Attachment B

I. BASIC PROGRAM INFORMATION

1. Program Name	R.I.S.E. To Your Dreams
2. Federal EIN or Social Security Number	—
3. Content Strands Covered	Regular education strands: Reading, Speaking, Listening, Viewing. Comprehensive Health Strands: Community-Environmental Health, Personal Health, Human Growth & Development, Disease Prevention and Control, Drug Abuse Prevention, Nutrition, Consumer Health, Mental Health, Safety & First Aid, Family Life
4. Date SRP Formed	Please list the date (month, year) in which you first delivered supplemental resource products/training/equipment to schools. October 2002
5. Grade Levels	Please list the specific grade levels of your program(s). **Grades 5-12 have been taught with the curriculum being scalable. The 6-chapter workbook is designed for high school and the three ring binder program developed for lower grades. It is designed to be age-appropriate.**
6. Service Area	Please list the district(s) and school(s) in which you are currently providing products, training, and equipment. District(s): School(s): Alcorn Co., Tishomingo Co., Prentiss Co., Marshall County, Benton Co., North Tippah Co., South Tippah Co., Lee County, Hinds County, Booneville, Corinth, Holly Springs, and Baldwyn. Various other school districts and organizations across the state have used the curriculum in the past. **See attachment B1.**
7. Geographic Setting	Check the setting(s) in which you have provided services to schools in the past. Urban Rural Suburban Check the setting(s) in which you are prepared to provide services to schools in the future. ◆ Urban Rural ◆ Suburban All three settings have used RISE To Your Dreams in the past and all three will be served in the future.
8. Type of Organization	Check the category that best describes your organization. X **For profit** Not for Profit Governmental Entity Institution of Higher Learning Educational Entity Other (describe)
9. Mode of Instructional Delivery	Please describe the methods by which your program delivers instruction to students (i.e.classroom instruction, on-line/Web based, etc). Classroom instruction on-line instruction at Falkner High School to a feeder school in Senatobia one year.
10. Provider Contact Information	Contact Person's Name: Carolyn Gowen Street Address: 173 County Road 944

	City: Glen State: MS ZIP: 38846 Phone: (662) 427-8469 Fax : (662) 427-8469 Email: crgowen@bellsouth.net Web Site: risetoyourdreams.com Hours of operation: Open daily and as needed
11. Program Description	Provide a very brief (3 sentences maximum) description of your program's offerings that schools could use in their compliance with the MS House Bill 999. 1. **The abstinence-only curriculum correlates with the federal Abstinence-Only Definition A-H, correlates with H.B. No.999, Section 1, page 2 (a) through (f) by teaching the required standards in age appropriate classes. See attachment B2 in RFP and curriculum.** 2. All students are required to have written parental permission for participation in the program. Page 5, Section 3. 3. Parents may participate in this program in order to see what their children are learning and to develop skills to discuss the sensitive issues with their children. Section 1, (5). Please Also indicate which keywords best match your program's offerings: Classroom instruction: The curriculum is taught in the classroom Classroom activities: Activities include discussion, games, roleplay, Power Point presentations, video, etc. Training: Training is provided for teachers as needed ,for parents, and teachers and staff development in summer institutes. ***This curriculum*** was approved for CEU 's for classroom teachers. Please see **Attachment B 3** Equipment : No equipment per se is included; however, a projector and computer is needed for Powerpoint slides and video in curriculum. Please provide a sample of program's offerings (e.g. curriculum, training agenda, and sample assessment): **Please see attachments B4 for curriculum, training agenda, and sample assessment.** You may suggest additional keywords that might be included in a searchable database of providers:

ATTACHMENT C

II. INDICATORS OF QUALITY

The following measures will allow the Mississippi Department of Education to determine the quality of services you provide. Directions: Shaded upper box is a description of what is required; the lower box contains questions to be answered.

A. Evidence of Effectiveness (Limit 2 pages) The proposal will be evaluated based on the extent to which you are able to clearly and specifically show your program's evidence of effectiveness and/or medical accuracy to at least two or more of the indicators listed below. Please cite all sources of evidence. If yours is a newly developed program, you will not have a record of effectiveness to draw upon. We will weigh heavily the indicators in Part B. Offerors must provide evidence of effectiveness and/or medical accuracy that fall into at least two or more of the categories below in order to be approved.

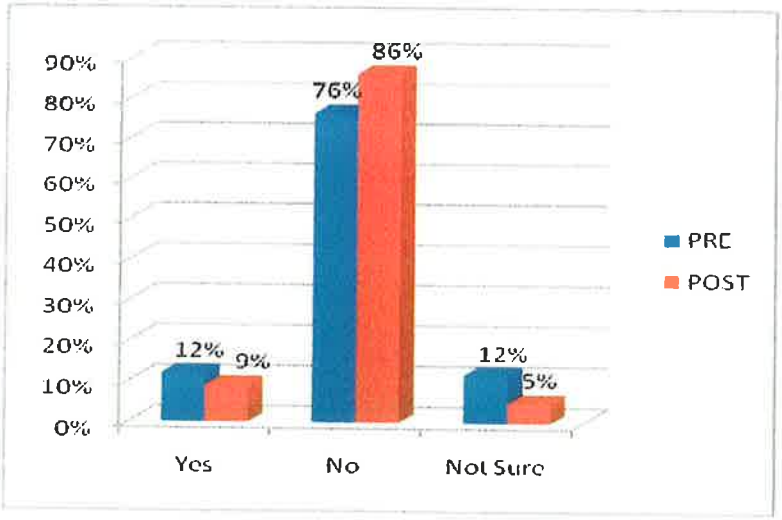
1. Provide evidence that your program has a positive impact on students' ability to gain information develop positive attitudes, behaviors and skills necessary to make health-enhancing decisions that are age and developmentally and apply skills responsibly for a lifetime (Cite available research studies).

Each student participating in the RISE To Your Dreams abstinence –only curriculum is asked to complete a 12-item questionnaire both before and after participation. Students could respond with a "yes" or "no" to each question. The intent of the survey was to measure shifts in participant's ***self-reported*** attitude, knowledge, and behavior that could be attributed to course participation. Overall, the graphs show a substantial positive shift in the knowledge, attitudes, and self-reported behaviors of students as a result of participating in the project.

See sample graph below and other examples in Attachment C1 (Analysis & Reporting):

Do you think it's okay to have sex before marriage?

	Yes	No	Not Sure
Pre	12%	76%	12%
Post	9%	86%	5%



RISE To Your Dreams is a medically accurate, research – based curriculum that has been approved by the U.S. Department Of Health and Human Services, the Mississippi Department of Human Services, the Mississippi Department of Health, and the National Abstinence Clearinghouse. **See attachments C1 newspaper articles**

This curriculum was presented at the U.S. Dept. of Health & Human Services Region IV conference in May 2006 at the request of the MS Dept. of Human Services; *the curriculum was also presented at the Pathways to Adulthood Conference in Portland, Oregon on May 19, 2006 at the request of and as co-presenter of Dr. Stan Koutstaal, Abstinence Director of the Administration for Children & Families, U.S. Dept. of Health & Human Services, Washington, D.C.*

RISE To Your Dreams was also selected and presented by author Carolyn Gowen at the Regional Abstinence Training as a Best Practice Program in Boston, Mass. in April 2007, requested by U.S. Dept. of Health and Human Services.

