



*Setting the north star for
our children to live and learn*

U.S. Department of Education

Character Education and Civic Engagement Technical Assistance Center

LISTENING SESSION MEETING SUMMARY

August 2004



U.S. Department of Education

Character Education and Civic Engagement Technical Assistance Center

*Setting the North Star for
our children to live and learn*

PREFACE

On March 30, 2004, the United States Department of Education (ED) and the Character Education and Civic Engagement Technical Assistance Center (CETAC)¹ hosted a listening session to provide suggestions about the contents of a publication intended for educators, parents, community advocates, and businesses about key issues related to understanding and advancing character education and civic engagement for our schools.

The objectives of the meeting were to:

- Identify key issues related to understanding and advancing character education and civic engagement
- Learn how CETAC promotes and supports the goals and activities of character education and civic engagement
- Learn about and respond to the outcomes of evaluation and listening sessions conducted by ED's Office of Safe and Drug-Free Schools (OSDFS)
- Offer the ED and CETAC staff suggestions regarding character education and civic engagement publications.

The meeting agenda can be found in Appendix A. Participants included representatives from associations related to character education and civic engagement, administrators, teachers, and students from school districts and schools with character education and civic engagement programs, colleges and universities, and federal agency personnel. Appendix B contains the complete participant lists and the evaluation of the session is located in Appendix C.

¹ The Character Education and Civic Engagement Technical Assistance Center (CETAC) is operated through a contract awarded to Caliber Associates. Two subcontractors support Caliber, The Association for Supervision and Curriculum Development (ASCD) and Character Education Partnership (CEP).

Welcome and Introductions

Ms. Linda McKay, senior advisor to the deputy undersecretary, OSDFS, welcomed the participants. She noted how important character education and civic engagement are to our young people. She reviewed the materials in the participants' packets and introduced those present from Caliber, ASCD and CEP.

Ms. McKay then introduced Ms. Deborah A. Price, deputy undersecretary, OSDFS. She acknowledged that Ms. Price is someone who knows and understands the Federal government and the political process and truly cares about the work of OSDFS.

Ms. Price commended Ms. McKay for her energy, noting that if everyone had half the heart for character education and civic engagement that Ms. McKay has, the nation would change overnight. She commented that last year OSDFS became a stand-alone office. When she began focusing on character education and civic engagement at OSDFS it was exciting because everyday every student, every teacher and every principal is affected by what OSDFS does. If children are not safe, they cannot learn. She noted that OSDFS has a tremendous opportunity to change individuals' lives and the participants at this listening session are a part of that. She acknowledged that she admires what the participants do and respects them for it as they are making a difference in people's lives.

Ms. McKay then discussed how the participants represented a microcosm of America. She extended a special welcome to teachers, noting that without teachers we would not have doctors. A teacher is a constant factor in a child's life beyond family. She also gave a historical overview of the Partnerships in Character Education Program that began in 1994 when Congress authorized funding for demonstration grants to States.

No Child Left Behind (NCLB) reauthorized the Partnerships in Character Education Program and funding increased from \$8 million per year to \$25 million. Other changes in the reauthorization were that both State and local education agencies could apply for grants, the character elements were suggested rather than required, character education was to be integrated into classroom instruction, and it had to fit State academic content standards.

In 2003, OSDFS was established along with the positions of deputy undersecretary and associate undersecretary for OSDFS and the appointment of a senior advisor to the deputy undersecretary for character education. The position of director of character, civic, and correctional education also was created, as was a character education program specialist. There are also plans to develop several ED publications about character education. The

publications will focus on evaluation, lessons learned from the pilot grants, and character education. The complete PowerPoint presentation is in Appendix D.

Ms. McKay introduced Ms. Rita Foy-Moss, coordinator for civic education, OSDFS, and noted that Ms. Foy-Moss has been with the Department of Education for more than 20 years. Ms. Foy-Moss introduced Mr. Clifton Taulbert, a Pulitzer Prize nominated author and president of the Building Community Institute. His book, *Eight Habits of the Heart*, outlines the framework for building, maintaining, and sustaining a powerful, effective and caring community. He believes that, “By building a powerful, effective and caring community we can transform our environment into one that values cooperative living and welcomes diversity in all the areas of life.”

Mr. Taulbert’s ideals of community extend the reach of the Front Porch People he encountered while growing up in the Mississippi Delta. He has also developed a curriculum for pre-kindergarten through elementary school called Harvesting Good Habits. His other curriculum is called Habits of the Heart. Mr. Taulbert also recognized the student participants, saying that they will eventually become adults, so what we do as adults becomes even more important because it extends into another generation. Most important, students are present to help us understand character education and civic engagement and how both emerge from the community. He noted that without a powerful caring community it would be difficult for him to live the type of life he lives to be an example to young people. Appendix E contains the complete text of Mr. Taulbert’s presentation.

Listening to the Public

Dr. Diane Berreth, facilitator and deputy executive director, Association for Supervision and Curriculum Development (ASCD), emphasized that the intent of the session was for ED and CETAC staff to listen to the participants. She noted that discussing key issues to develop publications was the major goal for the participants. Dr. Berreth noted that the goal was not to achieve consensus in the small groups but to listen and record what was said.

