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Character Education in Pennsylvania Public Schools

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Conducted Pursuant to
House Resolution 2013-108

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Table of Contents

	<u>Page</u>
Summary and Recommendations	S-1
I. Introduction	1
II. Character Education in Pennsylvania Public Schools	3
A. Legal and Regulatory Basis in Pennsylvania	3
B. Current Status of Character Education Standards in Pennsylvania's Public Schools	5
C. Character Education Practices in Pennsylvania School Districts	10
D. Nonprofit Organizations Supporting Character Education in Pennsylvania	11
E. Effectiveness of Character Education Programs	13
F. Sources of Federal Funding	19
G. Other States	32
III. Appendices	35
A. House Resolution 2013-108	36
B. Character Education Survey	38
C. Character Education--What States Are Doing	39
D. Social, Emotional, Character Development Standards	54

Summary and Recommendations

House Resolution 2013-108 calls on the LB&FC to study the extent to which school districts have implemented character education programs and to make recommendations with respect to character education for the Commonwealth's elementary and secondary students. Character education, as defined in the Pennsylvania School Code, is "a course of instruction designed to educate and assist students in developing basic civic values and character traits, a service ethic and community outreach and thus to improve the school environment and student achievement and learning."

The study found:

Character education is encouraged, but not required, in Pennsylvania school districts. Act 2004-70 amended the PA School Code to encourage character education by providing for the establishment of character education advisory groups at the school district level, requiring the Pennsylvania Department of Education (PDE) to undertake certain responsibilities, and by creating a grant program. The last such grants were awarded in FY 2008-09.

PDE has developed character education standards and provides access to extensive resources. PDE has established 48 standards pertaining to character education, tailored to specific grade levels. Each standard is linked on the PDE website to various resource materials teachers can use to address the standard.

PDE has also developed standards for Safe and Supportive Schools and is implementing the Act 82 evaluation standards for teachers and principals. As part of the Safe and Supportive Schools effort, PDE has offered 25 scholarships in each of the past two fiscal years for schools to send an employee to become a certified Olweus Bullying Prevention Program trainer. Act 82, enacted in 2012, requires teachers and principals to be evaluated on a number of factors, including several (e.g., managing conflict and creating a positive learning environment) that relate to character education.

Ninety-one percent of PA school districts reported implementing at least one component of character education. Components include trustworthiness, respect, responsibility, fairness, caring, and citizenship. Such instruction is typically offered as a component of other class content, (e.g., history/government/civics, health/guidance, and/or English/reading). Virtually all (91 percent) of the 369 school districts responding to a PDE survey reported implementing at least one of this components in their district, typically through subject areas such as

history/government/civics or health/guidance. Twenty percent of school districts indicated they implemented character education as a stand-alone course of instruction (e.g., Olweus Bullying Prevention).

Pennsylvania is home to several organizations that promote character education. These include the National Character Education Foundation (Zelienople), DeSales University (Center Valley), CITRS (Bryn Mawr), Kids of Character (Lehigh Valley), and Medal of Honor Character Development (Erie).

Studies of the effectiveness of character education programs have found mixed results. A rigorous study of 3,300 elementary school students in 7 different character development programs found little difference in 20 different measures of behavior after 3 years when compared to the control group. A large study of K-12 students involved in social emotional learning programs found these students demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance. We also found numerous anecdotal examples of schools where character education instruction appears to have been effective. The lack of consistent program effectiveness may be attributable to poor implementation or programs that are too narrow in scope (e.g., targeting a specific problem, such as bullying or drug abuse, rather than comprehensive school climate reform).

Federal funding for character education programs has been declining. Federal funds for school character education were available through much of the mid-2000s. The last such grants, totaling \$750,000, were awarded in FY 2008-09. Very limited federal funding is still available, but through programs that do not have character education as their core mission, such as Title I and the 21st Century Community Learning Centers program.

States vary widely in how they implement character education programs. While many states, such as Pennsylvania, have enacted legislation to encourage character education, several states have taken it a step further and require, either in statute or regulation, some form of character education and development. The report includes information on states that mandate character education.

Recommendations for Promoting Character Education and Development

A culture of respect, responsibility, and excellence and a safe school environment is critical for students to achieve optimal learning. Character education seeks to model and nurture the attitudes and behaviors needed to create this culture throughout the entire school community. To that end, we identified the following possible recommendations for the General Assembly and/or the Pennsylvania Department of Education to consider with respect to promoting character education and development:

- 1. Establish comprehensive Character Education and Development standards.** The Pennsylvania Department of Education has developed Student Interpersonal Skills standards and Safe and Supportive School standards, but these standards do not address key components of character education, such as the importance of establishing core ethical principles and creating caring communities. We recommend the Secretary of Education convene a work group to broaden the existing standards into a comprehensive set of Character Education and Development standards. The Social, Emotional, and Character Development (SECD) model standards that have been adopted by the Kansas State Board of Education could be used as a starting point for the Pennsylvania standards.

Establishing comprehensive Character Education and Development standards would encourage schools to develop safe, ethical, and caring school cultures that support students in both their academic and extra-curricular activities. Such an integrated approach can lead to the type of comprehensive school climate and cultural reforms that are more effective and longer-lasting than programs that focus on a single area of behavior, such as bullying. The Character Education and Development standards should be presented to the State Board of Education for adoption as a complement to the Pennsylvania Academic Standards. As with the Academic Standards, the Character Education and Development standards should be designed as a foundation from which school districts can build locally designed programs and curriculum. This would allow schools to align their existing programs into the new standards.

- 2. Require instruction in Character Education and Development for an Administrative/Supervisory Certificate.** The active support and involvement of school principals, assistant principals, and curriculum supervisors is key to creating a successful character program. To become a principal or assistant principal, individuals must obtain an Administrative Certificate, and Curriculum Supervisors must obtain a Supervisory Certificate, by completing a PDE-approved preparation program.

Additionally, school principals and assistant/vice principals must, within five years of achieving their Administrative I certificate, obtain an Administrative II certification, including attending the Pennsylvania Inspired Leadership (PIL) program. The PIL program is offered by the Department of Education in collaboration with the Pennsylvania Intermediate Units and other partners at eight regional sites.

The training is to address several topics pertinent to character education and development, including:

- How to create a culture of teaching and learning with an emphasis on learning.
- How to collaborate, communicate, engage, and empower others inside and outside of the organization to pursue excellence in learning.
- How to operate in a fair and equitable manner with personal and professional integrity.

Each site supports two curricular offerings: (1) a comprehensive curriculum developed by the National Institute for School Leadership (NISL); and (2) a PA-adapted version of the Total Leaders curriculum developed by the Pennsylvania School Leadership Council. Neither of these curriculum address character education explicitly. The NISL curriculum does, however, include a unit on the principal as an ethical leader, including the need to create and nurture an ethical culture in each of their schools. Including an explicit character education component to the Administrative II certificate program will help prepare administrators to model and provide character education as part of their staff professional development program over the long term.

- 3. Require character education and development as an element in teacher preparation programs or for a Level II certificate.** To teach in Pennsylvania public schools, candidates must obtain a bachelor's degree and complete a PDE-approved program of study leading to certification in the area of certificate requested. Within six years of being hired, Level I certificate holders must obtain a Level II certificate to continue to teach in a Pennsylvania public school. Instruction in the principles of character education is not a required element for either Level I or Level II certificates. New Hampshire is an example of a state that requires educators seeking recertification to receive instruction in character and citizenship education (5 hours).
- 4. PDE should consider expanding, either directly or through one or more contracted providers, instruction in character education and development that qualifies for Act 48 credit.** Under Act 48, all teachers must complete at least 180 hours of continuing professional education every five years to maintain their state teaching certificate. As part of its statutory charge to encourage character education, PDE should consider providing or sponsoring, at little or no charge to school districts or educators, instruction in character education and development. PDE already provides a variety of continuing education programs to school districts and educators at no charge or, in the case of the Olweus Bullying Prevention Program Trainer Certification Course, through a competitive scholarship program. If the State Board of Education develops SECD standards, such offerings should be expanded and broadened to reflect the new standards.

5. **PDE should establish a core group of character education and development “champions.”** PDE should consider re-establishing the Pennsylvania Alliance for Character Education (PACE) or a similar group to advise and advocate for character education and development in Pennsylvania’s K-12 schools. PACE was an initiative of the Pennsylvania Service-Learning Alliance and served as a public/private partnership to support the integration of character education across Pennsylvania. The Pennsylvania Department of Education helped engineer the initiative, but it dissolved in 2007.

One of the responsibilities of this new “champions” organization could be to identify and promote schools that have exemplary character education initiatives, perhaps in conjunction with the Character Education Partnership’s State and National Schools of Character program, and to encourage the PDE to acknowledge (and where possible, visit and highlight) these model schools and their best practices.¹ If the group chose to be more ambitious, it could promote the establishment of a statewide program such as Character Counts in Iowa (described in the report), which operates solely on private donations and program-generated revenue and has the advantage of creating a common character vocabulary throughout the state.

The group could also help promote greater awareness of the many character education resources already available at no cost to schools through the Department of Education’s website under the Student Interpersonal Skills Standards.

¹ The Kansas State Board of Education has established a State School of Character Recognition Program aimed at schools beginning to focus on improving the school climate and culture through a whole school implementation of the Social, Emotional, Character Development Standards (see Appendix D).

I. Introduction

House Resolution 2013-108 (Appendix A) directs the Legislative Budget and Finance Committee to study school districts' establishment and implementation of character education programs and make recommendations with respect to character education for the Commonwealth's elementary and secondary students.

Study Scope and Objectives

The objectives of this study are:

1. Determine the number of Commonwealth school districts that offer a character education program and the nature of those programs.
2. Assess the actions the Department of Education has taken to provide technical assistance and otherwise encourage character education.
3. Make recommendation as appropriate to promote character education at the elementary and secondary school levels.

Methodology

The Pennsylvania Department of Education agreed to survey all Pennsylvania school districts in early 2014 to assess whether they have implemented character education instruction and, if so, the nature of their program. The survey can be found in Appendix B, and the survey results are discussed in the report.

We interviewed, in person and via telephone, representatives of several key character education programs, based both in Pennsylvania and elsewhere, including the National Character Education Foundation, DeSales University, CITRS, and Kids of Character.

Much of this report is developed from information found on the Character Counts!, the Character Education Partnership, and the U.S. Department of Education websites.

Because House Resolution 108 uses the term "character education," we also use that term throughout the report. The preferred term by many, however, is "character education and development," which seeks to integrate aspects of both character education and social and emotional learning. The report recommendations refer to character education and development as the research suggests that this more comprehensive approach tends to be more effective.

Important Note

This report was developed by Legislative Budget and Finance Committee staff. The release of this report should not be construed as an indication that the Committee or its individual members necessarily concur with the report's findings and recommendations.

Any questions or comments regarding the contents of this report should be directed to Philip R. Durgin, Executive Director, Legislative Budget and Finance Committee, P.O. Box 8737, Harrisburg, Pennsylvania, 17105.

II. Character Education in Pennsylvania Public Schools

Character education advocates note that today's students will be the adults who shape our society in future years. And while it is important that they graduate intellectually educated, the value of students becoming citizens who interact in the world with kindness, respect, integrity, and moral behavior is perhaps even more important.

Federal funding through the U.S. Department of Education of approximately \$25 million annually was awarded to states from 2002 through 2006 for character education programs, but this funding dwindled to \$1.4 million in 2008 before being eliminated in 2009.

Legal and regulatory basis in Pennsylvania

Act 2004-70 amended Article 15-E of the Pennsylvania School Code to encourage (but not require) character education in all Pennsylvania school districts. Character education, as defined in Act 70, is "a course of instruction designed to educate and assist students in developing basic civic values and character traits"

The specific character traits outlined in the act are:

- (1) Trustworthiness, including honesty, integrity, reliability and loyalty.
- (2) Respect, including regard for others, tolerance and courtesy.
- (3) Responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance and self-control.
- (4) Fairness, including justice, consequences of bad behavior, principles of nondiscrimination and freedom from prejudice.
- (5) Caring, including kindness, empathy, compassion, consideration, generosity and charity.
- (6) Citizenship, including love of country, concern for the common good, respect for authority and the law and community mindedness.

Schools districts are not required to establish a character education program, but if they do, it is to be done in consultation with a character education advisory group. The board of school directors is to appoint to the character education advisory group, with no fewer than two representatives from each of the following groups:

- (i) Parents and legal guardians of students in the school district.
- (ii) Teachers and administrators employed by the school district.

- (iii) Other members of the community where the school district is located, including social, cultural, business and religious leaders.

The school board is to consult with the advisory group until the program is deemed fully developed.

Act 70 also gives the Pennsylvania Department of Education (PDE) certain responsibilities, including to:

- (1) Establish criteria and guidelines for establishing and implementing programs that are consistent with the act. These guidelines are to include methods of evaluating the programs and curricula.
- (2) Provide resources and technical assistance upon the request of the board of directors of the school district.
- (3) Identify and analyze effective programs and practices and provide such information to a school district upon request of the board of directors of the school district.
- (4) Seek, apply for and accept grants or contributions of funds from any public or private source, including the acceptance of Federal funds appropriated by the General Assembly for the purposes of this article.
- (5) Maintain a list of school districts that have established and implemented the program pursuant to this article.
- (6) Prepare an annual report that includes:
 - (i) A summary of the grant program's guidelines and criteria.
 - (ii) A listing of the sources of funding sought by the department for use in the grant program.
 - (iii) A listing of the number of school districts that established and implemented programs.
 - (iv) A description of each school district's program and its integration into the curriculum.

Act 70 also established a Character Education Grant Program. Any school district that establishes and implements a program in compliance with Act 70 and the department's criteria and guidelines may apply for a grant. Funding for this federal program, Partnerships in Character Education, has since been eliminated, and the last such grants Pennsylvania received, totaling \$750,000, were awarded in FY 2008-09.

Current Status of Character Education Standards in Pennsylvania's Public Schools

Pennsylvania has established several sets of standards pertaining to character education in the public schools.

Student Interpersonal Skills Standards. PDE has issued standards to serve as a resource for school districts that establish character education programs. These standards can be found on the department's website at pdesas.org under the "standards" tab for Student Interpersonal Skills. They are also listed in Exhibit 1. Next to each grade level standard is a link to various materials and resources schools can use that elaborate on the standard and provide resources for the school to use when addressing the standard.

Safe and Supportive Schools Standards. PDE has also developed standards for Safe and Supportive Schools, several of which relate to the goals of character education. The Safe and Supportive Schools initiative is funded through an \$8.52 million appropriation (FY 2013-14) in state General Fund moneys. Areas of focus within this Safe and Supportive Schools initiative include:

- ***Engagement:*** School engagement is essential towards building academic success and a positive school climate. Engagement in school is a process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in the school environment. These events and opportunities include relationships, respect for diversity, and school participation.
- ***Safety:*** School safety refers to the security of the school setting and school-related activities as perceived and experienced by all stakeholders, including families, caregivers, students, school staff, and the community. School safety encompasses both emotional and physical safety, and is influenced by positive and negative behaviors of students and staff as well as the presence of substance use in the school setting and during school-related activities.
- ***Environment:*** School environment refers to the extent to which school settings promote student safety and student health. Environment is inclusive of all aspects of a school—its academic components, its physical and mental health supports and services, its physical building and location within a community, and its disciplinary procedures.

As part of its effort to help create and maintain safe and secure learning environments, PDE has increased training opportunities for the Olweus Bullying Prevention Program (OBPP). PDE's intent is to offer schools the opportunity to have one of its employees become a certified OBPP trainer. During the 2012-13 school

**PA Department of Education Standards Aligned System
Pertaining to Character Education**

Subject Area - 16: Student Interpersonal Skills

Standard Area - 16.1: Self-Awareness and Self-Management

Grade Level - 16.1.K: GRADES PreKindergarten - Kindergarten

Standard

16.1.K.A: Distinguish between emotions and identify socially accepted ways to express them.

16.1.K.B: Recognize that everyone has personal traits which guide behavior and choices.

16.1.K.C: Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

16.1.K.D: Establish goals independently and recognize their influence on choices.

Grade Level - 16.1.5: GRADES 1-5

Standard

16.1.5.A: Examine the impact of emotions and responses on view of self and interactions with others.

16.1.5.B: Understand the impact of personal traits on relationships and school achievement.

16.1.5.C: Identify adverse situations which all people encounter and healthy ways to address.

16.1.5.D: Describe the effect of goal setting on self and others.

Grade Level - 16.1.8: GRADES 6-8

Standard

16.1.8.A: Assess factors that influence emotional self-management and impact relationships at home, school, and community.

16.1.8.B: Analyze impact of a variety of personal traits on relationships and achievement throughout life.

16.1.8.C: Analyze adverse situations and identify appropriate protective factors and coping skills.

16.1.8.D: Apply goal setting into academic decisions.

Exhibit 1 (Continued)

Grade Level - 16.1.12: GRADES 9-12

Standard

16.1.12.A: Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community.

16.1.12.B: Demonstrate personal traits leading to positive relationships and life achievements.

16.1.12.C: Apply protective factors and healthy coping skills when encountered with adversity.

16.1.12.D: Incorporate goal setting into college, career, and other life decisions.

Standard Area - 16.2: Establishing and Maintaining Relationships

Grade Level - 16.2.K: GRADES PreKindergarten - Kindergarten

Standard

16.2.K.A: Interact with peers and adults in a socially acceptable manner.

16.2.K.B: Identify similarities and differences between self and others.

16.2.K.C: Engage in reciprocal communication with adults and peers.

16.2.K.D: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.

16.2.K.E: Ask for and accept offers of help when needed or appropriate.

Grade Level - 16.2.5: GRADES 1-5

Standard

16.2.5.A: Establish relationships that are positive and supportive of others.

16.2.5.B: Recognize and tolerate the uniqueness of all people in all situations.

16.2.5.C: Explain the impact of communication on interactions with others.

16.2.5.D: Identify and apply appropriate ways to resolve conflict.

16.2.5.E: Determine who, when, where, or how to seek help for solving problems.

Grade Level - 16.2.8: GRADES 6-8

Standard

16.2.8.A: Analyze internal and external factors that influence relationships.

16.2.8.B: Explain individual, social and cultural differences which increase vulnerability to bullying and abuse and strategies for prevention.

16.2.8.C: Analyze factors that impact communication.

Exhibit 1 (Continued)

16.2.8.D: Analyze various types of conflict and determine appropriate resolutions.

16.2.8.E: Evaluate problems or situations to determine when and what additional support is needed.

Grade Level - 16.2.12: GRADES 9-12

Standard

16.2.12.A: Establish and maintain quality relationships that enhance personal, college, and career goals.

16.2.12.B: Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others.

16.2.12.C: Use communication skills to effectively interact with others.

16.2.12.D: Utilize appropriate conflict resolution skills effectively in home, school, and community.

16.2.12.E: Access appropriate support when necessary to resolve a problem or situation.

Standard Area - 16.3: Decision Making and Responsible Behavior

Grade Level - 16.3.K: GRADES PreKindergarten - Kindergarten

Standard

16.3.K.A: Interpret the consequences of choices.

16.3.K.B: Recognize there are socially acceptable ways to behave in different places.

16.3.K.C: Actively engage in assisting others when appropriate

Grade Level - 16.3.5: GRADES 1-5

Standard

16.3.5.A: Recognize that there are consequences for every decision which are the responsibility of the decision maker.

16.3.5.B: Demonstrate knowledge of how social norms affect decision making and behavior.

16.3.5.C: Actively engage in creating an environment that encourages healthy relationships.

Exhibit 1 (Continued)

Grade Level - 16.3.8: GRADES 6-8

Standard

16.3.8.A: Examine the impact of decisions on personal safety, relationships, and group interactions.

16.3.8.B: Examine how social norms and expectations of authority influence personal decisions and actions.

16.3.8.C: Actively engage in healthy relationships and positive responsibility when observing negative behavior.

Grade Level - 16.3.12: GRADES 9-12

Standard

16.3.12.A: Evaluate conflicts considering personal, ethical, legal, safety, and civic impact of the consequences and acceptance of final choice.

16.3.12.B: Express acceptance of social norms of different societies and cultures.

16.3.12.C: Actively engage in creating and promoting an environment that encourages healthy relationships (upstanders vs. bystanders) and positive responsibility as an observer of negative behavior.

year, Local Education Agencies (LEA) interested in implemented the Olweus Bullying Prevention Program could apply to PDE for a scholarship for an LEA employee to participate in a three-day OBPP Trainer Certification Course. Twenty-five scholarships were awarded in both 2012-13 and 2013-14.

