This study highlights outcomes from school and community-based educational experiences aimed at promoting academic achievement and civic engagement for all students. Research reveals 100% increase in student civic engagement, and 97.6% increase or maintenance of academic grades with 38% showing significant increase in grades (range of .3 to 1.7 grade point improvement). Students attain 100% high school graduation or equivalency\(^1\), 96.3% enrollment in community or four-year colleges, and 89% degree conferral rates (JD, MA, BSN, BA or BS, and AA, AS, and CA). Data evidence increased analytical thinking, communication skills, and respect for self and others. Students create values and relationships that enhance social and career skills and family life. Outcomes reveal strengthened relationships between students and authority figures, resulting in a stronger family, teacher, and student experience.

This initiative recognizes the need for teaching and learning that prepare all students for productive and meaningful roles in society. For many students, school contributes to a confrontational social stance, one that fuels alienation, mistrust, and low-level performance.\(^2\) This research suggests that without classes dedicated to civic engagement, part of what many students learn actually ends up harming the capacity for individual growth and development.

Program efforts have focused on disparities in academic achievement and civic engagement for students of diverse ethnic and racial backgrounds, and students of low-income backgrounds—but not exclusively. When any subset of students and teachers are not experiencing success in the social-academic environment of school, all students and teachers are directly affected.\(^3\) For this reason, effort was made to ensure the participation of all of the diverse sectors and demographics of students who have an interest in developing their leadership skills. School personnel make recommendations of students who have emergent leadership skills—those students who if they were to change, would bring other students along with them.

A fundamental reason for the obligatory nature of education in the United States, is the relationship between education and the health of democracy. Democracy relies on education prepared citizens who contribute to and participate in the common good; that is, citizens who are prepared to parent children, to care for neighbors, who are exemplary workers, who are highly-motivated, creative, and able to live sustainability in relation to the environment. Such education develops individuals who recognize the benefit of passing up certain immediate gratifications for the pursuit of long-term, durable satisfactions and rewards.

Employers invest in workers who are strong team players, who have highly developed people skills, and have the capacity to work with others to achieve goals and purpose.\(^4\)

---

\(^1\) One of the research study participants was special needs, attending school in a special education home school setting. She successfully completed her special needs programming. However, she was ineligible for high school graduation, and therefore was not counted in this total (Bohlke, 2013).


I. Longitudinal Study

Staff and students of the Martin Luther King Jr. Freedom Center (MLKJFC) and the Institute for Community Leadership (ICL) visited school sites in 62 school districts in five states, presenting nonviolence leadership classes in hundreds of classrooms, and conducting home visits with families. The focus of programming has been in urban schools. The primary service hubs include Oakland, CA, Kent, WA, and Miami, FL. However, have also taken place with many rural, agricultural, and tribal communities primarily along the 3-state region of the I-5 corridor.

The curriculum features nonviolence leadership principles, presented in a dynamic and interactive format assuring full participation of 100% of the students in each class setting. Principles of nonviolence assist in developing the capacity to arrest certain immediate wants and desires, in order to achieve measurable goals and objectives. These principles require the development of self-control, discipline, respect, and care for others.

The reading and writing assignments for each class session are individually selected to correspond with the academic and developmental levels and interests of the students at a specific site. The five primary components include nonviolence leadership classes, home visits, civic engagement, public speaking, and intercultural leadership exchanges (see Figure 1).

The research design made use of a qualitative and quantitative mixed method approach to data collection. Two distinct surveys were created and administered to two groups of individuals: students who were active participants for a minimum of two years and traveled on at least one leadership

---

delegation during the years of 1995-2012; and teachers, administrators, or facilitators who are trained in the nonviolence leadership curriculum or whose students were directly involved for a minimum of one full semester of programming during the same time frame (see Figure 2). For brevity, throughout the duration of this report the latter group of individuals is collectively referred to as “teachers.”

The student survey included quantitative data designed to assist in analyzing outcomes of the programming and provide fixed variables, such as length of time in the program. Qualitative aspects of the survey assessed the impact of the self-discovery and public service components on individual development, civic engagement, community leadership, and career choices.

