

2009 Annual Report

Learning for Life was incorporated in Washington, D.C., in 1991 as an educational program to help young people become responsible citizens. We accomplish this through our various programs, which are offered through participating organizations.

Learning for Life has five areas of emphasis:

1. Character development
2. Career development
3. Leadership training
4. Citizenship training
5. Life-skills training

Participants in our program are instilled with the importance of respecting the rights of all people and giving them the opportunities to participate in and give leadership to American society. In our complex society, young people need direction to help them become the responsible citizens of tomorrow, and Learning for Life teaches these attributes.

This report gives you a glimpse of the ever expanding programs we have to offer our local communities. Learning for Life is helping local communities meet their challenges head-on, and it will continue to do so in years to come.



Keith A. Clark
Chair
Learning for Life



John Anthony
National Director
Learning for Life

The LFL lesson plans with activities can be incorporated into state standards required as the basis of our teaching plans. Also, this is most helpful in Positive Behavior Intervention (PBIS) implemented at our school.

-Pueblo, Colorado elementary school educator

The Aims of Learning for Life

Encourage a desire for lifelong learning:

1. Reinforce academic proficiencies.
2. Develop communication abilities.
3. Enhance life skills.
4. Offer exposure to healthy lifestyle habits.
5. Emphasize continued education achievement.

Foster the acquisition and application of personal and social skills:

1. Build interpersonal skills.
2. Facilitate leadership development.
3. Coach character development.
4. Influence cultural competency and recognition of diversity.
5. Teach problem-solving and decision-making skills.

Prepare tomorrow's workforce through exposure to career management skills:

1. Offer career information.
2. Assist with career planning.
3. Present opportunities for career experiences.
4. Develop employment skills.
5. Cultivate the use of resources, information, and technology.

Develop engaged citizens:

1. Increase the appreciation of the American democratic system.
2. Participate in service-learning experiences.
3. Prepare responsible individuals for each life role.

Mission Statement

It is the mission of Learning for Life to enable young people to become responsible individuals by teaching positive character traits, career development, leadership, and life skills so they can make ethical choices and achieve their full potential.

Vision Statement

Learning for Life strives to be the foremost coeducational youth program for character and career development.

“Easy to use and practical.”

-Orlando, Florida
elementary school educator

Table of Contents



Learning for Life Program Evaluation Survey is Very Positive	2
National Learning for Life Conference	3
Early Childhood Program Started.....	4
Law Enforcement Explorer Matt Wilson Meets with President Obama	4
Developing Strong School Relationships and Marketing Plan in Savannah	5
New Digital Resources	6
National Exploring Academies Held in 2009; New Secret Service Academy	7
Reaching Troubled Youth in Texas	7
2009 Scholarships and Awards for Youth	8
2009 Distinguished Council Recipients	12
Programs Offered By Learning for Life	13
2009 National Learning for Life Committee	14
2009 National Learning for Life Program Committee	15
2009 Learning for Life Staff	18

Learning for Life Program Evaluation Survey Is Very Positive

“Convenient and easy to use. Helpful and creative lessons.”

-Tampa, Florida elementary school educator

Educators of all 4,275 curriculum-based Learning for Life groups throughout the country were contacted for feedback on their local program. Four methods of contact were conducted and approximately 8 percent of all educators responded. Eighteen questions were asked, including two questions requiring written feedback: (1) What do you like best about the program? and (2) How can the program be improved? This survey also asked 16 questions with five different type of responses: totally agree; somewhat agree; neutral; somewhat disagree; and totally disagree. Responses were also broken down by three school groupings: elementary school; middle/junior high school; and high school. To review the results of this survey, please go to our Web site, www.learningforlife.org, and click on 2009 Program Evaluation Results (left side of home page).

Below is a sample of the responses from educators.

91.4 percent totally or somewhat agree that lessons and activities are age-appropriate.

88.4 percent totally or somewhat agree that lessons help students improve their relationships with adults.

86.7 percent totally or somewhat agree that the program provides activities that interest the students in your class.

86.1 percent totally or somewhat agree that the program teaches students the skills they need to resist negative peer pressure.