Also as part of Safe and Supportive Schools, PDE is using the services of a consultant to help assist in creating positive school climates. The school climate surveys will be available at no cost to schools. The surveys will assist schools with short- and long-term planning and will provide longitudinal data regarding school climate.

The surveys will be available twice yearly (fall and spring) and will be provided through a PDE online portal. Schools will be able to compare data and share that data with all stakeholders in order to improve school climate. All data provided by the surveys is completely confidential and will not be used or shared by PDE. The surveys and survey dashboard are currently being formatted prior to being placed online. PDE is hoping to have them ready for use by late fall.

Act 82 teacher and principal evaluation standards. In 2012, Pennsylvania enacted Act 82, which requires the Secretary of Education to establish a new statewide rating system for evaluating teachers and principals. For teachers, the new rating system is to base 50 percent of evaluations on multiple measures of student performance including, but not solely, test scores. Classroom observation and practice comprise the remaining 50 percent of evaluations. Fostering respectful interactions with and among students and ensuring that students find the classroom a safe place to take intellectual risks are part of this measure. Student behavior is to be consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

Principals are also included as part of the new evaluation system. Principals will be evaluated on their ability to foster excellent teachers, create positive learning environments, and increase and sustain student academic growth. School safety, managing conflict, and creating an organizational vision and mission are also elements to be evaluated and which relate to character education.

Character Education Practices in Pennsylvania School Districts

In early 2014, PDE sent a survey (see Appendix B) to all Pennsylvania school districts soliciting information on character education instruction within their district. Three hundred sixty-nine (369) school districts responded (out of 500), for a response rate of 74 percent. The survey found (see also Appendix B):

- 91 percent of responding districts reported that they implement at least one component of character education.²
- Only 20 percent of school districts indicated they implemented character education as a stand-alone course of instruction. Some of the more frequently cited courses were: Olweus Bullying Prevention, Second Step, Seven Habits, Character Counts!, PATHS Bullying Prevention, Lions Quest, and Botvin Life Skills. Some districts have developed their own courses, sometimes using components of several programs.
- Only 6 school districts (2 percent) reported that their board of school directors had established a character education advisory board.
- 85 percent of school districts indicated that they offer character education as a component of other class content. Most typically, the classes were: social studies/history/government/civics, health/guidance, and/or English/reading. Often the district identified a particular grade or grades (e.g., K-4), but many³ districts indicated character development content was included throughout their students' education program.
- 20 percent of school districts reported that they had utilized at least some of the Standards Aligned System (SAS) resources available on the PA Department of Education website that would apply to character education. Several districts noted that their teachers had used resources from the website in developing lesson plans.

Nonprofit Organizations Supporting Character Education in Pennsylvania

Pennsylvania is home to a number of organizations that promote character education, including:

- **The National Character Education Foundation** (Zelienople). The National Character Education Foundation is a 501 (c)(3) organization that provides motivational speakers for school-wide assembly programs, classroom curriculum, parental symposiums, and educator/support staff developmental seminars to school districts across the United States. NCEF reports having provided programming to more than 1 million students in 300 school district across the United States since its inception in 2003.
- **DeSales University** (Center Valley). DeSales University, serves as a partner for the Character Education Partnership (CEP), based in Washington, D.C. DeSales University collects the applications of schools from

² The survey referenced the six components of character education listed in Act 70: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

³ We were not able to quantify this figure or the level of commitment due to the nature (vagueness) of many of the responses received (e.g., "all courses," "within the Social Studies curriculum at all levels," and "English Language Arts K-12").

Pennsylvania and determines which schools or districts in the state should be named a School (or District) of Character. DeSales also operates a Character U program for incoming freshmen, which offer various character development opportunities throughout the year, including keynote speakers and campus events.

The Character Education Partnership program is based on 11 Principles of Effective Character Education (Exhibit 2). Each principle is further defined in terms of two to four items that describe what the principle should look like when implemented. Key indicators of exemplary practice are identified for each of these items. CEP has also developed an extensive sourcebook providing further information and guidance about each principle.

Exhibit 2

The 11 Principles of Effective Character Education - Character Education Partnership

Principle 1 - The school community promotes core ethical and performance values as the foundation of good character.

Principle 2 - The school defines “character” comprehensively to include thinking, feeling, and doing.

Principle 3 - The school uses a comprehensive, intentional, and proactive approach to character development.

Principle 4 - The school creates a caring community.

Principle 5 - The school provides students with opportunities for moral action.

Principle 6 - The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

Principle 7 - The school fosters students’ self-motivation.

Principle 8 - The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.

Principle 9 - The school fosters shared leadership and long-range support of the character education initiative.

Principle 10 - The school engages families and community members as partners in the character-building effort.

Principle 11 - The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

Source: Character Education Partnership website (www.character.org).

- **CITRS** (Bryn Mawr). CITRS (Character, Integrity, Trust, Relationships and Success) was founded in 2010 and is a non-profit, non-sectarian education company focused on improving academic performance, school climate, virtuous behavior, and citizenship. CITRS’s clients include public

and private schools and after-school and out-of-school-time organizations. CITRS's approach is to "teach the teachers" to develop and effectively implement comprehensive K-12 education programs that cultivate and sustain character development, ethical behavior, personal and academic development, and leadership. CIRTIS works to customize its programs to fit the specific needs of each of their partners.

- **Kids of Character** (Lehigh Valley). Kids of Character was founded in 2009 and is a non-profit, community-recognized resource to teach and inspire youth in the Lehigh Valley area to become ethical, responsible citizens who will live lives of integrity and make good decisions in their family lives and future work lives. Kids of Character focuses on providing professional development for teachers, guidance counselors, school nurses, and mentors. Kids of Character also engages in advocacy work, speaking to leaders of other youth organizations, parent organizations, service organizations, and business leaders.
- **Medal of Honor Character Development** (Erie). The Congressional Medal of Honor is the highest honor for valor against an enemy combatant that can be bestowed upon a member of the U.S. Armed Forces. There have been just 3,460 recipients since its origin in 1861.

The Erie School District was selected by the Congressional Medal of Honor Foundation to put together a high school character development curriculum, an effort led by two Erie high school history teachers. Erie's selection as the school district to develop the curriculum about four years ago stems from it being one of seven districts nationally to receive General Electric Foundation's Developing Futures in Education grants. Members of the GE foundation who are associated with the Congressional Medal of Honor Foundation recommended Erie. The Erie teachers collaborated with teachers in the nearby Wattsburg Area School District to develop the program, which began in 2009.

The free curriculum features a binder that explains the history of the Congressional Medal of Honor, DVDs of individual winners, and detailed lesson plans and projects for teachers. Lesson plans are showcased on the project's website, www.cmoledu.org, as are tutorial videos and information about the project.

Effectiveness of Character Education Programs

As shown below, studies of the effectiveness of character education have found mixed results. To some extent, the lack of program effectiveness may be attributable to poor implementation or too narrow a scope (e.g., programs targeting a specific problem or behavior, such as bullying or drug abuse, rather than comprehensive school climate and culture reform).

- In 2008, a U.S. Department of Education report entitled *Partnerships in Character Education State Pilot Projects, 1995–2001, Lessons Learned*, sought to assess the lessons learned from the character education program grants awarded to 45 states and the District of Columbia.⁴ The report identifies various strategies used in the programs and the challenges faced in implementing those strategies, but did not attempt to quantitatively evaluate the projects' effectiveness. The report concluded that:

While character development remains primarily a family responsibility, results of the Pilot Project indicate that schools and individual classrooms have direct and significant influence; that the entire community must be involved; and that it is truly a shared responsibility among students, parents, teachers and the community at large.

- A rigorous study⁵ of 3,300 elementary school students in seven different programs designed to promote social and character development in elementary school children found little difference in 20 different measures of behavior after three years when compared to 3,200 control group students. In the study's words:

In conclusion, the analysis of the year-by-year impacts did not yield evidence that the seven SACD [Social and Character Development] programs, combined and individually, improved student social and character development. A small number of findings were statistically significant (but no more than would be expected by chance, except for several of the subgroups) or substantively important. These results were split into similar numbers of beneficial and detrimental impacts; that is, the SACD programs improved some outcomes but worsened others. In the majority of cases, the results (both beneficial and detrimental) occurred in only 1 year and were not replicated across the 3 years of the study.

Defenders of character education note that this study evaluated programs that, while well-intended, were limited and ineffective in their approach. The projects studied were largely piecemeal programs, such as drug prevention or anti-violence, rather than the comprehensive character education that is continually embedded throughout the entire school culture.

⁴ In Pennsylvania, the grant was used to develop and implement a year-long Journey of a Champion curriculum with Philadelphia high school students. Students learned about bigotry and genocide with the intent of helping develop service-learning projects that would assist their communities.

⁵ *Efficacy of Schoolwide Programs to Promote Social and Character Development and Reduce Problem Behavior in Elementary School Children*, October 2010 prepared for the U.S. Department of Education under a contract with Mathematica Policy Research, Inc.

- A 2011 study had more encouraging findings.⁶ This study was based on a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students.⁷ Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. The study found that while gains in these areas were reduced in magnitude during follow-up assessments and only a small percentage of studies collected follow-up information, effects nevertheless remained statistically significant for a minimum of six months after the intervention. The authors concluded teachers can successfully teach SEL and that policy makers can contribute to healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice.
- The U.S. Department of Education's *What Works Clearinghouse* contains additional information on the effectiveness of various interventions. The Clearinghouse lists 13 different character education programs, 8 of which were found to have positive or potentially positive results.⁸ Of these 8, however, in only two was the level of effectiveness rated as "strong." In six others, the level of effectiveness was rated as only "potentially positive." (See Exhibit 3.)
- The National Character Education Foundation (NCEF) reported the following results from the first year (FY 2009-10) of its program at the George Washington Intermediate School in New Castle, PA:
 - 18.9% Reduction Out-of-school Suspensions
 - 55.5% Reduction In-school Suspensions
 - 122 fewer infractions

The NCEF estimated the financial savings to the District as follows:

- According to the Duke University (School of Law) the average cost to a district for student suspensions is \$750 dollars.
- 122 x \$750 equals savings of \$91,500.
- The NCEF program implementation cost was \$5,500.
- Resulting in a cost savings of \$86,000 to the district.

⁶ *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, by Joseph A. Durlak (Loyola University) et. al. Child Development, January/February 2011, Volume 82, Number 1, Pages 405–432. Funded by grants from the William T. Grant Foundation, the Lucile Packard Foundation for Children's Health, and the University of Illinois at Chicago.

⁷ SEL focuses on the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively.

⁸ Some programs had positive results in more than one area. We characterized their effectiveness based on the area which showed the most effective result.

Effectiveness of Character Education Programs as Listed in the U.S. Department of Education's What Works Clearinghouse

Behavior

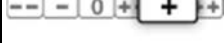
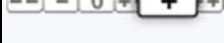
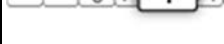
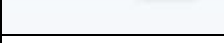
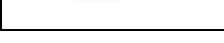
Intervention	Topic	Improvement Index	Effectiveness Rating	Extent Of Evidence
Positive Action	Student Behavior (Character Education)	19		Medium to Large
Too Good For Violence (TGFV)	Student Behavior (Character Education)	18		Small
Connect with Kids	Student Behavior (Character Education)	16		Small
Too Good for Drugs™ (TGFD)	Student Behavior (Character Education)	10		Small
Caring School Community™ (CSC)	Student Behavior (Character Education)	8		Medium to Large
Facing History and Ourselves	Student Behavior (Character Education)	8		Small
Lessons in Character	Student Behavior (Character Education)	8		Small
Lions Quest -- Skills for Adolescence	Student Behavior (Character Education)	2		Small
Heartwood Ethics Curriculum/An Ethics Curriculum for Children	Student Behavior (Character Education)	0		Small

Exhibit 3 (Continued)

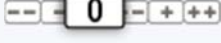
General academic achievement

Intervention	Topic	Improvement Index	Effectiveness Rating	Extent Of Evidence
Lessons in Character	Student Behavior (Character Education)	16	-- - 0 + +	Small
Positive Action	Student Behavior (Character Education)	14	-- - 0 ++ +	Medium to Large
Caring School Community™ (CSC)	Student Behavior (Character Education)	4	-- - 0 - + ++	Medium to Large

Knowledge, attitudes, & values

Intervention	Topic	Improvement Index	Effectiveness Rating	Extent Of Evidence
Too Good For Violence (TGFV)	Student Behavior (Character Education)	16	-- - 0 + +	Small
Too Good for Drugs and Violence (TGFD & V)	Student Behavior (Character Education)	16	-- - 0 ++ +	Medium to Large
Building Decision Skills	Student Behavior (Character Education)	14	-- - 0 + +	Small
Caring School Community™ (CSC)	Student Behavior (Character Education)	8	-- - 0 - + ++	Medium to Large
Too Good for Drugs™ (TGFD)	Student Behavior (Character Education)	7	-- - 0 - + ++	Medium to Large
Lessons in Character	Student Behavior (Character Education)	6	-- - 0 - + ++	Not Rated
Voices Literature and Character Education (Voices LACE)	Student Behavior (Character Education)	6	-- - 0 - + ++	Small

Exhibit 3 (Continued)

Heartwood Ethics Curriculum/An Ethics Curriculum for Children	Student Behavior (Character Education)	5		Small
Lions Quest -- Skills for Action	Student Behavior (Character Education)	5		Small
Facing History and Ourselves	Student Behavior (Character Education)	4		Small

Source: U.S. Department of Education.

- The Character Education Partnership (CEP), in research funded by the John Templeton Foundation, identified 33 character education programs that it deemed effective based on research studies.⁹ CEP used a broad definition of character education to include areas such as drug and alcohol prevention, violence prevention, service learning, and social/emotional learning. See also Exhibit 4 for other examples cited by the Character Education Partnership of evidence supporting the effectiveness of National Schools of Character.
- Character Counts!, which has its national office in Los Angeles, also cites numerous examples of the success of their program (see Exhibit 5). The Character Counts! program is based on the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

CCII also collaborates with Institute of Excellence & Ethics (IEE), housed at Drake University in Des Moines, Iowa. IEE has developed Power2Achieve, a school curriculum that provides flexible modules for college, career, and citizenship readiness, and the Culture of Excellence & Ethics Assessment, which can be used to measure the extent to which the climate and culture of a school or organization is conducive to the development of student competencies of excellence and ethics.

Sources of Federal Funding

The Character Education Partnership has identified several potential sources of federal funding for character education programs:¹⁰

Title I, II, and IV Funds. Schools receive Title I funds if a high number or high percentage of their students receive free or reduced lunches. Some schools have used certain portions of their Title I funds for character education activities. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Pennsylvania received \$625 million in Title I funds for schools in FY 2012-13. Title II Staff Development Funds and Title IV Safe and Drug Free Funds may also be used to promote character development, drug and violence prevention, and to promote student wellness.

21st Century Community Learning Centers (21st CCLC). This federally funded program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The 21st CCLC grant is administered by the Pennsylvania Department of Education. In addition to

⁹ *What works in character education: A research-driven guide for educators*, by Marvin W. Berkowitz and Melinda C. Bier, University of Missouri-St. Louis. Undated, but based on research through 2004.

¹⁰ Various sources of private funding is also available, such as the American Honda Foundation, The Daniels Fund, and the Pepsi Refresh Project.

Supporting Evidence for National Schools of Character (NSOC)

IN SCHOOLS OF CHARACTER:

Bullying is rare

- 87% of students attending 2011 NSOC reported in climate surveys that they felt safe school or that bullying was rare (with 27 of the 44 NSOC reporting data in this category).
- Eldridge Park Elementary School: 100% of 3rd graders report feeling safe at school in exit polls.
- Fuguitt Elementary School: 98% of students report feeling safe at school
- Mark Twain Elementary School: The school reports an 85% reduction in incidents of bullying over the past 6 years.
- Union Elementary School: 93% of students surveyed say they have never been bullied.
- For more info see blog post: [What's Happening in Character Education?](#)

Cheating and discipline problems decline

- 89% of the 2011 NSOC that reported disciplinary referrals either experienced declines in that area or had rates that were extremely low.
- 90% of the 2011 NSOC that reported suspensions either experienced declines or had rates that were extremely low.
- Bingham Farms Elementary School: After-school detentions have been completely eliminated.
- Brigantine Elementary School: There have been no out-of-school suspensions in the last two years, compared to a state average of 4%
- Duffy Elementary School: From 2000-01 to 2010-11, suspensions decreased 95% (from 22 to 1).

Test scores, grades, and homework completion go up

- Most of the 2011 NSOC made AYP. Only 22% of the public schools recognized as 2011 NSOC did not make AYP in 2009-10, compared to 38% nationwide.
- 100% of the 2011 NSOC reporting experienced an increase in state reading and math scores – or have passing rates above 90%.
- Roosevelt Primary School (72% economically disadvantaged): 89% met state reading standards and 97% met state math standards in 2010, compared to rates of 52% and 46% in 2004.
- Joseph A Catena School: In the first two marking periods of 2010-11, more than 75% of students in grades 3-5 earned honors distinctions.



Exhibit 4 (Continued)

Attendance and graduation rates are high

- The average attendance rate at the 2011 NSOC was 95%, compared to 92.1% nationwide.
- Two of the three 2011 National High Schools of Character reported graduation rates above 90% (95.9% and 98.5%). The third school, with a free and reduced lunch population of 73%, reported a graduation rate of 75%. The 2011 National District of Character, with nearly one-third of its students considered economically disadvantaged, reported a high school completion rate of 94%.
- At Fox Middle School, the number of D and F grades dropped from 898 in 2004-05 to 199 in 2009-10.

Dropout rates are low

- In the 2011 National District of Character, Ft. Bend ISD, the dropout rate for 2009-10 was 1.1%, despite having a student population with 30.9% considered economically disadvantaged and 43% identified as being at risk.
- John A. Carusi Middle School has no dropouts.

Achievement gaps are narrowed

- In the large, diverse 2011 National District of Character, the percentage of students passing state math tests increased from 66% in 2003 to 87% in 2010. During this period, the percentage of African-American, Hispanic, and economically disadvantaged students passing state math tests increased by 33 points. District officials report that the achievement gap is "shrinking on all assessments."
- Walnut Street School (over 90% minority, 45% economically disadvantaged): Named New York High Performing/Gap Closing School; has met or exceeded AYP every year; mean proficiency rates since 2005: 82% in language arts; 95% in math; 99% in science; 98% in social studies.
- Mark Twain Elementary School: Named a Blue Ribbon School; scores in reading and math have advanced from the 30th to the 80th percentiles.
- Oakwood Elementary School: The percentage of African American students passing state math tests soared from 56% in 2005-06 to 79% in 2009-10; the corresponding figure for Hispanic students increased from 40% to 100%. During this same period, the percentage of students passing state reading tests rose from 56% to 72% for African American students, and from 40% to 75% for Hispanic students.
- South Brunswick High School has narrowed the achievement gap in language arts, with 91% of African American students, 90% of Latino students, and 92% of economically disadvantaged students passing state tests.



Exhibit 4 (Continued)

Teacher retention and satisfaction are high

- Brigantine Elementary School: No new hires in over 6 years.
- Renfro Elementary School: 2010 staff surveys indicate that 89% of staff feel intrinsically rewarded for doing their job well and 93% feel they belong.
- Read Lessons Learned from the 2011 National Schools of Character: [Lesson #1](#).

Parent satisfaction and engagement rates are high

- Bayless Elementary School (43% minority, 61% economically disadvantaged): Through the school's Practical Parenting Partnership, parents are recruited and trained, and become active participants in school events that educate other parents on parenting skills and the importance of academics while engaging families in interesting and lively activities.
- Uthoff Valley Elementary School: 100% of parents participate in teacher conferences, thanks to the school's arranging for transportation and scheduling phone chats when necessary.
- Oakhurst Elementary School: Volunteers logged a total of 5,400 volunteer hours during the 2009-10 school year, exceeding the district average.
- Read Lessons Learned from the 2011 National Schools of Character: [Lesson #4](#).

Student engagement and involvement is high

- Nearly 100% of the students attending 2011NSOC participated in service learning projects.
- Alan B. Shepard Jr. Elementary School: When a survey revealed an increase in student anxiety in regard to test-taking, students took the lead in resolving the concern. They investigated the issue, wrote skits, created a TV broadcast on strategies to reduce anxiety, and shared their findings with the student body.
- Muskogee High School has over 40 student groups and organizations. Participation in the Advocacy Program grew from 150 students in 2008-09 to over 1,000 students in 2010-11.
- Read Lessons Learned from the 2011 National Schools of Character: [Lesson #3](#).



