



2015

ANNUAL REPORT

POSITION STATEMENT

Learning for Life programs are designed for all age groups from pre-kindergarten to those not yet age 21. Youth participation is open to any youth in the prescribed age group for that particular program. Adults are selected by the participating organization for involvement in the program. Color, race, religion, gender, sexual orientation, ethnic background, disability, economic status, or citizenship are not criteria for participation by youth or adults.

GUIDING PRINCIPLES

YOUTH FOCUSED

CUSTOMER ORIENTED

PROACTIVE

INNOVATIVE

PROFESSIONAL

QUALITY DRIVEN

FISCALLY RESPONSIBLE

*CLEAR AND DIRECT
COMMUNICATIONS*



MISSION

To develop and deliver **engaging**, research-based academic, character, leadership, and career-focused programs aligned to state and national standards that **guide** and **enable** all students to **achieve** their **full potential**.



VISION: PRE-K TO 12

To provide **engaging** and relevant Pre-K to 12 solutions that **positively** impact academic performance, social and emotional **maturity**, character **development**, and career education for all students.



VISION: EXPLORING

Shape the workforce of tomorrow by **engaging** and **mentoring** today's youth in career and **life-enhancing** opportunities.



To our Friends and Supporters of Learning for Life —

It is with pride that we share the 2015 National Learning for Life Annual Report. The theme for this report is “accomplishing our mission.”

Our programs prepare youth to fulfill the dreams of their own future. The artwork on the cover is a youth-centric visualization of our mission. Enabled by our character and career preparedness programs, youth can achieve their full potential—even to become an astronaut! How exciting and inspiring is it for adults, as program leaders, committee members, donors, and teachers to play a role in kindling those dreams while we work to make Learning For Life come alive!

...“accomplishing our mission.”

This 2015 Annual Report is filled with examples of the creative and life-changing experiences offered by our programs from across the nation.

On behalf of our National Learning for Life Executive Board and Staff, thank you as we continue to serve Learning for Life!

Yours,

Dr. David Briscoe

Chairman, National Learning for Life Executive Board

Marty Walsh

National Director

EXPLORING™

DISCOVER YOUR FUTURE

Navigating The Path To A Great Career

With the inception of the Exploring program in 1998, Exploring functioned as a career education program and was subsequently shifted to fall under the Learning for Life program umbrella. In early 2013, after 18 months of piloting the program in 17 local councils, Learning for Life obtained official approval to start the Explorer Club program for sixth through eighth-graders. We've charted a course to teach important life and career skills to the youth we serve. We do it through immersive experiences and mentorship provided by community and business leaders. We create confidence, experience, and life skills that can be used both today and in a youth's future career field.

Our recent rebranding exemplifies the visual language of exploration through visual direction itself, a compass. The wordmark has the ability to dynamically change to reflect the many directions one can explore. The compass point, pointing true north is a metaphor symbolizing our mission to provide guidance in enabling youth to find their path.

We value hands-on experiences mentoring teens and young adults through unique, character-building opportunities in an environment that develops leadership and confidence through immersive and empowering moments. Our promise is to bring businesses and community leaders together to help young people reach their full potential in both life and work.



CHARACTER

Inspiring — And Being Inspired

The Three Harbors Council in Milwaukee, Wisconsin, has been doing the Learning for Life program for more than 15 years. They have 38 Learning for Life groups with more than 10,000 participants, ranging from early childhood to high school age. Most schools are able to fund their own programs through their individual school budgets, and others are funded through the council with funds received through grants.

The Learning for Life staff conducts a needs assessment to help create a memorable character education experience with our Learning for Life scholars. The term *scholars* refers to the students within the program. This term was created to motivate students to believe that they all can be scholars, working alongside teachers in helping to deliver the Learning for Life lesson plans.

In addition, LFL staff recruits, trains, and orients community leaders to help in teaching and delivering top-notch character education and life skills presentations to students. The whole purpose of community involvement is to ensure that character education training is being reinforced through a wide range of avenues and resources.