90.2 percent totally or somewhat agree that the program helps students develop skills to manage day-to-day challenges.

90.2 percent totally or somewhat agree that the program provides fun ways for the students to learn new things.

88.7 percent totally or somewhat agree that the lessons and activities help students to get along better with one another.

89.6 percent totally or somewhat agree that lessons help students develop a sense of personal responsibility.

87.9 percent totally or somewhat agree that the program helps students learn to set personal goals.

83.4 percent totally or somewhat agree that the lesson plans give students an understanding of what is necessary to achieve success in the professional world.



National Learning for Life Conference



Keith E. Clark, National Learning for Life Chair, welcomed dedicated volunteers and professionals to the Biennial National Learning for Life Conference held in San Diego, California, on March 10–12, 2009, and to celebrate the 60th Anniversary of Exploring. This conference provided excellent networking opportunities to share best methods, listen to great keynote speakers, and attend 35 informative breakout sessions. Keynote speakers included Wayne Brock (assistant chief Scout executive), Ronn Lucas (ventriloquist), Marshall Howard (author of *Let's Have Lunch Together*), Mark Hyatt (president of The Classical Academy), Nathan Rosenberg (co-chairman of Isigniam Performance), and Katherine Perez (police chief from Bowie, Maryland).

Several awards were presented. The Russell C. Hill Award, the highest recognition for character education, was presented to the Boy Scouts of America, George Mitchell (Western Region chair), the Character Education Partnership, the John Templeton Foundation, and John Rees (Utah state chair). The William H. Spurgeon III Award, the highest award for contributing significant leadership to Learning for Life's Exploring program, was presented to Sheriff Leroy Baca of Los Angeles, the American Dental Association, General Motors Technical Center/United Auto Workers, and David J. Lipson Jr. (president of *Philadelphia* magazine).

The gathering point each morning for a continental breakfast was in the Conference Exhibit Hall, where 17 organizations shared their resources at their booths. During breakout sessions, a wide range of presenters covered requested topics such as fundraising, public relations, development of university level Explorer posts, how to build an effective Learning for Life committee, national science career emphasis, juvenile redirection, and building demand-driven workforce collaborations in health careers Exploring. The next conference is scheduled in Reno, Nevada, for March 9–11, 2011.



American Dental Association receives William H. Spurgeon III Award



Ronn Lucas and friend entertain



Sheriff Leroy Baca of Los Angeles receives William H. Spurgeon III Award



Billy, Tilly, and Chuck compete in game show



Ronn Lucas and friend in video, *Play It Safe!*



Law enforcement Explorer Matt Wilson and President Obama (photo courtesy of WBN-10TV/10TV.com)

Early Childhood Program Started

The years before a child reaches kindergarten are among the most critical to influence learning in their life. The early childhood program, a new addition to the Seekers program, was developed by Dr. Kevin Ryan, founder of the Center for the Advancement of Ethics and Character at Boston University. Fifty-eight lesson plans are offered for early childhood youth (ages 3 and 4), including topics such as Sharing, I Am Special, I Can Listen, Being Brave, and Healthy Eating. Lessons are based on eight character traits (caring/fairness, courage, citizenship, honesty/trust, perseverance, respect, responsibility, and self-discipline) and life skills that focus on cognitive, emotional, and social skills development.

In addition, a youth protection program is included in the lesson plan book and features a Parent's Guide to Abuse, the *Play It Safe!* DVD, and a Parent's Discussion Guide. The video *Play It Safe!* features ventriloquist Ronn Lucas and his friends. This new program feature provides daycare centers, schools that offer early childhood classes, and other venues with quality, fun educational curriculum, which is difficult to find. Also included is a children's book, *Wonderfully Made Under My Bed*, written by author Janice Stitzel Bloom.

Law Enforcement Explorer Matt Wilson Meets with President Obama

Columbus, Ohio, Police Explorer Matt Wilson was one of 25 recruits to graduate from the 114th class at the Columbus Police Academy. These 25 young men and women experienced an unusual journey together. Their first day on the job was July 27, 2008. Then, on January 27, 2009, the recruits were told the city did not have the 1.4 million dollars needed to continue to employ the class. With the passing of President Obama's stimulus plan, the city received money to bring the class back to the Columbus Division of Police. The recruits were rehired on February 27, 2009, and participated in a graduation ceremony with special guest President Obama on March 6, 2009. "It was really cool. How often do you get to meet the President?" Wilson said.