Research on CHARACTER COUNTS!: Summary

Academic achievement

First, evidence is mounting that CHARACTER COUNTS! improves academic performance. For instance:

1. Downey, California. In the Downey School District near Los Angeles, CHARACTER COUNTS! has yielded improvements in test scores and graduation rates.

- During the four years after CC! was implemented, annual district API scores rose 5.12%. The Coalition was a significant contributing factor in these gains which represent an increase of 63.1% over the previous three years when scores only rose 3.14%.
- High school graduation rates have been over 92% since CHARACTER COUNTS! implementation, demonstrating increased student citizenship, and are even more impressive compared to the statewide graduation rate of 68.3%.

2. Lennox, California. In the Lennox School District in the Los Angeles area, the percentage of students at or above proficiency on the Mathematics CST increased steadily within two years following the introduction of CHARACTER COUNTS! (in conjunction with other teaching and curriculum strategies).

- Elementary school: from 26 to 46 percent
- Middle school (6th grade): from 11 to 27 percent
- Middle school (7th and 8th grades): from 3 to 31 percent

3. Florida. CC! improved test scores at Atlantis Elementary. The percentage of students scoring 3 or above (on an ascending 1-5 scale) on the Florida Comprehensive Assessment Test jumped from 45 percent to 78 percent in one year. According to scholars Robert Williams and Rosemarye Taylor, "There is a strong sense of a community of learners [at the school] and a culture that embraces the Six Pillars of Character education. This environment has resulted in fewer discipline referrals and increased achievement." [Source: Williams and Taylor, *Leading With Character to Improve Student Achievement*, 2004]

4. Illinois. With the introduction of CC! as the only new variable, Hinsdale Central High School has achieved consistent improvement in ACT and AP scores and increases in the number of National Merit Scholars.

5. Maryland. Easton schools that use high levels of CC! have shown statistically significant gains in academic performance, according to an evaluation released by the Maryland Department of Education.

Behavior and attitudes

We have results from 25 sources on CC!'s impact on general behavior and attitudes. Some are simple comparisons, others are sophisticated studies, but CHARACTER COUNTS! has led to improvements in every case, and usually dramatically. The evidence comes in these categories:

1. **CHARACTER COUNTS! Coalition in Downey, California**
2. **The South Dakota State University study**
3. **Survey data from Puerto Rico's nearly 500 public schools using CC!**
4. **Data on juvenile crime in Florida**
5. **School records of disruption**
6. **Other surveys and questionnaires**

Exhibit 5 (Continued)

I. CHARACTER COUNTS! COALITION IN DOWNEY, CA

The CHARACTER COUNTS! Coalition is a collaboration between the Downey Unified School District, the City of Downey, local businesses, and community organizations whose goal is improving students' character through citywide education focusing on the Six Pillars of Character. City government, including the mayor and city council, integrates this message across the city through legislation, community events, and signage. Additional partnerships with local businesses and community organizations maximize assistance and make the best use of available resources. The CC! Coalition strengthens students' instructional support by encouraging good character, resulting in lower levels of disciplining.

- **Drop in Suspensions:** In the three years prior to CC! implementation, the total number of suspension days rose from 5582 to 6417, an increase of 14.96%. However, in the four years after CC! was implemented, the total number of suspension days decreased from 6417 to 3757, a decrease of 41.45%. **This decrease in the number of suspensions generated a costs savings of \$85,120**, allowing resources to be released to provide greater services to students.
- **Drop in Expulsions:** In the three years prior to CC! implementation, the total number of expulsions fell from 250 to 229, a decrease of 8.4%. This drop intensified in the four years after CHARACTER COUNTS! implementation, as the total number of expulsions fell 64.19% more, from 229 to 82.
- **Parent Satisfaction:** 96.18% of parents surveyed feel "that the CC! program is a valuable part of the school, and 94.19% feel that "[their] child is exhibiting the 6 pillars of good character at home and at school."
- **Teacher Satisfaction:** 96.36% of teachers feel that "the content and training [they received to implement CHARACTER COUNTS!] is useful in helping build students' character," and 94.55% "would recommend [CC!] training to others."
- **Student Satisfaction:** 94.27% agree with the statement "I feel the CC! program makes me a better student," and 94.94% agree with the statement, "The six pillars of good character help remind me to make good choices."
- **Increase in demand for Downey schools from out-of-district students:** Over the four years since CHARACTER COUNTS! was implemented, the number of permits granted to out-of-district students has risen from 505 to 1244, an increase of 146.34%. This is contrasted by the 4.72% decline in permits granted in the years prior to implementation.

II. SOUTH DAKOTA STUDY

(more detailed information)

One of the nation's most thorough and multi-faceted assessments of character education has been taking place in South Dakota since 1997-98. It is a five-year study of CHARACTER COUNTS! and uses an extensive questionnaire covering demographics, attitudes, and behavior. Each year researchers based at South Dakota State University collect the evaluation forms from large numbers of students and teachers. The student sample comprises as many as 8,419 respondents.

The results show that CHARACTER COUNTS! cut crime and drug use sharply from 1998 to 2000. Students who said they had:

- Broken into another's property dropped 50 percent.
- Used a fake ID dropped 56 percent.
- Taken something without paying dropped 46 percent.
- Drunk alcoholic beverages dropped 31 percent.
- Taken illegal drugs dropped 32 percent.
- Defaced or vandalized property dropped 46 percent.
- Used physical force against someone who insulted them dropped 33 percent.

Exhibit 5 (Continued)

The program led to many other improvements. For example, students who said they had:

- Cheated on an exam dropped 30 percent.
- Received a detention or suspension dropped 28 percent.
- Missed class without a legitimate excuse dropped 39 percent.
- Teased someone because of race or ethnicity dropped 45 percent.
- Borrowed money without repaying it dropped 34 percent.

Among the other findings:

- Students reported improvement in every category of misdeed assessed.
- Teachers reported better student behavior toward others and authority.
- CHARACTER COUNTS! especially affected students in grades 1-6.
- The more exposures per month students had to CHARACTER COUNTS!, the better they behaved.

The South Dakota State 4-H Foundation funded the research, and Rachelle Walsh-Vettern, Marcey Moss and Bill Wright (all associated with South Dakota State University) carried it out.

Read more about the South Dakota study. Results from earlier years are posted on the [website of the South Dakota State University 4-H Cooperative Extension Service](#).

III. SURVEY DATA FROM PUERTO RICO'S NEARLY 500 PUBLIC SCHOOLS USING CC!

The "Tus Valores Cuentan" program is now in 487 public schools in Puerto Rico. The results have been amazing:

- Administrators are engaged.
 - 89% said they work more harmoniously with teachers and that there's more respect now.
 - 85% want the program to continue.
- Teachers are engaged.
 - 89% of principals said teachers are now more prepared, creative and dedicated.
 - 86% of teachers said they were more positive about school and morale is higher.
- Students are engaged.
 - 86% of principals report improved student engagement in their education.
 - 90% of parents saw improvement in their child's motivation to learn.
- Parents are engaged.
 - 78% said the program increased their involvement in their child's education.
 - 75% said they are now more engaged in efforts to improve school facilities.
- Quality of education has improved.
 - 85% of parents said the quality of their child's education has improved.
 - 86% said their children are now more likely to take advantage of their education.

IV. FLORIDA DATA ON JUVENILE OFFENSES

St. Johns County lies on the Atlantic coast just south of Jacksonville. CHARACTER COUNTS! began there in 1998-99. By 2002-03, youth crime had dropped dramatically. It also declined significantly compared to the Florida state average -- and especially compared to Flagler County, which has never had CC!. Flagler lies just south of St. Johns and resembles it geographically, ethnically, and socioeconomically.

Exhibit 5 (Continued)

Below are official 2002-03 figures for juvenile offenses committed "on school grounds, on school transportation, and at off-campus, school-sponsored events," compared to those in 1997-98, the year before CC!:

- **Cases of battery** in St. Johns dropped to 18 percent of the pre-CC! level -- compared to 84 percent in Flagler County and 67 percent in Florida.
- **Cases of larceny** in St. Johns fell to 11 percent of the pre-CC! level -- compared to 88 percent in Flagler County and 49 percent in Florida.
- **Drug offenses** were 49 percent of the pre-CC! level -- compared to 213 percent in Flagler County and 118 percent in the state.
- **Alcohol offenses** were 19 percent of the pre-CC! level -- compared to 606 percent in Flagler County and no change in the state.
- **Harassment cases** were 47 percent of the pre-CC! level -- compared to 789 percent in Flagler County and 76 percent in the state.
- **Total property offenses** fell to 17 percent of the pre-CC! level -- compared to 90 percent in Flagler County and 50 percent in the state.
- **Total juvenile crimes** fell to 26 percent of the pre-CC! level -- compared to 91 percent in Flagler County and 49 percent in the state.

[Source: Florida Department of Education]

V. RECORDS OF DISRUPTION

Discipline referrals and other school records of disruption are useful evidence, since they show actual behavior. In the 17 cases below, CC! strikingly reduced the number of disruptions at school.

1) **Tulare County, California.** A principal reported that, among his nearly 300 sixth-grade students, suspensions decreased almost 30 percent during the first six months of the 1999 school year and 22 percent for the entire year. At another school, a sixth-grade teacher reported that discipline referrals had decreased by nearly 50 percent since implementing CHARACTER COUNTS!. [Source: John Forenti, former CC! Coordinator, Tulare County]

2) **Tulare County, California.** CC! almost eliminated recidivism at Tulare County Probation Youth Facility in California. Just 8% of the youths in the modified "boot camp" committed crimes in post aftercare, compared to a national rate of 72% -- an amazing result. Only 30% of youths committed crimes in residence -- less than half the national average of 64%. [Source: John Forenti, former CC! Coordinator, Tulare County]

3) **Tulare County, California.** In 1997 Donna Glassman-Sommer became principal at Kaweah High School. Michael Josephson had trained her in CHARACTER COUNTS!, and she immediately implemented it pervasively. In her second year, 1998-99, a new high school opened nearby and enrollment at Kaweah fell by about 50 percent, from 150 to around 75 students. Even considering the reduced enrollment, the dropoff in disruption has been marked:

- Discipline referrals fell from 553 in the 1997-98 school year, the first with CC!, to 67 in 2000-2001 -- a decline of 88 percent over four years. Factoring in the halved enrollment, the decline is 76 percent.
- Dropouts fell from 17 in 1996-97, the year just before CC!, to only 2 in 1999-2000 -- a decline of 88 percent. With the halved enrollment, the decline is 76 percent.
- Suspensions fell from 259 in 1997-98 to 69 in 1999-2000 -- a dropoff of 73 percent. With the halved enrollment, the decline is 47 percent.

Exhibit 5 (Continued)

- Expulsions fell from 17 in 1997-98 to 2 in 1999-2000 -- a decline of 88 percent. With the halved enrollment, the decline is 76 percent. [Source: John Forenti, former CC! Coordinator, Tulare County]
- 4) **Easton, Maryland.** In 1997, the year before CHARACTER COUNTS! was introduced to Moton Elementary School in Easton, teachers reported 115 incidents of classroom disruption. In 1998, the number fell to 36.
- 5) **Frederick County, Maryland.** Since introducing CC! at Ballenger Creek Elementary School, administrators report that referral rates are down more than 50 percent, incidents of violence are rare and attendance averages are in the upper 90th percentile.
- 6) **Montcalm County, Michigan.** At Blanchard Elementary, among 250 students, there were 106 discipline referrals in the fall of 1996-97, and 113 in the spring. Next year there were 68 discipline referrals in the fall of 1997-98, and only 34 in the spring. In other words, the number dropped 36 percent for the fall semester and 70 percent for the spring. In the third year there were 36 referrals in the fall of 1998-99. That is, the number for the fall semester had dropped 66 percent over two years. (Source: Principal Sheryl Presler).
- 7) **Montcalm County, Michigan.** At Webb Elementary, in the first semester of 1997-98 there were 60 discipline referrals, and in the second there were also 60. In the first semester of 1998-99, the number fell to 40.
- 8) **Montcalm County, Michigan.** At Lakeview Middle School, there were 425 discipline referrals in the first semester of 1997-98, and 430 in the second. In the first semester of 1998-99, there were 389.
- 9) **Albuquerque, New Mexico.** One of the earliest tests of CC! occurred at Bel-Air Elementary School. During September 1993 the school issued 64 official reprimands for bad behavior. Four months after systematically teaching the Six Pillars, with definitions and examples, the number of official reprimands had dropped to 17. The number of fights fell from 25 to 6. And the numbers stayed low. "Kids were bringing violence from the community into the school area," recalls Mary Jane Aguilar, then Bel-Air's school counselor. "We used to say things like 'that's not respectful' and get a glazed look. You cannot expect a child to make a choice unless he knows two things. And many of our children only knew the aggressive response."
- 10) **Albuquerque, New Mexico.** The 570 students at gang-plagued Garfield Middle School first were exposed to CHARACTER COUNTS! in October 1994. During the first 20 days of that school year, there were 91 recorded incidents of physical violence. One year later, during the same period, there were 26 such incidents. (Source: Then-principal Louis Martinez)
- 11) **Albuquerque, New Mexico.** Duranes Elementary School had 32 suspensions in 1993, the year before it began CHARACTER COUNTS!. It has had 2 so far in 2001-2. "Good behavior has become the norm and misbehavior the exception," said principal Gabe Garcia in the U.S. Department of Education's "Community Update," October, 2001.
- 12) **Granbury, Texas.** Granbury Middle School had 65 recorded fights in the year before CHARACTER COUNTS! began. In the second year of its implementation, it had 19. [Source: Principal Jimmy Dawson in *Hood County News*, Oct. 31, 2005]

Exhibit 5 (Continued)

13) **Lubbock, Texas.** At North Ridge Elementary, in the Frenship ISD, there were 425 discipline referrals to the assistant principal the year before the school adopted CHARACTER COUNTS!. That number fell to 220 during the first year of the program, a 48 percent decrease. "The improvement in discipline has allowed teachers to move from giving kids information to helping kids access and process information. Teachers have become facilitators of learning," wrote analysts Patricia Cloud Duttweiler and Marilyn Mad-den. (Source: "The District That Does What's Best for Kids: Frenship ISD," a Report for the Edna McConnell Clark Foundation, Winter 2001.)

14) **Round Rocks, Texas.** After the Round Rocks School District in Texas initiated character education classes, Round Rocks' Jollyville Elementary School reported a 40% drop in disciplinary referrals.

15) **West Des Moines, Iowa.** At the Clegg Park Elementary School, which has had CC! since fall of 1997, "time-outs" are down from 494 in the first quarter four years ago to 131 last year. Likewise, "quiet tables" (detentions) are down from 94 to 10 over that same time period, a dropoff of 89 percent.

16) **Lombard, Illinois.** Glenn Westlake Middle School introduced CHARACTER COUNTS! in 1997-98, and has kept track of its disciplinary problems since then. It found:

- Suspensions increased 18 percent in the first year.
- Suspensions dropped 35 percent in year two (1998-1999).
- Suspensions dropped 24 percent in year three (from 1998-1999 to 1999-2000). Overall, they dropped 50 percent from 1997-98.
- In year two, repeat suspensions fell 43 percent.
- There was an average of 40 students suspended for fighting per year prior to the introduction of CHARACTER COUNTS!. Subsequently:
 - o First year: no significant change
 - o Second year: 29 percent reduction
 - o Third year: 23 percent reduction
- Over two years, the number of students participating in extra-curricular activities increased 43 percent.

17) **Lombard, Illinois.** CC! began in Glenn Westlake Middle School in 1997-98, and Lombard police report that from 1997 to 2002, offenses typical of youths decreased. Crime reports of:

- Graffiti fell from 115 to 45 (61%).
- Curfew violation fell from 50 to 16 (68%).
- Truancy fell from 51 to 19 (63%).
- Marijuana use or possession from 109 to 89 (18%).
- Illegal alcohol use or possession from 102 to 60 (41%).

VI. OTHER SURVEYS

Other surveys of CC! participants have taken place, and all are consistent with its conclusions. They have occurred in Virginia, Louisiana, Nebraska, Iowa and New Mexico:

Exhibit 5 (Continued)

VIRGINIA: Teacher observation

The largest detailed scientific survey of elementary school teachers has been underway in Virginia since 2000. For the past two years, Dr. Michael Lambur and Joe Hunnings of Virginia Tech have evaluated the 4-H/CHARACTER COUNTS! program in elementary schools across the state. Though precise numbers are not yet available, the conclusion is clear: CC! improved student behavior in every category assessed.

The researchers asked teachers to judge 24 kinds of student behavior, four for each Pillar of Character. For instance, "Set a good example for others to follow" fell under responsibility, and "Do what you say you will do" under trustworthiness.

In 2001, teachers returned surveys from 55 schools representing 7,014 elementary school students. Of the 24 categories, investigators found statistically significant (<0.05) improvements in all but three: cheating (trustworthiness), using threats (respect), and judging others (respect). Even in these areas, changes moved in the right direction. When researchers calculated scores for each Pillar as a whole, they found statistically significant (<0.05) improvements in all Six Pillars.

In 2002, teachers returned surveys from 27 schools representing 462 classrooms and 7,740 elementary school students. This time results were even better. The investigators found statistically significant (<0.05) improvements from pre- to post-measurement in all 24 categories. When researchers calculated scores for each Pillar as a whole, they found statistically significant (<0.05) improvements from pre- to post-measurement for all Pillars.

The researchers conclude, "Overall, this data indicates that the 4-H/CC! program is making a significant impact in elementary schools in increasing behaviors that reflect positive character development."

The study is ongoing. The investigators will evaluate elementary school teachers once again in 2002-3, as well as assess outcomes at the middle and high school student level, and gain perspectives from school administrators.

LOUISIANA: Teacher observation

In 1998-99 the Louisiana Cooperative Extension Service surveyed teachers in 48 parishes (counties) regarding their perception of behavioral change in students who had used the CC! Coalition's "Exercising Character" lesson plans. They received responses from 735 teachers throughout the state. Of them, 75 to 80 percent observed "some" to "very much" improvement in classroom behavior after using the CHARACTER COUNTS! "Exercising Character" lessons.

- Has behavior improved related to the Pillar of trustworthiness?
78.4 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of respect?
78.4 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of responsibility?
79.5 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of fairness?
77.2 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of caring?
81.6 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of citizenship?
74.7 percent reported "some" to "very much" improvement.

Thirty-eight percent of respondents indicated that, apart from teaching lessons on the Six Pillars, they spent an extra five to 15 minutes per day on character education. Only 5.4 percent stated that they spent no additional time on character education.

In 1999-2000, the Louisiana Cooperative Extension Service surveyed 191 principals and 75% of them observed "some" to "very much" improvement in behavior at their schools.

Exhibit 5 (Continued)

NEBRASKA: Teacher observation

In 2000 a survey took place of Nebraska teachers and facilitators using the Six-Pillar framework. Among the 57 respondents:

- 85 percent reported an overall positive difference in the children they teach.
- 73 percent reported students using the language of the Six Pillars.
- 75 percent reported changing their own behavior as a result of teaching CHARACTER COUNTS!.
- 61 percent reported seeing students help each other more frequently.
- 55 percent reported seeing few instances of students blaming others.
- 50 percent reported seeing more instances of students being truthful.

The teachers also noted that they now had a greater awareness of themselves as models for desirable behavior and that CHARACTER COUNTS! had enabled them to focus more on students' positive behavior.

IOWA: Parent observations, student and teacher self-assessments

In 1999, Clegg Park Elementary School in West Des Moines surveyed parents, students, faculty and staff to gauge the effectiveness of its CHARACTER COUNTS! program.

Parents (114 responses)

- Have you seen any changes in your child's behavior that might be the result of CHARACTER COUNTS!?
94 percent said "yes," 26 percent said "a lot," 68 percent said "a little," and 7 percent said "not at all"
- Does the CHARACTER COUNTS! program seem like a worthwhile effort to you?
99 percent said "yes," 85 percent said "a lot," 14 percent said "a little," and 1 percent said "not at all"
- Has your child mentioned any of the Six Pillars of Character ... in conversation at home?
98 percent said "yes," 51 percent said "a lot," 47 percent said "a little," and 2 percent said "not at all"
- Has your child talked about what he/she has learned in our "success assemblies"?
78 percent said "yes," 20 percent said "a lot," 58 percent said "a little," and 22 percent said "not at all"
- Have you participated in CC! home projects?
62 percent said "yes."