The year-long program culminates with LFL students attending a one-day experience called Character Camp at one of our BSA camps. Character Camp runs for two-and-a-half weeks, hosting program for more than 2,000 LFL students. The purpose of the outdoor educational program is to allow students to put into practice what they have learned in the character-building sessions. Activities at camp include integrating character traits such as fairness, honesty, respect, responsibility, and team spirit.



*"As a Learning for Life volunteer, I've had many opportunities to visit, observe, and teach Learning for Life lesson plans in a variety of classrooms. The **attentiveness** and **eagerness** to learn was displayed by students each time I taught a lesson plan. The most memorable moment I experienced was when a fifth grade student from Cass Street School (K-8) shared with me how he had taken a personal pledge to become more 'responsible' as a scholar, son, team player, and big brother. He also shared how he would start every morning by reading inspirational messages on **responsibility** and **accountability** to help make his learning a lot easier that day."*

Penny Sikora

Learning for Life Membership Chair



NATURE ADVENTURE DAY

Dan Beard Council | Cincinnati, Ohio

397

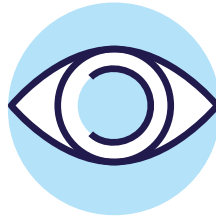
youth were served by
the council from

13 Learning for
Life schools

Nature Adventure Day is an annual free field trip provided to Learning for Life schools served by the Dan Beard Council. Thirty-five students from each school are welcomed to the council's outdoor education facility for a day of environmental education, team-building activities, and character education. Nature Adventure Day is an incentive for students who display exceptional behavior throughout the school year. In 2015, the council served 397 youth from 13 Learning for Life schools at the annual event.

Students spend the day learning about healthy eating, being active, going on a nature hike, discovering aerodynamics, learning to play Frisbee®, interacting with police and firefighters, spending quality time with the animals from the SPCA, playing tug-of-war, seeing safety demonstrations from Duke Energy, recycling with Rumpke, and playing soccer with the **Cincinnati Saints**.

The Dan Beard Council's Learning for Life department provides lunch for all attendees and subsidizes the cost of transportation for schools that are unable to provide their own.



LEADERSHIP

Seeking A Life Of Service To Others

Advisors from my U.S. Customs and Border Protection Law Enforcement Exploring post in Chicago defined leadership in several different ways. Leaders are those who hold a vision for the people and realize that vision. Leaders are those who lift up others and never put themselves ahead of others. Leaders are those who take initiative and charge. Leaders are those who bring out the hidden strengths in others.

I have led with these definitions in mind during my several years as a chief in my post. Most of the time it was because I had big shoes to fill: Several chiefs before me had found ways to motivate and inspire Explorers, and I felt obligated to do the same. Like those chiefs, I ran alongside the Explorers during challenging workouts. I pushed the floor when they did, and I was their biggest supporter even in the worst of times.

Leading and serving my Explorers was the thing I loved most about this program. In doing so, I felt that I was making a difference and restoring faith in people who doubted themselves. There is no greater feeling to me than that. That is also the reason I so strongly pursue this field: It will give me the opportunity to help many others in the future.

When I became a National Youth Representative, I enhanced my leadership skills even further. In meeting several leaders of federal law enforcement agencies and local departments, I came to understand the greater mission of Law Enforcement Exploring—to create tomorrow's

leaders. Through conversations, I learned that the agencies supported us because they saw the need for leaders with the ability to solve our nation's most pressing issues. In observing their unwavering support for this program, I learned that being a leader means accepting a lifelong commitment to serve all people who are entrusted to our care.

*"Leaders are those who bring out the **hidden strengths** in others."*

Learning that a leader is a servant transformed the work ethic I put into my responsibilities as a chief in my post and my role as a National Youth Representative. I sought input from senior advisors, and I made a point of traveling as much as possible to touch base and converse with other Explorers. The obligation I feel to help my committee further its mission makes me work around the clock to better serve my Explorers.