Dr. Berreth reviewed recent data on attitudes about public education. Her comments were drawn from recent polling data compiled and presented by the Melman Group on December 15, 2003 in *Re-defining the National Conversation about Public Education*. A summary of Dr. Berreth’s comments is located in Appendix F.

Breakout Session #1: Identify Key Issues Facing Character Education and Civic Engagement

Participants organized into groups and identified key issues facing character education and civic engagement. Exhibit 1 summarizes the issues that emerged from the discussion.

| Exhibit 1 |
|--|
| Key Issues Facing Character Education and Civic Engagement |
| <ul style="list-style-type: none"> • Curriculum Integration and Sustainability • Community and Parent Engagement • Diversity in Character Education • Competing Priorities (e.g., academic achievement versus character education and civic engagement) • Professional Development (i.e., pre-service, in-service, teacher modeling) • Character Education Definitions • Student Roles/Ownership • Evaluation of Character Education Programs • Market the Merits of Character Education • Federal Role in Promoting Character Education |

Summary and Discussion of CETAC Evaluation Listening Session

Dr. Ann Higgins-D'Alessandro, director, Applied Developmental Psychology Department, Fordham University, and Center Resource Group (CRG) member, summarized the listening session discussion. Four major themes and related challenges and recommendations are summarized in Exhibit 2.

| Exhibit 2 | | |
|--|---|---|
| Major Themes of the CETAC Evaluation Listening Session | | |
| Theme | Challenges | Recommendations |
| Definitions of character education | | |
| Character education looks different to different people in different situations, however, the outcome is recognizable by all people in all kinds of situations. Character is the development of attitudes, ways of thinking, and feelings that promote pro-social, moral, ethical, responsible, and caring behavior. Educational processes can effectively promote the development | <ul style="list-style-type: none"> • What criteria should be used to decide the appropriateness of importing research designs, especially constructs instruments, from related fields (e.g., violence prevention)? • There is a real need to clarify the definitions and measurement of constructs that underlie all successful character education programs. | <ul style="list-style-type: none"> • Clarify definitions of constructs used as indicators of character in each specific intervention so that interventions may be compared for their common and distinctive features. This is a first step in the development of a theory of the processes and pedagogy of character education (what works). • Each intervention should create a step-by-step implementation model for an |

**Exhibit 2 (Cont.)
Major Themes of the CETAC Evaluation Listening Session**

| Theme | Challenges | Recommendations |
|--|--|--|
| <p>and expression of these precursors for ethical, responsible, and personally and civically engaged adult life.</p> | <p>This will guide and allow the unique focus and activities of specific programs to be measured in ways that allow comparison with those of other programs, as well as comparison of the relationships of constructs to outcomes across programs. The latter will provide a theory of change regarding how character education programs actually change the attitudes and behaviors of students, teachers, administrators, parents, schools, and communities.</p> | <p>evaluation of efficacy and effectiveness. Such a model can be used to assess the efficacy of the implementation of the intervention and to build a theory of change.</p> <ul style="list-style-type: none"> • Interventions, by their nature, are meant to create permanent change or what we call “development.” For all human development, researchers assess changes over time based on theories of development. A theory of change is a specific kind of theory of development that asks what developmental changes occur in individuals because they have participated in an intervention. Creating a theory of change by defining relationships among intervention activities or values and the research outcomes (e.g., student outcomes, teacher attitudes and practices, community involvement) leads to two important goals: understanding the links between the intervention and outcomes which reveals underlying processes of development, and enabling researchers to determine the extent to which measures are useful, need revision, or need to be discarded. • Request that the evaluators develop specific measures for evaluating a specific program. These measures should tap the underlying constructs common to many interventions as well as any unique constructs. Specific measures should be used in conjunction with more widely agreed upon and used measures in the field of character education evaluation. |

| Exhibit 2 (Cont.) Major Themes of the CETAC Evaluation Listening Session | | |
|--|--|--|
| Theme | Challenges | Recommendations |
| | | <ul style="list-style-type: none"> • Incorporate qualitative research in both the formative and summative phases of evaluation research. Qualitative data can be very helpful in expressing and explaining the relationships found between a program’s theory of change and its educational processes and pedagogy. |
| Developmental | | |
| <p>We have notions about how character develops—as both a holistic idea and as having particular aspects. Character as a whole develops over the human lifespan, particularly in childhood, adolescence, and youth. Specific aspects of character develop differentially in terms of time and promotion in situations by strategies that communities and families practice with children of varied ages. This means that character is multi-emergent with children of different ages, communities (with schools as one of their representatives) and families may be ready to focus on different aspects of their character at different times, and/or communities (with schools) and families may encourage the development of specific aspects of character at different ages.</p> | <ul style="list-style-type: none"> • Character education must meet the diverse needs of children of different ages, abilities, disabilities, interests, and backgrounds. This highlights two facts: character education interventions should have almost no potential to do harm; and character education interventions should always aim to promote developmentally appropriate strengths in social, emotional, and cognitive development. • Once an intervention is selected, how close can the evaluator work with the project director and still maintain the integrity of the research evaluation process and results? Having a written step-by step model of the intervention implementation and a written theory of change will help immensely to ensure the integrity of the research process from data collection through interpretation of findings. | <ul style="list-style-type: none"> • Urge evaluators to: <ul style="list-style-type: none"> - Identify how to target implementation with different children - Collect data on baseline characteristics - Identify the relationship between academic student outcomes and character education - Help interveners/project directors write implementation models and theories of change. • Urge local education agencies and project directors to partner with outside, independent well-qualified evaluators before writing the grant so that the above points can be included in the grant narrative and design. • Urge the project director to partner with the evaluator. Request that they work together to create what will be the most effective design and most appropriate instruments to maximize the potential for evaluating all important aspects and outcomes (anticipated as well as unanticipated), and to guard against threats to validity and reliability. |

