WE Social Impact Study

Highlights and Insights
Conducted by Mission Measurement
The Study Assessed the Extent to Which WE Produced Priority Outcomes Aligned to the Learning Framework

Empower Young People to Become Active Local, National, and Global Citizens

Learning Goals

- Participation
- Sustained Learning
- Personal Responsibility
- Empathy

Instilling Active Citizenship

- Critical Thinking and Problem-Solving
- Collaboration and Inclusion
- Communication
- Leadership
- Self-Esteem and Optimism*

Improving University and Workplace Readiness

- Inquiry
- Knowledge Acquisition
- Local, National, Global Interconnections
- Youth Initiative and Entrepreneurship
- Interest in Learning*
- Academic Readiness*

Increasing Academic Engagement

* Denotes additional themes not currently incorporated in the Learning Framework that were tested because MM identified them as areas of WE impact through primary qualitative research
We Assessed Impact by Surveying WE and Non-WE Youth and Educators

**Audience**
- **Youth:**
  - 13-18 involved with WE Schools / WE Day in Illinois and California
  - Focused on youth involved for at least a year or who engage with organization at least weekly
- **Educators**
- **WE**
- **Non-WE**

**Analysis**
- **Comparison of (delta) WE and Non-WE responses**¹
- Retrospective Pre-Post Analysis of WE impact
- **Youth** attribution of WE impact
- **Educator** attribution of WE impact

¹: All comparative data between WE and Non-WE samples is statistically significant at 95% unless otherwise noted
Overview of Impact by Learning Framework Area

Empower Young People to Become Active Local, National, and Global Citizens

Learning Goals

Instilling Active Citizenship
- Participation
- Sustained Learning
- Personal Responsibility
- Empathy

Improving University and Workplace Readiness
- Critical Thinking and Problem-Solving
- Collaboration and Inclusion
- Communication
- Leadership
- Self-Esteem and Optimism*

Increasing Academic Engagement
- Inquiry
- Knowledge Acquisition
- Local, National, Global Interconnections
- Youth Initiative and Entrepreneurship
- Interest in Learning*
- Academic Readiness*

Youth WE vs. Non-WE Delta Range

Avg. Youth Delta

1.6x

1.5x

1.4x

1.6x

1.5x

1.4x

1.6x

1.5x

1.4x
Active Citizenship
# We Tested Four Dimensions of Active Citizenship

## Instilling Active Citizenship

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Sample Indicators Tested</th>
<th>Youth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>✓ Raise awareness for social problems</td>
<td>✓ Inspire others to solve social problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Look for ways to improve the community</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>✓ Feel responsible for bringing about social change</td>
<td>✓ Be passionate about solving social problems in the world</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Believe that one can make a positive difference</td>
</tr>
<tr>
<td>Sustained Learning</td>
<td>✓ Research and read about social issues with free time</td>
<td>✓ Pay attention to the news to learn about social issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Demonstrate a long-term commitment to social causes</td>
</tr>
<tr>
<td>Empathy</td>
<td>✓ Think about the needs of others before personal needs</td>
<td>✓ Stand up for others when they are bullied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Respect and understand differences of others</td>
</tr>
</tbody>
</table>
Compared to their Peers, WE Youth Report Higher Levels of Active Citizenship Across All Four Areas

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Delta Range (WE vs. Non-WE)</th>
<th># of Comparative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>1.8x</td>
<td>7</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>1.5x</td>
<td>7</td>
</tr>
<tr>
<td>Sustained Learning</td>
<td>1.4x</td>
<td>4</td>
</tr>
<tr>
<td>Empathy</td>
<td>1.4x</td>
<td>3</td>
</tr>
</tbody>
</table>

Average

1x  1.3x  1.6x  1.9x  2.2x
WE Youth are More Likely than their Peers to Have the Awareness and Knowledge to Solve Social Problems

Compared to their peers, WE youth are:

**Participation**

2.2x more likely to **actively raise awareness** about social problems

2.1x more likely to **know how to find organizations** that will help them improve their community

- **WE**
  - \( n=196 \)
  - 51%

- **Non-WE**
  - \( n=263 \)
  - 23%

61% of WE educators agree that their students are more likely to **be passionate about solving social problems in the world** due to their engagement with WE

Note: Unless otherwise noted, the WE segment includes WE Day/WE Schools participants that have been involved with WE for ≥1 yr. or engage with WE at least weekly. See appendix for WE Day/WE Schools participant definition.