RISE was chosen as a "best practice" program twice by the U.S. Dept. of Health & Human Services, Washington, D.C. and it has been taught in schools in Mississippi, Alabama, and Georgia since 2003. The Mississippi Department of Health funded the first Title V Grants for abstinence education in Mississippi and the Rise To Your Dreams curriculum was one of the first to be approved and used. In order to be selected for the above honors, the curriculum had to correlate with the Federal Abstinence Definition A-H and be medically accurate. **The RISE curriculum has three pages of bibliography citing sources and statistics primarily from the Centers For Disease Control as well as others. See curriculum pages 37-40.**

In Attachment C2, please note a letter of support signed by 11 school superintendents where the RISE curriculum has been taught as well as other letters from teachers and community organizations, student responses, news articles, etc in support of the continued used of the curriculum. See attachments C 1

2. Provide letters of reference from previous clients (schools, districts, students, teachers, etc.) offering testimonial information on the positive impact of your program. Provide contact information, start and end dates of service provided, and school and school district name for each reference. (Submit a minimum of 5 letters and a maximum of 10.)

   Letters and testimonials about the positive impact of RISE To Your Dreams curriculum are included from teachers, superintendents, students, and family resource centers. The contact information indicated by school letterhead, and start and end dates of service are referenced in **attachments C1 & C2.**

3. Provide additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, and/or student behavior/discipline. (Cite available research studies).

   The Booneville School District administered a Community –Based Abstinence Education Grant from 2004 through 2007. The curriculum RISE To Your Dreams was used in grades six through 12 for abstinence education. Also a mentoring component, including a tutoring program was added. **Mr. Larry Morgan, Superintendent at the time, wrote an article for the local news and the federal government to document effectiveness in many areas. He stated that the program empowered students both socially and academically. Especially the program pleased the parents as their students' grades improved and self esteem raised. Please see a copy of that document in attachments C3.**

B. Connection to State Academic Standards and Districts Instructional Programs *(Limit 1 page)* The proposal will be evaluated based on the extent to which you are able to clearly and specifically describe your program's connection to the Mississippi Curriculum Frameworks for Comprehensive Health and district(s) instructional program(s). Your description should address both of the following indicators.

1. Describe your program's connection to specific competencies in the Mississippi Curriculum Frameworks for Comprehensive Health. Please cite the specific competencies your program addresses. 2. Describe your program's connection with the instructional program(s) of the Mississippi school district(s).

Rise to Your Dreams was approved in 2006 to be taught for a 1/2 Carnegie unit course. The course code is 500518 and the academic discipline is Social Studies. Required teacher licensure code is "any valid license".

The instructional management plan for the this course includes the following framework format:

Course design - Rise to Your Dreams is an acronym for Responsibility, Integrity, Self-control = Empowerment. This course is designed to teach how a person can reach goals and fulfill dreams by developing and integrating positive character traits in his/her life. It is designed to help guide students in developing critical thinking skills relative to academics, career, health, and families.

Course description- This program teaches discipline, personal responsibility for one's actions, attitudes and behaviors, principle-based decision making, social and communication skills, and goal setting. Teaching methods include highly interactive activities such as modeling, role-playing grouping, journaling and student speeches.

* competencies/Strand objectives * suggested objectives/Content objectives
* suggested student and teacher activities * suggested assessment strategies

See attachment C 4 which contains Education Framework Strands and Comprehensive Health Framework Strands.

C. Monitoring of Student Progress *(Limit 1 page)* The proposal will be evaluated based on the extent to which you clearly describe the specific programs and practices you use to diagnose a student's needs, prescribe an instructional program to meet that student's needs, and evaluate and monitor student's progress towards clearly identified goals. Your description should address all three of the following indicators.

1. Describe the specific process you use to assess/diagnose student needs, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs.

Rise To Your Dreams will utilize conventional assessment strategies such as surveys and grading rubrics, however, an important assessment tool is that of the students' self-assessment.

Students take a deeper ownership for their success when held accountable to self-assess.

As stated earlier in this RFP, a pre-post test is included in the curriculum which helps

determine skill or knowledge gaps. Teacher observation and class discussions also help determine individual needs of students. Those data can be reviewed in **Attachment C1.**

2. Describe the specific process you use to evaluate, monitor, and track student progress on a continuous and regular basis.

There are quizzes at the end of each chapter and/or section of study and teachers in the past have used those to track progress along with journaling. **Attachment C 5.**

The student's ability to participate effectively in a team setting will also be evaluated.

For example

- Does the student actively participate in the group?
- Does the student know the rules and values of the group?
- Does the student listen to others?
- Is the student sensitive to others ideas and views?
- Is the student willing to compromise to achieve a goal?
- Can the student work in changing settings?
- Can the student work with people of differing backgrounds?

The students' personal management skills are also considered when assigning a grade.

- Class attendance
- Meeting deadlines
- Developing career goals
- Knowing personal strengths and weaknesses
- Demonstrating self-control
- Paying attention to details
- Following written and oral directions
- Desire to learn new skills
- Identifying and suggesting new ways to get the job done
- Participation in group discussions

Perhaps, the most valid assessment of the effectiveness of Rise To Your Dreams will be the reduction of relational/emotional problems among those students who have taken the course and those students who have not participated in Rise To Your Dreams.

The course has been taught in block classes for nine weeks in the Booneville School District in the past. It has been approved by MDE as a semester elective so the student attends for that length of time. **The objectives are stated for each section/chapter of the course and if the students meet those with a passing grade at the classroom's teacher's discretion, he/she successfully completes the course. Attachment C 6.**

D. Financial and Organizational Capacity *(Limit 1 page)* The proposal will be evaluated based on the extent to which you offer strong evidence of your capacity to deliver quality services over time to the identified population. You may use the following as sources of evidence: 9 Copies of business license or formal documentation of legal status with respect to conducting business in the state if applicable 9 Contracts, warranties, or guaranties for services provided 9 Proof of liability insurance (company name and policy number, or a copy of the policy cover page) 9 A description of how the provider currently receives funds (i.e., grants, fees-for-service, etc.) 9 Audited financial statements 9 Credit ratings from an independent rating agency 9 Business plans or profiles that might include: goals, timelines, and expected outcomes; detailed action steps; descriptions of financial and staff resources; organizational budgets that account for revenues and expenses and cash flow activity; and outlines of roles and responsibilities of staff within the organization 9 Descriptions of an experienced management team (e.g., CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who help set direction and maintain a leadership system 9 Samples or descriptions of formal contracts, data collection, accounting, and communications processes and systems. Description should address No. 1 below (financial stability) and at least one additional indicator from this category.