**Exhibit 2 (Cont.)
Major Themes of the CETAC Evaluation Listening Session**

| Theme | Challenges | Recommendations |
|---|--|--|
| Cultural | | |
| <p>The cultures of schools, education, and research are different. The best research thrives in a culture of skepticism and challenge, while the best education thrives in a culture of discovery, promise, and engagement, and the cultures of the best schools support and demand responsibility, tolerance, and creativity by administrators, teachers, and students. These three cultures share the underlying idea of excellence but divide on the methods necessary for promoting their own excellence. Research methods are precise differentiation rules. Educational pedagogies are subtle and nuanced; integration of strategies succeeds. Strong positive school cultures respect and balance the good of the individual with the good of the group; building norms from shared values is the key.</p> | <ul style="list-style-type: none"> • The challenge is to understand what these three cultures share and what divides them, especially any conflict of values. The shared mission of implementing and evaluating a program’s effectiveness masks crucial differences among the three, especially between researchers and schools. • Another challenge is the intrusion of research into the daily life and functioning of the school. • Learning the practicalities (e.g., how to coordinate with schools for minimal intrusion, training data collectors, working with teachers) of conducting a smooth-running evaluation and building an evaluation team for smooth and timely data collection, data input, and data analysis. • Helping children and parents understand that their participation in data collection is voluntary and separate from their participation in the intervention program. | <ul style="list-style-type: none"> • Researchers can communicate to, and help school personnel use research findings to choose programs appropriate to their goals and populations. • Researchers can help educators understand why high quality research is important. • Researchers can work with project director and staff to create a glossary that includes ideas such as contamination and offers scientific rationales for not sharing data and intervention treatments. • To minimize intrusion into the school day, researchers can illustrate how to incorporate surveys into lesson plans. To create a comfortable data collection experience, timed measures should be not given or minimized. • School staff and researchers should collaborate on a plan for data collection and to monitor the process. • Strategies and methods for helping children and parents understand voluntary participation should be specified in the IRB. |
| Institutional Research Board (IRB) | | |
| <p>IRB is a body of people schooled in research ethics who review applications for grants including the research design, instruments, and samples. There are many IRB options, including create one or renting an IRB from a private corporation. The philosophy of an IRB is that</p> | <ul style="list-style-type: none"> • Many school districts and project directors are unaware of the IRB and the IRB approval process. | <ul style="list-style-type: none"> • CETAC should write a brief, clear definition of the purpose of an IRB, describe membership and timeline for submitting a proposal/grant to an IRB and for learning of its decision. The possible decisions and recourse for negative decisions should be outlined. CETAC should emphasize that university |

| Exhibit 2 (Cont.) Major Themes of the CETAC Evaluation Listening Session | | |
|--|-------------------|--|
| Theme | Challenges | Recommendations |
| someone other than the project director reviews and judges what the project intervention and research will entail to ensure the protection of human rights and the specification of researcher responsibilities to the sample of people involved (e.g., voluntariness, amount of time, compensation, any risks). | | researchers/evaluators can submit proposals through their university IRB for the local or state educational agencies that submit grant proposals to CETAC. All these suggestions should be widely distributed in CETAC publications. |

Overview of 2004 Partnership in Character Education Program Grant

Ms. Sharon Burton, project officer, character education, OSDFS, discussed the 2004 OSDFS grant applications then introduced Dr. Susan Sclafani, counselor to the U.S. secretary of education and assistant secretary, Office of Vocational and Adult Education (OVAE). She provides counsel on educational issues and initiatives to Secretary Rod Paige. In her role as assistant secretary, she coordinates department programs and recommends policies to ensure that all Americans have the knowledge and technical skills necessary to succeed in postsecondary education and the workforce. Through the Preparing America's Future High School Initiative, Dr. Sclafani is working to mobilize effective and scientifically based State and local high school reform initiatives, support America's community colleges, and improve adult education programs. Prior to joining ED, Dr. Sclafani worked in a variety of roles at the Houston Independent School District, culminating as chief of staff for educational services. Dr. Sclafani noted that she had initiated character education in Houston in 1988 and it is still running; she has learned what works and what does not. She felt that NCLB will be a turning point in American education and shows that ED is not only committed to the rhetoric that all children can learn but also is committed to making sure all children do learn. ED might not know yet how to accomplish this, but if they do not try they cannot succeed. A complete text of Dr. Sclafani's remarks are in Appendix G.