Note: Data is read as Top 2 Box - respondent indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale.
WE Youth are also More Likely to Feel Responsible for Social Change and Maintain Commitment to Social Causes

Compared to their peers, WE youth are:

**Personal Responsibility and Sustained Learning**

1.8x more likely to feel responsible for bringing about positive social change in their communities

- **WE**
  - n=196
  - 66%
  - 36%

- **n=263**
  - 75%
  - 25%

1.8x more likely to have a long-term commitment to a social cause

- **WE**
  - n=196
  - 52%
  - 29%

- **n=263**
  - 75%
  - 25%

62% of WE educators agree that their students are more likely to take responsibility for bringing about positive social change in their communities due to their engagement with WE

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
University and Workplace Readiness
## We Tested Five Dimensions of University and Workplace Readiness

### Improving University and Workplace Readiness

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Sample Indicators Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>✓ Take on leadership roles</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>✓ Speak up and share opinions in class</td>
</tr>
<tr>
<td><strong>Collaboration and Inclusion</strong></td>
<td>✓ Bring people together to solve problems</td>
</tr>
<tr>
<td><strong>Critical Thinking and Problem-Solving</strong></td>
<td>✓ Think outside of the box for solutions to problems</td>
</tr>
<tr>
<td><strong>Self-Esteem and Optimism</strong></td>
<td>✓ Be optimistic for the future</td>
</tr>
</tbody>
</table>

See appendix for full mapping of indicators to Learning Goals

*Denotes additional theme not currently incorporated in the Learning Framework that were tested because MM identified them as areas of WE impact through primary qualitative research
WE Youth are More Likely to Report Having 21st Century Skills, Especially Leadership and Communication Skills

### Improving University and Workplace Readiness

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Delta Range (WE vs. Non-WE)</th>
<th># of Comparative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>1.6x</td>
<td>5</td>
</tr>
<tr>
<td>Communication</td>
<td>1.5x</td>
<td>6</td>
</tr>
<tr>
<td>Collaboration and Inclusion</td>
<td>1.5x</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking and Problem-Solving</td>
<td>1.4x</td>
<td>4</td>
</tr>
<tr>
<td>Self-Esteem and Optimism</td>
<td>1x</td>
<td>4</td>
</tr>
</tbody>
</table>

Delta Range (WE vs. Non-WE)
WE Youth are More Likely to See Themselves—and Be Seen—as Leaders

Compared to their peers, WE youth are:

**Leadership**

1.8x more likely to **consider themselves as strong leaders**

<table>
<thead>
<tr>
<th></th>
<th>WE (n=196)</th>
<th>Non-WE (n=263)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70%</td>
<td>38%</td>
</tr>
</tbody>
</table>

1.8x more likely to be seen by peers and teachers as leaders at their school

<table>
<thead>
<tr>
<th></th>
<th>WE (n=196)</th>
<th>Non-WE (n=263)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63%</td>
<td>35%</td>
</tr>
</tbody>
</table>

64% of WE educators agree that their students are more likely to **take on leadership roles in school** due to their engagement with WE

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Compared to their Peers, WE Youth are also More likely to be Confident Speakers, Collaborators, and Problem Solvers

Compared to their peers, WE youth are:

- **Communication**: 2.0x more likely to be confident public speakers
  - WE: 59%
  - Non-WE: 30%

- **Collaboration and Inclusion**: 1.7x more likely to often bring people together to solve problems
  - WE: 61%
  - Non-WE: 36%

- **Critical Thinking and Problem-Solving**: 1.5x more likely to be looked at by peers as creative problem solvers
  - WE: 56%
  - Non-WE: 37%