A. Demographics of Student and Teacher Survey Participants

Participant selection and design is considered an elemental aspect of mixed method research validation and legitimacy. A simple sample selection was utilized, integrating all possible eligible candidates in both the student and teacher pools. Current staff generated lists of students and teachers conforming to the criteria listed above, from historical archives and records. Personal contact information was acquired through use of Facebook, current database, contacting families, and, in the case of the teachers and school personnel, former sites of employment. Every reasonable effort was made to establish contact with as many of the students and teachers meeting the criteria for research inclusion. Where possible, agency records of demographic data were also verified, updated, and integrated in analysis of data.

<table>
<thead>
<tr>
<th></th>
<th><strong>Student Respondents</strong> N=82</th>
<th><strong>Self-identification</strong></th>
<th><strong>Teacher respondents</strong> N=46</th>
<th><strong>Self-identification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>32.20%</td>
<td>Black, Creole, Ethiopian</td>
<td>42%</td>
<td>Black, African descent</td>
</tr>
<tr>
<td><strong>Latino</strong></td>
<td>23.40%</td>
<td>Mexican, Chicana/o, Nicaraguan, Puerto Rican</td>
<td>8.50%</td>
<td>Chicano</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>17.80%</td>
<td></td>
<td>34%</td>
<td>Celtic, French, Irish, Scottish</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>11.10%</td>
<td>Pilipino, Chinese, Singaporean, Japanese, Cambodian</td>
<td>7%</td>
<td>Pilipino, Sri Lankan, Vietnamese</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>8.9%</td>
<td>Shosonne-Banock, Clackamas, Quinault, Acoma Pueblo, Zapotec</td>
<td>8.50%</td>
<td>Quinault and non-identified</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>6.60%</td>
<td>Samoan, Yemenis, East Indian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5: Racial backgrounds of student and teacher respondents

An online student survey was sent to each of the students for whom a suspected or known working email address was obtained, a total of 103 of the 145 students meeting the survey criteria. Over the course of eight weeks, 82 responded to the survey, establishing an 80% response rate. Sixty-five (65) surveys were sent to teachers, with 46 responses, establishing a 71% response rate. This exceeded the goal set for this research design, which was 80 student and 40 teachers.

The student participants included a wide range of ages, the youngest participant had just completed the sixth grade, while the older participants finished high school in the mid-1990s. 42.7% were male, and 57.3% female. Seventy-seven (77) of the 82 students attended public school for grades 6-12; 4 attended private high schools; and one student, who was special needs, was home schooled. The students represented eight different school districts, which included urban, rural, and

tribal districts in the states of Washington, Oregon, California, and Florida. Of the 82 students surveyed, eleven were still attending middle or high school.

The 46 teacher survey respondents were 45% male and 55% female. They reported an average of 9.2 years of observation with the programming at the Institute for Community Leadership (or the Martin Luther King Jr. Freedom Center or Metro Miami Action Plan) ranging from 1 year to 15 years of involvement. Over the course of the observation period (1995 to 2012), the 46 respondents have been (or may currently be) employees of a state department of education, a county department of education, 8 school districts, a community college district, a tribal government, university, 3 social justice organizations, 5 educational organizations, and 2 unions.

II. Key Findings

A. Academic Achievement

Ninety-seven point six percent (97.6%) of the students increased or maintained academic grades. Thirty-eight percent (38%) demonstrated significant increase in grades (range of .3 to 1.7 grade point improvement). One student reported having dropped out of school and re-enrolling based on the encouragement from the leadership classes. Of the students who disclosed a grade point average increase, the mean increase was 0.64 grade points. Two students indicated their grade point average dropped by more than a tenth of a point. One of these students indicated her high school years were marked by deep depression, and while her grades fell, she states, “I would likely not have made it through at all without the love, coaching, and leadership experience I gained.”

The students report positive impact on core academic competencies in the areas of reading, writing, listening, oratory skills, communication skills, and critical thinking. They report increased social-emotional learning skills, better use of free time (reading at home for pleasure, less TV viewing), the importance of body language in learning (use of eyes when listening, body posture in a chair, where you sit in the classroom), how to study, and motivation for learning--they report finding learning (and school, reading, and writing) important and necessary, and learning to learn in new ways.