Students

- Do you think your behavior has changed after learning about the Six Pillars of character?
82 percent said "yes," 49 percent said "a lot," 33 percent said "a little," and 18 percent said "not at all"
- Do you think that learning about character traits such as T.R.R.F.C.C. [the Six Pillars] has been important to you?
89 percent said "yes," 67 percent said "a lot," 22 percent said "a little," and 11 percent said "not at all."
- Do you think the other students' behaviors have changed as a result of CHARACTER COUNTS!?
83 percent said "yes," 28 percent said "a lot," 54 percent said "a little," and 17 percent said "not at all."

Exhibit 5 (Continued)

Faculty/Staff (29 responses)

- Do you think CHARACTER COUNTS! has had an impact on you personally?
93 percent said "yes" and 7 percent said "no."

NEW MEXICO: Parent observation

In 1998, the local CHARACTER COUNTS! task force surveyed parents in Albuquerque. Among the results:

- 94 percent agreed that "it is important to teach character education in the public schools."
- 73 percent (83 percent of parents with children in elementary school) agreed with the statement, "I believe the character education program at my child's school has made a difference in student behavior." This finding parallels that in South Dakota, suggesting that CC! has a bigger impact on younger children.

Source: <http://charactercounts.org/research/summary.html> May 2014.

academics, 21st CCLC grant funds may also offer participants a broad array of other services and programs, such as counseling, character education, drug and violence prevention programming, art, music, recreation activities, and technology education. Ancillary services for parents, such as literacy instruction, may also be given. Pennsylvania received \$85,000 in CCLC funding in FY 2012-13.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is a competitive grant program sponsored by the U.S. Department of Education to prepare underprivileged secondary students for college. Although it is not the main priority of GEAR UP, CEP reports that organizations have successfully coordinated character education in their grant plans. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. In the three most recent years available (2010, 2011, and 2012), the only Pennsylvania school district to receive a GEAR UP award was the School District of Lancaster in 2011 for a college awareness and preparedness program. The program did not, however, appear to include a specific character education component.

Carol M. White Physical Education Program (PEP). The Carol M. White Physical Education Program provides grants to schools and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Offered under the federal Office of Safe and Drug Free funds, schools have used this program to incorporate character education into their physical education program. Two Pennsylvania school districts (Armstrong and Penncrest) received PEP funds in FY 2011, but no Pennsylvania school district received such funds in FY 2012 or FY 2013.

Other States

States vary widely in how they implement character education programs. While many states, including Pennsylvania, have statutes that encourage character education, many other states (about 15) take it a step further and mandate some form of instruction in character education (see Appendix C). Florida, for example, mandates that character education programs similar to Character First or CHARACTER COUNTS! be provided in grades K-12. Each district's character education curriculum must be approved by the Florida Department of Education. North Carolina requires local Boards of Education to develop and implement character education instruction in a variety of areas. Tennessee requires schools to provide courses in character education, with specific instruction in conflict resolution for grades 1-6.

Character Counts In Iowa has been cited as one of the more active statewide character education efforts. Character Counts In Iowa is a 501(c)(3) non-profit organization housed at Drake University in Des Moines. Founded in 1997, Character Counts in Iowa has worked with more than 33,000 Iowa educators, coaches, and community leaders to promote civility and help Iowans practice and recognize good character. It operates on donations and program income; it received no government funds in 2013.

Kansas has been cited as an example of a state that has integrated social, emotional, and character development standards into its state Common Core standards.¹¹ The Kansas State Board of Education adopted the SECD standards (they were not legislatively mandated) in April 2012. Additional information on the Kansas SECD standards can be found in Appendix D. Although both Iowa and Kansas are cited as leaders in character education, neither have legislative mandates requiring character education.

¹¹ As a set of standards, the Common Core describes the knowledge and skills students are expected to develop but does not prescribe how to teach them. The latter is the job of curriculum—that is, the courses, texts, topics, and lesson plans, that are taught—which continues to be determined at the state and local levels. The Kansas SECD standards are viewed as model standards, but they are not required or assessed.

III. Appendices

APPENDIX A

PRIOR PRINTER'S NO. 865

PRINTER'S NO. 2706

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE RESOLUTION

No. 108

Session of
2013

INTRODUCED BY R. BROWN, V. BROWN, DAY, FLECK, GROVE, KORTZ,
MAHER, MARSICO, MILNE, PEIFER, RAPP, ROEBUCK, SCAVELLO,
GIBBONS AND CLYMER, FEBRUARY 25, 2013

AS AMENDED, HOUSE OF REPRESENTATIVES, NOVEMBER 21, 2013

A RESOLUTION

Directing the Legislative Budget and Finance Committee to study school districts' establishment and implementation of character education programs pursuant to section 1502-E of the act of March 19, 1949 (P.L.30, No.14), known as the Public School Code of 1949, and the Department of Education's fulfillment of its duties and powers pursuant to section 1503-E of the act and make recommendations with respect to character education for elementary and secondary students in this Commonwealth.

WHEREAS, It is important that children in this Commonwealth learn to be ethical, responsible and caring citizens; and

WHEREAS, Section 1502-E of the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, added July 4, 2004 (P.L.536, No.70), permits the board of school directors of a school district to establish and implement a character education program in its schools, which may include and teach the following basic civil values and character traits:

(1) trustworthiness, including honesty, integrity, reliability and loyalty;

(2) respect, including regard for others, tolerance and courtesy;

(3) responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance and self-control;

(4) fairness, including justice, consequences of bad behavior, principles of nondiscrimination and freedom from prejudice;

Appendix A (Continued)

(5) caring, including kindness, empathy, compassion, consideration, generosity and charity; and

(6) citizenship, including love of country, concern for the common good, respect for authority and the law and community mindedness; and

WHEREAS, Section 1503-E of the act, added July 4, 2004 (P.L.536, No.70), assigns certain powers and duties to the Department of Education with respect to character education, including establishing criteria and guidelines and providing school districts with resources and technical assistance with respect to the establishment and implementation of character education programs; therefore be it

RESOLVED, That the House of Representatives direct the Legislative Budget and Finance Committee to conduct a study of the status of character education in the public schools of this Commonwealth; and be it further

RESOLVED, That the Legislative Budget and Finance Committee seek input from the Department of Education and the school districts of this Commonwealth in conducting its study; and be it further

RESOLVED, That the Legislative Budget and Finance Committee include the following in its study:

(1) The number of school districts in this Commonwealth that offer a character education program.

(2) The nature of the character education programs that are offered by school districts in this Commonwealth.

(3) The actions the Department of Education has taken to comply with section 1503-E of the act, including a review of the criteria and guidelines established by the Department of Education and the resources and technical assistance the Department of Education provides to school districts with respect to the establishment and implementation of character education programs.

(4) Recommendations with respect to character education for elementary and secondary public school students in this Commonwealth, including recommended legislation;

and be it further

RESOLVED, That the Legislative Budget and Finance Committee report its findings and recommendations to the House of Representatives no later than ~~December 31, 2013~~ SIX MONTHS AFTER ADOPTION OF THIS RESOLUTION.

APPENDIX B

Character Education Survey

Name of School District: _____

Intermediate Unit: _____

Name of Staff completing the survey: _____

Job Title of Staff completing the survey: _____

Character education is defined at 24 PS 15-1501-E as “A course of instruction designed to educate and assist students in developing basic civic values and character traits, a service ethic and community outreach and thus to improve the school environment and student achievement and learning.” 24 PS 15-1502-E(b) states, “The program may include and teach the following basic civic values and character traits: (1) trustworthiness, including honesty, integrity, reliability and loyalty. (2) Respect, including regard for others, tolerance and courtesy. (3) Responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance and self-control. (6) Citizenship, including love of country, concern for the common good, respect for authority and the law and community mindedness.”

Based on the definition described above does your district:

	<u>Yes</u>	<u>No</u>	<u>NA</u>
1. Implement any of the components of character education in any of your school instruction? (If Yes proceed to next question. If No mark all further responses as N/A)	278	26	4

	<u>Yes</u>	<u>No</u>	<u>NA</u>
2. Does your school implement character education as a stand-alone course of instruction? (If Yes please indicate the title of the course of instruction and the grade levels the course is offered and answer question #3 and indicate N/A for questions #4 - #6. If No please proceed to questions #3-7)	56	222	30

Title of Course (Stand Alone) / Grade Taught

	<u>Yes</u>	<u>No</u>	<u>NA</u>
3. Does your board of school directors have an established character education advisory board?	6	254	48

	<u>Yes</u>	<u>No</u>	<u>NA</u>
4. Does your school offer character education as a component of other class content and instruction being taught (For example: citizenship may be a component of American history)?	221	39	45

5. Please list the most common courses and grade levels that this content would be included in other class content and instruction

Course

Grade Taught

	<u>Yes</u>	<u>No</u>	<u>NA</u>
6. Has your district utilized any of the Standards Aligned System (SAS) resources or materials available on the website that would apply to the definition of character education? (If Yes please proceed to question #7. If No please mark N/A for question #7.)	50	197	62

7. Please list any material or resources that you believe were especially helpful on the SAS system regarding instruction of content defined under character education.

APPENDIX C

Character Education--What States Are Doing						
State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education State Schools of Character (SSOC) Contact
Alabama	Mandates	1995	1975 Code of Alabama, Section 16-6B-2(h); 1995 Accountability Law, Act 95-313	The 1975 Code of Alabama mandates that ten minutes per day of character education are required for all K-12 students. The 1995 Accountability Law mandates character education. On April 20, 2001, Executive Order No. 50 was passed, establishing the Alabama Advisory for Safe Schools. A 2005 program provides every fourth grade student in Alabama with state-sponsored access to STAR Sportsmanship - a web-based character and sportsmanship education program created by Learning Through Sports. The Alabama Department of Education provides funding for the sportsmanship education program through CLAS (Council for Leaders in Alabama Schools).	"The State Board of Education and all local boards shall develop and implement...a comprehensive character education program for all grades to consist of not less than ten minutes instruction per day focusing upon the students' development of the following character traits: Courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, confidence, tolerance, diligence, gentleness, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance. Each plan of instruction shall include the Pledge of Allegiance to the American flag" (1995 Accountability Law).	Sara Wright, Coordinator, Academic Innovations, Curriculum and Instruction, Alabama Department of Education, 50 North Ripley Street, Gordon Persons Building, Room 3339, Montgomery, AL 36104 Tel (334) 242-8082 swright@alsde.edu
	Mandates	1998 2006	Alaska Character Education (ACE) Partnership; Alaska Statute Section 14.33.200	To develop strategies for implementing character education in Alaska, the Alaska Department of Education, Association of Alaska School Boards (AASB) and Alaska Parent Teachers Association (AKPTA) jointly sponsor the Alaska Character Education (ACE) Partnership. Through the efforts of the ACE partners, character education programs are being established in Alaska. Building on the Quality Schools Initiative, Alaska's plan for school reform, the Alaska Character Education Partnership features content related to Alaska's citizenship and healthy life skills standards, quality professional development, community involvement, and support for the school excellence standards.	"(a) By July 1, 2007, each school district shall adopt a policy that prohibits the harassment, intimidation, or bullying of any student. Each school district shall share this policy with parents or guardians, students, volunteers, and school employees. (b) The policy must be adopted through the standard policy-making procedure for each district that includes the opportunity for participation by parents or guardians, school employees, volunteers, students, administrators, and community representatives. The policy must emphasize positive character traits and values, including the importance of civil and respectful speech and conduct, and the responsibility of students to comply with the district's policy prohibiting harassment, intimidation or bullying. The policy must also include provisions for an appropriate punishment schedule up to and including expulsion and reporting of criminal activity to local law enforcement authorities. School employees, volunteers, students, and administrators shall adhere to this policy."	Todd Brocius, Education Specialist, Safe and Drug-Free Schools, Innovative Programs, HIV, FASD, Eliminating, and Quality Schools, Alaska Department of Education & Early Development, 801 West 10th Street, Suite 200 Juneau, AK 99801-1894 Tel (907) 465-2887 Fax (907) 465-2713 todd.brocius@alaska.gov
Alaska	Encourages	2000	Senate Bill 1216 of 2000 Senate Bill 1369 of 2000 Senate Bill 1172 of 2001 House Bill 2121 of 2009 House Bill 2169 of 2009 Senate Bill 1121 of 2009 House Bill 2309 of 2009 House Bill 2287 of 2009 House Bill 2270 of 2009	In 2000, Arizona signed a bill into law that encouraged character education by covering character education and CE programs. In 2000, a voter initiative, Proposition 201, passed and gave funding for a \$200,000 matching grant program to last for 10 years, which would cover teacher stipends to teach character education. Senate Bill 1172 requires Northern Arizona University's K-12 Center to administer the matching grant program and the Arizona K-12 Center to evaluate all character education programs. House Bill 2121 provides a tax rebate for individuals, couples or families who provide financial support to schools' character education programs. House Bill 2169 provides a similar tax rebate for private contributions toward public school classroom technology, the support of classroom activities, extracurricular activities or character education programs. Senate Bill 1121 adds tax rebates for textbooks and instructional materials. House Bill 2309 provides for tax rebates for fees paid for or cash contributions made toward testing for college credit or college entrance examinations or for the support of extracurricular activities or character education programs. In 2005, the State of Arizona passed a license plate program with proceeds to benefit proven and effective character education programs. This money must be distributed to 2-4 character education programs in Arizona. Right now, roughly \$100,000 of this money goes to nonprofits to further character education in schools. HB 2270 calls for the disbursement of \$200,000 each year to be released toward the matching grants program provided by SB 1172.	"Guidelines accepted by the Arizona State Board of Education for its website related to instruction of moral, ethic characteristics: Guideline 1: Encouraging Arizona educators to seek out, research and identify programs which... may be suitable to your educational organization..." (SB 1216). "...expands the tax credit to include fees paid for character education programs. These programs must include all of the following: (1) instruction in the definition and application of prescribed character traits, (2) activities and discussions to reinforce character traits, (3) teachers that demonstrate character traits...Provisions: Provides a personal income tax credit of \$200 for character education programs; defines character education programs and provides that the Department of Education shall certify if a school district or charter school program meets the requirements in order for the taxpayer to take the tax credit; provides for an effective date to taxable years beginning from and after December 31, 2000" (Senate Bill 1369 of 2000). "A credit is allowed against the taxes imposed by this title for the amount of any fees or cash contributions made by a taxpayer during the taxable year to a public school located in this state for textbooks, classroom technology or instructional materials or the support of extracurricular activities or character education programs of the public school" (HB 2121). "A credit is allowed against the taxes imposed by this title for the amount of any fees or cash contributions made by a taxpayer during the taxable year to a public school located in this state for classroom technology or the support of classroom activities extracurricular activities or character education programs of the public school" (HB 2169). "A taxpayer whose filing status is single or head of household may take an individual income tax credit up to \$200 per year for contributions made to a public school for extracurricular activities and character education programs. Married couples filing joint may take an individual income tax credit up to \$400" (HB 2287). "A credit is allowed against the taxes imposed by this title for the amount of any fees PAID or cash contributions made by a taxpayer during the taxable year to a public school located in this state for testing for college credit or college entrance examinations or for the support of extracurricular activities or character education programs of the public school" (HB 2309). "Two hundred thousand dollars is appropriated each fiscal year, to be paid in monthly installments to the department of education to be used for the character education matching grant program as provided in section 15-154.01" (HB 2270).	Arizona Department of Education, Character Education and Development, 1535 West Jefferson Street, Bldg 18 Phoenix, Arizona 85007 Tel (602) 542-1755 Fax (602) 542-2289 Charactered@ade.az.gov http://www.ade.state.az.us/charactered/
Arizona	Encourages	2000	Senate Bill 1216 of 2000 Senate Bill 1369 of 2000 Senate Bill 1172 of 2001 House Bill 2121 of 2009 House Bill 2169 of 2009 Senate Bill 1121 of 2009 House Bill 2309 of 2009 House Bill 2287 of 2009 House Bill 2270 of 2009	In 2000, Arizona signed a bill into law that encouraged character education by covering character education and CE programs. In 2000, a voter initiative, Proposition 201, passed and gave funding for a \$200,000 matching grant program to last for 10 years, which would cover teacher stipends to teach character education. Senate Bill 1172 requires Northern Arizona University's K-12 Center to administer the matching grant program and the Arizona K-12 Center to evaluate all character education programs. House Bill 2121 provides a tax rebate for individuals, couples or families who provide financial support to schools' character education programs. House Bill 2169 provides a similar tax rebate for private contributions toward public school classroom technology, the support of classroom activities, extracurricular activities or character education programs. Senate Bill 1121 adds tax rebates for textbooks and instructional materials. House Bill 2309 provides for tax rebates for fees paid for or cash contributions made toward testing for college credit or college entrance examinations or for the support of extracurricular activities or character education programs. In 2005, the State of Arizona passed a license plate program with proceeds to benefit proven and effective character education programs. This money must be distributed to 2-4 character education programs in Arizona. Right now, roughly \$100,000 of this money goes to nonprofits to further character education in schools. HB 2270 calls for the disbursement of \$200,000 each year to be released toward the matching grants program provided by SB 1172.	"Guidelines accepted by the Arizona State Board of Education for its website related to instruction of moral, ethic characteristics: Guideline 1: Encouraging Arizona educators to seek out, research and identify programs which... may be suitable to your educational organization..." (SB 1216). "...expands the tax credit to include fees paid for character education programs. These programs must include all of the following: (1) instruction in the definition and application of prescribed character traits, (2) activities and discussions to reinforce character traits, (3) teachers that demonstrate character traits...Provisions: Provides a personal income tax credit of \$200 for character education programs; defines character education programs and provides that the Department of Education shall certify if a school district or charter school program meets the requirements in order for the taxpayer to take the tax credit; provides for an effective date to taxable years beginning from and after December 31, 2000" (Senate Bill 1369 of 2000). "A credit is allowed against the taxes imposed by this title for the amount of any fees or cash contributions made by a taxpayer during the taxable year to a public school located in this state for textbooks, classroom technology or instructional materials or the support of extracurricular activities or character education programs of the public school" (HB 2121). "A credit is allowed against the taxes imposed by this title for the amount of any fees or cash contributions made by a taxpayer during the taxable year to a public school located in this state for classroom technology or the support of classroom activities extracurricular activities or character education programs of the public school" (HB 2169). "A taxpayer whose filing status is single or head of household may take an individual income tax credit up to \$200 per year for contributions made to a public school for extracurricular activities and character education programs. Married couples filing joint may take an individual income tax credit up to \$400" (HB 2287). "A credit is allowed against the taxes imposed by this title for the amount of any fees PAID or cash contributions made by a taxpayer during the taxable year to a public school located in this state for testing for college credit or college entrance examinations or for the support of extracurricular activities or character education programs of the public school" (HB 2309). "Two hundred thousand dollars is appropriated each fiscal year, to be paid in monthly installments to the department of education to be used for the character education matching grant program as provided in section 15-154.01" (HB 2270).	Arizona Department of Education, Character Education and Development, 1535 West Jefferson Street, Bldg 18 Phoenix, Arizona 85007 Tel (602) 542-1755 Fax (602) 542-2289 Charactered@ade.az.gov http://www.ade.state.az.us/charactered/