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Academic Engagement
We Tested Six Dimensions of Academic Engagement

## Increasing Academic Engagement

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Sample Indicators Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Acquisition</strong></td>
<td><strong>Youth:</strong></td>
</tr>
<tr>
<td>✓ Have an understanding of global issues</td>
<td>✓ Recognize inequity in the community</td>
</tr>
<tr>
<td><strong>Youth Initiative and Entrepreneurship</strong></td>
<td>✓ Discovered a subject or issue of passion</td>
</tr>
<tr>
<td>✓ Set personal goals</td>
<td>✓ Take action fix problems when they arise</td>
</tr>
<tr>
<td><strong>Local, National, and Global Interconnections</strong></td>
<td>✓ Exhibit discipline and perseverance to complete tasks</td>
</tr>
<tr>
<td>✓ Provide real world examples in school work</td>
<td>✓ Identify the links between content in class and the world outside</td>
</tr>
<tr>
<td><strong>Inquiry</strong></td>
<td><strong>Youth:</strong></td>
</tr>
<tr>
<td>✓ Consider varying perspectives when forming an opinion</td>
<td>✓ Write about social issues by choice</td>
</tr>
<tr>
<td><strong>Academic Readiness</strong>*</td>
<td>✓ Debate social issues with peers</td>
</tr>
<tr>
<td>✓ Feel prepared for secondary education</td>
<td>✓ Be motivated to go to college</td>
</tr>
<tr>
<td><strong>Interest in Learning</strong>*</td>
<td><strong>Youth:</strong></td>
</tr>
<tr>
<td>✓ Be excited by learning at school</td>
<td>✓ Pay attention in class</td>
</tr>
<tr>
<td><strong>Youth:</strong></td>
<td>✓ Be engaged in the topics discussed in class</td>
</tr>
</tbody>
</table>

* Denotes additional themes not currently incorporated in the Learning Framework that were tested because MM identified them as areas of WE impact through primary qualitative research.

See appendix for full mapping of indicators to Learning Goals.
WE Appears to Have the Strongest Impact on Students’ Level of Knowledge Acquisition

Increasing Academic Engagement

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Delta Range (WE vs. Non-WE)</th>
<th># of Comparative Indicators</th>
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</thead>
<tbody>
<tr>
<td>Knowledge Acquisition</td>
<td>2.0x</td>
<td>2</td>
</tr>
<tr>
<td>Youth Initiative and Entrepreneurship</td>
<td>1.5x</td>
<td>5</td>
</tr>
<tr>
<td>Local, National, and Global Interconnections</td>
<td>1.5x</td>
<td>4</td>
</tr>
<tr>
<td>Inquiry</td>
<td>1.5x</td>
<td>2</td>
</tr>
<tr>
<td>Academic Readiness</td>
<td>1.4x</td>
<td>1</td>
</tr>
<tr>
<td>Interest in Learning</td>
<td>1.3x</td>
<td>7</td>
</tr>
</tbody>
</table>

Average

- Interest in Learning: 1.3x
- Academic Readiness: 1.4x
- Inquiry: 1.5x
- Local, National, and Global Interconnections: 1.5x
- Youth Initiative and Entrepreneurship: 1.5x
- Knowledge Acquisition: 2.0x
Compared to Peers, Youth in WE are More Likely to have a Deep Understanding of Local and Global Social Issues

**Knowledge Acquisition**

- **1.9x** more likely to have a deep understanding of social problems in their community
- **2.0x** more likely to have a deep understanding of global social issues

54% of WE educators agree that their students are more likely to recognize inequity in their communities due to their engagement with WE

**Note:** Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Youth Involved with WE are also More Likely to Draw Connections Between Classroom Learning and Local/Global Issues

Compared to their peers, WE youth are:

**Local, National, Global Interconnections**

1.5x more likely to **share things they have learned outside of school** in their classes

![Bar chart showing 66% of WE youth share things learned outside of school compared to 43% of non-WE youth.]

1.6x more likely to **talk to their teachers and/or adults about current or controversial social issues**

![Bar chart showing 53% of WE youth talk to teachers/adults about social issues compared to 34% of non-WE youth.]