My title as a National Youth Representative, as an Explorer, will never be stripped of me. It is with this mindset that I will continue giving back even after my term has ended. Becoming a National Youth Representative made me a lifelong servant to our people.

Cindy Garcia

Explorer Post 707 | Chicago, Illinois



CAREER FOCUS

Explorers Rolling On The Road To Success

The American workforce needs a new generation of skilled technicians, and many students prefer technical training programs to traditional (and expensive) four-year colleges.

For that reason, the Explorer program in the Greater Los Angeles Area—led by **Gina Chan** of the Learning for Life Exploring Division—has teamed up with **Winston Morgan**, a technical trainer at American Honda Motor Co., to identify and train interested youth in building successful futures in the auto industry.

American Honda's Explorer post enables young people to start careers in the automotive industry. Through "hands-on" learning experiences and individualized skill training, the Explorers develop the skills necessary to become qualified Honda Express Service technicians.

The idea of creating the Honda Explorer program came from **Tom Laymon**, Honda's assistant vice president, parts and service operations. "I was part of an Explorer program when I was 15 years

old," Laymon said, "and it gave me direction and put me on a good path. I am just paying it forward." Laymon points out that this program serves to deepen Honda's ties to the local community and expresses the hope that the students who graduate from this program will move on to Professional Automotive Career Training (PACT), another program sponsored by Honda that allows students to enter a two-year college to pursue a degree in automotive technology.

*"The program has taught my son to be more **efficient** and more **responsible**. Even when it was hard for him to come to class on a Friday evening, he kept at it and made the effort. Hopefully more kids will make use of the opportunity."*

Norman Sadsad
Parent

And besides torque procedures, they learn ethics, decision-making skills, and conflict resolution along the way.

It's a strong solution for millennials looking to leave high school with more than standardized test scores. Now they can leave with concrete, marketable skills for a dynamic future in the workforce.

High school students meet for three-hour class sessions every Friday night at Honda's training center in Torrance, California. Mentors prepare them to take a grueling final exam in which they must troubleshoot and service a late-model Honda in less than half an hour.

Looking to the **FUTURE**

Teaching Much-Needed STEM Skills

Matthew McCain runs an Exploring post at Raytheon Technical Services, a defense contracting firm based in Indianapolis, Indiana. He helps the Explorers learn programming and electronic circuit design with boards that can be coded to make garage door openers, robots, and even talking clocks.

McCain recently told the *Indianapolis Business Journal* that his passion for mechanical engineering started in his high school days when he was an Explorer in the same post. The electronics projects he worked on inspired him to seek a career in engineering and, after college, he entered a full-time job at Raytheon.

"It's basically come full circle," McCain told the newspaper. "[Now] I'm educating kids who may be interested in being engineers."

Since the post was founded in 1961, at least 25 other Explorers have also gone on to work at Raytheon. The post's accomplishments over the years include a fiber-optics experiment that went on board the Space Shuttle Endeavour in 1992.

Raytheon and dozens of other companies in central Indiana are developing a pool of talented middle

and high school students who are interested in STEM-related studies. The companies hope that eventually, as adults, those students will help fill the increasing number of jobs that require STEM skills.

"Right now, we need young engineers and technically minded people more than ever," McCain told the *Business Journal*. "The future is only growing more and more technical and complex.

Making young people excited about these technical fields in math and science is important."

*"Right now, we need **young engineers and technically minded people** more than ever..."*

In addition, many other companies in Indianapolis run Exploring posts for students who are interested in fields such as architecture,

computer science, and health care. A fun project last fall at Eli Lilly, a pharmaceutical company, had Explorers building a model car that needed to be safe enough to transport an egg down a ramp without breaking it. **Jace Mott**, a student at Plainfield High School, did the successful test run.

When Mott joined the Post, he told the *Business Journal*, "I imagined putting together LEGOs, but we're talking about schematics and safety and process. It opens up a whole new world that I didn't know was there."