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Arkansas	Mandates	1997	Act 631 of 1997	Act 631 of 1997 mandates character education in all school districts for the state of Arkansas.	"The General Assembly finds and acknowledges that, while character and citizenship is primarily a parental responsibility, it must not remain isolated there. The General Assembly further finds that character and citizenship education must be strengthened in public school to prepare young people for positive dealings with the social order of today. The Director of the General Education Division of the Department of Education shall provide a clearinghouse for information on nonsectarian practices in character and citizenship education programs within Arkansas and across the nation in order to assist local schools to strengthen character and citizenship education as a local option for school district curriculum in kindergarten through grade twelve (K-12). The director shall ensure that information on nonsectarian practices and models is disseminated to all school districts in the state.... During each interim of the biennium, the director shall provide a progress report on the implementation and effectiveness of this act" (Act 631 of 1997).	Dr. Reginald Wilson, Senior Coordinator Grants Initiative/Early Childhood, Arkansas Department of Education, Four Capitol Mall, Room 110-B, Little Rock, AR 72201-2936 Tel(501) 682-1059 reginald.wilson@arkansas.gov; http://www.arkansased.org/teachers/cet.htm	NA
California	Mandates	2000	California Education Code Section 233.5(a) [formerly named Section 44806] and Section 44790.3 Assembly Bill 2028 of 2000			Dr. Mariena Uhrlik, Safe and Healthy Kids Program Office, California Department of Education, 1430 N St. Sacramento, CA 95814 Tel (916) 319-0208 muhrik@cde.ca.gov http://www.cde.ca.gov/ls/yd/ce/	Christina Roper, Program Coordinator, Center for Youth Citizenship Tel (916) 228-2322 croper@score.net
Colorado	Encourages	2001	Section 1, Article 29 of House Bill 01-1292 of 2001 "Caring Communities Builds Character" partnership				Jim Olmstead, Director of Strategic Partnerships, The Foundation for Character Development, 6116 Misty Way, Longmont, CO 80503 Tel (303) 410-1522, Cell (303) 587-4038, ethics@fcd.us , www.FFCD.us
Connecticut	Supports without legislation	1996	Partnerships in Character Education Pilot Project grant	The Connecticut State Department of Education received a \$250,000 grant to use from 1996-2000 from the U.S. Department of Education in order to establish character education programs. There is currently no legislation proposed for character education. However, the state department of education does encourage districts to address character education in their curricula.	N/A	Dr. Jo Ann Freiberg, Associate Education Consultant, Bureau of District and School Improvement, Connecticut Department of Education, 165 Capitol Avenue, Room #222, Hartford, CT 06106 Tel (860) 713-6598 Fax (860) 713-7023 JoAnn.Freiberg@ct.gov	N/A

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Delaware	Encourages	2000	HJP 9 of 2000: Title 14, Delaware Code 4112D 2008 (Bullying Prevention Law)	In 2000, Delaware's Legislature recognized the state as a "State of Character" and urged citizens to promote character in schools, businesses, homes, churches and other places. The state signed a Bullying Prevention Law into effect in 2008 which includes many of the same principles as character education. Legislation enacted during the 1994-95 school year and generous resources support school-based intervention programs that positively affect school climate, discipline and safety. While schools are using resources to implement character education, legislators intentionally avoided using the specific term "character education" due to past objections to the term "values education." In May, 2001, Delaware hosted its first Character Rally, a two-day event founded by Junior Achievement of Delaware to provide a fundamental understanding of ethics and the importance of building character in the lives of youth. More than 5,000 eighth graders attended. In 2003 Governor Minner declared that Character Education would become part how youth are educated and not a separate class. Delaware hosted the "Don't Laugh at Me" project and held many follow up training sessions for schools throughout the state.	"The District is committed to support each school in their adoption of a school-wide bullying prevention Program. Each school is directed to develop or adopt a school-wide bullying prevention program that is research-based. Each school will strive to meet these goals: Reduce existing bullying problems among students, Prevent development of new bullying problems. Achieve better peer relations and staff-student connections at school" (2008 Bullying Prevention Law).	Robin Case, Program Manager, Delaware Department of Education, John G. Townsend Building, 401 Federal Street, Suite #2 Dover, DE 19901-3639 Tel (302) 857-3320 Fax (302) 739-1780 rcase@doe.k12.de.us https://www.doe.k12.de.us/programs/climate/default.shtml	Robin Case or Regina Greenwald, School Climate and Discipline, Delaware Department of Education Tel (302) 857-3320 rcase@doe.k12.de.us rgreenwald@doe.k12.de.us
District of Columbia	Does not have CE legislation	N/A	N/A	The Office of the State Superintendent of Education held an Evening Policy Forum on December 11, 2007 entitled "Establishing School Climate for Academic Success." This forum included references to character education and CEP. Previously, the District of Columbia received a federal grant through "The Partnerships in Character Education Project Program" to implement character education programs from 2000-2005, but research has not yielded any more information. The grant aimed to help "design a reform model to connect character-building content and instructional strategies with existing curriculum standards, and to improve overall school climate" for 11 DCPS schools, serving 6,926 students (six elementary schools, two middle/junior high schools, and three senior high schools located in each of the District of Columbia's eight Wards). (Character Education Project Abstract)	N/A	N/A	N/A
Florida	Mandates	1999	House Bill 365 of 1999 (Florida Statutes Sections 233.061 and 230.2316 amended) Senate Bill 20E of 2002	The 1998 Florida Legislature first authorized character education instruction in elementary schools. In 1999, House Bill 365 amended Florida Statutes, Section 233.061, requiring that a character-development program be provided in elementary schools, and that the program be similar to Character First or Character Counts. The statute requires programs to be secular in nature and stress such character qualities as attentiveness, patience, and initiative. Also amended in 1999 was Florida Statutes, Section 230.2316, requiring all dropout prevention and academic intervention programs to provide character development and law education. In 2002, Florida Legislature's passage of Senate Bill 20E required a character-development program in kindergarten through grade 12 beginning in the 2004-2005 school year. The State of Florida Advisory Committee on Character Education (SACCE), established in 1999, assists school districts in responding to the mandated character education initiatives.	"Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation" (Senate Bill 20E of 2002).	Florida Department of Education, 325 West Gaines Street, Suite 424, Tallahassee, FL 32399-0400 Tel (850) 245-0760 http://www.fdoe.org/bill/Curriculum/Social_Studies/ce.asp	Claudia Hunter, Character Education Consultant, The Golden Rule Foundation Tel (727) 399-8476 claudiahunter@lampabay.fl.gov

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Georgia	Mandates	1997	Title 20, Chapter 2, Article 6 of the Official Code of Georgia amended with 20-2-145	In 1997, legislation required character education based on 27 traits centering around citizenship, respect for others, and respect for self. This character curriculum became part of the Georgia Quality Core Curriculum Standards required in elementary, middle schools, and high schools in the state.	"The State Board of Education shall develop by the summer of the 1997-1998 school year a comprehensive character education program for levels K-12. This comprehensive character education program shall be known as the 'Character Curriculum' and shall focus on the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, respect for the creator, patience, creativity, sportsmanship, loyalty, perseverance, and virtue. Local boards may implement such a program at any time and for any grade levels, and the state board shall encourage the implementation of such plan. All laws and parts of laws in conflict with this Act are repealed" (Official Code of Georgia, Annotated 20-2-145a in 2002).	Jeff Hodges, Education Administration Specialist, Title IV Safe and Drug-Free Schools and Communities, Georgia Department of Education, 1754 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334 Tel (404) 463-7891, Fax (404) 463-0441; jhodges@doe.k12.ga.us	Connie Lane, Grants Administrator, Kennesaw State University Tel (678) 797-2012 clane@kennesaw.edu
Hawaii	Supports without legislation	2005	Board Policy 2101 of 1997; Redesignated as Board Policy 2109 on 11/03/05	The Hawaii Legislature adopted character education as policy in 2001, but the bill was carried over to the 2002 legislative session. As of late, the bill has been neither passed nor vetoed. If passed, this bill would require schools to teach character education. In 2005, the State Board of Education designated Board Policy 2109, supporting character education an effective and valuable teaching resource.	"In Hawaii, the Board of Education has adopted character education as a policy...The purpose of this Act is to require public schools to teach character education in grades kindergarten through 12." Section 302A will be amended as follows: "Instruction in character education through grade twelve in character education. Schools shall design activities, including using the department's curriculum models on character education, to incorporate six elements of character: caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness" (House Bill 437 of 2001). "The vitality and viability of our democratic way of life are dependent on all students developing into responsible and caring citizens who respect themselves, others, and the world in which they live. Character education is the process through which students are provided opportunities to learn and demonstrate democratic principles and core ethical values such as civic responsibility, compassion, honesty, integrity, and self-discipline." (Board Policy 2109 of 2005).	N/A	N/A
Idaho	Does not have CE legislation	2000	House Bill 752 of 2000, not enacted into law	Though not enacted into law, legislators proposed amending Title 33 of the Idaho Code by adding Chapter 54, an "Ethics, Principles AND Virtue Education Fund." This fund would have promoted voluntary character education in schools and provided grants to public elementary school teachers of up to \$150 to provide character education curricular materials and lessons to students. However, beginning in 2010, the Idaho State Board of Education will add character education as a content area to the Idaho Code.	"Every educator has great opportunity to influence children through reinforcement of parents' training and further complementary education in ethics, principles and virtue; that 'The Book of Virtues' and 'The Children's Book of Virtues,' edited by William Bennett, and George Washington's 'Rules of Civility' are premier examples of writings suitable and effective for instilling ethics, principles and virtue in students" (House Bill 752 of 2000).	Matt McCarter, Coordinator, Safe and Drug Free Schools, 21st Century Community Learning Centers, State Department of Education, 650 W. State St., PO Box 83720, Boise, ID 83720-0027 T (208) 332-6961. Mmccarter@sde.idaho.gov http://www.sde.idaho.gov/CharacterEducation/default.asp	N/A
Illinois	Mandates	1998	Illinois Children's Mental Health Act of 2003 (Public Act 93-0495, Senate Bill 1951 of 2003); House Bill 1336 of 2005 (amended language originally defined in 1998)	In 2005, Illinois legislation mandated character education in all public schools. In 2007, Illinois received a grant of nearly \$500,000 grant for character education. The U.S. Department of Education Partnerships in Character Education Program awarded the money to Illinois to develop pilot programs at eight high schools to teach skills for success in life. The four year program funded by the grant will allow the Illinois PBS Network to work with these eight public high schools to integrate school-wide positive behavior supports and character education as part of their curriculum.	"Every public school teacher shall teach character education, which includes the teaching of respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise pupils' honesty, kindness, justice, discipline, respect for others, and moral courage for the purpose of lessening crime and raising the standard of good character" (House Bill 1336 of 2005). "The State of Illinois has recognized the significant impact of children's mental health on student ability to learn, propensity for violence and likelihood of involvement in other delinquent behavior. Therefore, the state called upon the Illinois State Board of Education (ISBE) to 'develop and implement a plan to incorporate social and emotional development standards as part of the Illinois learning standards' (Illinois Children's Mental Health Act of 2003).	N/A	Judy Taylor, Youth Development Educator, University of Illinois Extension School, Tel (217) 782-6815 jmtaylor@uiiinois.edu

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Indiana	Mandates	1937	Indiana Code 20-10.1-4-4 (Morals Instruction)	In 1995, the Indiana General Assembly passed a mandate for good citizenship education and delineated 13 character qualities necessary for Indiana Citizens. This legislation was a re-statement of similar passages of statutes enacted in 1937 and 1975. To accomplish the objectives of the legislation, the Indiana Department of Education partnered with Anderson University in 2000 to create the Center for Character Development to promote character education in Indiana's schools and communities. The state also created the "Partners for Good Citizenship: Parents, Schools, Communities" guide for all stakeholders working on effective character education.	"Each public and non-public school teacher, employed to instruct in the regular courses of the first twelve (12) grades, shall present his instruction with special emphasis on honesty, morality, courtesy, obedience to law, respect for the national flag, the constitutions of the United States and of Indiana, respect for parents and the home, the dignity and necessity of honest labor and other lessons of a steady influence, which tend to promote and develop an upright and desirable citizenry. The state superintendent shall prepare outlines of materials for this instruction and incorporate them in the regular courses of these twelve (12) grades" (Indiana Code 20-10.1-4-4, Morals Instruction. Formerly: Acts 1975, P.L. 240, SEC.1).	Stefanie Sebastian, Indiana Department of Education, Service-Learning Specialist, Office of Curriculum & Instruction, 151 West Ohio Street, Indianapolis, IN 46204 Tel (317) 232-9153 Fax (317) 232-9121 ssebas@doe.in.gov; http://reading.indiana.edu/char/	Same as Department of Education contact
Iowa	Encourages	2003	Iowa Code, Section 256.18 (House File 2454 of 2002)	Founded in 1997, the Institute for Character Development at Drake University recognizes, enhances and sustains the positive qualities of Iowans in order to promote civility through character development. Its vision is that every Iowan embrace and practice good character by demonstrating trustworthiness, respect, responsibility, fairness, caring and citizenship. In 2002, the Iowa Legislature passed a bill encouraging character education in schools. The 2007 Iowa Legislature adopted a new law that requires school districts to have anti-harassment and anti-bullying policies.	"...each school is encouraged to instill the highest character and academic excellence in each student, in close cooperation with the student's parents, and with input from the community and educators. Schools should make every effort, formally and informally, to stress character qualities that will maintain a safe and orderly learning environment, and that will ultimately equip students to be model citizens. These qualities may include caring, civic virtue and citizenship, justice and fairness, respect, responsibility, trustworthiness, giving, honesty, self-discipline, respect for and obedience to the law, citizenship, courage, initiative, commitment, perseverance, kindness, compassion, service, loyalty, patience, the dignity and necessity of hard work, and any other qualities deemed appropriate by a school...The department of education shall assist schools in accessing financial and curricular resources to implement programs stressing these character qualities..." (Iowa Code, Section 256.18).	Cyndy Erickson, Learning Supports Consultant, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 Tel (515) 281-8514 Cyndy.Erickson@iowa.gov	Eric D. Martin, Director of Outreach, CHARACTER COUNTS! In Iowa, 1213 25th Street, Des Moines, IA 50311 Tel (515) 271-1995 Fax (515) 271-1907 eric.martin@drake.edu, www.CharacterCountsInIowa.org
Kansas	Encourages	2007	Senate Bill 68, Sec 5(a) of 2007	KSA 72-8256 requires schools to adopt and implement a plan to address cyber bullying, adopt policies to prohibit bullying, and adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students. A 2007 Senate Bill requires the State Board of Education to provide technical assistance for character education upon request from individual school districts. Kansas notes six important elements of character: caring, civic virtue, justice and fairness, respect, responsibility, and trustworthiness.	"Upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs which may be offered to students in the school district. Nothing in this subsection shall be construed as requiring the state board to develop a new curriculum or a new character development program. "Character development program" means a program which is secular in nature and which stresses character qualities. "Character qualities" means positive character qualities which include, but is not limited to, honesty, responsibility, attentiveness, patience, kindness, respect, self-control, tolerance, cooperation, initiative, patriotism and citizenship." (Senate Bill 68, Sec 5(a)).	Kent Reed, Counseling Education Consultant, Character Education Project Director, Kansas State Dept. of Education, 120 SE 10th Ave., Topeka, KS, 66612-1182 Tel (785) 296-8109 Fax (785) 296-3523 kreed@ksde.org http://www.schools.ksde.org/cur/files/kskiesCbar_Ed.htm or http://www.ksde.org/Default.aspx?tabid=17 99	Sue Kidd, Resource Specialist, Kansas State Department of Education, Tel (785) 863-3425 sue.kidd@greenbush.org
Kentucky	Mandates	2000	House Bill 157 of 2000	In 2000, with the addition of Chapter 162, Kentucky amended Chapters 156 and 158 of the KRS to mandate character education in school curricula. With the passage of this bill, the Kentucky Board of Education must provide direction to schools and districts as they develop character education programs and identify useful teaching strategies and instructional materials, and generally help schools incorporate character education throughout the curriculum.	"...character education means instructional strategies and curricula that instill and promote core values and qualities of good character in students including altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline; reflect the values of parents, teachers, and local communities; and improve the ability of students to make moral and ethical decisions in their lives" (Chapter 162, Section 1 of KRS. New chapter created in House Bill 157 of 2000).	Bigette Stacy, Leadership & Instructional Support, Kentucky Department of Education, 500 Metro Street, 17th Floor, CPT, Frankfort, KY 40601 Tel (502)564-4201 Bigette.Stacy@education.ky.gov	Mayv Andress Russell, Character Council of Greater Cincinnati & Northern Kentucky, Tel (513) 467-0170 russell@charactercincinnati.org www.charactercincinnati.org
Louisiana	Encourages	1998	House Bill 102 of 1998 Bulletin 741	In 1998, the Louisiana Legislature voted to require that the Department of Education establish a character education clearinghouse and distribute information to all districts on various character education nonsectarian practices, models and potential funding sources. The law states that any city or parish school system may offer a character education curriculum, but does not require them to do so, effectively permitting parish school boards to offer character education curricula. The state's role as an information disseminator is clearly defined, as no single program or set of character traits are included. Additionally, a 1999 bill requires that students address all school employees as "ma'am" or "sir." This "school manners" law was the first to be passed in the country and it has led to other states considering similar legislation.	"Districts shall develop a character education philosophy and implementation plan consistent with locally developed curriculum" (Bulletin 741). Any city or parish school system may offer a nonsectarian character education curriculum pursuant to the provisions of the Section in kindergarten through grade twelve, which focuses on the development of character traits such as honesty, fairness, respect for self and others, or other character traits as determined by individual school communities... The State Board of Elementary and Secondary Education shall provide a clearinghouse for information on nonsectarian practices in character education programs within Louisiana and across the nation in order to assist public elementary and secondary schools in improving character education. Clearinghouse information shall include information about comprehensive character education programs or curricula, which focus on the development of character traits such as honesty, fairness, and respect for self and others." (House Bill 102 of 1998).	Nancy Beben, Director Division of Curriculum Standards Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804 T (225) 219-0835 F (225) 219-0474 Nancy.Beben@la.gov www.louisianaschools.net	N/A

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Maine	Encourages	1999	Title 20-A of Maine Statutes, Section 254.11.1. (Added to Statutes as Chapter 351 in 1999) "Personal and Global Stewardship" section of the 1997 Learning Results passed by the Maine Legislature	Title 20-A, Section 254.11 of the Maine Statutes (passed in 1999 and amended from 1921 Maine Law) established "Statewide Standards for Behavior." These standards call for the teaching and modeling of values that will result in educating successful students of good character. The importance of character is implied throughout the language of <i>Maine's Common Core</i> , as well as in academic standards of learning formally adopted by the Maine Legislature in 1997.	"In consultation with organizations representing school boards, school administrators, teachers, parents and other interested local officials and community members, the Commissioner shall develop statewide standards for responsible and ethical student behavior. The standards must require annual reporting of incidents of violent and harmful behavior by or against students to the department by school administrative units. The department shall provide forms for reporting" (Title 20-A of Maine Statutes, Section 254.11.1). "Responsible citizenship requires awareness and a concern for oneself, others, and the environment. It involves interactions not only within the self and family, but between the self and friends, the community, the nation, and the world. It includes the knowledge and care of all dimensions of ourselves as humans, an understanding of the group process, and a willingness to exercise the rights and responsibilities of citizenship" (1997 Learning Results, Maine Legislature).	Susan Corrente, Esq., Maine Department of Education, 23 State House Station, Augusta, ME 04333 Tel (207) 624-6620 susan.corrente@maine.gov, http://www.maine.gov/education/ceph/homepage.htm	N/A
Maryland	Encourages	1979	SH 122 of 1979: Governor's Commission on Values Education; Maryland Code, Section 7-304 (House Bill 1495 of 2006)	The Maryland Legislature introduced Senate Bill 737 in 2000 to mandate that all Maryland public schools develop curricula to teach character education, but the bill was not passed. However, state legislation does encourage character education. In 1979, a resolution established the Governor's Commission on Values Education. This Commission had 51 recommendations which encouraged local school systems to adopt the state's citizen and character objectives as their own, and to begin action immediately with existing resources. Though this commission was disbanded after the completion of their report in 1983, all 24 local school systems have worked since then to integrate character education into their curricula. Maryland was the first state to appoint a statewide character education coordinator. In 2006, Section 7-304 of the Maryland Code was amended to alter the standard by which a county board of education and the Board of School Commissioners of Baltimore City must require certain elementary schools to implement a positive behavioral intervention and support program.	Maryland's Commission on Values Education lists the following goals: Character objectives: integrity and honesty; duty to self, family, school, and community; self-esteem; respect for the rights of all persons; recognition of the rights of others to express differing views; sense of justice; compassion for others; discipline and pride in one's work; respect for one's property and the property of others; and courage. Citizenship objectives: patriotism, democracy, understanding of global societies; respect for the rule of law; respect for authority at the local and national levels; allegiance to democratic systems of government; importance of an independent court system; and acceptance of citizenship responsibilities. "The purpose of this section is to require each county board of education to provide a continuum model of prevention and intervention activities and programs that encourage and promote positive behavior and reduce disruption" (Maryland Code, Section 7-304).	Paula McCoach, Character Education Specialist, Maryland State Department of Education, Division of Student, Family and School Support, Youth Development Branch, 200 West Baltimore Street, Baltimore, MD 21201 Tel (410) 767-0047 Fax (410) 333-8010 pmccoach@msde.state.md.us http://www.marylandpublicschools.org/MSD E/divisions/studentschoolscs/youth_development/character_ed.htm	Barbara Luther, Consultant, Maryland Center for Character Education, Tel (703) 729-2912 bluther@smainneighborhood.net
Massachusetts	Does not have CE legislation	1999	"A Foundation for Citizenship Through Character Education" partnership	In 1999, the Department of Education sponsored a conference on character education entitled, "Cultivating Character and Civility through the Curriculum Frameworks." This was the first in a series of initiatives in character education sponsored by the state. From 2000-2005, the Department of Education formed a partnership with Boston Public Schools (BPS), Hampshire Educational Collaborative (HEC), Center for the Advancement of Ethics and Character at Boston University (CAEC), and Lynch School of Education at Boston College. "A Foundation for Citizenship Through Character Education" brought together rural and urban school districts from across the state to develop critically needed and timely educational curricula to incorporate a K-12 character education initiative in rural districts of Western Massachusetts and in urban Boston. This pilot project aimed to provide a replicable model for schools that educate rural and/or urban youth, and that educate student populations that are diverse with respect to age, grade levels, and a host of other demographics.	N/A	Richard M. Salus, Massachusetts Department of Education, Office of Curriculum Standards, 350 Main Street, Malden, MA 02148 Tel (781) 338-6252 rsalus@doe.mass.edu E/divisions/studentschoolscs/youth_development/character_ed.htm	Mary McCarthy, Director of Community Relations and Character Education, Hudson Public School District, CAEC at BU, and the Massachusetts Department of Education Tel (978) 367-6107 mmccarthy@hudson.k12.ma.us