1. Submit evidence demonstrating that your organization is financially sound. Your evidence may include: a description of how you currently receive funds (i.e. grants, fees-for-service, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses and cash flow activity; and/or proof of liability insurance. (Include company name and policy number, or a copy of the policy cover page).

1. Submit evidence demonstrating that your organization has a sound management structure. Your evidence may include: business plans or profiles; descriptions of an experienced management team (e.g., CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who are involved in setting direction and maintaining a leadership system that enables your students reach high standards.

RISE To Your Dreams Inc. conducts business at 173 CR 944, Glen, MS., 38846. This S- corporation was organized in 2002 with the purpose of promoting abstinence-only education. **This curriculum has been taught in over 30 school districts across the state and in many community organizations and churches. It also has been selected as a "best practice" program and presented nationally in Las Vegas, Boston, Portland, Ore., and Washington D.C.** RISE is a nimble, focused entity that operates without the institutional constraints that often limit large organizations from quickly responding to the dynamic needs of the local community. RISE To Your Dream's reputation is so highly regarded in the state that the Mississippi Department of Human Services and the Department of Health regularly called on RISE staff for consultation and training for their agencies. **See Attachment C 8.**

One of the partner schools approached the RISE staff to expand the existing RISE curriculum in order to offer it as a pilot program for a high school elective course. From 2006- 2011, Rise To Your Dreams was taught in Booneville High School as a semester course elective. RISE staff below:

Mrs. Carolyn Gowen Employed by Booneville School District – 17 years	Abstinence Educator/School Counselor /Author	Rise To Your Dreams, Inc. Board President with a M.S. in Education. Program Director of U.S. Dept. of Health & Human Services funded Booneville School District Healthy Marriage Grant (5 Years), Director of Community-Based Abstinence Education Grant (3 years) and past Director of a Title V Abstinence Program (9 years). Mrs. Gowen is

		considered a leader in MS abstinence-only education.
Ms. Pat Trainum Employed by Booneville School District –7 years	Abstinence Educator/Author/Potter	Secretary/Treasurer. Level 1 & 2 Certified Abstinence Trainer through Abstinence Clearing House with 8 years experience as Abstinence-only educator.

Trainum and Gowen also have a 501-C3 non-profit organization called Aiming for Healthy Families, Inc. through which they have also administered several abstinence education grants through MS. Dept. of Human Services and which currently administers a tobacco prevention grant through the Mississippi State Department of Health. They are very knowledgeable and capable of maintaining a leadership system to enable high standards.

2. Submit evidence demonstrating that your organization possesses adequate organizational resources to meet consumer demand. Your evidence may include: business plans or profiles, descriptions of financial and staff resources.

There are presently over 500 RISE TO Your Dreams workbooks printed and available for delivery. The three ring binders with PowerPoint Slides on CDs are produced in house with a very minimal turnaround time. Printing is done by a local vendor in volume as needed. (Brownline Printing) Materials are generally shipped the same or next day upon request outside a 50 mile radius; within the 50 miles they are hand delivered. Training and services are conducted as needed on demand.

The accounting/bookkeeping system to account for revenues and cash flow activity used in RISE To Your Dreams Inc. is quickbooks. Mrs. Vicki Gann, CPA , audits the organization, provides monthly reports, figures and submits quarterly taxes online, etc. to oversee the financial activities.

3. Do you issue contracts, warrantees, or guarantees for services provided? If yes, please describe this process and submit a sample document.

The organization writes and sells curricula so we do not issue contracts, warrantees, etc. We fill orders and mail or deliver the products. **See sample order form and invoice in attachment C 7**.

4. Do you maintain formal contracts, data collection, accounting, and communications processes and systems? If yes, please describe these systems.

We do not maintain formal contracts. If a school using the curriculum collects data on pre -post tests and requests that we analyze the data, we will provide percentages in graphs.

5. Submit copies of business license or formal documentation of legal status with respect to conducting business in the state.

Attached please find a U.S. Income Tax Return for the organization as well as a State of Mississippi license to do business. **See attachment C 8,9.**

Attachment D

BUDGET/COST SUMMARY

Applicant SRP Name: RISE To Your Dreams, Inc. Provide an average per pupil cost, per unit of service. (Please describe the length and cost of a typical unit of service (i.e., one hour, one month, one semester, one year, etc.). This page may be duplicated as needed.

DESCRIPTION OF SERVICE (CURRICULUM/TRAINING/EQUIPMENT)	COST
Curriculum in Three Ring Binder with Powerpoint CD	$199.00
RISE Student Workbook	$10.00
Training Cost = $30/ hour (3 to 5 hrs.)	$150.00 max
Lodging for out of town travel	$100.00
It is difficult to determine a per pupil cost per unit of service. This curriculum has been taught by abstinence trainers from outside the classroom (through grants) as well as by teachers on staff inside the school. For a school to purchase the curriculum and training, the cost is above. How to calculate per pupil per unit of service, one would have to know what grade level and in what setting it would be taught? At what scale this would be determined is unclear. The school district would have to determine how to administer the curriculum.	
Rise To Your Dreams has been taught in a variety of venues in the past. This curriculum, as referenced in the table of contents, may be taught one hour per day, per class period, for three days **(this is the very minimum time to get in all the information.)** This is how the RISE trainers have taught in the schools as outside presenters. Example: go into a social studies class Monday and teach all 7 classes day one information, Tuesday teach all 7 classes day two information, Wednesday, teach all 7 classes day three information. Each student will get three hours of instruction.	
Rise To Your Dreams may be taught in six sessions, 50 minutes each; eight sessions, 50 minutes each or twelve sessions 35-45 minutes each. This curriculum is scalable; the content and times may be altered to meet the needs of the schools. Obviously, with all the extra-curricular activities, weather, absenteeism etc. the program is presented when the schools desire it. There	

has been no set-in-stone schedule; flexibility is the key. In order to be age-appropriate, the language is changed from the middle school program to the high school workbook, to meet the needs of the students. If the program is taught in-house, incorporated into the school day, it could be used as a supplement at the teacher's discretion. In addition to the curriculum content, there are games, role-plays and other activities to supplement the lesson.	
For the past five years, Booneville School District has taught Rise To Your Dreams every day as a high school elective for ½ credit. Students are assigned the six chapter workbook with quizzes, worksheets, etc. and the course lasts a semester. **See attachment C6.**	
The schools and teachers who have used this curriculum cannot say enough positive things about it. **In the letter referenced in Attachment C2, the Wheeler High School teacher shared her witness of the success of Rise To Your Dreams by stating a reduction in teen pregnancy in that school. She integrates it into her Family Dynamics class.**	
Corinth High School and Marshall County School Personnel also testify to the success of the curriculum in **Attachment C2.** Perhaps the most rewarding statements are those made directly by students in **Attachment C1.** When we can actually have a part in changing the attitudes and behaviors of young people which ultimately could change the course of their lives, you have to know what a difference a program can make.	