100% of the teachers report observing students learning to learn in new ways that school did not teach them. Teachers also report improved speaking, writing, listening, problem solving, classroom participation, homework completion, and reading comprehension skills.

Those who were age-eligible for high school graduation attained an:

- 100% high school graduation or equivalency rate: 96% had successfully graduated, the other 4% completed high school equivalency
- 96% of the students enrolled in either a two year or four year college
- 89% of the students who enrolled in college have conferred degrees
- Of the students eligible for degree completion, 34 students have 45 conferred degrees, including 3 JDs, 6 MAs, 1 BSN, 27 BA or BS, and 8 AAs or equivalent (includes an AS and a CA).

B. Employment

One hundred percent (100%) of the program graduates were employed. The program graduates were employed in a wide range of professions, ranging from urban law enforcement and the military, to small business ownership and attorneys-at-law. Other employment fields ranged from teaching, farming, the service and restaurant industry, IT/marketing, and aerospace.

Of the students participating in this survey who had not graduated yet, 55% were exclusively going to school and were not employed. Twenty-four percent (24%) were employed in youth leadership or educational work, 12% in retail, 5% advocacy (tobacco control, political campaign worker), and 5% in the service sector (waitress, parking attendant).

Students report career-related outcomes which included having a vision for the future, being able to overcome hurdles and obstacles, having a greater sense of life purpose, developing team work and people skills, and gaining an appreciation for the value of hard work.
C. Qualitative Student Perspectives

Three open-ended questions were designed to assist students in the identification of program impact. All of the students’ answers were thoughtful and serious. In Figure 5 below, the numbers after each phrase refer to the numbers of student answers that correspond to that theme. They are listed in order based on most to least commonly mentioned.

Students identify greatest impact in areas of public speaking skills, self-confidence, self-esteem, social skills (eye contact, shaking hands, speaking clearly), finding and developing voice, respect for self and others, changes in relationships, less TV viewing and more intentional use of free time, fostering leadership skills, ability to face fears and new experiences, cultivating other-interestedness and team work, increased interest in writing, discovering joy in learning, deeper meaning in life, and greater happiness. There were two students who had critical statements about the program. These included too structured and too much attention on changing the self which resulted in feeling inhibited at times.

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>General Employment Area</th>
<th>Specific Employment Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.5%</td>
<td>Teaching/youth leadership</td>
<td>Community based, tribal caseworker, college bound, youth leadership, early elementary, English teacher in China, and university instructor</td>
</tr>
<tr>
<td>17.5%</td>
<td>Service</td>
<td>Waiter, chef, housing authority, childcare, professional soccer coach, utility co</td>
</tr>
<tr>
<td>12.5%</td>
<td>Retail and sales</td>
<td>Sales, retail, customer service, real estate</td>
</tr>
<tr>
<td>10.0%</td>
<td>Legal</td>
<td>Attorney at private law firm, criminal defense attorney, paralegal</td>
</tr>
<tr>
<td>7.5%</td>
<td>Military</td>
<td>Army (Afghanistan and Hawaii), Marine Corps (stationed in Los Angeles)</td>
</tr>
<tr>
<td>7.5%</td>
<td>IT/Marketing</td>
<td>Graphics design, IT and data management, social networking/marketing</td>
</tr>
<tr>
<td>5.0%</td>
<td>Health Care</td>
<td>Alternative nutrition and wellness</td>
</tr>
<tr>
<td>5.0%</td>
<td>Small business owner</td>
<td>Construction, carpet cleaning</td>
</tr>
<tr>
<td>5.0%</td>
<td>Laborer</td>
<td>HVAC foreman, welding</td>
</tr>
<tr>
<td>2.5%</td>
<td>Advocacy</td>
<td>Environmental, union organizing</td>
</tr>
<tr>
<td>2.5%</td>
<td>Aerospace</td>
<td></td>
</tr>
<tr>
<td>2.5%</td>
<td>Farming</td>
<td></td>
</tr>
<tr>
<td>2.5%</td>
<td>Law Enforcement</td>
<td>Police officer (Miami, Florida)</td>
</tr>
</tbody>
</table>

---

Figure 4: Areas of employment of post-schooling students.