51% of WE educators agree that their students are more likely to **identify the links between what is learned in the classroom and the world outside** due to their engagement with WE

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale.
Youth also Report that WE Motivates them to Identify and Reach Their Academic and Personal Goals

Because of their engagement with WE:

- **Interest in Learning**
  - 55% of WE youth have identified a career they are passionate about (n=196)

- **Academic Readiness**
  - 64% of WE youth consider themselves better students (n=196)
  - 45% of WE youth have changed the focus of their academic studies (n=196)

- **Educators' Perspective**
  - 45% of WE educators agree that their students set high academic expectations due to their engagement with WE (n=181)

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Impact on At-Risk Youth & Title I Schools
We Defined At-Risk Youth as Receiving Free and Reduced Lunch - About 50% of Our Sample is At-Risk

We Defined At-Risk Youth as Receiving Free and Reduced Lunch - About 50% of Our Sample is At-Risk

% of At-Risk Youth Respondents

- 52%
- 48%

Focus of Our Analysis

Characteristics of At-Risk Youth

Compared to not at-risk WE youth, these youth are:

- 2.6x more likely to say they are viewed as troublemakers by their teachers
- 1.6x more likely to say they often feel bored at school

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Across All Areas - At-Risk WE Youth Are More Likely than their Peers to Report Positive Attitudes and Behaviors

Learning Framework

**Instilling Active Citizenship**
- Participation
- Sustained Learning
- Personal Responsibility
- Empathy

**Improving University and Workplace Readiness**
- Critical Thinking and Problem-Solving
- Collaboration and Inclusion
- Communication
- Leadership
- Self-Esteem and Optimism*

**Increasing Academic Engagement**
- Inquiry
- Knowledge Acquisition
- Local, National, Global Interconnections
- Youth Initiative and Entrepreneurship
- Interest in Learning*
- Academic Readiness*

Avg. At-Risk WE vs. At-Risk Non-WE Delta

- 1.4x
- 1.4x
- 1.3x
WE’s Most Notable Impact on At-Risk Youth is on their Level of Engagement at School

Compared to their peers, at-risk WE youth are:

**Leadership**

- 1.6x more likely to be seen as leaders at their school

**Local, National, and Global Interconnections**

- 1.5x more likely to often share things they’ve learned outside of school in classes

63% of Title I WE educators agree that their students are more likely to take on leadership roles in school due to their engagement with WE

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale.
WE At-Risk Youth are also Significantly More Likely to Positively Contribute to their Community

Compared to their peers, at-risk WE youth are:

**Participation**

2.0x more likely to *actively look for opportunities to volunteer in their community*

<table>
<thead>
<tr>
<th></th>
<th>WE (n=95)</th>
<th>Non-WE (n=138)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>25%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>50%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>75%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>100%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Personal Responsibility**

1.6x more likely to believe it is their responsibility to bring about positive social change in their community

<table>
<thead>
<tr>
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<th>Non-WE (n=138)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>25%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>50%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>75%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>100%</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

60% of Title I WE educators agree that their students are more likely to take responsibility for bringing about positive social change in their communities due to their engagement with WE (n=113)

Note: Data is read as Top 2 Box - respondent indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale.
Educators in Title I Schools Additionally Confirmed Several Other Areas of WE Impact

Compared to WE educators in higher-resource schools, Title I WE educators are slightly more likely to validate that – because of engagement with WE, youth:

- Take ownership of ideas and achievement
- Successfully complete complex projects or assignments
- Serve as a mentor to their peers
- Set higher academic expectations for themselves

WE’s Unique Value-Add in Title I Schools
Demographics
Survey Sample Demographic Profile - Youth

**State**
- 48% California
- 52% Illinois

**Gender**
- 23%
- 74%
- Other / Prefer not to say: 3%

**Ethnicity**
- American Indian/Alaska Native: 7%
- Asian: 3%
- Black/African American: 12%
- Hispanic/Latino: 34%
- White/Caucasian: 7%
- Multi-racial: 37%
- Other/Prefer Not to Specify: 3%