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Michigan	Encourages	2004	2004 Michigan State Board of Education Policy on Quality Character Education; Senate Resolution 168 of 2008	In 2004, the Michigan State Board of Education designed a policy on quality character education. They recommended that the <i>Seven Principles</i> be adopted, implemented and evaluated in all public schools in the state. Michigan identifies 6 traits on which to focus character education: responsibility, trustworthiness, respect, fairness, caring, and citizenship. Currently, four schools are participating in a comprehensive pilot program of the Michigan Model Character Education Partnership project. In March 2008, the Michigan Legislature approved a resolution to encourage school districts to adopt and implement character education programs that address bullying.	"The Michigan State Board of Education believes that there are two important reasons to teach character education in public schools. First, the well-being of a democratic society requires the civic engagement of ethical citizens...Second, character education helps students learn" (2004 Michigan State Board of Education Policy on Quality Character Education). "Standards for student behavior must be set to produce an atmosphere that encourages students to grow in self-discipline. Character education programs include an anti-bullying curriculum that teaches students how to recognize and react to bullying as well as to develop character traits that reinforce self-discipline...therefore...we encourage school districts to adopt and implement character education programs that address the causes of and remedies to bullying" (Senate Resolution 168 of 2008).	Mary Teachout, CSHP-PANT Consultant, Coordinated School Health & Safety Programs, Grants Coordination & School Support, Michigan Department of Education, 608 W. Allegan St., Lansing, MI 48933 Tel (517) 335-1730 Fax (517) 373-1233 teachoutm@michigan.gov, http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29233_29802---,00.html	Same as Department of Education contact
Minnesota	Encourages	2005	Minnesota Statutes 120B.232 House Bill 4162 of 2006	The Minnesota Department of Education supports districts' character education initiatives upon request. Minnesota Statutes encourage districts to integrate or offer character education programs encompassing qualities including truthfulness, respect for authority, self-discipline and respect for others; authorizes the use of available federal funds for these programs; and allows districts to accept private funding. In addition, a 2006 bill created a pilot program to allow school districts to receive money for purchasing character education curricula. In this bill, the commissioner of education was required to maintain a list of character education curriculum providers during the one-year grant period of 2006. Currently, the Minnesota Department of Education maintains a Web page that shares character education information and links, but does not specify providers.	"The legislature encourages districts to integrate or offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness. Instruction should be integrated into a district's existing programs, curriculum, or the general school environment. The commissioner shall provide assistance at the request of a district to develop character education curriculum and programs...The commissioner must first use federal funds for character development education programs to the extent available...Districts may accept funds from private and other public sources for character development education programs developed and implemented under this section" (Minnesota Statutes, 120B.232).	Connie Anderson, School Improvement, Minnesota Department of Education, 1500 Highway 35 West, Roseville, MN 55113-4266 Tel (651) 582-8750 Fax (651) 582-8517 connie.j.anderson@state.mn.us, http://education.state.mn.us/MDE/Learning_Support/Counseling_Character_Service_Learning/Character_Education/index.html	Joyce Swenson, Minnesota Center for Academic Excellence, Tel (507) 389-2461 jswenson@mncea.org
Mississippi	Encourages	1999	Senate Bill 2121 of 1999	In 1999, Mississippi passed a bill encouraging, but not requiring, character education in all K-12 public schools. In addition to encouraging focus on specific character traits, the bill amended the Mississippi Code of 1972 to require teachers to have all pupils say the Pledge of Allegiance and the pledge of the State of Mississippi at least once each month. However, the law specifically states that no pupil with a religious or conscientious objection shall be required to say these pledges.	"The local school boards of the public school districts of this state are hereby authorized, in their discretion, to develop and implement...a comprehensive program for character education in Grades K-12. This program of character education shall focus on students' development of the following character traits: courage, patriotism, citizenship, honesty, pride in quality work, fairness, respect for and obedience to the law, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty and perseverance..." (Senate Bill 2121 of 1999).	Charney Spears, Social Studies Specialist, Mississippi Department of Education, Office of Curriculum and Instruction, P.O. Box 771, Suite 330, Jackson, MS 39205 Tel (601) 359-2586 Fax (601) 359-2040 cspears@mde.k12.ms.us, http://www.mde.k12.ms.us/cad/id/character.html	N/A
Missouri	Supports without legislation	1988	CHARACTERplus organization	CHARACTERplus (formally known as PREP) was founded in 1988 by parents, educators, and business leaders to advance character education as an integrated, essential part of learning. In 1993, the concept of CHARACTERplus led to the establishment of Character Education Partnership (CEP) in Washington, DC. The U.S. Department of Education awarded CHARACTERplus a four-year grant in 1997 to spread character education throughout Missouri. Upon completion of this grant in 2001, the Missouri State Legislature voted to continue supporting this initiative by providing state funding. Currently, CHARACTERplus serves more than 700 schools, reaching 25,000 teachers and more than 360,000 students in Missouri, Illinois, and Kansas. Services include trainings, resources, collegial meetings, scholarships to conferences, and community collaborations that focus on character and moral development, ethics, literacy, service learning, bully & sexual harassment prevention & intervention, etc. It is now the nation's largest community-wide response to character education.	N/A	Juan Krusor Davis, State Coordinator, Missouri Character Education Project, 301 Sherry Lane, Branson, MO 65616, Tel (417) 334-1188 krusordavis@earthlink.net; http://www.characterplus.org/default.asp or Liz Gibbons, Director, CHARACTERplus, 1460 Craig Road, St. Louis, MO 63146 Tel (314) 692-9728 Fax (314) 692-9788 lgibbons@cse.org, www.characterplus.org	Sieven Sues, CHARACT-TERplus, Tel (314) 401-6252 sussesfamily@yahoo.com

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Montana	Supports without legislation	2005	Senate Joint Resolution 12 of 2005, Montana Board of Public Education and Montana's Character Education Project (HR2)	In 2005, the Montana Board of Public Education approved a policy that requires all Montana school districts to implement bullying, intimidation, and harassment prevention policies and measures to proactively address bullying prevention. A list of suggested measures was provided to districts, as well as an accountability mechanism. The policy is located at ARM 10.55.701(3)(g) and ARM 10.55.801. Also, Montana's Character Education Project strives to promote American Indian academic achievement in Montana through the effective use of character education. This HR2 grant project is unique in that it focuses on the values and cultural traditions of Montana tribes and is particularly effective in districts with American Indian student populations and/or multi-cultural backgrounds. Currently, 10 Montana school districts with significant American Indian student populations participate in this project.	The HR2 model promotes: "...school leadership directing and modeling the reform by promoting, reinforcing, and encouraging the incorporation of character education in all programs, discipline and activities; creation of a positive and inclusive school climate; development of a sense of school and community belonging; promotion of community/parental involvement; alignment of activities to educational research and the underlying principles of character education; use of culturally relevant curriculum and activities...implementation of non-punitive, redirected behavioral strategies promoting positive student behavior..." (Montana's Character Education Project). Schools and districts are encouraged to "...provide students with learning opportunities through community service; offer extracurricular activities that provide for involvement in the school and community, and encourage student participation in school governance" (Senate Joint Resolution 12 of 2005).	Madelyn Quinlan, Chief of Staff Montana Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501 mquinlan@mpi.gov phone: 406-444-3168	N/A
Nebraska	Mandates	1996	Nebraska Statutes, Chapter 79, Sections 725, 726, and 727	In 1927, Nebraska introduced legislation defining the schools' role in character education. In 1996, personal characteristics such as honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States, and the Constitution of the State of Nebraska were identified in Nebraska Law 79-725 as desirable attributes for Nebraska citizens. The law also mandates that the Commissioner of Education provide suggestions for character education for all K12 schools in the state. Any person who does not comply with this law will be subject to a misdemeanor. Nebraska Character Education Guidelines can be found at: http://www.nrc.state.ne.us/ejpubs/E2000/H091-2002.pdf	"Each teacher employed to give instruction in any public, private, parochial, or denominational school in the State of Nebraska shall arrange and present his or her instruction to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the United States Constitution, and the Constitution of Nebraska, respect for parents and the home, the dignity and necessity of honest labor, and other lessons of a steady influence which tend to promote and develop an upright and desirable citizenry" (Nebraska Statutes, Chapter 79, Section 725).	Larry Starr, Project Co-Director, Character Education, Nebraska Department of Education, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509 Tel (402) 471-2449 larry.starr@nebraska.gov http://www.nde.state.ne.us/CHARACTERED/index.html	N/A
Nevada	Does not have CE legislation	2002	Nevada Character Education Project (NCEP), Nevada Department of Education	From 2002-2006, the Nevada Character Education Project (NCEP) received a grant to partner with the Nevada Department of Education, the Washoe School District, the Nevada Attorney General's Office and WestEd. The project included the design, development and implementation of an effective character education program to teach values such as caring, civic virtue and citizenship, justice and fairness, respect, responsibility and trustworthiness to students. A comprehensive literature review of best practices in character education was conducted and guided by the <i>Eleven Principles</i> . Participants utilized Nevada state standards adopted by the Nevada Council as a vehicle to embed character education into daily lessons. In the 2007, character education was included in the "Discretionary Grants-Unrestricted	N/A	Michael Fitzgerald, Project Director, Nevada Character Education Project, Nevada Department of Education, Office of Special Education, ESEA, & School Improvement, 700 East Fifth Street, Carson City, NV 89701 Tel (775) 687-8970 mfitzgerald@doe.nv.gov	N/A
New Hampshire	Does not have CE legislation	1993	House Bill 1162 of 2004	In 1993, New Hampshire established a values program for its teachers. A new state rule required educators who desired recertification to complete five hours of instruction in character and citizenship education. (These hours were included in the 50 hours of professional development that teachers must accumulate every three years to maintain certification.) To provide technical assistance in meeting this new rule, the New Hampshire Department of Education formed an advisory group of professionals from school districts, teachers' unions, principals associations, and teacher education programs. This group now encompasses staff development committees, regional workshop centers, and liaisons with national character education organizations. In 1995, the state received a Safe and Drug Free Schools and Communities Grant to address the occurrence of violent incidents on school grounds. In 2004, House Bill 1162 amended RSA 193-F, the Pupil Safety and Violence Prevention Law, to require that school boards have a safety and violence prevention policy.	"Each local school board shall adopt a pupil safety and violence prevention policy which addresses pupil harassment, also known as "bullying", and which is consistent with the provisions of this chapter. Any school employee, or employee of a company under contract with a school or school district, who has witnessed or has reliable information that a pupil has been subjected to insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response that violates the school bullying policy shall report such incident to the principal, or designee, who shall in turn report the incident to the superintendent and the school board" (House Bill 1162 of 2004).	Kenneth Reilian, Consultant for Social Studies & World Languages, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301, Tel (603) 271-6131, kreilian@ed.state.nh.us	N/A

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
New Jersey	Does not have CE legislation	2000	New Jersey Character Education Partnership (NJCEP) Initiative; Executive Order Number 9 of 2002; Senate Bill 1749 of 2006; N.J.A.C. 6A:16-7.6	In 2000, the Governor established the New Jersey Character Education Partnership (NJCEP) Initiative. The purpose of this initiative is to assist public school educators in adopting character education programs that will meet the developmental needs of students by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning. The Governor's FY 2003 budget provided \$4.75 million to public school districts, charter schools and state facilities to support character education program development and implementation during the 2002-03 school year. In 2002, the governor of New Jersey signed an executive order which established The New Jersey Character Education Commission. This commission now reviews best practices for character education and sets forth options for communities and school districts to undertake the development of community-based character education programs. In 2006, Senate Bill 1749 required boards of education to offer elementary school students instruction in gang violence prevention. Additionally, N.J.A.C. mandates that each district school board adopt a set of core ethical values to guide student behavior, with input from the local community.	"The Commission shall consider programs that teach students the importance of character traits such as integrity, fairness, respect, responsibility, and citizenship; incorporate character education through the existing curriculum; create schools that are safe; create classroom environments that promote effective learning and encourage students to respect one another; teach students how to solve conflicts fairly and respectfully without resorting to intimidation or violence; develop leadership skills and offer students opportunities to serve others; and engage parents and the entire community in cooperative efforts to build and model good character" (Executive Order Number 9, 2002). "Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs" (Senate Bill 1749 of 2006). "Each district board of education shall develop, adopt and implement a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and, as appropriate, for conduct away from school grounds... The code of student conduct shall be based on parent, student and community involvement which represents, where possible, the composition of the schools and community... The code of student conduct shall be based on locally determined and accepted core ethical values adopted by the district board of education" (N.J.A.C. 6A:16-7.6).	New Jersey Department of Education, Office of Program Support Services, Tel (609) 292-5985 http://www.state.nj.us/education/character/su mmary.htm; http://www.njcharacter.org/	Dr. Phil Brown, Director, Center for Social and Character Development at Rutgers University and the New Jersey Department of Education, Tel (732) 448-7504, ext. 21 pnbrown@rci.rutgers.edu
New Mexico	Does not have CE legislation	1994	Character Counts! New Mexico; New Mexico Standards for Excellence, 6.30.2.8	In 1994, approximately 30 community leaders formed Character Counts! New Mexico in Albuquerque. The Council has organized itself into both standing and ad hoc work groups to develop plans to broaden Character Counts! in New Mexico. Section 6.30.2.8 of the New Mexico Standards of Excellence, passed in 1996, identified the personal qualities of individuals that New Mexico schools and communities should recognize and promote in character education to achieve student success as responsible, productive, and caring citizens. In 2004, the US Department of Education awarded funds to a new venture - The New Mexico Character Education Partnership - which brought together the New Mexico Public Education Department, Albuquerque Public Schools and NM School districts to charter schools in a project to build statewide leadership for sustainable character education in New Mexico. The partnership funded 30 three-year projects to establish character education in schools and communities in the following core values: trust, respect, responsibility, fairness, caring and citizenship.	"New Mexico schools and communities recognize and promote character education as a means to achieve student success as responsible, productive, and caring citizens. New Mexico high school graduates will become successful, productive members of their communities, the nation, and the world by acquiring the qualities to: learn and perform at their full potential as well as appreciate and develop individual creativity; exhibit a positive self-concept; accept personal responsibility; make decisions which promote good health; respect themselves, others, and the environment; respect the democratic principles, authority, responsibilities, and privileges guaranteed by the U.S. Constitution and its amendments; and understand the importance of honesty, dependability, integrity, and hard work" (New Mexico Standards for Excellence, 6.30.2.8).	Pat Concammon, Humanities Bureau, Social Studies Administrator and Character Education Project Director, New Mexico Public Education Department, 300 Don Gaspar, Santa Fe, NM 87501. Tel (505) 827-6525 Fax (505) 827-6694 patam.concammon@state.nm.us; http://sds.state.nm.us/Humanities/CharacterEd/index.html	N/A
New York	Mandates	2000	Project SAVE (Safe Schools Against Violence in Education Act)	In 2000, the New York Assembly enacted Project SAVE, the Safe Schools Against Violence in Education Act. This provided for codes of conduct on school property, school safety plans; uniform violent incident reporting system; protection of school employees; omnibus school violence prevention grant program; and instruction in civility, citizenship and character education. In January 2002, Bill Number A4816 was referred to the Committee on Education to require the development of curricula in character education. As of yet, it has not been passed.	"New York's schools must develop comprehensive plans to be prepared to intervene in and to manage difficult and violent situations, to work with community partners to initiate proven prevention and intervention strategies which address risk factors for potential violence in local communities, to adopt civility, citizenship and character education programs to create an environment of respect and responsibility among all members of the school community...Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community" (Project SAVE, 2000).	Dr. Phil Fusco, Academy for Character Education at the Sage Colleges, Tel (518) 244-2336; docvasue@aol.com	Dr. Phil Fusco, Academy for Character Education at the Sage Colleges, Tel (518) 244-2336; docvasue@aol.com

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
North Carolina	Mandates	2001	Student Citizen Act of 2001 (SL 2001-263) (House Bill 195 of 2001)	The Student Citizen Act of 2001 (SL 2001-263) was passed into law by the North Carolina State Legislature. This act requires every local board of education to develop and implement character education instruction with input from the local community.	"The instruction shall be incorporated into the standard curriculum and should address the following traits: courage (having the determination to do the right thing even when others don't and the strength to follow your conscience rather than the crowd, and attempting difficult things that are worthwhile), good judgment (choosing worthy goals and setting proper priorities, thinking through the consequences of your actions, and basing decisions on practical wisdom and good sense); integrity (having the inner strength to be truthful, trustworthy, and honest in all things; and acting justly and honorably); kindness (being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, generosity, and treating others as you would like to be treated); perseverance (being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures)..." (The Student Citizen Act of 2001).	Deborah G. Prickett, Character Education Consultant, Program Monitoring & Support Division, Support Services Section, North Carolina Department of Public Instruction, 6350 Mail Service Center, Raleigh, NC 27699-6350 Tel (919) 807-2769 Fax (919) 807-3322 dprickett@dpi.state.nc.us; http://www.ncpublicschools.org/charactereducation/	Same as Department of Education contact
North Dakota	S		North Dakota Century Code, Article 15-38-10; North Dakota Constitution, Article 8, Section 3	Courses in Character Education are not mandated by the state. The Coalition for Character Education in North Dakota (CCEND) is an organization of stakeholders and partners formed in response to the Partnerships in Character Education Pilot Projects Grant received in 1999. The North Dakota Department of Public Instruction Division of Independent Study received the grant under the U.S. Department of Education Fund for the Improvement of Education. (The grant administration was then moved to the School Health Unit within DPI.) The coalition coordinates character education activities and shares ideas and information between partners.	"Each teacher in the public school must provide moral instruction tending to impress upon the minds of pupils the importance of truthfulness, temperance, purity, public spirit, patriotism, international peace, respect for honest labor, obedience to parents and deference to old age" (North Dakota Century Code, Article 15-38-10). "In all schools instruction shall be given as far as practicable in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit, and respect for honest labor or every kind" (North Dakota Constitution, Article 8, Section 3).	Drinda Olsen, Coordinator, Coordinated School Health, North Dakota Department of Public Instruction, 600 E. Boulevard Ave., Dept. 201, Floors 9, 10, and 11, Bismarck, ND 58505-0440 Tel (701) 328-2269 dolsen@nd.gov; http://www.dpi.state.nd.us/characed/index.shtml	N/A
Ohio	Encourages	1990	Character Education in Ohio: Sample Strategies, Ohio State Board of Education and Ohio Department of Education (1990); House Bill 181 of 2001; H.C.R. 28 of 2002; 123 H.B. 282; 123 H.B. 640; 123 S.B. 237; 123 S.B. 245	In 1990, the Ohio State Board of Education and Department of Education produced a document to assist schools in implementing character education activities. This document included character trait inventories, character education needs assessments, and sample lesson plans for the classroom. In FY1999 and FY2000, the Ohio General Assembly appropriated \$1,050,000 for grants of up to \$50,000 for schools/districts to be used for character education. In 2002, H.C.R. 28 (a concurrent resolution) urged the citizens of Ohio to encourage positive leadership and youth character qualities. It designated Ohio as a "State of Character" and requested that Congress take action to promote character education. Currently, Ohio Partners in Character Education (OPCE), with the Department of Education, facilitates character education programs in Ohio schools and communities and provides professional development, advocacy, a statewide character network, and the Ohio Schools of Character Awards. Current social studies academic content standards also include character education.	"...up to \$50,000 in each fiscal year shall be used to develop, produce, or otherwise obtain a distance learning program, a video presentation, or other method of offering instruction in character education to multiple school districts. The program, presentation, or other method of instruction shall be made available to all school districts. The remainder...shall be used by the Department of Education to provide matching grants of up to \$50,000 each to school districts to develop pilot character education programs (House Bill 181 of 2001).	Dr. Lucy Frontera, Executive Director, Ohio Partners in Character Education (joint initiative of the Ohio Department of Education and the Ohio Better Business Bureau), 1169 Dublin Rd., Columbus, OH 43215 Tel (614) 893-9971 or (614) 486-6531, ext. 137 Fax (614) 486-6631, lfrontera@pipeline.com, www.charactereducationohio.org	Same as Department of Education contact