During the ceremony when Commander Jacobs announced Wilson's name, she mentioned that Wilson was an Explorer, which gave him firsthand knowledge and an introduction to the law enforcement profession. Post Advisors and officers Bill Lang and Jason Jackson were also recognized during the ceremony for their hard work and dedication to the Exploring program.

Wilson, the seventh former Columbus Police Explorer to graduate from the academy, joined the Columbus Police Explorer post in 2003 and was a committed youth participant for five years. Participation in the Law Enforcement Post provided Wilson with the opportunity to participate in “ride-alongs,” learn about police work, and ask questions about things other than police work from Post Advisor Officer Bill Lang and other career law enforcement personnel. Wilson has found his career and will participate as an adult advisor of the Columbus Police Post so that he can give back and help others.

As a result of the March 6 ceremony, Columbus Police Chief Walter Distelzweig was invited to Washington, D.C., on April 19 to present and explain the Exploring program to Attorney General Eric Holder.

Developing Strong School Relationships and Marketing Plan

Building a strong foundation for the future is critical in developing quality, sustainable Explorer posts. With a strong foundation, future growth is possible. The Learning for Life office in Savannah, Georgia, has built a strong foundation, resulting in Exploring growth and a positive image within the community. Recently, Barbara Foley, Learning for Life program director of the Coastal Empire Council in Savannah, shared critical factors in their plan.



Gulfstream aerospace Explorers connecting aerospace tubing using Permaswage tools and equipment

“We maintain a strong relationship with the Savannah Chatham Public School System by making sure that the learning objectives of Exploring remain in alignment with Georgia Performance Standards.

“We implement an on-going and consistent program of marketing and promotion of our Explorer post program, both in the community and within the school district. Efforts include media alerts, press releases, audio/video presentations, school bulletin boards, and school P.A. announcements.

“We actively strive to maintain a quality program within each Explorer post.”

Exploring sponsors are encouraged to consider internships and entry-level positions for outstanding Explorers.



Medical Explorers administering visual and audio exams at Armstrong Atlantic State University

New ways to strengthen their collaboration with the school district include starting Facebook groups for current Explorers and alumni. They are also working with the school system to enable students who complete one year of Exploring to receive a ½ credit. Congratulations to the Learning for Life team in Savannah for building a strong foundation!

“The issues they deal with and address with the students are real life issues that need to be looked at with at-risk youth.”

-Jacksonville, Florida elementary school educator

New Digital Resources

2009 was a year which focused on improving customer service via digital tools.

Teacher Online Training: Teachers and other interested educators in more than 4,000 curriculum-based groups in the country can now participate in our free online training. Training is divided into four learning groups: (1) elementary schools for the Seekers program (early childhood, age 3 to second grade), Discoverers program (third and fourth grades), and Challengers program (fifth and sixth grades); (2) middle schools or junior high schools for the Builders program (seventh and eighth grades); (3) high schools for the Navigators program (ninth through 12th grades); and (4) special needs youth for the Champions program.

“Lesson plans are age-appropriate

and address real life issues.”

-Cincinnati, Ohio
elementary school educator

To find online training, go to our public Web site, www.learningforlife.org, and click “teacher online training.” This site offers a teacher-in-action video, copy of the lesson plan, overview of the program, and quiz. At this site you can also find academic standards required for each state and how our program satisfies each requirement.

Teacher Online Survey: The 2010 Program Evaluation is now available online in four categories for teachers to complete: (1) elementary school teachers; (2) junior high/middle school teachers; (3) high school teachers; and (4) teachers of students with special needs. In order for a district or council to qualify for the 2010 National Distinguished Learning for Life Award, more than 50 percent of schools need to participate in the year-end Teacher’s Online Survey (see requirement two).