Attachment E

ASSURANCES AND SIGNATURE FORM

In submitting this application to be included on the Mississippi Department of Education's Approved Supplemental Resource Services Provider List, I certify that:

The organization will comply with applicable federal, state, and local laws.
The organization is fiscally sound and will be able to complete services to Mississippi public schools
The organization will ensure that the instruction and content used are consistent with the instruction provided and content used by the local educational agency and are aligned with the Mississippi Curriculum Frameworks for Comprehensive Health.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval to be placed on the list of Approved Supplemental Resource Providers or for removal from the same list.

Typed Name of Organization RISE To Your Dreams, Inc.

Printed Name of Authorized Representative Carolyn Gowen

Signature of Authorized Representative Carolyn Gowen

Typed Title President

Date Signed March 24, 2012

Report on Survey Results: Analysis and Reporting

Each student participating in the RISE To Your Dreams abstinence – only curriculum activities offered in the project are asked to complete a 12-item questionnaire both before and after their participation. Students could respond with a "yes" or "no" to each question. The intent of the survey was to measure shifts in participant's ***self-reported*** attitude, knowledge, and behavior that could be attributed to course participation.

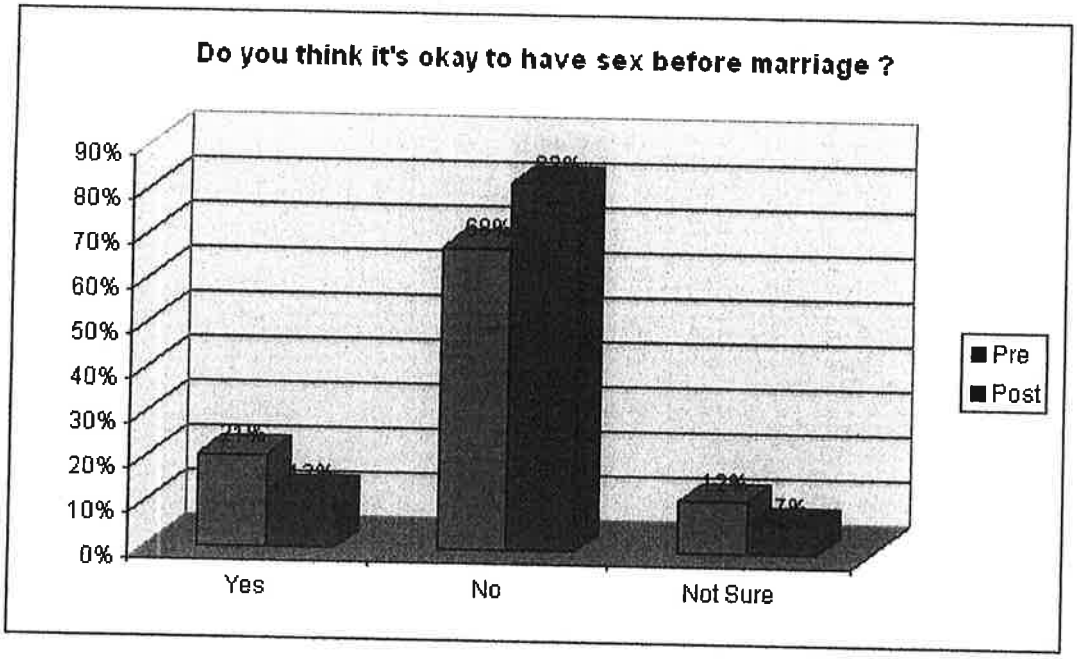
Differences in students' responses to these items from the pre- to post-test are assumed to be largely attributable to their participation in the program. The items on this questionnaire have been designed to summatively evaluate the success of the program in terms of its goals and objectives and also to formatively evaluate progress by monitoring changes in students' knowledge, attitudes, and self-reported behaviors relevant to the program's content. They are reported in the format used by the project evaluation and management team to formatively assess the program's progress.

The bar-graphs below illustrate and quantify how strongly students agree with statements related to the program's content before (PRE) and after (POST) their participation. Overall, these graphs show a substantial positive shift in the knowledge, attitudes, and self-reported behaviors of students as a result of participating in the project.

The data in this report extend from October 2008 through July 2009. These data will continue to be collected and further analyzed by the external evaluation team in preparation for reporting on the annual performance report.

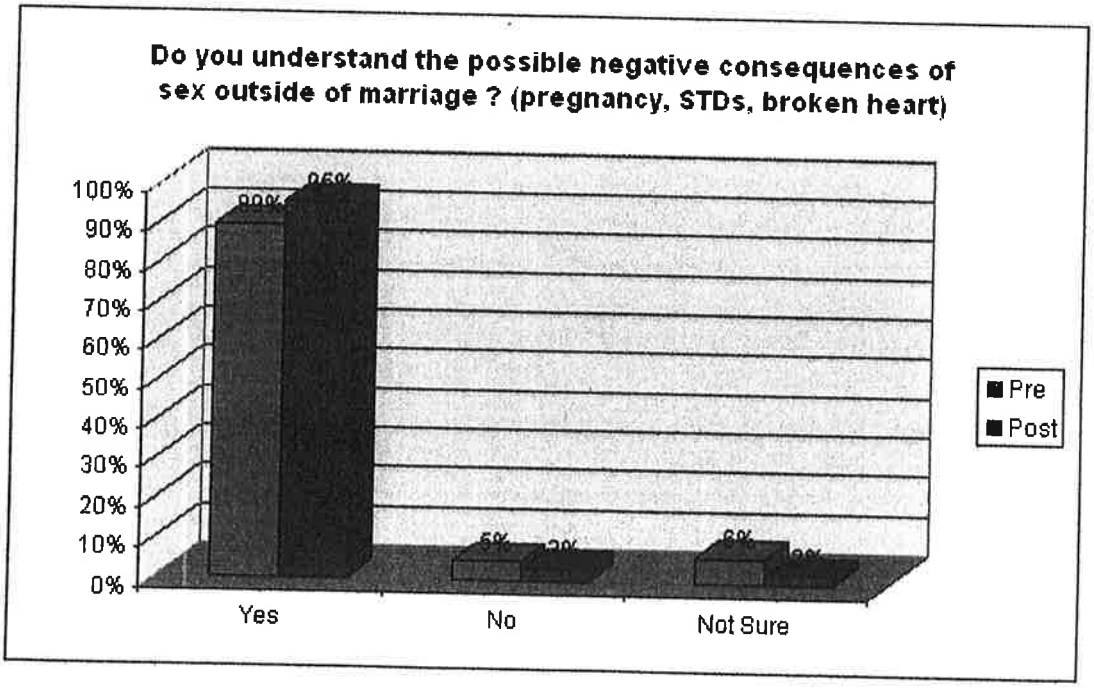
1. Do you think it's okay to have sex before marriage?