ALIGNED TO STATE STANDARDS

Council's Clubs Partner With Local Schools

An amazing thing is happening in Louisville, Kentucky. The Lincoln Heritage Council, BSA has positioned itself as a critical partner to the public school system of Jefferson County with more than 100,000 students.

Ruthe Holmberg, district executive, credits the council's longstanding relationships with schools that began with the Champions program 11 years ago. The council worked closely with the schools to provide a quality program, and this paved the way for expanding their partnership to include Exploring clubs.

State legislation centered on workforce development, passed by the Kentucky Legislature in 2009, was another important factor. The state's "Unbridled Learning: College and Career Readiness" initiative has effectively refocused education in Kentucky on students learning a skilled trade or completing high school prepared for college and a career. This emphasis on career education has led to increasing opportunities for Exploring programs in and out of school, as well as financial support from United Way.

Schools have the flexibility to offer Exploring clubs during school hours, thanks to broad guidelines set by the state on career readiness as well as the assistance of staff at the district office of the local school board. The clubs tailor their programs to specific schools or after-school care facilities. Each program includes curriculum for grades 6–8, speaker's bureaus, and career fairs.

Research is a vital first step to successfully organizing a post. Student survey data is crucial to the growth and sustainability of Exploring programs. Public schools are federally mandated to keep an inventory of the students' career interests. While the Lincoln Heritage Council does not provide that service to the schools, they are permitted to share open house information and invitations with the schools. The schools, in turn, identify youth who might be interested and distribute the invitations.

Professionals in every council should research federal and state educational guidelines, especially as they pertain to career education. With Exploring—the premier career education on the planet—at your disposal, opportunities abound. You may be pleasantly surprised by what you find.

ACHIEVING FULL POTENTIAL

Officer Builds Career, Now Mentors Others



Police Sgt. Greg Surrell has chosen to be part of the Explorer program in the Orange County Council in California because he was once an Explorer himself, and now wants to give back to the program that helped him start his career in law enforcement. He currently serves as advisor for the Yorba Linda Division of the Orange County Sheriff's Department's Exploring Post 449.

Surrell can remember wanting to be a police officer as early as age 3. He followed that path and never wavered from it. He began his career with the Irvine Police Department in 1992 as a police Explorer. From there, he rose through the ranks and became a police officer in 2002.

In 2005, he started working in Orange County, where he has served through the years as a court bailiff, correctional deputy, patrol deputy, motor deputy for the City of Aliso Viejo, and now, administrative deputy for the City of Yorba Linda.

In 2006 Surrell became an associate advisor for the Stanton Division of Exploring Post 449. When the advisor moved on, he ran that division until 2012, then transferred to the South Division and eventually started the Yorba Linda Division. During his time as an advisor, he has been honored with the Golden Advisor award from the Orange County Law Enforcement Explorer Advisors Association (for which he currently serves as board president), the Orange County Sheriff's Department Advisor of the Year award, and the Spurgeon Advisor of the Year award. He has run multiple Law Enforcement Explorer academies, competitions, and awards ceremonies.

Surrell has a bachelor of science degree from California State University, Long Beach.

2015 EXPLORING SCHOLARSHIP RECIPIENTS

AVIATION EXPLORING

Adam Carroll

Commemorative Air Force, Post 2352 | Mesa, AZ
Grand Canyon Council | *Phoenix, AZ*

Juan Arroyo

Interamerican University of Puerto Rico - School of
Aeronautics, Post 6901 | *Bayamon, PR*
Puerto Rico Council | *Guaynabo, PR*

Thomas Kelly

Cavu Aviation Inc, Post 9187 | *Green Bay, WI*
Bay Lakes Council | *Appleton, WI*

Emily Meldrum

Commemorative Air Force, Post 2352 | Mesa, AZ
Grand Canyon Council | *Phoenix, AZ*

James Gilmore

Bryan Coulter Airfield, Post 1938 | *College Station, TX*
Sam Houston Area Council | *Houston, TX*