Updated Exploring Basic Leader Online Training: Exploring Basic Leader Training has been updated. To find it, go to our public Web site and click “Adult Post Advisor Training” (left side). In addition to Adult Leader Basic Training, you will also find Post Advisor Fast Start Training (video), Youth Protection Training, and other resources.

YouTube: Learning for Life now sponsors a YouTube channel, www.youtube.com/learningforlifeusa. This new YouTube channel was created in June 2009 and can also be accessed via our public Web site. Twelve new videos (three to six minutes in length) were available in 2009, resulting in a total of 7,068 uploaded videos. Videos provide a wide range of topics including each of our four curriculum-based programs, seven Exploring videos, and our new award-winning early childhood video starring ventriloquist Ronn Lucas and titled *Play It Safe!*.

Exploring Alumni Association: If you were once an Explorer, you can now register in our national database. It is an opportunity to reconnect with Exploring and with old friends as Exploring celebrates its 60th Anniversary. Please visit www.learningforlife.org/exploring/alumni/index.html for alumni association information.



Students participating in Learning for Life curriculum-based lesson plans

National Exploring Academies Held in 2009; New Secret Service Academy

During the summer of 2009, seven national Exploring academies were held, including five law enforcement Exploring cluster academies: FBI (Federal Bureau of Investigation); DEA (Drug Enforcement Administration); U.S. Marshals Service, U.S. Army Military Police; and U.S. Secret Service (new). National academies have been conducted for several years. It should be noted that many local LFL offices also conduct local academies in their area. Three hundred Explorers plus volunteer leaders participated in national academies in 2009. In their career field of interest, participants were actively engaged for a week of career orientation activities involving training scenarios, field trips, and networking with trained professionals (i.e. agents, attorneys, scientists).



U.S. Secret Service Leadership Academy

July 19-25, 2009



Explorer participants in first U.S. Secret Service Leadership Academy in front of Air Force One

Twenty-nine law enforcement Explorers experienced the opportunity of having a week of career orientation activities with the United States Secret Service. The newest of five law enforcement academies, Explorers were actively involved in training techniques, leadership workshops, and a trip to Washington, D.C., to a function attended by President Obama.

U.S. Secret Service Director Mark Sullivan serves on the National Committee for Law Enforcement Exploring and recently stated that “The U.S. Secret Service values the partnership we share with the law enforcement Explorer program, and we appreciate the part this program plays in developing the leadership skills of young men and women.”

Reaching Troubled Youth in Texas

In 2009 the Texas Youth Commission (TYC), Texas Pioneer Foundation (TPF), and Learning for Life (LFL) partnered to help 2,500 youth ages 10 to 18 currently housed at one of 10 institutions or nine halfway houses in Texas. TYC is the state’s juvenile correction agency. This project involves service areas within 10 local LFL offices. The idea for the project came from a senior executive working for TYC who had a previous positive experience working with LFL in Louisiana. On average, 85 percent of TYC offenders have IQs below the mean score of 100, 43 percent admitted at intake that they are gang members, 50 percent have families with histories of criminal behavior, 47 percent are chemically dependent, and 37 percent have serious mental health problems.

The juvenile justice system is currently overburdened with young offenders who become incarcerated, often recidivate, and eventually become re-incarcerated. Youth often lack appropriate role models and trusting adult relationships before being returned to home communities.



The lesson plans are flexible.

*-Spartanburg, South Carolina
elementary school educator*

The average annual cost to taxpayers to house one juvenile in a Texas institution is \$98,500. The goals are to reduce recidivism (43.3 percent in 2008), enhance community safety, and build local partnerships. This program should also save the taxpayer a significant amount. Learning for Life trains volunteer group mentors and speakers to meet weekly to expose youth to 30 positive developmental assets.

As a result of a pilot program, four models were developed: (1) Leadership Development Model; (2) Dormitory Model; (3) Project Rio-Y Model; and (4) Halfway House Model. Group volunteer mentors have been recruited by TYC to deliver this program in six- to seven-week increments. Trained volunteer mentors use Learning for Life curriculum materials and tailor their program to the needs of their specific group. Local LFL staff and volunteers assist by providing monthly speakers and other support.