---

Figure 5: Answers to qualitative outcome questions provided by the student surveys.
D. Student Statements from Survey:

“I think one of the most significant things about the program is one’s personal development and ability to change for the better through social participation. Getting out of one’s comfort zone and facing one’s fears allows all of us to be better people. This has affected me in that I feel I’m more confident and whereas before I would shun conflict, have now accepted it and at times even welcomed it. Another important thing I have learned is the concept of giving coaching and accepting coaching from others. Whereas before I would hate being coached, and would fear giving advice I now understand and appreciate constructive criticism for it improves all of us.”

“It is the only solution I’ve seen or heard of that accomplishes the goals that many other organizations seek. Its curriculum and programming is transformative, educational, and inspiring. As society devolves at an increasing rate, they teach practices and values which can make it [society] truly great.

“I learned how to better connect with people, how to better speak in public through my heart and not just my head. I learned how to feel instead of how to only think. I learned that actions done first, before actually thinking, can have a profound effect on one’s development. For better character leads to better conduct leads to better character. But really I learned that everyone has so much potential, and that humans, though we at times consider ourselves different because of culture, experiences, work, school, etc., we really have so much in common, and that anyone if given a chance and treated with respect and dignity, and if willing to get out of one’s comfort zone, can transform one’s self towards being better and towards a better world.”

“The program has a different take on thinking and learning than I was currently getting from a public school system. It was much more collaborative and empowered the individual to not only learn but to teach.

“Nearly every day I have a thought or experience that makes me think of ICL. I know without a doubt that I would not be the person I am today (a person I am proud to be) without the experiences I had in their program. When I joined at age 11, it was the first time I ever truly experienced what it feels like to belong and have purpose. Over the years I have struggled with many things, one of them being depression. Ultimately, what helped me through these times was the sense of hope that I inherited through the leadership training and more importantly, the experiences and relationships I gained through nonviolence leadership. There are infinite more ways in which (these classes have) affected my life in a positive manner, but most importantly is that the way in which I view life is with a belief in love and compassion for one’s self and for all others.”

E. Teacher Perspectives

Nine out of ten teachers reported their own personal experience with nonviolence leadership classes has had an impact on their educational practice and their philosophy of education. All of the teachers surveyed attribute the methodology with engaging students in new ways of learning. All of those surveyed attest to the significance of the out-of-school, community based learning aspect of the program.

- 100% of the teachers report:
  - students engage in new ways of learning
  - contributes to a greater sense of community between different race and socio-economic groupings
  - offers students opportunities in the community they would not have had otherwise

- 96% of the teachers report:
  - Seeing students engage who did not engage in traditional classroom settings
  - results in increased problem solving skills and consciousness
  - Elicits other-interested conduct from students.
The most significant changes teachers report seeing in their students:

- Improved speaking skills
- Increased self-confidence
- Increased interest in confronting wrongs
- Increased self-respect for self and others

One hundred percent (100%) of the respondents also concur that students have an increased sense of community in relationship with those of different race and socio-economic groupings. Ninety-eight percent (98%) report that the methodology elicits other-interested conduct and increased problem-solving skills and consciousness from the student participants. Almost all of the adults surveyed report seeing students engage in the ICL learning methodologies, who do not otherwise engage in the traditional classroom setting.

F. Teacher Statements from Survey:

“**The work is akin to CPR. It recharges the vital organs, heart and mind in the participants.** It breathes new life into the hopes and aspirations of the students. When this is done, self-respect and respect for others begins to take hold. Students begin to see that they are not powerless but powerful because they are in charge of the decisions they make. They begin to analyze situations so that less and less they feel like a victim and begin to have compassion for those who would harm them. They begin to want to do better for themselves, their families and their communities because they see clearly how we are all connected and how their behavior, good or bad, impacts the rest of the people in their lives. This results in not only doing better in school, but at home and with their friends.”