Major Themes of the Key Issues

Dr. Berreth outlined the topics for the next breakout session and noted that two issues, marketing and the Federal role, that were themes in the first breakout session would not be topics for the second breakout session.

Breakout Session #2: Relevant Topics for Publication Regarding Key Issues Facing Character Education and Civic Engagement

Participants again organized into groups and identified relevant topics for a CETAC publication about key issues facing character education and civic engagement. The topics and key issues are outlined in Exhibit 3.

| Exhibit 3 | |
|---|--|
| Relevant Topics and Key Issues to Be Addressed in CETAC Publications | |
| Topic | Issues/Challenges |
| Cultural Diversity | <ul style="list-style-type: none"> • Diversity is not sufficiently addressed in character education and in the education system. Acknowledging diversity helps to develop ideas and understand others' values. • Through character education, students can gain an understanding and sensitivity to diversity, gender, race, sexual orientation, and economic status. |
| Student Roles and Ownership | <ul style="list-style-type: none"> • Stop creating a negative school environment (e.g., teachers do not call parents with good news and names of students not completing homework are posted on the chalkboard). • Recognize and acknowledge students and teachers for positive things (e.g., give character letter for jackets); this will create a ripple effect and instill confidence. • Empower students and build their confidence by giving them opportunities to create classroom rules and curriculum. • Encourage student councils. • Find alternatives to written publications -- teachers and administrators have little time or energy to read and analyze publications. |
| Competing Priorities | <ul style="list-style-type: none"> • Acknowledge the pressure on teachers and students for students to succeed academically. • Increase emphasis on character. Unify academics and character education. • Include character education on school and individual report cards. • Define character education for schools and communities. • Encourage students to participate in their schools and communities. • There is concern about interference locally by the Federal government. • There is a need for service learning and civic engagement. • The publication should raise policy issues. |
| Curriculum Integration and Sustainability | <ul style="list-style-type: none"> • Integrate character education into schools of education, accrediting bodies, and standards which will provide a justification to teach it. • Address disciplinary methods to help people become aware that their methods are in contradiction to character education. • Address whether character education is a fad. • Integrate character education with current events to make it relevant to students. Clarify how character education relates to the real world. |

Exhibit 3 (Cont.)

Relevant Topics and Key Issues to Be Addressed in CETAC Publications

| Topic | Issues/Challenges |
|------------------------------------|---|
| | <ul style="list-style-type: none">• Address how to involve students in school and the community post-graduation. If students feel responsible for school, it will foster responsibility in adulthood.• Identify a role for everyone including minorities and those with disabilities.• Orient students about private foundations and granting organizations. Teach them about funding and information sources.• Institute pervasive implementation.• Use sports and extracurricular activities to teach character.• Make global comparisons so that all students, including those from other countries, know what is being done in all countries.• Identify what is available so people are not re-creating programs and resources. |
| Definitions of Character Education | <ul style="list-style-type: none">• Should character education and civic engagement be linked? Does civic engagement need a separate definition? Is it a separate enterprise or a related one?• The definition should encompass public and private virtues.• Define character.• Examine what psychological research says about character, temperament, and personality as well as other research that focuses on teaching, learning, and their implications for teaching character.• Is character education synonymous with civic engagement, service learning, and emotional learning?• Need to make character education manageable in order to share a common purpose, with room for different opinions.• Suggested definition for character education: Character education is about developing the capacities of young people to understand, care about, and act upon core virtues such as honesty, respect, and responsibility, and cultivating skills and dispositions for acting morally and sensitively. |
| Community and Parent Engagement | <ul style="list-style-type: none">• Engage parents; it is possible to ask them and build little circles by knowing parents.• Address ways to create parent-teacher partnerships; need models, parameters, positive consequences, and positive communication strategies.• Involve parents in community service and service learning.• Address how effective partnerships are developed and maintained.• Address how to develop a representative community group and get others in the community involved. Schools have special needs and requirements so they need to be well represented.• Address how each piece contributes to the whole. Everyone must be involved; need to teach everyone how to support students positively.• Include on the Web site a place where people can pose questions or concerns and get feedback so that we can understand the issues people are experiencing. |