Volunteer mentor Sherri Wilkinson recently shared one experience. "The boys came in very awake! We did an Egg Drop ... groups design packaging for an egg and then we drop the packages to see if the egg will break or not. We were studying respect ... for others ... and allowing everyone in the group to participate. Bad news—all the eggs broke. Good news—the boys were able to cooperate, build their designs, and present their designs to the class without any fights or problems. That was what impressed them the most. They didn't expect to be able to work together without fighting and arguing."

Special thanks to the Texas Pioneer Foundation for providing funding to make this project possible. This model could be used in other states.

2009 Scholarships and Awards for Youth

I. National Aviation Explorer Scholarship Recipients

Nine Explorers have been awarded with the 2009 National Aviation Exploring Scholarship totaling \$34,000.

Recipients' personal records were judged on the following aviation career goals: life skills experience that provided positive social interaction; community service experience that added to the quality of life; leadership positions held; and award recognitions for character education experience.

The National Aviation Exploring Committee awards scholarships annually to encourage aviation Explorers to enter and complete an aviation curriculum. National committee members know that aviation offers a variety of exciting, well-paying careers, and that qualified and motivated aviation Explorers should be given encouragement and assistance in choosing a career in aviation.

Not many programs offer

*substantive lessons for special
needs students.*

*-Fort Myers, Florida
elementary school educator*

\$10,000 Professional Degree Scholarship

This scholarship is awarded to an aviation Explorer who has been accepted to or is attending an accredited college or university in pursuit of a degree leading to an aviation profession. This year's recipient is...



Clint Warenecke—Elizabethtown, Indiana, Post 2305; Anthony Wayne Area Council, Fort Wayne, Indiana; Purdue University.

\$3,000 Maintenance Scholarship

This scholarship is awarded to an aviation Explorer high school senior or college student who is attending an accredited school in an aircraft repair program. This year's recipients are...



Stephen Sloan—Mesa, Arizona, Post 352; Grand Canyon Council, Phoenix, Arizona.



Eric Horton—Scottsdale, Arizona, Post 352; Grand Canyon Council, Phoenix, Arizona; attending Chris Walton, CFI.

\$3,000 Management Scholarship

This scholarship is awarded to an aviation Explorer student in an aviation management program (to include design, engineering, airport management, etc.) at an accredited college or university. This year's recipients are...



William Jones—Antioch, Tennessee, Post 11; Middle Tennessee Council, Nashville, Tennessee.



Andrew Dunkin—Charlotte, North Carolina, Post 747; Mecklenburg County Council, Charlotte, North Carolina.

“Students learn personal responsibility.”

-Houston, Texas
elementary school educator

The program is positive and fun.

Our students have severe multiple disabilities, so we are adapting

the program and activities to fit

the needs of our students.

-St. Louis, Missouri elementary school educator

How it helps to build self-esteem.

-Las Vegas, Nevada elementary school educator

That it promotes good character,

no bullying, and how it prepares

them for life.

-Goldsboro, North Carolina elementary school educator

\$3,000 Pilot Certificate Scholarship

This scholarship is awarded to an aviation Explorer pursuing their recreational or private pilot certificate (any type aircraft) and is not restricted to those pursuing a career in aviation. Flight training must be completed within one year. Candidates are judged on the strength of their essay stating their plan for a career in aviation, evidence of satisfactory initial flight training, and performance history in education and/or work, volunteerism, and financial need. This year's recipients are...



Kelsey Lomen—Los Angeles, California, Post 747; Western Los Angeles County Council, Van Nuys, California.

Eridin Rose Sheffey—Granada Hills, California, Post 747; Western Los Angeles County Council, Van Nuys, California.

\$3,000 Avionics Scholarship

This scholarship is awarded to an aviation Explorer high school senior or college student who is attending an accredited school in an avionics repair program. This year's recipients are...

Pieter Mead—Scottsdale, Arizona, Post 352; Grand Canyon Council, Phoenix, Arizona.



Ryan Lewis—Mesa, Arizona, Post 352; Grand Canyon Council, Phoenix, Arizona.