“I was inspired by the often stubborn optimism and relentless focus on the program at hand. I very much connected with the program reaching across racial and educational lines. In the classrooms no one was left behind, everyone was included which produced a true sense of family for all of us involved. I would without doubt recommend its methods and jump at the chance to study further the methods of the Institute. The lessons learned that summer have remained with me to this day.”

“I have seen results with students through the program that are unbelievable. I watched a young lady in her first night of participation wrapped in a large, bubble like jacket and say and do nothing. The very next class this young lady had been literally transformed. She was actively participating and writing poetry, presenting to her peers and collaborating with the group. The staff is committed to what they do and it is infectious. I wish this program could be in every school.”

“When I worked for the tribe we did numerous activities with the Leadership team. We now have lifelong friends and so do our students. It saved many young lives from a time of destruction and abuses. I feel it steered them in the right direction and made them better adults now.”

“I have never seen anything like it before or since. The curriculum and approach create the conditions for transformation—of individuals, community, relationships and society. It was one of the most inspiring experiences I’ve ever had and it has had profound impact ... I am deeply grateful.”

III: Educational Methodology

Nonviolence leadership recognizes that a key to relevant and rigorous teaching and learning involves tapping into each individual’s realm of deep meaning and motivation. Motivation and habits that lead to lifelong learning are best cultivated in the context of civic engagement--creating a vision for community life and wellness, and then confronting hurdles and obstacles that threaten that vision.

The methodology assumes that individual teachers and students rise to their greatest problem-solving potential when they know they have the capacity to affect and alter situations they care deeply about-- the more urgent the situation, the more serious, the more real, then the more effort one puts into his or her response. Consider the response to seeing a car
accident happen and being a first responder on the scene, able to help. Or consider how most people would feel about waking up in the middle of the night from a deep sleep, happy to feed a crying baby.

Schools are full of collisions of all shapes and sizes. Status quo educational settings reinforce spectating, even jeering and cheering contradictions, failures, and weakness and students begin to practice conducts of their own, and our communities, demise.

Nonviolence methodology engages the teacher and learner in the context of solving problems and answering questions that are relevant and have consequences in our lives. It is inter-disciplinary. It has application in science, technology, math, history, humanities and all social learning endeavors. The fundamental components of a systems approach to the methodology follows:

**Figure 6: The Nonviolence Leadership Education overview**

**Character and Values**

<table>
<thead>
<tr>
<th>Honesty</th>
<th>Integrity</th>
<th>Cooperation</th>
<th>Perseverance</th>
<th>Loyalty</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humility</td>
<td>Amity</td>
<td>Courage</td>
<td>Respect</td>
<td>Modesty</td>
<td>Empathy</td>
</tr>
</tbody>
</table>
A. Areas of Self-Development

The relationship between self and others is defined throughout the highly relational teaching and learning process. If an effort is not made to consciously create relationships that honor specific cultural and social values (honesty, care for others, discipline, sincerity, the value of hard work) then the status quo messaging of values and relationships wins. This research points to the importance of creating trusting and engaging social relations that lay the basis for high expectations, transparency, and good will (see values in Figure 7).

The following areas of self-development were described in student’s narrative answers to the questions “What did you learn in nonviolence leadership classes that you did not learn at school?” “What in your life has changed?” what are the most significant things that you feel have changed your life. They are followed by student’s statements about how their relationships with others have been impacted.