**Parental Education**
- Some High School: 20%
- High School Graduate: 15%
- Some College: 9%
- Associate Degree: 10%
- Bachelor’s Degree: 25%
- Graduate Degree: 21%

**At-Risk**
- 59%
- Free and Reduced Lunch

**Age Range**
- 64%
- Age 14 or Less

**Income**
- Less than $45,000: 12%
- $45,000 - $74,999: 29%
- $75,000 - $99,999: 14%
- $100,000+: 14%
- Not Available: 2%

**State**
- 46%
- 54%

**Gender**
- 28%
- 72%

**Ethnicity**
- American Indian/Alaska Native: 1%
- Asian: 1%
- Black/African American: 13%
- Hispanic/Latino: 39%
- White/Caucasian: 28%
- Multi-racial: 8%
- Other/Prefer Not to Specify: 10%

**Parental Education**
- Some High School: 18%
- High School Graduate: 14%
- Some College: 11%
- Associate Degree: 11%
- Bachelor’s Degree: 23%
- Graduate Degree: 23%

**At-Risk**
- 52%
- Free and Reduced Lunch

**Age Range**
- 59%
- Age 14 or Less

**Income**
- Less than $45,000: 12%
- $45,000 - $74,999: 27%
- $75,000 - $99,999: 15%
- $100,000+: 44%
- Not Available: 2%

Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]
Survey Sample Demographic Profile – Illinois Youth

- Teens age 12-18 in Illinois
- Involved with WE, ME to WE, or attended WE Day
  \( n=156 \)

### Gender
- Male: 26%
- Female: 72%
- Other/Prefer not to say: 2%

### At-Risk
- 80% Free and Reduced Lunch

### Ethnicity
- American Indian/Alaska Native: 4%
- Asian: 9%
- Black/African American: 7%
- Hispanic/Latino: 19%
- White/Caucasian: 48%
- Multi-racial: 3%
- Other/Prefer Not to Specify: 3%

### Parental Education
- Some High School: 22%
- High School Graduate: 20%
- Some College: 12%
- Associate Degree: 11%
- Bachelor’s Degree: 11%
- Graduate Degree: 12%

### Age Range
- 74% Age 14 or Less

### Income
- Less than $45,000: 10%
- $45,000 - $74,999: 5%
- $75,000 - $99,999: 35%
- $100,000+: 46%
- Not Available: 4%

### Non-WE Audience
- Teens age 12-18 in Illinois
- Not involved with WE or ME to WE & did not attend WE Day
  \( n=120 \)

### Gender
- Male: 35%
- Female: 65%

### At-Risk
- 71% Free and Reduced Lunch

### Ethnicity
- American Indian/Alaska Native: 6%
- Asian: 9%
- Black/African American: 15%
- Hispanic/Latino: 31%
- White/Caucasian: 39%
- Multi-racial: 6%
- Other/Prefer Not to Specify: 15%

### Parental Education
- Some High School: 19%
- High School Graduate: 18%
- Some College: 15%
- Associate Degree: 14%
- Bachelor’s Degree: 14%
- Graduate Degree: 12%

### Age Range
- 64% Age 14 or Less

### Income
- Less than $45,000: 12%
- $45,000 - $74,999: 41%
- $75,000 - $99,999: 41%
- $100,000+: 6%
- Not Available: 5%

Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]
Survey Sample Demographic Profile – California Youth

**Gender**
- 20% Male
- 76% Female
- Other / Prefer not to say: 4%

**Ethnicity**
- American Indian/Alaska Native: 4%
- Asian: 17%
- Black/African American: 10%
- Hispanic/Latino: 3%
- White/Caucasian: 26%
- Multi-racial: 39%
- Other/Prefer Not to Specify: 10%

**Age Range**
- Age 14 or Less: 55%
- Free and Reduced Lunch: 39%
- Less than $45,000: 6%

**Income**
- Less than $45,000: 19%
- $45,000 - $74,999: 14%
- $75,000 - $99,999: 17%
- $100,000+: 44%

**Parental Education**
- Some High School: 19%
- High School Graduate: 10%
- Some College: 7%
- Associate Degree: 8%
- Bachelor’s Degree: 26%
- Graduate Degree: 29%