Sean Lorenzo de Asis

San Fernando Valley Chapter of 99's Inc./American Airport,
Post 747
Western Los Angeles County Council | *Van Nuys, CA*

John Caudill

Eastern Cincinnati Aviation, Post 78 | *Batavia, OH*
Dan Beard Council | *Cincinnati, OH*

Derek Fricken

Hetrick Aviation Inc., Post 8 | *Topeka, KS*
Jayhawk Area Council | *Topeka, KS*

Regine Acosta

Virgin Islands Youth Aviation Program,
Post 7514 | *Kingshill, VI*
National Capital Area Council | *Bethesda, MD*

Pete Huffman

Blue Ridge Chapter of the EAA, Inc.,
Post 731 | *Morganton, NC*
Piedmont Council | *Gastonia, NC*

MOTOROLA SOLUTIONS FOUNDATION

John Caudill

Eastern Cincinnati Aviation, Post 78 | *Batavia, OH*
Dan Beard Council | *Cincinnati, OH*

Ashley Chaney

Lake Cumberland Hospital, Post 175 | *Somerset, KY*
Blue Grass Council | *Lexington, KY*

Jessica Bennett

Delray Beach Fire Rescue Department,
Post 320 | *Delray Beach, FL*
Gulf Stream Council | *Palm Beach Gardens, FL*

Brianna Sopourn

Coral Springs Police Explorers, Post 276 | *Coral Springs, FL*
Miami Lakes Council | *Miami, FL*

Matthew Bevins

Anaheim Police Department, Post 249 | *Anaheim, CA*
Orange County Council | *Santa Ana, CA*

HISPANIC AMERICAN POLICE COMMAND OFFICERS ASSOCIATION (HAPCOA)

John M. Aldaco

U.S. Border Patrol, Post 2892 | *Deming, NM*
Yucca Council | *El Paso, TX*

BILLY YOUT EXCELLENCE IN LEADERSHIP AWARD

Jason Alexander Pena

San Antonio Police Department, Post 1416 | *San Antonio, TX*
Alamo Area Council | *San Antonio, TX*

CAPTAIN JAMES J. REGAN SCHOLARSHIP

Nicole Lang

New York City Police Department, Post 2062 | *New York, NY*
Greater New York Council | *New York*

Lindsey Achey

Sedgwick County Sheriff's Office, Post 2880 | *Wichita, KS*
Quivira Council | *Wichita, KS*

SHERYL A. HORAK MEMORIAL SCHOLARSHIP

Dennis Stack, VI

Marlboro Township Police Department,
Post 105 | *Marlboro, NJ*
Monmouth Council | *Morganville, NJ*

INTERNATIONAL ASSOCIATION OF FIRE CHIEFS FOUNDATION (IACF)

Caleb Ayers

Verdigris Fire Protection District, Post 166 | Claremont, OK
Indian Nations Council | Tulsa, OK

Matthew Lepkowski

Brighton Fire Department, Post 113 | Rochester, NY
Longhouse Council | Syracuse, NY

Evan Martinez

Apex Fire Department, Post 263 | Apex, NC
Occoneechee Council | Raleigh, NC

Dominik Pabianczyk

Streamwood Fire Department, Post 9322 | Streamwood, IL
Three Fires Council | St. Charles, IL