II. \$500 National Fire Explorer Scholarship Recipients

The International Association of Fire Chiefs Foundation (IAFCF) presents a yearly \$500 scholarship to assist Explorers pursuing a career in the fire sciences. This year's recipients are as follows:

Matthew Carmack—Post 1772 with the Gales Ferry Fire Department; Connecticut Yankee Council, Milford, Connecticut; University of New Haven.

Michael Cote—Post 705 with the Palm Beach Gardens Fire and Rescue; Gulf Stream Council, Palm Gardens, Florida; University of Central Florida.



Dillion Houser—Post 710 with the Lincolnton Fire Department; Piedmont Council, Gastonia, North Carolina; UNC—Charlotte.



Patrick Kellam—Post 2305 with Fort Oglethorpe Fire and Rescue in Georgia; Cherokee Area Council, Chattanooga, Tennessee; Chattanooga State Technical College.



Kate Kotechi—Post 34 with the Vigilant Fire Company in West Seneca, New York; Greater Niagra Frontier Council, Buffalo, New York; Trocaire College.



Joshua Lowe—Post 901 with Dekalb County Fire and Rescue in Conyers, Georgia; Atlanta Area Council, Atlanta, Georgia; Albany State University.

Samuel Smith—Post 985 with the Winston-Salem Fire Department; Old Hickory Council, Winston-Salem, North Carolina; Baltimore County Community College.



Kevin Lehberger—Post 1438 with the Ashland Fire Department; Know Trail Council, Framingham, Massachusetts; Quinsigamund Community College.

III. Law Enforcement Explorer National Scholarship/Awards

\$1,000 Sheryl A. Horak Memorial Scholarship

An endowment fund was created to honor fallen police officer Sheryl Horak. The Sheryl A. Horak Memorial Endowment was created to provide scholarship opportunities to law enforcement Explorers who demonstrate superior potential as career law enforcement executives. The recipients are...



Lyndon Canonigo—Ridgecrest Police Department Post 806, Bakersfield, California; Southern Sierra Council, Bakersfield, California; Cerro Coso Community College.



Kimberly Hansen—Palo Alto Police Department Post 61, Foster City, California; Pacific Skyline Council, Foster City, California; San Jose State University.

\$500 Captain James J. Regan Scholarship

Annually, the National Technical Investigators Association presents two one-time \$500 scholarships. Candidates are law enforcement Explorers who are in the 12th grade or are in an accredited college program. Candidates are evaluated on the basis of their academic record, leadership ability, extracurricular activities, and on their written response to “What significance I place on a technical background in law enforcement.” The recipients are...



Nina Garner—Charles Co. Sheriff’s Office Post 1658, Bethesda, Maryland; National Capital Area Council, Bethesda, Maryland; High Point University.



Kristalee Keeling—Bloomfield Police Department Post 95, Bloomfield, New Mexico; Great Southwest Council, Albuquerque, New Mexico; San Juan College.

“It helps teachers incorporate

those life skills that students

are so lacking.”

-Fort Myers, Florida elementary school educator



2009 Distinguished Council Recipients

Northeast Region

East Hartford, Connecticut
Greenwich, Connecticut
Florham Park, New Jersey

Southern Region

Birmingham, Alabama
Miami Lakes, Florida
Augusta, Georgia
Savannah, Georgia
Metairie, Louisiana
Asheville, North Carolina
Albermarle, North Carolina
Gastonia, North Carolina
Kinston, North Carolina
Greenville, South Carolina
Florence, South Carolina
Austin, Texas
Corpus Christi, Texas
Texarkana, Texas
Lubbock, Texas

Central Region

Belleville, Illinois
Highland Park, Illinois
Peoria, Illinois
Munster, Indiana
Grand Rapids, Michigan
Springfield, Missouri
Columbus, Ohio
Mount Prospect, Illinois

Western Region

Tucson, Arizona
Pleasant Hill, California
San Leandro, California
Santa Ana, California
San Jose, California
Pueblo, Colorado
Tacoma, Washington
Yakima, Washington

Programs Offered By Learning for Life



Curriculum-Based Programs

Learning for Life blends character development, career education, life skills, and academic learning into a comprehensive program geared to reinforce social skills, critical and creative thinking, ethical decision making, conflict resolution, and self-esteem.