**Non-WE Audience**
- 23% Male
- 77% Female
- Other / Prefer not to say: 4%

**Ethnicity**
- American Indian/Alaska Native: 5%
- Asian: 16%
- Black/African American: 10%
- Hispanic/Latino: 26%
- White/Caucasian: 39%
- Multi-racial: 5%
- Other/Prefer Not to Specify: 14%

**Age Range**
- Age 14 or Less: 54%
- Free and Reduced Lunch: 39%
- Less than $45,000: 3%

**Income**
- Less than $45,000: 17%
- $45,000 - $74,999: 15%
- $75,000 - $99,999: 19%
- $100,000+: 46%

**Note:** Non-WE data has been weighted to match the WE sample based on gender, age, and income.
Survey Sample Demographic Profile – Educators

**Non-WE Audience**
- Educators in Illinois or California
- Not involved with WE or ME to WE & did not attend WE Day
  
n=100

**State**
- California: 49%
- Illinois: 51%

**Gender**
- Female: 53%
- Male: 47%

**Years in Education Field**
- Less than 2 Years: 3%
- 2-5 Years: 19%
- 6-10 Years: 18%
- 11-15 Years: 42%
- Over 15 Years: 19%

**At-Risk**
- Work at a Title I School: 59%

**Grades of Students**
- K-5: 53%
- 6-8: 23%
- 9-12: 28%
- N/A: 3%

**Income**
- Less than $45,000: 20%
- $45,000 - $74,999: 48%
- $75,000 - $99,999: 10%
- $100,000+: 7%
- Not available: 17%

**Note:** Non-WE data has been weighted to match the WE sample based on gender, age, and income.
Survey Sample Demographic Profile – Illinois Educators

Non-WE Audience

- Educators in Illinois
- Not involved with WE or ME to WE & did not attend WE Day

n=49

Gender

- 13%
- 87%

Years in Education Field

- 4% Less than 2 Years
- 20% 2-5 Years
- 19% 6-10 Years
- 36% 11-15 Years
- 20% Over 15 Years

Income

- 6% Less than $45,000
- 63% $45,000 - $74,999
- 13% $75,000 - $99,999
- 4% $100,000+
- 6% Not Available

At-Risk

- 62% Work at a Title I School

Grades of Students

- K-5
- 46%
- 41%
- 13%
- 6%

- 6-8
- 31%
- 23%
- 16%
- 6%

- 9-12
- 31%
- 23%
- 16%
- 6%

- N/A
- 4%
- 4%
- 4%
- 4%

Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]
Survey Sample Demographic Profile – California Educators

**Gender**

- Educators in California
- Involved with WE, ME to WE, or attended WE Day

**Years in Education Field**

- Less than 2 Years: 1%
- 2-5 Years: 16%
- 6-10 Years: 16%
- 11-15 Years: 18%
- Over 15 Years: 48%

**At-Risk**

- Grades of Students:
  - K-5: 12%
  - 6-8: 49%
  - 9-12: 47%
  - N/A: 1%

**Income**

- Less than $45,000: 14%
- $45,000 - $74,999: 18%
- $75,000 - $99,999: 45%
- $100,000+: 12%

**Note:** Non-WE data has been weighted to match the WE sample based on gender, age, and income.

**Non-WE Audience**

- Educators in California
- Not involved with WE or ME to WE & did not attend WE Day

**Years in Education Field**

- Less than 2 Years: 2%
- 2-5 Years: 17%
- 6-10 Years: 17%
- 11-15 Years: 18%
- Over 15 Years: 46%

**At-Risk**

- Grades of Students:
  - K-5: 56%
  - 6-8: 23%
  - 9-12: 25%
  - N/A: 3%

**Income**

- Less than $45,000: 24%
- $45,000 - $74,999: 20%
- $75,000 - $99,999: 8%
- $100,000+: 59%
THANK YOU