	Yes	No	Not Sure
Pre	21%	68%	12%
Post	12%	82%	7%



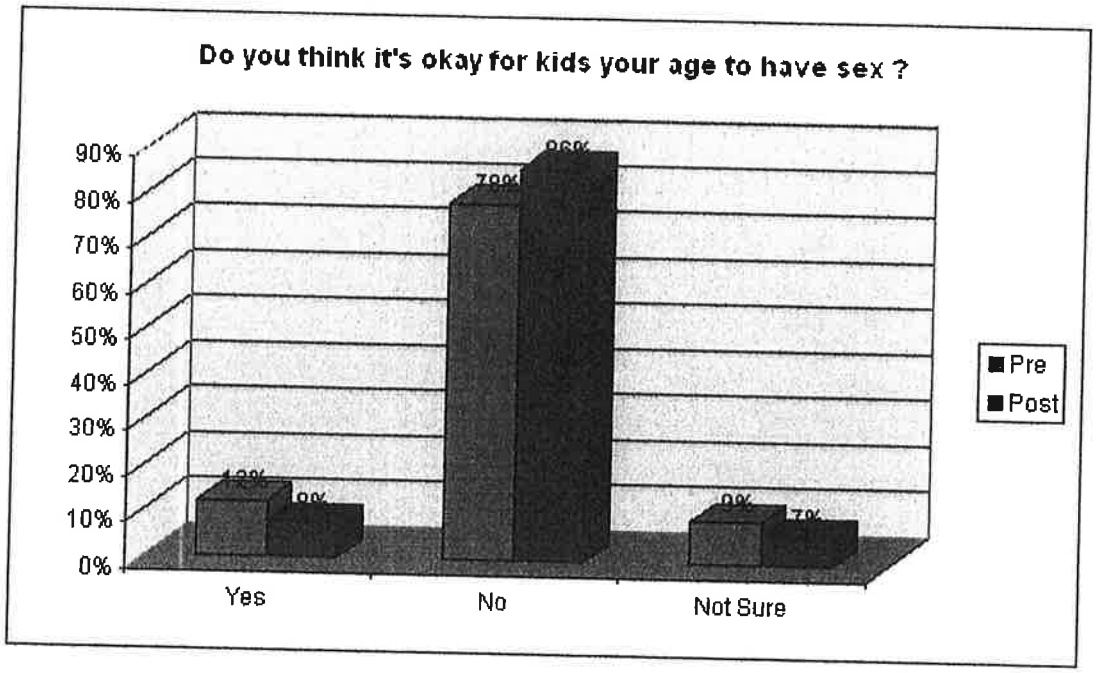
2. Do you understand the possible negative consequences of sex outside of marriage? (pregnancy, STDs, broken heart)

	Yes	No	Not Sure
Pre	89%	5%	6%
Post	95%	3%	2%



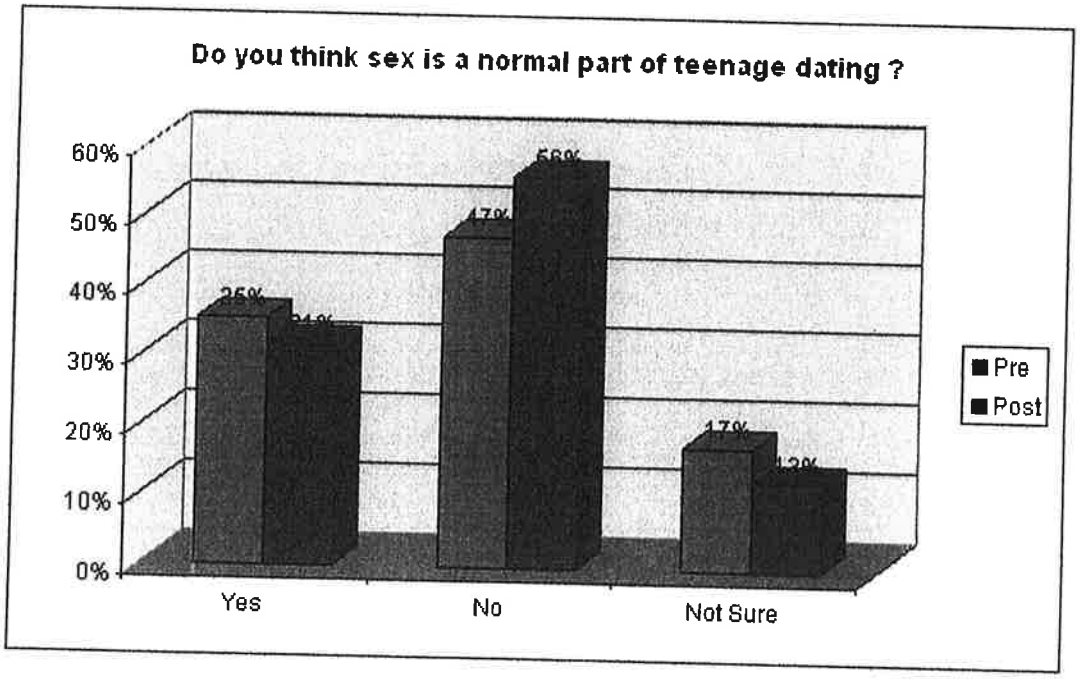
3. Do you think it's okay for kids your age to have sex?

	Yes	No	Not Sure
Pre	12%	78%	9%
Post	8%	86%	7%



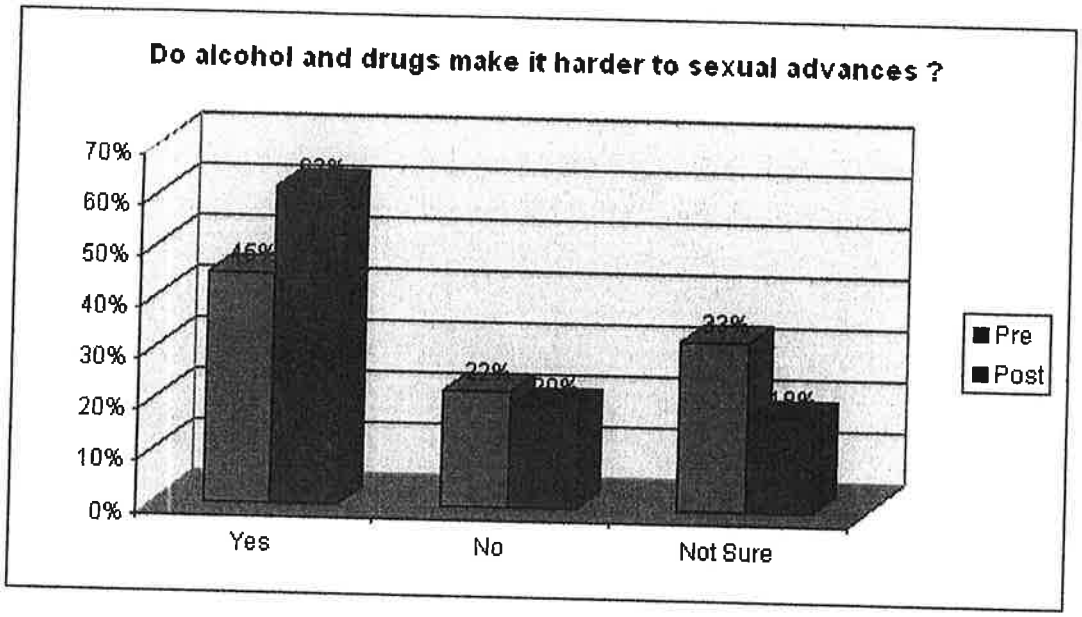
4. Do you think sex is a normal part of teenage dating?