| Exhibit 3 (Cont.) | |
|---|---|
| Relevant Topics and Key Issues to Be Addressed in CETAC Publications | |
| Topic | Issues/Challenges |
| Evaluation | <ul style="list-style-type: none"> • Need a long-term longitudinal study because character education is about long-term change in people; a random sample at certain age with follow-up through adulthood. • Need one study to ask many questions about character education. • Require a consortium composed of ED, the National Science Foundation, the National Institute of Health, and the private sector to outline and monitor the studies. • Provide more specific evaluation requirements for Federal grantees. • Provide guidance for project directors on how to conduct evaluation. • Produce a publication on how to carry out valid and reliable qualitative research. • Ask ED to define differences among character education, civic engagement, and service learning. • Help project directors understand the difference between performance measurement and impact measurement. • Consider the funding implications of requiring both performance and impact measurement. Ten percent of the program budget allows creation of performance measures, this it takes more than 10 percent of the budget to do both. |
| Professional Development | <ul style="list-style-type: none"> • Professional development needs to be at both pre- and in-service levels and more than just one or two isolated classes at the pre-service level. • In-service needs to be multi-episodic, coherent, and conceptually grounded training. • Consider the process of learning in schools and create professional learning communities. • Articulate the desired outcomes of professional development, and recognize that it is a slow process that conflicts with the annual progress reports under NCLB. • Understand that teachers' unions pose a potential impediment by placing constraints on professional development. • Need to know what works in character education professional development. • Without administrators' cooperation it is difficult for a teacher to make this happen school-wide. • CETAC should not re-create resources; rather it should provide links to already existing resources. • Offer models, resources, and good examples. • Reestablish regional support centers. |

Professional Development

Dr. Marvin Berkowitz, University of Missouri, St. Louis, voiced concern about a publication that might not have a lot of impact and encouraged thinking about alternative ways to reach the target audience. He emphasized that professional development needs to be conducted pre- and in-service and in more than just one or two isolated classes pre-service. In-service professional development

needs to be multi-episodic, coherent, and conceptually grounded training. We should think about the process of learning in schools and create professional learning communities. There needs to be collegial caring and we need to bring resources to schools so they know how to do this. We need to clearly articulate the desired outcomes and understand that it is a slow process that conflicts with the annual progress reports under NCLB. We also need to understand that teachers' unions pose a potential impediment by placing constraints on professional development. We need to know what works in character education professional development through evidence. Without administrators on board it is difficult for a teacher to make this happen school-wide. CETAC should not re-create resources; rather it should provide links to already existing resources and offer models, resources, and good examples. There should be regional support centers even though ED has moved away from supporting regional systems.

Summary and Closing

In closing, Mr. Taulbert remarked that several years ago he addressed an international conference on technology and he was the only person to talk about people. He asked if building community, an infrastructure of relationships, could be important and compete with technology. While it is important what is more important is tomorrow and tomorrow is always the child. In parting he urged people to picture one child within their reach, then picture one child not only within their reach but also one that they care about. Now the dynamics change. Picture now a child that is within your reach that you care about and that can become you. What will we do in terms of character education and civic engagement? Our individual acts are most important. If we focus on one child in our reach, that we care about, and that can become us, then we can carry out character education and civic engagement. Mr. Taulbert read from *An Unlikely Place*:

These were people who sought to build a community and did so. As adults, we are challenged to be the soil. This is not a project. This is an ongoing process. How do we take the best of what we heard back to our lives? How do we care for that one child as if that one child was really us?

Ms. McKay noted that when she joined ED there was a question of whether she should define character education. She compared the group to being in a covered wagon headed west. The field must begin to be more serious about research and ask schools to articulate what character education is. She encouraged the participants to be more passionate about creating the world in which our children will be living. To her, democracy and character education mean courage. Character education and civic engagement are of the people, by the people, and for the people and only happen by each of us living in this

world. She articulated that the publication would not recreate what has been done but would include participants' voices.

In closing Ms. McKay thanked participants for coming. She stated that the field must begin to be more serious about research and ask schools to articulate what character education is and what it does for staff, students, and families. She encouraged the participants to be more passionate about creating the world in which our children will be living. To her, the world they will be living in is the result of the character education and civic engagement they experience in their home, school, and community. Character education and civic engagement must be of the people, by the people, and for the people and only happens by the one-to-one actions of each of us daily.

Appendix A

Agenda



U.S. Department of Education
Character Education and Civic Engagement Technical Assistance Center

**Character Education and Civic Engagement Listening Session
Hilton Crystal City
Arlington, Virginia**

March 30, 2004

Purpose

Provide input about the contents of a publication intended for educators, parents, community advocates, and businesses about key issues related to understanding and advancing character education and civic engagement for our schools.

Outcomes

- Identify key issues related to understanding and advancing character education and civic engagement;
- Learn how the Character Education and Civic Engagement Technical Assistance Center (CETAC) promotes and supports the goals and activities of character education and civic engagement;
- Learn about, and respond to, the outcomes of Evaluation Listening Session conducted by the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS); and
- Offer the U.S. Department of Education and CETAC staff suggestions regarding character education and civic engagement publications.