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Oklahoma	Encourages	1999	The Oklahoma State Legislature established a character education grant program in House Bill 1704 in 2005. Initial funding for the character education programs was later provided through House Bill 1133 in 2007. The grants are administered through the Oklahoma State Department of Education as the Oklahoma Schools of Character Grant.	In 2005, House Bill 1704 amended this new law to authorize every school district in the state to develop character education for grades K-12. It also mandated that the State Board of Education develop a Web site that includes a list of character education programs, materials, and reading list to be used by districts; start a character education honor roll to recognize districts that had successfully implemented character education programs; and award grants of up to \$1,000 to 10 school districts to implement comprehensive character education programs. In 2007, HB 1133 made available initial funding for state character education programs.	"The local school boards of the school districts of this state may develop and implement, at the beginning of the 1999-2000 school year, a comprehensive program for character education in grades kindergarten through sixth. This program of character education shall focus on students' development of character traits, the kind and manner found in available curriculum. The program of character education may include, but shall not be limited to, the voluntary reciting of the Pledge of Allegiance to the flag of the United States of America. The State Board of Education shall be available to all school districts with necessary technical assistance" (House Bill 1765 of 1999). "These character education grants were established by the State Legislature in 2005. Funds were appropriated in 2007 and again in 2008 for twenty \$1,000 grants to school districts to implement a pilot project that will lead to the establishment of a comprehensive districtwide character education program (HB 1133 of 2007)."	Lisa Pryor, Assistant Superintendent, School Improvement, Office of Innovation, Support and Alternative Education, Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Suite 315, Oklahoma City, OK 73105 Tel (405) 522-0276 Fax (405) 522-0496 lisa_pryor@sde.state.ok.us; http://sde.state.ok.us/Programs/Character/default.html	N/A
Oregon	Encourages	1999	Oregon Revised Statutes 336.067 and 336.181	In 1999, Oregon revised its Statutes, with Section 336.181, to encourage character education in all public schools for grades K-6. In 2005, the Oregon Legislature revised the list of character traits that should be taught in schools with Section 336.06. In addition, the Oregon Character Education Partnership was established in 2001 to increase the capacity to establish comprehensive character education programs in Oregon schools that will foster high academic achievement and good character in students; and improve student achievement, attitudes and behaviors, staff morale, and community support.	"In public schools special emphasis shall be given to instruction in: honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Oregon, respect for parents and the home, the dignity and necessity of honest labor and other lessons that tend to promote and develop an upright and desirable citizenry; respect for all humans, regardless of race, color, creed, national origin, religion, age, sex or disability; acknowledgment of the dignity and worth of individuals and groups and their participative roles in society; humane treatment of animals; the effects of tobacco, alcohol, drugs and controlled substances upon the human system..." (Oregon Revised Statutes, 336.067). "Each school district is encouraged to use in the schools of the district that educate students in kindergarten through grade six: the Character First! Education Series...or a similar program on character development...secular in nature" (Oregon Revised Statutes, 336.181).	Andrea Morgan, Education Specialist, Social Sciences Curriculum, Advanced Placement Incentive Program and Test Fee Program, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203, Tel (503) 947-5772 andrea.morgan@state.or.us	N/A
Rhode Island	Encourages	1997	House Resolution 387 of 1997 RI 2008 Public Laws, Chapter 08-220 (H7569 Sub A)	In 1997, House Resolution 387 endorsed the implementation of character development education in Rhode Island public schools. In 2000, the US Department of Education and the Rhode Island Department of Education jointly funded a pilot character development program called "Healthy Schools! Healthy Kids". The program was built on the principles of social and emotional learning and the incorporation of current state and local reform efforts. The Rhode Island Character Education Partnership (RICEP) is currently engaged in a learning and planning year of a three year grant award. Years two and three will support the implementation of objectives in professional development, curriculum revisions, students' character development, parent and community involvement and support, promotion and recognition, and replication of RICEP programs throughout the state. RICEP maintains that there is no single formula for character education programs. They do use CEP's 11 Principles of Character Education as a guide for program design and implementation. The RI jointly funded pilot character development program ended in 2003. The RI Department of Education and RI Coordinated School Health Program - thrive - continue to support social emotional competencies and 11 Principles of Effective Character Education.	"Whereas, it is the mission of the Rhode Island public schools to provide all learners with the skills and knowledge needed to become successful, productive, and responsible members of society; now, therefore, be it resolved, that the Rhode Island General Assembly recognize that character education is one of those needed skills, and, therefore, endorse character education as an integral part of the teaching and learning process in the Rhode Island public schools; character education is defined as being based on eight key values: trustworthiness, respect, responsibility, fairness, caring, love of country, civic duty, and work ethic; and be it further resolved that no character development program in a public school shall undermine traditional religious values or lawful parental authority... [The Rhode Island Department of Elementary and Secondary Education will encourage all public schools in Rhode Island to include character education as one of the features of their strategic plans and to adopt a statement of goals and objectives for character education" (House Resolution 387 of 1997). "This act allows training programs in school districts or public schools to teach pupils conflict resolution and mediation for resolving conflicts among pupils, and to develop a process for discussing harassment, intimidation or bullying with techniques for preventing and resolving conflicts without violence." (RI 2008 Public Laws, Chapter 08-220)	Dr. Midge Sabatini Manager, Coordinated School Health Program RI Department of Education 285 Westminster Street Providence, RI 02903 T (401) 222-8952 F (401) 222-4979 Midge.Sabatini@ride.ri.gov www.thrive.org	N/A

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
South Carolina	Mandates	2000	South Carolina Code, Section 59-17-135 (Amended from 1976 Code)	In 1998, the State Department of Education received a four-year federal grant for design of a long-term plan and infrastructure development for character education programs. As the federal grant was concluding, the General Assembly passed the South Carolina Family Respect Act in 2000 and appropriated \$265,000 for character education in the Department of Education. This act mandated that each local school board develop a policy addressing character education and required that both policy and resulting programs be evaluated. In 2005, the South Carolina General Assembly passed comprehensive legislation to develop career clusters for students and increase high school graduation rates. Revising the code from the Family Respect Act, the legislature passed the South Carolina Education and Economic Development Act. In Section 59-17-135 of the South Carolina Code, this amended code outlined twenty-four character traits to be addressed in character education programs implemented by local school boards of South Carolina.	"Each local school board of trustees of the State must develop a policy addressing character education. Any character education program implemented by a district as a result of an adopted policy must, to the extent possible, incorporate character traits including, but not limited to, the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue. Local school boards must include all sectors of the community, as referenced in subsection (A)(4), in the development of a policy and in the development of any program implemented as a result of the policy. As part of any policy and program developed by the local school board, an evaluation component must be included" (South Carolina Code, Section 59-17-135(e), amended).	Joan Dickinson, Education Associate, South Carolina Department of Education, 3700 Forest Drive, Suite 101, Columbia, SC 29204. Tel (803) 734-4807 Fax: (803) 734-3043 -jldickins@ed.sc.gov; http://www.ed.sc.gov/agencym/innovation-and-support/community-and-parent-services/CharacterEducation/Index.html	Gerry Weaver, South Carolina Department of Education, Tel (803) 734-4804 gwnweaver@ed.sc.gov
South Dakota	Mandates	1997	South Dakota Legislative Statute, 13-33-6.1	In 2001, the South Dakota Department of Education received a federal grant to develop comprehensive character education efforts across the state. Ten school districts were selected to pilot character education concepts and strategies. The goals for the grant were: to establish high quality character education implementation sites that embrace the virtues embodied in the South Dakota Code in a manner which effectively models the principles of good character; to develop the lifelong skills and ethical behaviors necessary to be contributing citizens in a democratic society; to link local, state and federal resources that merge effective school research and character development; and to maintain or improve student academic achievement. This grant is no longer in effect.	"Unless the governing body elects by resolution, effective for not less than one or more than four school terms, to do otherwise, character development instruction shall be given in all public and nonpublic elementary and secondary schools in the state to impress upon the minds of the students the importance of citizenship, patriotism, honesty, self discipline, self-respect, sexual abstinence, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly and respect for authority" (South Dakota Legislative Statute, 13-33-6.1).	Micky J. Wienk, Coordinator, Dakota Character Project, ESA 6 & 7 Education Specialist, TIE Office, 1925 Plaza Blvd, Rapid City, SD 57785. Tel (605) 394-1876 mwienk@tie.net	N/A
Tennessee	Mandates	1985	Tennessee Code Annotated (TCA), Sections 49-6-1007 and 49-2-118; House Bill 3456 of 2004; Public Chapter Number 919; House Bill 2790 of 2008	In 1985, the Tennessee General Assembly passed TCA 49-6-1007, mandating that instruction in all public schools include character education. In 1999, this legislation was amended to include that school systems report information about their character education programs to the Department of Education and General Assembly. Also in 1999, TCA 49-2-118 was passed and mandated that grades 1-6 include nonviolence conflict resolution learning in character education. In 2004, the legislature approved House Bill 3456 (Public Chapter Number 919) to recognize schools that develop model instructional methods and administrative policies for character education and disseminate best practices. In 2008, the legislature passed House Bill 2790, which urged all K-12 public schools to provide instruction on nonviolence as a means to conflict resolution in character education curricula. Since 1988, the reigning Miss Tennessee has served as the Spokesperson for a Safe and Drug-Free Tennessee addressing issues of drug/alcohol awareness and prevention and making responsible choices.	"The course of instruction in all public schools shall include character education to help each student develop positive values and improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community and society" (T.C.A. 49-6-1007). "Each LEA shall implement for grades one through six (1-6) an intervention program that utilizes conflict resolution and decision-making strategies aimed at preventing occurrences of disruptive acts by students within the school and on school property. Each year the commissioner of education shall require a report from each LEA on the conflict resolution intervention programs implemented during the previous school year" (T.C.A. Section 49-2-118).	Laura Ellis Nichols, Director, Extended Learning Programs & Character Education, School Safety & Learning Support Programs, Tennessee Department of Education, 710 James Robertson Parkway, 5th FL, Nashville, TN, 37243 Tel (615) 253-6037 Fax (615) 532-6638 Laura.Nichols@state.tn.us, http://tennessee.gov/education/learning/sup/porth-leapant/bestpractices.shtml	N/A

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Texas	Encourages	2001	House Bill 946 of 2001/Texas Education Code, Section 29.906	In 2001, the Texas Legislature passed House Bill 946, which permits school districts to implement character education programs for students. Programs offered under Texas Education Code, Section 29.906 must meet the following criteria: stress positive character traits as outlined in the bill, use integrated teaching strategies, and be age appropriate. Districts are also required to consult with parents of students, educators, and members of the community, including community leaders, in selecting a character education program. The bill does not require or authorize the proselytization or indoctrination of any specific religious or political belief. The Texas Education Agency is required to maintain a list of character education programs that meet the above criteria. Every year the Agency will designate each school as a Character Plus School that provides a program that meets the criteria and is approved by a committee as defined in the bill.	"A school district may provide a character education program...[I]t must stress positive character traits, such as: courage, trustworthiness, including honesty, reliability, punctuality, and loyalty, integrity, respect and courtesy, responsibility, including accountability, diligence, perseverance, and self-control; fairness, including justice and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity; good citizenship, including patriotism; concern for the common good and the community, and respect for authority and the law; and school pride." (Texas Education Code, Section 29.906).	Kelly Callaway, Director, Advanced Academics/Gifted Education, Division of Curriculum, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1964 Tel (512) 463-9581 Fax (512) 463-9557 kelly.callaway@tea.state.tx.us	Karen Washington, Houston ISD, Dallas ISD, and Klein ISD Tel (713) 956-7160 kwashlm2@houstonisd.org
Utah	Mandates	2004	Utah Code Annotated, Sections 53A-13-101.4 and 53A-13-109; HCR 7 of 2003; House Bill 339 of 2006	In 2002, the Utah General Session enacted Section 53A-13-101.4 of the Utah Code. This section mandated that Utah public schools be periodically reviewed to ensure that effective instruction in American history and government were taking place. In 2003, HCR 7 was passed to promote character and citizenship education in schools through an emphasis on teaching civic responsibility and respect for others. The Legislature also moved to recognize the Utah schools and education leaders whose teaching of civic responsibility and respect had brought honor to the state. In 2004, the Utah General Session enacted Utah Code, Section 53A-13-109, which defined civic and character education and required both to be included in the K-12 social studies curriculum and universally taught in connection with regular school work. In 2006, House Bill 339 established the Utah Commission on Civic and Character Education. With \$50,000 in appropriations for FY 2006-2007, the Commission promoted coalitions for public awareness and training regarding civic and character education.	"Through an integrated curriculum, students shall be taught...honesty, integrity, morality, civility, duty, honor, service, and obedience to law; respect for and an understanding of the Declaration of Independence and the Constitutions of the United States and of the State of Utah; Utah history, including territorial and preterritorial development to the present; the essentials and benefits of the free enterprise system; respect for parents, home, and family; the dignity and necessity of honest labor; and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution. Local school boards and school administrators may provide training, direction, and encouragement, as needed, to accomplish the intent and requirements of this section and to effectively emphasize Civic and Character Education in the course of regular instruction in the public school" (Utah Code Annotated, Section 53A-13-109).	Alan Griffin, Life Skills, Academic Service Learning Specialist, Utah State Office of Education, 250 East 500 South, Box 144200, Salt Lake City, UT 84114-4200 Tel (801) 538-7761 Fax (801) 538-7769 alan.griffin@schools.utah.gov http://www.schools.utah.gov/curriculum/skills/char_Ed.htm (816) 455-4566 pleith@communityofcaring.org ; www.communityofcaring.org	Penny Keith, Professional Development Director, State School of Character Coordinator, Eunice Kennedy Shriver National Center for Community of Caring, 1901 E. South Campus Drive #1120, Salt Lake City, Utah 84112 Tel (816) 455-4566 pleith@communityofcaring.org ; www.communityofcaring.org
Vermont	Supports without legislation	2000	Vermont's Framework of Standards and Learning Opportunities	Vermont's Framework of Standards and Learning Opportunities includes personal development standards (worth and competence, healthy choices, making decisions, relationships, and workplace) and civic/social responsibility standards (service, human diversity, and change). In 2001, Vermont received a 5-year Partnerships in Character Education Project Program grant from the US Department of Education. In order to design and implement character education curricula in Vermont, the Vermont Commissioner of Education invited each of the 60 local education agencies to join in partnership with the Vermont State Education Agency. The Department planned a curriculum design team to identify, design, adapt and revise character education curriculum components. After completing an intensive summer institute, teachers, special educators, and paraprofessionals in each model site implemented the curriculum. An annual statewide Character Education Conference will disseminate the project's results statewide.	N/A	Charles Johnson, Education Consultant, Safe Schools, Tel (802) 828-0371, Fax (802) 828-0573 (F) charles.johnson@state.vt.us	N/A

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Virginia	Mandates	1999	Code of Virginia, Sections 22.1-208.01, 22.1-209, 22.1-210 and 22.1-202; House Bill 1498 of 2003 (Chapter 777)	In 1999, the Virginia General Assembly amended the Code of Virginia to require character education. The amendment required the teaching of values, including the inappropriateness of bullying. The Board of Education was required to establish criteria for character education and provide resources to school divisions. It was also allowed to award grants to school boards for innovative programs. In 2000, Section 22.1-201 of the Code of Virginia was amended to require that documents such as the Declaration of Independence, Constitution of the United States, Bill of Rights, the Virginia Statute of Religious Freedom and the Virginia Declaration of Rights be taught to students to increase knowledge of citizens' rights and responsibilities. In 2001, Section 22.1-202 of the Code of Virginia was amended to require that students receive instruction in the principles of the United States and Virginia flags and learn the Pledge of Allegiance. In 2003, House Bill 1498 modified the character education requirement to include Virginia's civic values (Article I, Virginia Constitution).	"The purpose of the character education program shall be to instill in students civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The components of each program shall be developed in cooperation with the students, their parents, and the community at large. The basic character traits taught may include trustworthiness, including honesty, integrity, reliability, and loyalty; respect, including the precepts of the Golden Rule, tolerance, and courtesy; responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance, and self-control; fairness, including justice, consequences of bad behavior, principles of nondiscrimination, and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, generosity, and charity; and citizenship, including patriotism, the Pledge of Allegiance, respect for the American flag, concern for the common good, respect for authority and the law, and community-mindedness" (Code of Virginia, Section 22.1-208.01).	Vivian Smith-Williams, Specialist, Office of Student Services, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23216-2120 Tel (804) 225-4543 Vivian.Smith-Williams@doe.virginia.gov; http://www.doe.virginia.gov/VDOE/instruct/ onCEP/	Christian Moody, Greater Roanoke Valley Character Coalition, Tel (540) 798-8741
Washington	Encourages	1993	RCW 28A.150.210 (1993) and 28A.150.211 (1994)	In 1993, the State of Washington passed RCW 28A.150.210, which described the Basic Education Act. This act required the state of Washington to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. In 1994, Section 28A.150.211 was added to the Basic Education Act and considered character education an integral part of public education, but left the responsibility for implementation and assessment to local school boards.	"The legislature also recognizes that certain basic values and character traits are essential to individual liberty, fulfillment and happiness. Local communities have the responsibility for determining how these values and character traits are learned as determined by consensus at the local level. These values and traits include the importance of: honesty, integrity and trust; respect for self and others; responsibility for personal actions and commitments; self-discipline and moderation; diligence and a positive work ethic; respect for law and authority; healthy and positive behavior; family as the basis of society" (RCW 28A.150.211).	Gayle Pauley, Director, Title I/LAP/CPR, Washington Office of Superintendent of Public Instruction, Old Capitol Building, PO Box 47200, Olympia, WA 98504-7200 Tel (360) 725-6100 gayle.pauley@k12.wa.us	N/A
West Virginia	Mandates	2001	1995 State School Act; House Bill 2208 of 2001 (amended West Virginia Code, Section 18-2-13); West Virginia Code, Section 18-2-9	Passed in 1995, the State School Act required the state department of education to develop a preventative discipline program consisting of a weekly character education discussion. In 2001, the West Virginia Legislature passed House Bill 2208 (amended West Virginia Code, Section 18-2-13) which required the state board to establish comprehensive character education into all aspects of school culture, school functions and existing curriculum. In addition, West Virginia Code, Section 18-2-9 requires that all students complete courses in civics, the U.S. Constitution, and national and state government.	"The state board shall require all public schools that operate from preschool to grade twelve to develop and integrate components of character development into their existing curriculum. The schools may incorporate such programs as "life skills", "responsible students", or any other program encompassing any of the following components: honesty; caring; citizenship; justice; fairness; respect; responsibility; voting; academic achievement; completing homework assignments; improving daily attendance; avoiding and resolving conflicts; alternatives to violence contributing to an orderly positive school environment; participating in class; resisting social peer pressures to smoke, drink and use drugs; developing greater self-esteem and self-confidence; effectively coping with social anxiety; increasing knowledge of the immediate consequences of substance abuse; increasing knowledge of the consequences of ones actions; the corrupting influence and chance nature of gambling; and the value of decent, honest work" (West Virginia Code, Section 18-2-13).	Shelly K. Salsaker, Character Education Coordinator, Office of Healthy Schools, West Virginia Department of Education, 1900 Kanawha Boulevard East, Building 6, Room 309, Charleston, WV 25305 Tel (304) 598-8830 Fax (304) 598-3787 sheslain@access.k12.wv.us; http://wvde.state.wv.us/oss/section1/CharacterEducation.htm	Jennifer Jackson, The June Harless Center at Marshall University, Jennifer.Jackson@marshall.edu
Wisconsin	O	1983	Wisconsin Statutes, Section 118	In 1983, the Wisconsin State Legislature enacted/amended Section 118 to include educational goals and expectations for K-12 public schools. Though no sub-sections specifically mention character education, ideas such as positive work attitudes and habits, citizenship, the skills to participate in political life, an appreciation and understanding of different value systems and cultures, the ability to construct personal ethics and goals, and the skills needed to make sound decisions are clearly listed as modes of understanding for Wisconsin's public school students.	"Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day...Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day" (Wisconsin Statutes, Section 118.06). "Each school board shall provide an instructional program designed to give pupils an understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship; a commitment to the basic values of our government...knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22 of the constitution [The blessings of a free government can only be maintained by a firm adherence to justice, moderation, temperance, frugality and virtue, and by frequent recurrence to fundamental principles]..." (Section 118.01).	Gary Summich, Consultant, Wisconsin Department of Public Instruction, GEF III, 125 South Webster St., P.O. Box 7841, Madison WI, 53707-7841 Tel (608) 267-5078 gary.summich@dpi.wi.gov	Pam Woodard, Facilitator, Wisconsin Character Education Partnership, Tel (414) 963-1423 pamwoodard@yahoo.com

Appendix C (Continued)

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Wyoming	Does not have CE legislation	N/A	Wyoming Code, Sections 21-9-101 and 21-9-102	Under the Safe and Drug Free Schools and Communities Act, the Wyoming Department of Education distributes funds to support local prevention of tobacco, alcohol, drugs and violence. Wyoming has a variety of programs that local school boards have adopted to increase the safety of schools. Those programs include: Bully Proofing Your School, Boys' Town, Conflict Resolution Skill Development, Character Counts, and Anger Management Training.	"Each school district within the state shall provide educational programs...and performance standards...in the following areas of knowledge and skills: a common core of skills (including) problem solving, interpersonal communications...critical thinking, creativity, and life skills..." (Wyoming Code, Section 21-9-101). "All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least three years in kindergarten through grade eight and for one year each in the secondary and college grades" (Section 21-9-102).	Christine Revere, Coordinated School Health/Safe and Drug Free Schools Consultant, Wyoming Department of Education, 2300 Capitol Avenue, 2nd Floor, Cheyenne, Wyoming 82002 Tel, Cheyenne (307) 777-8947, Tel, Riverton (307) 777-2562 Fax (307) 777-5234 crever@educ.state.wy.us	N/A

APPENDIX D

Social, Emotional, Character Development Standards

SECD Standards

Character Development

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

I. Core Principles

Students will:

- Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
- Develop, implement, promote, and model core ethical and performance principles.
- Create a caring community.