	Yes	No	Not Sure
Pre	35%	47%	17%
Post	31%	56%	13%



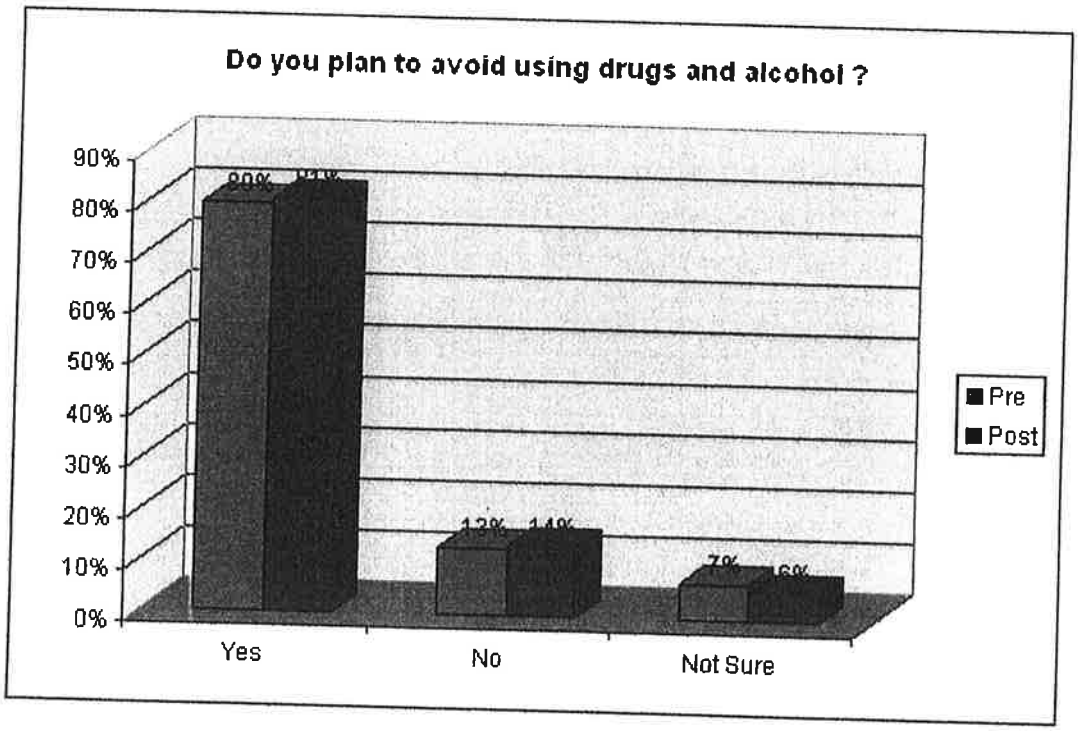
5. Do alcohol and drugs make it harder to sexual advances?

	Yes	No	Not Sure
Pre	45%	22%	33%
Post	62%	20%	18%



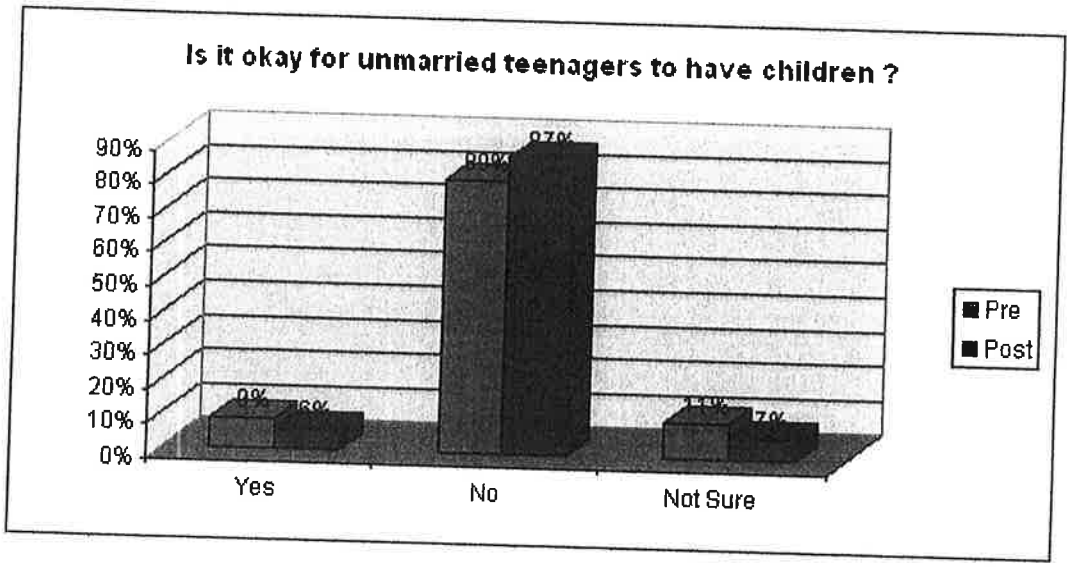
6. Do you plan to avoid using drugs and alcohol?

	Yes	No	Not Sure
Pre	80%	13%	7%
Post	81%	14%	6%



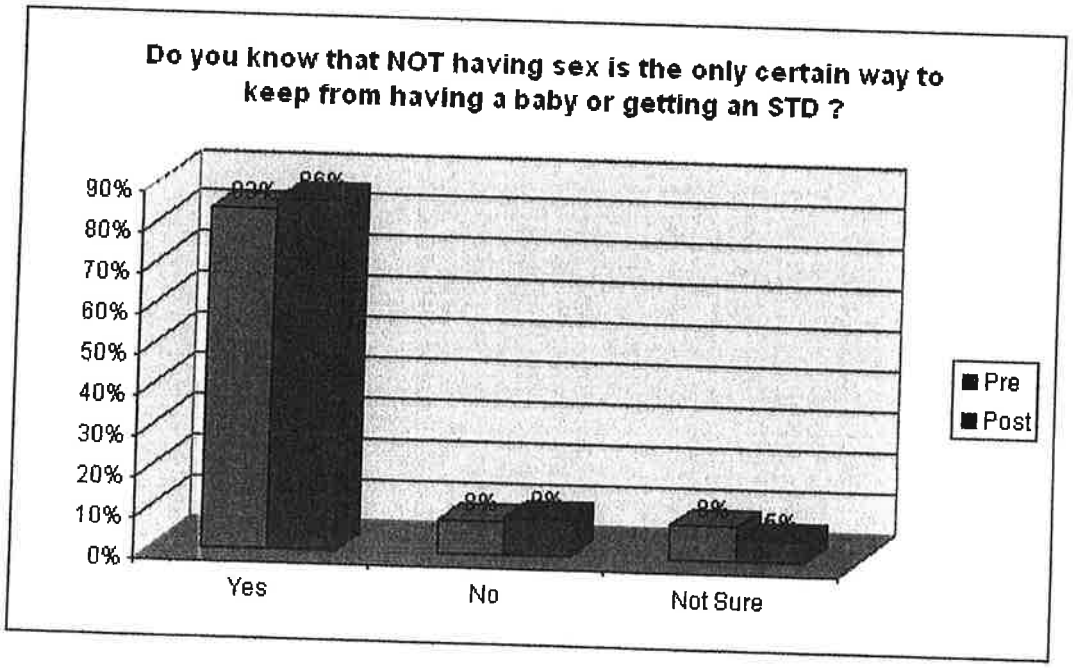
7. Is it okay for unmarried teenagers to have children?