| | | |
|--------------------------|--|---|
| 8:30 a.m. – 9:00 a.m. | <i>Registration</i> <i>Light Refreshments</i> | Rappahannock |
| 9:00 a.m. – 9:25 a.m. | <i>Welcome and Introductions –</i> <i>U.S. Department of Education</i> Ms. Linda McKay, Senior Advisor to the Deputy Under Secretary OSD/FS, Character Education & Civic Engagement Ms. Rita Foy-Moss, Project Officer, Civic Education Programs | Rappahannock |
| 9:25 a.m. – 9:40 a.m. | <i>Plenary Speaker: “Character Education and Civic</i> <i>Engagement Is At, and Is, the Heart of Education”</i> Mr. Clifton Taulbert, President, The Building Community Institute | Rappahannock |
| 9:40 a.m. – 10:00 a.m. | <i>Listening to the Public</i> Dr. Diane Berreth, Facilitator, Deputy Executive Director, Association for Supervision and Curriculum Development | Rappahannock |
| 10: 00 a.m. – 10:15 a.m. | Break | |
| 10:15 a.m. – 11:15 a.m. | <i>Breakout Session # 1: Identify Key Issues Facing Character</i> <i>Education and Civic Engagement</i> | See pink paper for group assignments |
| 11:15 a.m. – 12:00 p.m. | <i>Summary and Discussion of CETAC Evaluation Listening</i> <i>Session</i> Dr. Ann Higgins-D'Alessandro, Director, Applied Developmental Psychology Department, Fordham University, and Center Resource Group member | Rappahannock |
| 12:00 p.m. – 1:00 p.m. | Buffet Lunch | Rappahannock |
| 12:45 p.m. – 1:00 p.m. | <i>Overview of 2004 Partnership in Character Education</i> <i>Program Grant</i> Ms. Sharon Burton, Project Officer, Character Education, Office of Safe & Drug-Free Schools <i>Plenary Speaker</i> Dr. Susan Sclafani, Counselor to the U.S. Secretary of Education and Assistant Secretary, Office of Vocational and Adult Education (OVAE) | Rappahannock |
| 1:00 p.m. – 1:15 p.m. | <i>Major Themes of the Key Issues</i> Dr. Diane Berreth, Facilitator | Rappahannock |
| 1:15 p.m. – 2:15 p.m. | <i>Breakout Session #2: Relevant Topics for Publication</i> <i>Regarding Key Issues Facing Character Education and</i> <i>Civic Engagement</i> | Locations to be announced |
| 2:15 p.m. – 2:30 p.m. | Break | |
| 2:30 p.m. – 3:00 p.m. | <i>Reporting Back: Relevant Topics for Key Issues</i> Dr. Diane Berreth, Facilitator | Rappahannock |
| 3:00 p.m. – 3:30 p.m. | <i>Closing and Summary</i> Mr. Clifton Taulbert Ms. Linda McKay | Rappahannock |

Appendix B
Participant List



U.S. Department of Education
Character Education and Civic Engagement Technical Assistance Center

*Setting the North Star for
our children to live and learn*

PARTICIPANT LIST

***Character Education and Civic Engagement
Listening Session
Arlington, VA
March 30, 2004***

Ms. Dahlia Aguilar
National Council of La Raza
Director for Teaching & Learning
1111 19th St., NW, Suite 1000
Washington, DC 20036
202-785-1670
daguilar@nclr.org

Mr. Richard Allen
Character Counts Midshore
Executive Director
11 South Washington St.
Suite A
Easton, MD 21601
410-819-0386
rtallen@crosslink.net

Mr. Gary Beckner
**Association of American
Educators**
Executive Director
25201 Paseo de Alicia, Suite 400
Laguna Hills, CA 92653
1-800-704-7799
gbeckner@aacteachers.org

Dr. Marvin Berkowitz
University of Missouri, St. Louis
Sanford N. McDonnell Professor of
Character Education
8001 Natural Bridge Rd.
St. Louis, MO 63121-4499
314-516-7521
berkowitz@umsl.edu

Dr. Sheldon Berman
Hudson Public Schools
Superintendent of Public Schools
155 Apsley St.
Hudson, MA 01749
978-567-6100
shelley@concord.org

Mrs. Mary Bielz
Cripple Creek – Victor Schools
Teacher
P.O. Box 897
Cripple Creek, CO 80813
719-689-9230
mary@aspenminecenter.org

Dr. Karen E. Bohlin
Montrose School
Head of School
45 East Central St.
Natick, MA 01760
508-650-6925
kebohlin@yahoo.com

Major Salvatore Bova
Eleanor Roosevelt High School
AFJROTC, Aerospace Science
Instructor
7601 Hanover Parkway
Greenbelt, MD 20770
301-513-5400
salvatore.bova@pgcps.org

Ms. Sona Chaudhry
Eleanor Roosevelt High School
Student
7515 Lake Glen Dr.
Glenn Dale, MD
301-805-5132
sc8720@yahoo.com

Mr. Sylvester Conyers
Eleanor Roosevelt High School
Principal
7601 Hanover Parkway
Greenbelt, MD 20770
301-513-5400
sconyers@pgcps.org

Mr. David Cordts
National Association of Secondary School Principals
Associate Director
1904 Association Dr.
Reston, VA 20191-1537
703-860-0200
cordtsd@principals.org

Mr. John Etnier
Cornelia Elementary School
Principal
7000 Cornelia Dr.
Edina, MN 55435
952-848-4699
johetnier@edina.k12.mn.us

Ms. Kristie Fink
Community of Caring
1325 G St., NW, Suite 500
Washington, DC 20005
202-393-1251
kfink@communityofcaring.org

Ms. Lyn Fiscus
National Association of Secondary School Principals
Editor, Leadership Magazine
1904 Association Dr.
Reston, VA 20191-1537
703-860-0200
fiscusl@principals.org