Grade-specific and age-appropriate lesson plans are used for classes and include activity sheets and a home/family activity. Spanish translations are available for the Seekers and Discoverers programs. Additional age-appropriate resources are available for participants including a character development game on CD-Rom; youth protection material; drug education prevention program; career seminars and career fairs; and leadership development opportunities. Online training is available for leaders. A new early childhood development program is now available for youth ages 3 and 4.



Seekers (age 3 to second grade)



Discoverers (third and fourth grades)



Challengers (fifth and sixth grades)



Builders (seventh and eighth grades)



Navigators (ninth through 14th grades)



Champions (special needs)



Worksite-Based Programs

Businesses and community groups organize Explorer posts for young people interested in investigating specific careers. Meetings are held at the worksite under the leadership of adults selected by the organization. Exploring programs are based on five areas of emphasis: career opportunities, leadership experience, citizenship, character education, and life skills. Exploring is for young men and women 14 to 20 years of age. Twelve career clusters offer varying hands-on, learning experiences: arts and humanities, aviation, business, communications, engineering and technology, fire and emergency services, health, law enforcement, law and government, science, skilled trades, and social services.

National and regional conferences and academies are offered by several Exploring clusters, including national mock trial competition, law enforcement academies (including FBI, U.S. Secret Service, Drug Enforcement Administration, U.S. Marshals Service, and U.S. Army Military Police), fire services musters, health/science careers conference, engineering academies, and aviation fly-ins.



2009 National Learning for Life Committee

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2009 National Learning for Life Program Committee



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Yeagertown, Pennsylvania

Mr. and Mrs. Sandy Hill
Alamosa, Colorado

Bill Hitchens
Atlanta, Georgia

Sean M. Hogan
Channel Islands, California

Marshall Howard, Esq.
Canoga Park, California

Nita Fran Hutcheson
Texarkana, Texas-Arkansas

Roger Iker
Southlake, Texas

Kent A. Jefferies
Reston, Virginia

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Arlington, Texas

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Pittsburgh, Pennsylvania

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Washington, D.C.

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N. Ft. Myers, Florida

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Washington, D.C.

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Arlington, Virginia

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Richmond, Texas

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St. Louis, Missouri

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Washington, D.C.

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Tuscaloosa, Alabama

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Beverly Skoog
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Elyria, Ohio

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Pittsburg, Pennsylvania

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Edinburg, Texas

Cosby Stone
Crossville, Tennessee

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Washington, D.C.

Frank T. Talty, Ph.D., Esq.
Lowell, Massachusetts

Karen P. Tandy
Washington, D.C.

Judy Tarver
Arlington, Texas

Ryan J. Taylor
Parsippany, New Jersey

Lester F. TerBorch
Arroyo Grande, California

Jim Thieman
Greenbelt, Maryland

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High Point, North Carolina

John Thompson
Alexandria, Virginia

Michael K. Todd
Arlington, Virginia

Carl J. Truscott
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Roger L. Vanderpool
Phoenix, Arizona

Van Vohland
Niagara Falls, New York

Kristin P. Walinski, Esq.
Richmond, Virginia

Russell W. Watson
Wichita, Kansas

Donald Weinert, P.E.
Locust Grove, Virginia

Stacy Weislogel
Columbus, Ohio

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Choctaw, Oklahoma

Mark Wiesenbahn
Batavia, Ohio

Carolyn Williamson
Auburn, Alabama

John Wolfgang
Greenbelt, Maryland

Jon Zumalt
North Charleston, South Carolina

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Peggy Chestnutt, M.S.
Director, Workforce Development

Cathy Hardrick
Event Planning Assistant

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Dr. Diane E. Thornton
Director of Curriculum and Training

Debbie Williams
Administrative Assistant



Special Notice

Dr. Diane Thornton became director of Learning for Life on April 1, 2010. She previously served as Learning for Life director of curriculum and training. Her extensive background in education includes a master's degree in education and a doctorate in educational leadership. Prior to joining Learning for Life in 2007, Diane served as superintendent of schools for the Masonic Home and Hughes Springs independent school districts in Texas.