II. Responsible Decision Making and Problem Solving

Students will:

- Develop, implement, and model responsible decision making skills.
- Develop, implement, and model effective problem solving skills.

Core Principles

- Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2	- Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). - Identify and apply core principles in everyday behavior.
3-5	- Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort) - Identify and apply personal core ethical and performance principles.
6-8	- Compare and contrast personal core principles with personal behavior. - Illustrate and discuss personal core principles in the context of relationships and of classroom work.
9-12	- Evaluate personal core principles with personal behavior (including ethical and performance principles). - Reflect upon personal core principles, appreciate them, and become committed to them.

Appendix D (Continued)

B. Develop, implement, promote, and model core ethical and performance principles.

K-2	1. Recognize and celebrate the natural, beneficial consequences of acts of character. 2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action. 3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate. 4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school. 5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.
3-5	1. Assess community needs in the larger community, investigate effects on the community, assess positive, responsible action, and reflect on personal involvement. 2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities. 3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.
6-8	1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement. 2. Develop ethical reasoning through discussions of ethical issues in content areas. 3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school. 4. Practice and receive feedback on responsible actions including academic and behavioral skills.
9-12	1. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement. 2. Analyze ethical dilemmas in content areas and/or daily experiences. 3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community. 4. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills.

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

K-2	a. Recognize characteristics of a caring relationship. b. Recognize characteristics of a hurtful relationship. c. Identify relationships in their family, school, and community that are caring.
3-5	a. Demonstrate and practice characteristics of a caring relationship. b. Illustrate characteristics of a hurtful relationship. c. Practice relationships in their family, school, and community that are caring.
6-8	a. Analyze characteristics of a caring relationship and hurtful relationship. b. Compare and contrast characteristics of a caring relationship and hurtful relationship. c. Analyze relationships in their family, school, and community that are caring.

Appendix D (Continued)

9-12	a. Evaluate characteristics of a caring relationship and hurtful relationship. b. Manage personal behavior in family, school, and community that contributes to caring relationships.
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2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

K-2	a. Demonstrate caring and respect for others. b. Describe “active listening”.
3-5	a. Practice empathetic statements and questions. b. Demonstrate active listening skills.
6-8	a. Compare and contrast different points of view respectfully. b. Practice listening effectively to understand values, attitudes, and intentions. c. Model respectful ways to respond to others’ points of views.
9-12	a. Communicate respectfully and effectively in diverse environments. b. Evaluate active listening skills of all parties involved before, after and during conversations. c. Analyze ways to respond to ethical issues in life as they appear in the curriculum. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact.

3. Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.

K-2	a. Recognize and define bullying and teasing. b. Illustrate or demonstrate what “tattling” is and what “telling” or “reporting” is. c. Model positive peer interactions.
3-5	a. Differentiate between bullying, teasing, and harassment. b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others. c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying). d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). e. Identify and demonstrate ways a target of bullying can be a part of the solution.
6-8	a. Differentiate behavior as bullying based on the power of the individuals that are involved. b. Model positive peer interactions that are void of bullying behaviors c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies. d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights. e. Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). f. Apply empathic concern and perspective taking.

Appendix D (Continued)

9-12	a. Appraise and evaluate behavior as relational aggression and/or bullying. b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting. c. Conclude how to act in accordance with the principle of respect for all human beings. d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force. e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.
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Responsible Decision Making and Problem Solving

- A. Develop, implement, and model responsible decision making skills.
1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

K-2	a. Identify and illustrate safe and unsafe situations. b. State the difference between appropriate and inappropriate behaviors. c. Explain the consequences and rewards of individual and community actions.
3-5	a. Compare and contrast safe and unsafe situations. b. Identify how responsible decision-making affects personal/social short-term and long-term goals. c. Identify choices made and the consequences of those choices.
6-8	a. Manage safe and unsafe situations. b. Monitor how responsible decision making affects progress towards achieving a goal.
9-12	a. Assess lessons learned from experiences and mistakes. b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement. c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made. d. Evaluate situations that are safe and unsafe. e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.

2. Organize personal time and manage personal responsibilities effectively.

K-2	a. Identify what activities are scheduled for the day and how much time is spent on each. b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.
3-5	a. Create a daily schedule of school work and activities. b. Identify factors that will inhibit or advance the accomplishment of personal goals. c. Recognize how and when to ask for help.
6-8	a. Analyze daily schedule of school work and activities for effectiveness and efficiency. b. Recognize how, when, and who to ask for help. c. Monitor factors that will inhibit or advance effective time management.

Appendix D (Continued)

9-12	- Utilize time and materials to complete assignments on schedule. - Anticipate possible obstacles to completing tasks on schedule. - Organize and prioritize personal schedule. - Advocate for personal needs in accomplishing goals.
3. Play a developmentally appropriate role in classroom management and school governance.	
K-2	- Participate in individual roles and responsibilities in the classroom and in school. - Recognize the various roles of the personnel that govern the school (all staff).
3-5	- Identify and organize what materials are needed to be prepared for class. - Understand personal relationships with personnel that govern the school. - Discuss and model appropriate classroom behavior individually and collectively.
6-8	- Construct and model classroom rules and routines. - Compare and contrast behaviors that do or do not support classroom management.
9-12	- Analyze the purpose and impact of classroom and school-wide activities, policies, and routines - Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.
B. Develop, implement, and model effective problem solving skills.	
K-2	- Develop self-control skills, (for example, stop, take a deep breath, and relax). - Identify and illustrate the problem. - Identify desired outcome. - Identify possible solutions and the pros and cons of each solution. - Identify and select the best solution. - Put the solution into action. - Reflect on the outcome of the solution.
3-5	- Apply self-control skills. - Identify the problem and understand reason for the problem. - Identify and analyze desired outcome. - Generate possible solutions and analyze the pros and cons of each solution. - Select and implement the best solution. - Analyze the outcome of the solution.
6-8	- Identify specific feelings about the problem and apply appropriate self-control skills. - State what the problem is and identify the perspectives of those involved. - Identify desired outcome and discuss if it is attainable. - Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles. - Identify best solution and analyze if it is likely to work. - Generate a plan for carrying out the chosen option. - Evaluate the effects of the solution. - Understand how to make adjustments and amendments to the plan.

Appendix D (Continued)

9-12	1. Identify personal feelings and the feelings of others involved with the problem and apply appropriate self-control and empathy skills. 2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved. 3. Identify desired outcome and analyze if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles. 5. Identify and ask systematic questions that clarify various points of view that lead to the best solution. 6. Reflect on past problems and identify ways to improve. 7. Apply improvement strategies to future projects and situations.
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Appendix D (Continued)

Personal Development

Focus is on skill development through personal understanding - using the lens of intrapersonal learning.

Definition: Developing skills that help students identify, understand and effectively manage their thoughts, feelings and behaviors.

Rationale: *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes.*

I. Self-Awareness: Understanding and expressing personal thoughts and emotions in constructive ways.

Students will:

- A. Understand and analyze thoughts and emotions.
- B. Identify and assess personal qualities and external supports

II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

Students will:

- A. Understand and practice strategies for managing thoughts and behaviors.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

Self-Awareness – Understanding and expressing personal thoughts and emotions in constructive ways.

A. Understand and analyze thoughts and emotions.

K-2	1. Identify and describe basic emotions. 2. Identify situations that might evoke emotional responses. 3. Identify positive and negative emotions.
3-5	1. Critically reflect on behavioral responses depending on context or situation. 2. Identify the varying degrees of emotions one can experience in different situations. 3. Identify the positives and negatives of emotions that can be experienced with various communication forums. 4. Recognize reactions to emotions.
6-8	1. Describe common emotions and effective behavioral responses. 2. Recognize common stressors and the degree of emotion experienced. 3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).

Appendix D (Continued)

9-12	1. Analyze complex emotions. 2. Evaluate degree of personal emotion from common experiences. 3. Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating). 4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors). 5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.
B. Identify and assess personal qualities and external supports.	
K-2	1. Identify personal likes and dislikes. 2. Identify personal strengths and weaknesses. 3. Identify consequences of behavior. 4. Ask clarifying questions. 5. Identify positive responses to problems (for example, get help, try harder, use a different solution) 6. Identify people, places and other resources to go for help (parents, relatives, school personnel).
3-5	1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities). 2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity). 3. Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring). 4. Solicit the feedback of others and become an active listener. 5. Identify additional external supports (for example, friends, historical figures, media representations).
6-8	1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities. 2. Inventory personal preferences. 3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity). 4. Describe benefits of reflecting on personal thoughts, feelings, and actions. 5. Identify self-enhancement/self-preservation strategies. 6. Identify common resources and role models for problem solving. 7. Recognize how behavioral choices impact success. 8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).
9-12	1. Evaluate the effects of various personal qualities (for example, honesty and integrity). 2. Analyze reflection and self-enhancement/self-preservation strategies. 3. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models). 4. Evaluate how behavior choices can affect goal success. 5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations).

Appendix D (Continued)

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals

A. Understand and practice strategies for managing thoughts and behaviors.	
K-2	1. Identify and demonstrate techniques to manage common stress and emotions. 2. Identify and describe how feelings relate to thoughts and behaviors. 3. Describe and practice sending effective verbal and non-verbal messages. 4. Recognize behavior choices in response to situations.
3-5	1. Identify and develop techniques to manage emotions. 2. Distinguish between facts and opinions. 3. Describe cause/effect relationships. 4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, violence) 5. Describe consequences/outcomes of both honesty and dishonesty. 6. Describe and practice communication components (for example, listening, reflecting, responding). 7. Predict possible outcomes to behavioral choices.
6-8	1. Identify multiple techniques to manage stress and maintain confidence. 2. Distinguish between facts and opinions, as well as logical and emotional appeals. 3. Recognize effective behavioral responses to strongly emotional situations. 4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual) 5. Recognize cause/effect relationships. 6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization. 7. Practice effective communication (for example, listening, reflecting, responding).
9-12	1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence. 2. Analyze accuracy of facts/information/interpretation. 3. Evaluate quality of support for opinions. 4. Evaluate logical and emotional appeals. 5. Analyze cause/effect relationships. 6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization. 8. Apply effective listening skills in a variety of setting and situations. 9. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).

Appendix D (Continued)

B. Reflect on perspectives and emotional responses.

K-2	1. Describe personal responsibilities to self and others. 2. Describe responsibilities in school, home, and communities. 3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference, resentment) 4. Describe common responses to failures and disappointments.
3-5	1. Acknowledge personal responsibilities to self and others. 2. Recognize and demonstrate environmental and democratic responsibilities. 3. Examine the personal impact of helping others. 4. Understand causes and effects of impulsive behavior.
6-8	1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world). 2. Practice environmental responsibilities. 3. Practice and reflect on democratic responsibilities. 4. Describe experiences that shape their perspectives. 5. Demonstrate empathy in a variety of settings and situations. 6. Evaluate causes and effects of impulsive behavior.
9-12	1. Analyze personal responsibilities. 2. Practice environmental responsibility. 3. Analyze consequence of ignoring environmental responsibilities. 4. Analyze civil/democratic responsibilities. 5. Analyze experiences that shape their perspectives. 6. Demonstrate empathy in a variety of settings, contexts, and situations. 7. Predict the potential outcome of impulsive behavior.

C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

K-2	1. Define success and the process of goal setting. 2. Identify personal goals, school goals, and home goals (for example, dreams, aspirations, hopes). 3. Identify factors that lead to goal achievement and success (for example, confidence, motivation, understanding). 4. Identify specific steps for achieving a particular goal.
3-5	1. Demonstrate factors that lead to goal achievement and success (for example, integrity, motivation, hard work). 2. Design action plans for achieving short-term and long-term goals and establish timelines. 3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support). 4. Establish criteria for evaluating, monitoring and adjusting goal acquisition. 5. Establish criteria for evaluating personal and academic success.

Appendix D (Continued)

6-8	1. Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence). 2. Describe the effect personal habits have on school and personal goals. 3. Identify factors that may negatively affect personal success. 4. Describe common and creative strategies for overcoming or mitigating obstacles. 5. Explain the role of practice in skill acquisition. 6. Design action plans for achieving short-term and long-term goals. 7. Utilize institutional, community, and external supports. 8. Establish criteria for evaluating goals.
9-12	1. Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources). 2. Analyze the effect personal tendencies have on goals. 3. Analyze and evaluate consequences of failures/successes. 4. Analyze and activate strategies used previously to overcome obstacles including negative peer pressure. 5. Analyze factors that may have negatively affected personal success. 6. Determine the role of practice in skill acquisition and goal achievement. 7. Design plans for achieving short-term and long-term goals and establish formative and summative evaluation criteria.

Appendix D (Continued)

Social Development

Focus is on skill development of social awareness and social interaction – using the lens of interpersonal learning.

Definition: *Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.*

Rationale: *Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.*

I. Social Awareness

Students will:

- A. Be aware of the thoughts, feelings, and perspective of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

II. Interpersonal Skills

Students will:

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

Social Awareness

- A. Be aware of the thoughts, feelings, and perspective of others.

K-2	1. Identify a range of emotions in others (for example, identify “sad” by facial expression; identify “mad” by tone of voice). 2. Identify possible causes for emotions (for example, losing dog may make you “sad,” your birthday may make you “happy”). 3. Identify possible behaviors and anticipate reactions in response to a specific situation (for example, sharing candy may make your classmate smile; taking pencil may make your classmate yell at you). 4. Identify healthy personal hygiene habits.
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Appendix D (Continued)

3-5	- Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment). - Describe possible causes for emotions (for example, there may be multiple reasons for one emotion). - Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school). - Develop and practice responsibility for personal hygiene, and describe its impact on social interactions.
6-8	- Describe others' feelings in a variety of situations. - Discern nonverbal cues in others' behaviors. - Summarize another's point of view. - Recognize how their behavior impacts others. - Recognize the factors that impact how they are perceived by others.
9-12	- Evaluate opposing points of view. - Analyze the factors that have influenced different perspectives on an issue. - Differentiate between the factual and emotional content of what a person says. - Demonstrate empathy for others. - Analyze the factors that impact how they are perceived by others in various settings. (For example, job interview, family gatherings, and school activities.)

B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

K-2	- Describe ways that people are similar and different. - Use respectful language and actions when dealing with conflict or differences of opinions.
3-5	- Recognize how culture (for example, ethnicity, SES, gender) affects similarities and differences. - Define and recognize examples of stereotyping, discrimination and prejudice. - Demonstrate empathy for the perspective of others. - Identify how historical events are related to respect for human dignity.
6-8	- Recognize the impact of stereotyping, discrimination, and prejudice. - Practice strategies for accepting and respecting similarities and differences. - Recognize "perspective taking" as a strategy to increase acceptance of others. - Integrate diverse points of view. - Analyze how culture impacts historical events.
9-12	- Recognize how their perspective and biases impact interactions with others. - Determine strategies to increase acceptance of others. - Evaluate how advocacy for the rights of others contributes to the common good. - Appreciate how cultural similarities and differences contribute to the larger social group. - Challenge their perspective. - Evaluate how culture impacts historical events.

Appendix D (Continued)

Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.

K-2	1. Follow rules that respect classmates' needs and use polite language (for example, wait for their turn, stand in line, let classmate finish speaking). 2. Use "I" statements. 3. Pay attention to others when they are speaking. 4. Understand the importance of respecting personal space. 5. Recognize how facial expressions, body language, and tone communicate feelings. 6. Take turns and practice sharing. 7. Practice sharing encouraging comments. 8. Identify and demonstrate good manners.
3-5	1. Respond appropriately to social situations. 2. Use "I" statements with rationale. 3. Listen actively and listen for understanding. 4. React to feedback. 5. Recognize the needs of others and how those needs may differ from their own. 6. Recognize how facial expressions, body language, and tone impact interactions. 7. Recognize group dynamics. 8. Practice and evaluate good manners. 9. Recognize that some of the same norms and practices for face-to-face interactions apply to interactions through social and other media.
6-8	1. Determine when and how to respond to the needs of others. 2. Monitor how facial expressions, body language, and tone impact interactions. 3. Respond to feedback. 4. Analyze social situations and appropriate responses to those situations. 5. Understand group dynamics and respond appropriately. 6. Appraise and demonstrate professionalism and proper etiquette. 7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.
9-12	1. Evaluate how societal and cultural norms and mores affect personal interactions. 2. Create positive group dynamics. 3. Present oneself professionally and exhibit proper etiquette. 4. Practice strategies to use constructively in social and other media.

Appendix D (Continued)

B. Develop and maintain positive relationships.

K-2	1. Recognize how various relationships in life are different. 2. Identify and practice appropriate behaviors to maintain positive relationships (for example, personal space, voice volume)
3-5	1. Recognize characteristics of positive and negative relationships. 2. Understand how personality traits affect relationships. 3. Identify safe and risky behaviors in relationships. 4. Understand the positive and negative impact of peer pressure on self and others.
6-8	1. Evaluate how relationships impact your life. 2. Understand how safe and risky behaviors affect relationships. 3. Respond in a healthy manner to peer-pressure on self and others. 4. Identify the impact of social media in relationships.
9-12	1. Define social-networking and its impact on your life. 2. Identify consequences of safe and risky behaviors. 3. Reflect upon personal role in applying and responding to peer pressure. 4. Develop understanding of relationships within the context of networking and vocational careers.

C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2	1. Identify conflict. 2. Identify what actions cause conflict. 3. Identify appropriate and inappropriate ways to resolve conflicts.
3-5	1. Describe and utilize conflict resolution strategies. 2. Describe and apply ways to be proactive and prevent conflict.
6-8	1. Explain how conflict can lead to violence. 2. Understand the role of conflict in everyday life and relationships. 3. Develop self-awareness of their part and actions in creating conflict (for example, spreading rumors, use of social media, wrongful accusations). 4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions). 5. Reflect on previous experiences to gain conflict management skills.
9-12	1. Analyze how conflict has played a role in society. 2. Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict (for example, small group settings, workplace conflict) 3. Develop and utilize mediation skills to work toward productive outcomes.

Source: Kansas State Board of Education, December 2012.