Ms. Toni Gentile
Eleanor Roosevelt High School
Student
6833 Third St.
Lanham, MD 20706
301-441-1550
(no email)

Ms. Susan Griffin
National Council for the Social Studies
Executive Director
8555 16th St., Suite 500
Silver Spring, MD 20910
301-588-1800
sgriffin@ncss.org

Ms. Pauline Hamlette
Metropolitan Best Friends Program and Curriculum Instruction
Director
4455 Connecticut Ave., NW
Suite 310
Washington, DC 20008
202-237-8156
phamlette@bestfriendsfoundation.org

Dr. Patricia Harned
Ethics Resource Center
Vice President
1747 Pennsylvania Ave., NW
Washington, DC 20006
202-737-2258

pat@ethics.org

Mr. Coleman Harris
Future Farmers of America
Executive Secretary
1410 King St., Suite 400
Alexandria, VA 22314
703-838-5889
charris@ffa.org

Dr. Norris Haynes
Southern Connecticut State University
Chair
Counseling and School Psychology
Department
501 Crescent St.
New Haven, CT 06515
203-392-6402
haynesn1@southernct.edu

Ms. Jacqueline R. Jones
Maryland State Department of Education
Character Education Specialist
Youth Development Branch,
Division of Student Services
200 West Baltimore St.
Baltimore, MD 21201-2595
410-767-0047
jrjones@msde.state.md.us

Mr. Lee Kaiser
Kings Glen Elementary School
Guidance Counselor
5401 Danbury Forest Dr.
Springfield, VA 22151
703-239-4016
lee.kaiser@fcps.edu

Ms. Jackie Leavitt
Keeper of the Flame
Chair
2040 East Murray Holladay Rd.
Suite 205
Salt Lake City, UT 84117
801-273-0450
jacki@flamekeeper.org

Ms. Anne R. Lee
North Carolina Center for Character Education
Executive Director
608 Lakestone Dr.
Raleigh, NC 27609
919-571-8004
alee@Nccharacter.org

Dr. Peter Levine
University of Maryland
Deputy Director
CIRCLE
School of Public Affairs
311 Van Munching Hall
College Park, MD 20742
301-405-4767
plevine@umd.edu

Ms. Tammy Linn
Arizona Character Education Initiative
Director
1535 West Jefferson St.
Phoenix, AZ 85007
602-364-0379
tlinn@ade.az.gov

Dr. Darrell A. Luzzo
Junior Achievement
Senior Vice President for Education
15338 Greenstone Circle
Parker, CO 80134
719-540-6273
dluzzo@ja.org

Mr. John Mitchell
AFT Teachers
Deputy Director
Educational Issues Department
555 New Jersey Ave., NW
Washington, DC 20001
202-879-4505
jmitchel@aft.org

Dr. Darcia Narvaez
University of Notre Dame
Associate Professor
Department of Psychology
118 Haggard Hall
Notre Dame, IN 46556
574-631-7835
dnarvaez@nd.edu

Ms. Carrie Ann Ortiz
Lennox Middle School
Co-coordinator of Character
Education Grant
11033 Buford Ave.
Lennox, CA 90304
310-419-1800
carriann_ortiz@lennox.k12.ca.us

Dr. David Osher
American Institutes of Research
Managing Research Scientist
1000 Thomas Jefferson Circle, NW
Suite 400
Washington, DC 20007
202-403-5373
dosher@air.org

Ms. Judy Owens
Caring School Community
Coordinator
Character Plus
8225 Florissant Rd.
St. Louis, MO 62121
314-692-9725
jowens@csd.org

Mr. Donald Proffit
Lawrence High School
Principal
2525 Princeton Pike
Lawrenceville, NJ 08648
609-530-8366
dprofit@LTPS.org

Ms. Angela Rice
Jefferson Junior High School
Teacher
801 7th St., SW
Washington, DC 20024
202-724-4881

Dr. Eileen Santiago
Thomas Edison Elementary School
Principal
132 Rectory St.
Port Chester, NY 10573
914-934-7981
esantiago@pcschoools.lhtic.org

Ms. Susan Schaeffler
KIPP DC: Key Academy
Principal
770 M St., SE
2nd Floor
Washington, DC 20003
202-543-6595
sschaeffle@aol.com

Dr. Eric Schaps
Development Studies Center
President
2000 Embarcadero
Oakland, CA 94606
510-533-0213
eric_schaps@devstu.org

Ms. Judy Seltz
American Association of School Administrators
Associate Executive Director,
Constituent Relations and Services
801 N. Quincy St., Suite 700
Arlington, VA 22203
703-528-0700
jseltz@aasa.org

Mr. Gary Smit
Lombard School District 44
Superintendent
150 W. Madison
Lombard, IL 60148
630-827-4419
gsmit@district44.dupage.k12.il.us

Dr. David Stovall
University of Illinois, Chicago
Assistant Professor
Policy Studies
3048 EPASW, College of Education
1040 W. Harrison M/C 147
Chicago, IL 60607
312-412-5014
dostoval@uic.edu

Mr. Clifton Taulbert
**The Building Community
Institute**
President
717 S. Houston Ave.
Suite 508
Tulsa, OK 74127
918-584-0414
ctaulbert@clifontaulbert.com