Brandon Tarver

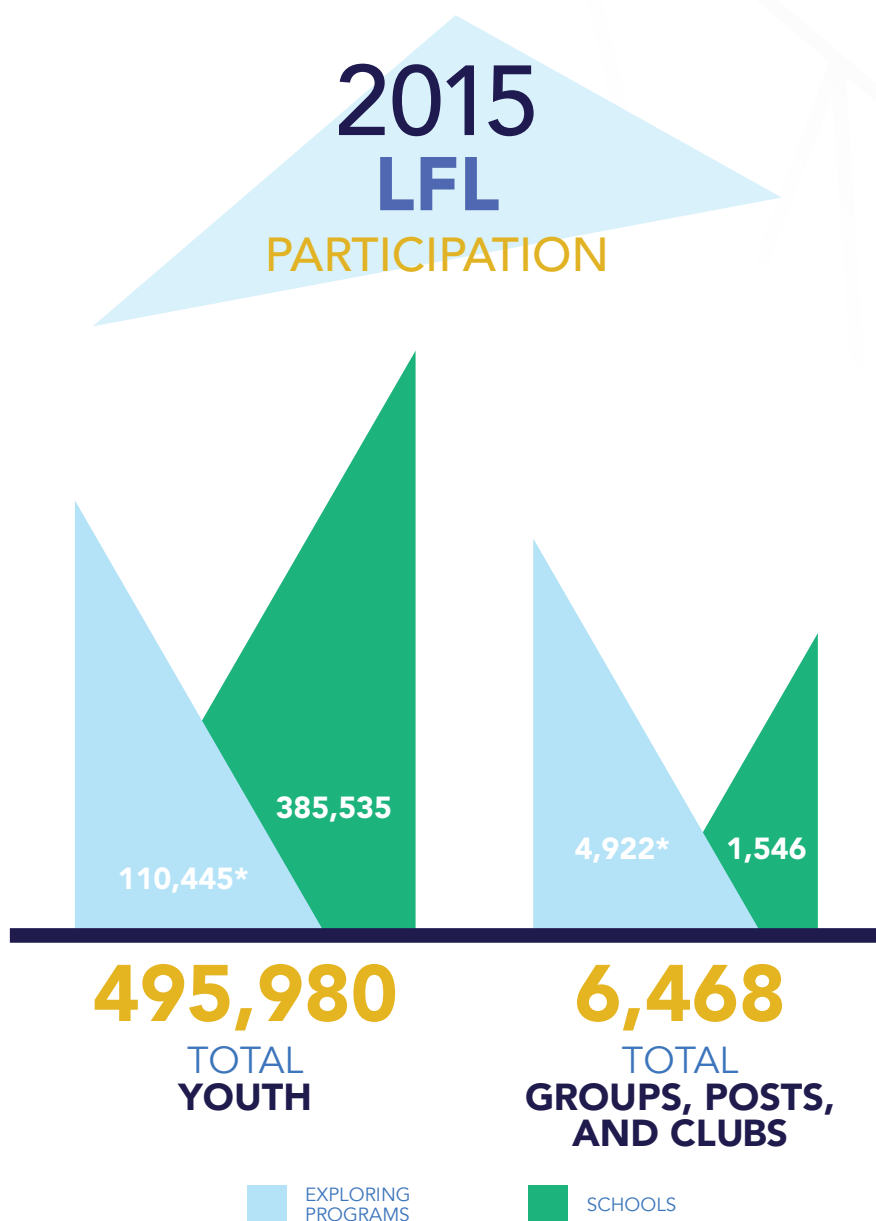
Mount Juliet Fire Department, Post 246 | Mount Juliet, TN
Middle Tennessee Council | Nashville, TN

Johnathon Tibbs

Bath-Richfield Fire Department, Post 2542 | Bath, OH
Great Trail Council | Akron, OH

Tyler Zegers

Boca Raton Fire Rescues Services Department,
Post 315 | Boca Raton, FL
Gulf Stream Council | Palm Beach Gardens, FL



* The Explorers and posts/clubs data includes STEM pilot participants.

REAL WORLD CAREER EXPERIENCES

Exploring is an innovative, worksite-based program. Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate a specific Explorer post by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

The 12 career fields are aligned to the 16 U.S. Department of Education career clusters.

EXPLORER CLUBS

Interest in the concept of career orientation has skyrocketed in recent years, due in large part to the focus of the U.S. Department of Education. All over the country, schools are conducting research into the career interests of middle school students.

The National Service Center has responded by creating new and

innovative coeducational Explorer Club programs for students in the sixth, seventh, and eighth grades. There is also a new Explorer Journey to Excellence program through which councils and districts will receive recognition for growth in membership and density.



2015

LEARNING FOR LIFE

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