaii increased in schools after becoming *Leader in Me* Schools.⁶
- An increase in math proficiency from 36% to 61% after sustained *Leader in Me* implementation.⁶
- Statistically significant increase in math academic achievement among students enrolled in Florida *Leader in Me* Schools.¹⁸
- In Year 2 of *Leader in Me* implementation, students at Florida *Leader in Me* Schools outperformed students in non-*Leader in Me* Schools¹⁹ in:

- o Reading:
 - reading proficiency by 9%
 - reading gains by 6%
 - reading gains for students in the bottom quartile by 3%
- o Science: a 5% higher rate of proficiency
- o Math: a 5% higher rate of proficiency
- o Writing: a 4% higher rate of proficiency
- In Year 3 of *Leader in Me* implementation, students at Missouri *Leader in Me* Schools showed an average increase in ELA scores of 6.34% and Math scores by 9.59%.²⁰
- Florida *Leader in Me* Schools in this study had over 90% of their students classified as economically needy, and 95% disadvantaged. 18 Math scores at *Leader in Me* Schools were significantly higher than at non-*Leader in Me* Schools.¹⁸

Lighthouse Schools (highest level of implementation fidelity)

The added growth and consistency of impact seen in schools implementing *Leader in Me* at higher levels of fidelity (Lighthouse Schools) suggest a stronger connection between academic growth and *Leader in Me* implementation. For example:

- A study of Texas *Leader in Me* Schools found ELA achievement scores at Lighthouse *Leader in Me* Schools were significantly higher than non-Lighthouse *Leader in Me* and non-*Leader in Me* Schools ($p=.006$).²¹
- Lighthouse *Leader in Me* Schools showed the largest increase in both math and science test scores compared to non-Lighthouse *Leader in Me* Schools in Hawaii.⁶

References

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