	Yes	No	Not Sure
Pre	9%	80%	11%
Post	6%	87%	7%



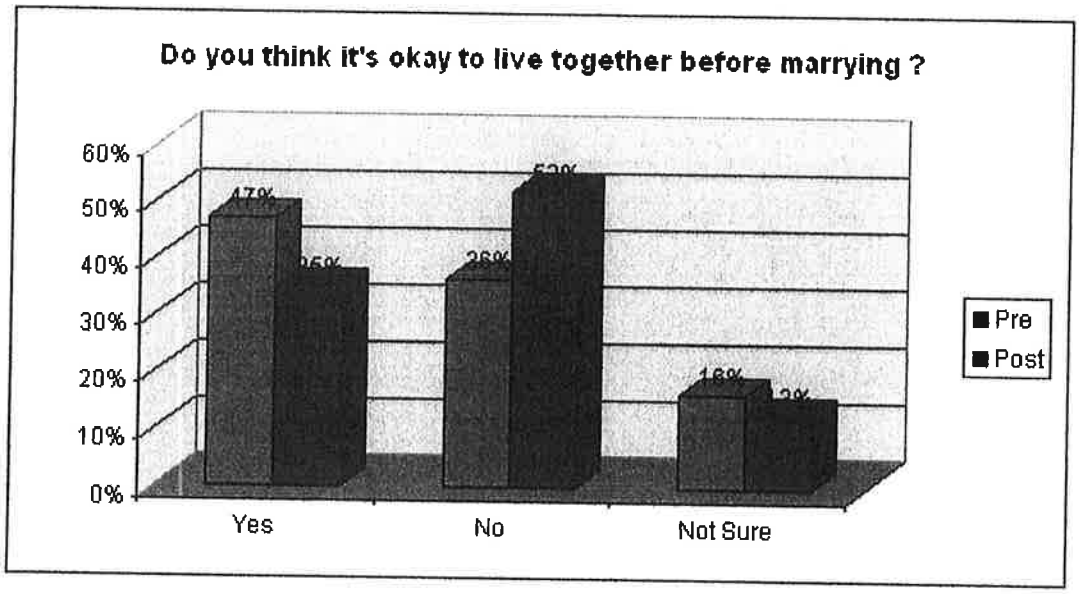
8. Do you know that NOT having sex is the only certain way to keep from having a baby or getting an STD ?

	Yes	No	Not Sure
Pre	83%	8%	8%
Post	86%	9%	5%



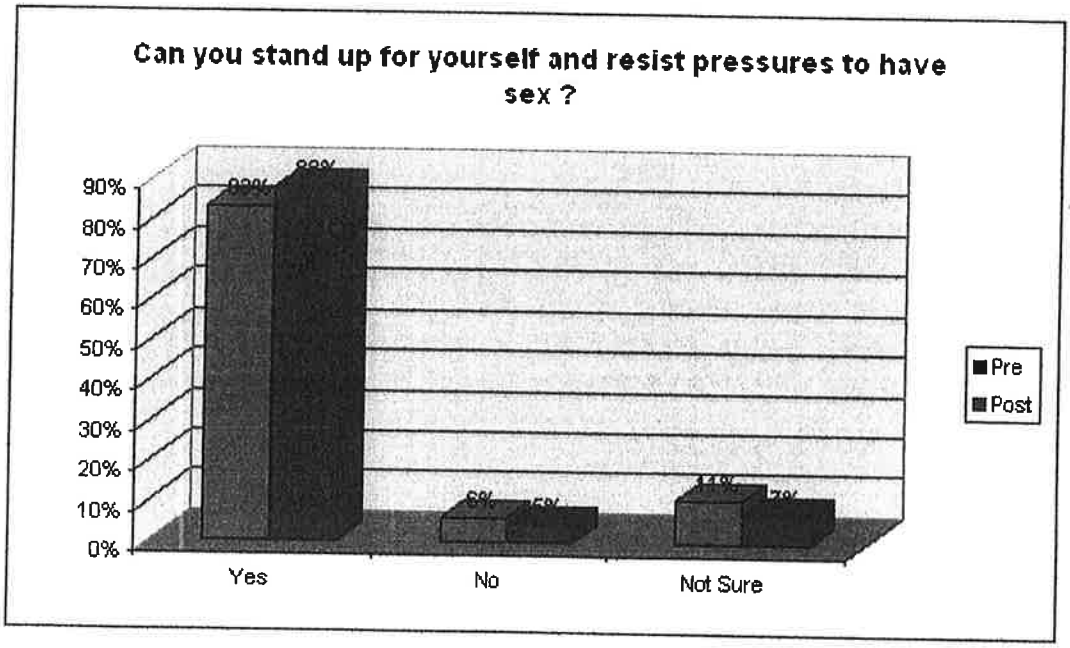
9. Do you think it's okay to live together before marrying?