<table>
<thead>
<tr>
<th>Self</th>
<th>Social</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public speaking, communication, voice</td>
<td>Improved ability to listen</td>
<td>Interest in other nations and cultures</td>
</tr>
<tr>
<td>Self-confidence, deep and abiding</td>
<td>Social skills (eye contact, handshake, polite, showing interest in others)</td>
<td>Belief in nonviolence, and nonviolent solutions</td>
</tr>
<tr>
<td>Learning how to learn, lifelong learning</td>
<td>Character expands</td>
<td>Change in life purpose, goals</td>
</tr>
<tr>
<td>Improved writing skills</td>
<td>Interracial unity</td>
<td>Importance of solving problems</td>
</tr>
<tr>
<td>Increased creativity</td>
<td>Ability to give and receive criticisms</td>
<td>Understanding of economic relations</td>
</tr>
<tr>
<td>Personal power</td>
<td>The ability to seek mutuality</td>
<td>Need for and role of equity</td>
</tr>
<tr>
<td>A more positive outlook on life, greater happiness</td>
<td>Develop a sense of belonging</td>
<td>Belief in ability to change self, others &amp; world</td>
</tr>
<tr>
<td>Increased cultural power and trust in intuition</td>
<td>Self-change and social change are connected and possible</td>
<td>Concern over role of technology</td>
</tr>
<tr>
<td>Self-change</td>
<td>Clarification of values</td>
<td>Interest in internationalism</td>
</tr>
<tr>
<td>Self-control, discipline</td>
<td>“Being” in accordance with core beliefs and values</td>
<td>More optimistic assessments: world &amp; future</td>
</tr>
<tr>
<td>Increased value and meaning of work</td>
<td>Concern for others</td>
<td>Interconnected (we are all)</td>
</tr>
<tr>
<td>Analytical thinking</td>
<td>Changes in family life and relationships</td>
<td>Ability to formulate analysis of inequities</td>
</tr>
<tr>
<td>Decreased TV, gaming and electronic device use</td>
<td>Equity</td>
<td>Lifestyle changes for ecology and climate</td>
</tr>
<tr>
<td>Recognition of dichotomous selves</td>
<td>Teamwork</td>
<td>Concern for peaceful world relations</td>
</tr>
<tr>
<td>Self as apart from violence, and contradictions</td>
<td>Ability to find and create meaning</td>
<td>Changes in eating and purchasing habits</td>
</tr>
<tr>
<td>Development of reflective practices</td>
<td>Respect for elders and authority figures</td>
<td>Interest in travel, meeting new people</td>
</tr>
<tr>
<td>Incomplete, in motion</td>
<td>Collaboration</td>
<td>Concern for cultural differences</td>
</tr>
<tr>
<td>Shifts in use of free time</td>
<td>Decreased defensiveness</td>
<td>Able to think globally</td>
</tr>
</tbody>
</table>

Figure 7: Areas of self-development were described in students' narrative answers to the survey.
IV: Outcome Summary Statement

Nonviolence leadership classes and activities improve student motivation for success in school, resulting in increased or maintained academics and 100% high school graduation or equivalency. While many of the students come from low-income, first generation college bound families, 96.3% enroll in community or four-year college, with an 89% degree conferral rate (includes JDs, MAs, BSN, BA and BS, AS and CA). All students participate in community and civic events and are provided opportunities to read speeches and presentations in diverse public settings. The students travel in interracial and intergenerational cultural leadership exchanges.

Classes boost analytical thinking, communication skills, and respect for self and others. Students create values and relationships that enhance social and career skills and family life. Outcomes reveal strengthened authority figure student relationships, resulting in a stronger family, teacher, and student experience. Students develop the capacity to abstain from certain short term, immediate gratifications, and opt for longer term, more durable gratifications. TV viewing, gaming, and electronic device use goes down. Reading at home for pleasure increases. Students acquire stronger reading, writing, listening and oratory skills, aligning with many state core competencies.

Students attest to a more complete understanding of themselves. They feel more self-confident, and ascribe positive value to developing the self that honors and cares for others. As student’s develop the conducts they associate with their better, or more noble self, they express pride about “being” in accord with their core values and beliefs. They get strength from others who are earnestly pursuing the same journey--even when those core beliefs and values differ. There is a high level of respect expressed between the students as they discover their own personal power in the context of meaningful problem solving. Teamwork and the well-being of the others in the program reinforce a sense of connection and belonging. Team work is a privilege earned through trusting and transparent relationships. The young people develop an appreciation for work and for workers.