	Yes	No	Not Sure
Pre	47%	36%	16%
Post	35%	52%	13%



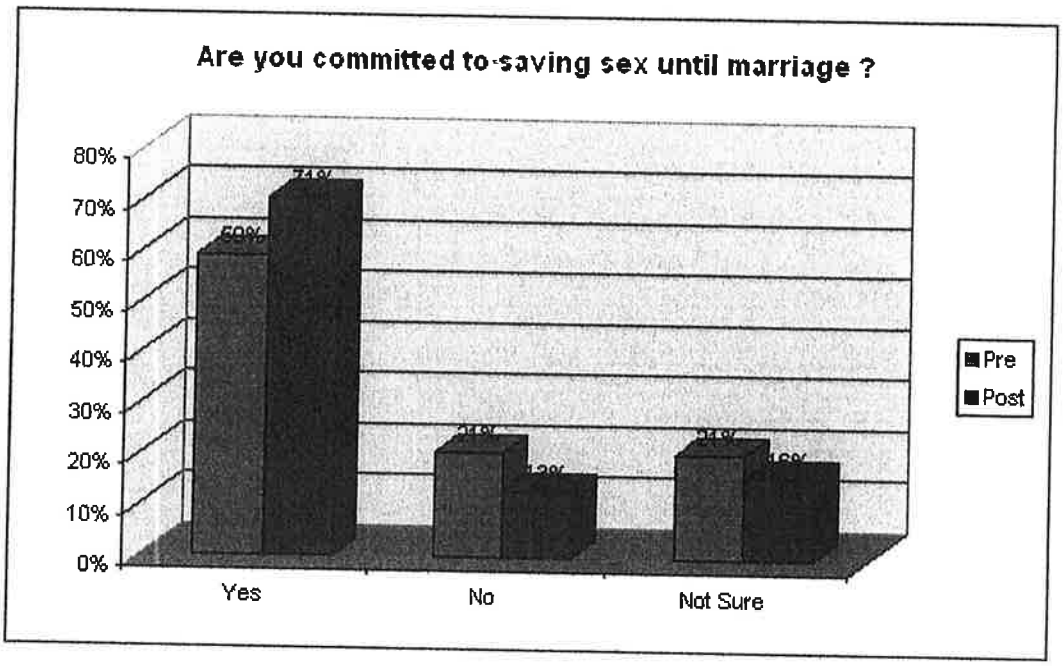
10. Can you stand up for yourself and resist pressures to have sex?

	Yes	No	Not Sure
Pre	83%	6%	11%
Post	88%	5%	7%



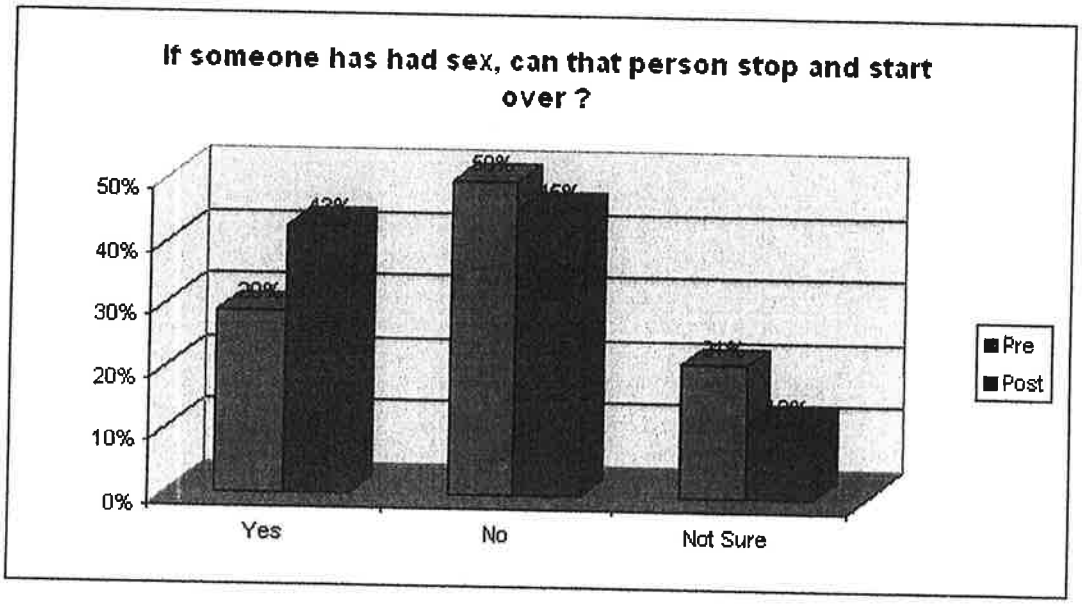
11. Are you committed to saving sex until marriage?

	Yes	No	Not Sure
Pre	59%	21%	21%
Post	71%	13%	16%



12. If someone has had sex, can that person stop and start over?

	Yes	No	Not Sure
Pre	29%	50%	21%
Post	43%	45%	12%



Parent Survey

Please circle below to indicate your answers.

1. Are you aware that your child has been receiving abstinence education at school?

   Yes
   No

2. In the last three years, have you talked with your child about your family's attitudes towards pre-marital sex?

   Yes
   No

3. In the last three years, have you talked with your child about the consequences of sexual behavior (e.g., unwanted pregnancy, sexually transmitted diseases, etc.)

   Yes
   No

How much do you agree or disagree with the following statements?

4. Abstinence education is an important part of my child's education.

   strongly disagree disagree agree strongly agree

5. Abstinence education should continue at my child's school.

   strongly disagree disagree agree strongly agree

Do you have any additional comments or suggestions regarding abstinence education?

Student Responses

Hey!

I really loved this class. I'm glad that we had the chance to learn about relationships. I have normally been the type to look into my relationships really deeply, but in this class I have learned more in depth. I take in statistics and the advice and try them out as I go along. So far it is working really well. I didn't know about all the things you shouldn't do before marriage (ex. live together) I don't exactly know how to explain what I have learned because I am not good at putting things into words on paper about classes. I just know that in my relationships, everything I have learned is going to travel with me.

Corinthi-

Marriage

This class has been very fantastic. It's ade me look at most of what we have talked bout differently. I have learned many new things, nd I am glad that I did. If I could, I would ke this class again.

Many things such as this living together before arriage has told me information that I've never een thought about before! I liked that part st. Mrs. Josie taught us well, and it helped us alize how many different things can effect a marriage. n glad that I've learned all of this, so now I ll have all of this to think about before marriage. e same values deal is very important, and It s made me hope that I will be responsible and nk this through.

Overall, I have enjoyed everything we have discussed. wish it was a longer time that we could have s because it was fantastic. Nothing in here s something that I didn't like because erything was very educational and important.

I really enjoyed this class because it changed my mind about a lot of things. It was very helpful with alot of different things. It helped with my thoughts towards marriage & drinking. I really appricated this class. I also thinks that many studen benefit from this class. She tought us about marrage, drinking, sexual diseas, and life. I think that many kids would benefit from having this class.

I am a Junior at Corinth High School and I am obviously tired of School. Before Mrs. Josie started coming I dreaded going to health class, but she made me look foward to Monday's and to health, and that's a big deal. Mrs. Jos was a perfect person to teach this class, She is so easy to relate to. And she has a personal story for alot of situations, it mae me realize that stuff like abuse and bad stuff. I am going to be more aware when I date someone. Mrs. Josie on Monday's is a really important class to me, I really do believe it changed alot of people's lives and it needs to keep going so it change a whol lot of other lives

I liked the marrage class. This class made me change my mind about mariage. I liked it when we learned about STD's or Sexual transmited Diseases. It taught me not to be pressured to have sex at a young age. Another thing I liked about the class was the drunk glasses. I learned not to drink and drive and also not to do drugs. This taught me many things and prepared me for the future.

This class made me change my mind about most of the decisions I have recently made. It made me decide not to have sex before marriage. It made me decide not to move in with a girl before marriage. It made me decide not to drink and smoke or do drugs.