The students find and create meaning. Relationships change. Use of free time changes. Students find deep and abiding self-confidence arising from strong public speaking and communication skills, social skills (hand shaking, eye contact, body language), and meaningful interconnection with others. They hold generally optimistic assessments for the future. They are able to separate themselves from the despair and contradictions they see in society. They write about seeing themselves as change agents, able to change themselves and able to bring change into being in the world around them.

For 100% of the teachers nonviolence leadership classes successfully engage students in new ways of learning, increasing community-mindedness between students of different racial and socio-economic groupings. Nine out of ten teachers say that the classes have positively impacted their educational philosophy. Teachers report that disciplinary considerations are reduced. Instead, the teacher-student relationship is able to focus on contribution to the whole, participation, and being of use. As such, teachers report that nonviolence leadership classes improve school climate, increasing the community between students and teachers of diverse socioeconomic, cultural and ethnic backgrounds. Teachers who have observed the impact with their students want more training and would like to see similar programming in all schools.

For more information, please contact the Martin Luther King Jr. Freedom Center, via phone at 510-434-3988 or by email at roy@mlkfreedomcenter.org.
V. Appendix: Additional Research Findings

A. Eight Week In-School Program

Specific outcomes from nine weeks (one school quarter) of weekly programming, Madison Middle School, Seattle, Washington. (Eight 90-minute nonviolence leadership classes, two public speaking events and home visit):

- Teachers report 93% of students demonstrate an increase in homework completion and on in-class assignments
- 73% show strongly improved speaking skills
- 50% decrease in school suspensions
- 42% more students report they could visualize themselves as leaders
- 98% demonstrate improved respect toward peers, 69% showing “dramatic” improvement
- One third more of the students indicate an interest in how others are doing in school
- One third of the students reflect a positive increase in their attitude toward responsibility
- Teachers report that 68% of the students demonstrate a “significant” decrease in negative behavior while 100% show “some” decrease in negative behavior
- 38% higher number of students reporting they believe their family heritage helps in setting goals and making decisions
- Teachers indicate 100% of students demonstrate an increase in concern for community issues, social justice and culture with 64% showing a “significant” increase
- 59% drop in students reporting spending three or more “do nothing hours alone in your room” daily
- 31% of students show an increase in reading at home for pleasure

B. High School Truancy Program

In a control group of 25 students from Yelm High School fall of 1997, the principal and vice-principal selected 25 of their "most likely to drop-out" freshman to participate in a 9th Grade Language Assistance Program (LAP) language arts class, which featured teachers who were trained in nonviolence leadership curriculum. All 25 students qualified for Special Education. These 25 students spent 90 days in two days a week of nonviolence leadership classes, and three days a week of basic remedial language arts instruction.

- 100% of the students graduated from Yelm High School on time.
- The average number of behavioral infractions for the 25 students, which culminated in being taken out of class or school, was 9 infractions for the pre-ICL class semester and 0.25 infractions for the semester they were enrolled in the class.
- A pre and post high school vocabulary and contextual comprehension reading test was administered to all 25 students pre and past the semester class. Test was based on results of the 90 day semester time period. Students measured an average 1.1 year reading grade level increase.
- At the end of the freshman year, all 25 students came back to school as sophomores. This compares to a 5-7 student drop-out rate in the first year from similar control group of 25 students of previous years.
- 17 of the 25 students demonstrated dramatic increases in social, academic, and civic engagement.

C. Summer Program

The summer program runs six to eight weeks with students traveling to urban, rural, and tribal communities. The participants write in journals daily, prepare their own meals, organize workshops and facilitate classes, public speaking events and community gatherings. Content of the program addresses themes relating to democracy.

Summer program outcomes include:

- Increases in Grade Point Averages (GPA) of an average 0.8 GPA (one grade level) for students with less than a 2.5 GPA.
- TV viewing drops from 25 to 3 hours weekly
- Disciplinary referrals from 1.6 per week to 0.2 per week

---

96% of the students participated in either an elected leadership body, or recognizable leadership role (President of Latino club, Most Inspirational Award for sports team, Key Club President) the school year after the summer program.

On a five point rating scale of 22 leadership characteristics, students rate greatest change in the areas of improved listening skills, the ability to give and receive coaching, public speaking skills, and concern for success of peers.