Ms. Wendy Togneri
Learning First Alliance
Senior Manager
1001 Connecticut Ave., NW
Suite 335
Washington, DC 20036
202-296-5220 ext. 14
togneriw@learningfirst.org

Dr. Hal Urban
Author
790 Barbour Dr.
Redwood City, CA 94062
650-366-0822
halurban@halurban.com

Ms. Karen E. Washington
**Houston Independent School
District**
Project Coordinator
Houston Partnership for Character
Grant
3830 Richmond
Houston, TX 77027
713-892-7507
kwashin2@houstonisd.org

CETAC Center Resource Group

Dr. David Addison
**Manhattan Comprehensive Night
and Day High School**
Dean and Ethics Trainer
240 2nd Ave.
New York, NY 10003
212-665-6724
dnaddison@yahoo.com

Dr. Michele L. Borba
Building Moral Intelligence
Educational Consultant and Writer
1205 Camino Mirasol
Palm Springs, CA 92262
760-323-5387
borbam@aol.com

Dr. Margaret Branson
Center for Civic Education
Associate Director
875 Singingwood Dr.
Reno, NV 89509-5922
775-829-0845
branson@civiced.org

Dr. Cindy P. Cadieux
Regent University
Program Director, Character Ed
Prep
School of Education
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757-226-4205
cyntcad@regent.edu

Dr. Maurice Elias
Rutgers University
Director
Social Decision Making/Social
Problem Solving Project
Department of Psychology
Livingston Campus
Piscataway, NJ 08854
732-445-2444
mjeru@aol.com

Dr. Stuart C. Gilman
The Ethics Resource Center
President
1747 Pennsylvania Ave., NW
Suite 400
Washington, DC 20006
202-737-2258
stuart@ethics.org

Mr. Phillip Hannam
Eleanor Roosevelt High School
Student
7019 Redmiles Rd.
Laurel, MD 20707
301-498-5909
philliphannam@excite.com

Dr. Ann Higgins-D'Alessandro
Fordham University
Director, Applied Developmental
Psychology
Doctoral Program
Psychology Department-226 Dealy
441 E. Fordham Road
Bronx, NY 10458
718-817-3887
annhda@aol.com

Mr. Michael Josephson
**The Josephson Institute of Ethics
and CharacterCounts!**
President
9841 Airport Blvd., Suite 300
Los Angeles, CA 90045
1-800-711-2670
msj@jiethics.org

Dr. Rushworth M. Kidder
Institute for Global Ethics
President
P.O. Box 563
Camden, ME 04843
207-236-6658
rush.kidder@globalethics.org

Mr. Sanford McDonnell
Character Education Partnership
Chairman
P.O. Box 516
St. Louis, MO 23166
314-232-2233
sanford.n.mcdonnell@boeing.com

Mr. Terry Pickeral
Education Commission for the States
Executive Director, The National
Center for Learning and Citizenship
700 Broadway, Suite 1200
Denver, CO 80203-3460
303-299-3636
tpickeral@ecs.org

Federal Government

U.S. Department of Education

Ms. Sharon Burton
Office of Safe and Drug-Free Schools

Education Program Specialist
555 New Jersey Ave., NW
Room 203
Washington, DC 20208
202-219-2044
sharon.burton@ed.gov

Mr. Harrison L. Clark
Center for Faith-Based and Community Initiatives

Associate Director for Communications
555 New Jersey Ave., NW
Room 410-I
Washington, DC 20208
202-208-5286
harrison.clark@ed.gov

Ms. Rita Foy-Moss
Office of Safe and Drug-Free Schools

Coordinator--Civic Education
555 New Jersey Ave., NW
Room 202C
Washington, DC 20208
202-219-2027
rita.foy@ed.gov

Ms. Pat Knight
Office of Innovation & School Improvement

Education Program Specialist
555 New Jersey Ave., NW
Room 502-A
Washington, DC 20208
202-219-1768
pat.knight@ed.gov

Ms. Laura Kolar
Office of the Under Secretary

Confidential Assistant
400 Maryland Ave., SE
Room 7E313
Washington, DC 20202
202-205-7848
laura.kolar@ed.gov

Ms. Linda McKay
Office of Safe and Drug-Free Schools

Senior Advisor to the Deputy Under Secretary
400 Maryland Ave., SW
Room 3E304
Washington, DC 20202
202-260-2517
linda.mckay@ed.gov

Mr. Hans Meeder
Office of Vocational and Adult Education

Deputy Assistant Secretary
400 Maryland Ave., SW
Room 4076
Washington, DC 20202
202-205-5451
hans.meeder@ed.gov

Mr. Bill Modzeleski
Office of Safe and Drug-Free Schools

Associate Deputy Undersecretary
400 Maryland Ave., SW
Room 3E314
Washington, DC 20202
202-260-1856
bill.modzeleski@ed.gov

Ms. Ann Molinaro
Office of the Secretary
Speech Writer
400 Maryland Ave., SW
Room 7C107
Washington, DC 20202
202-401-1989
ann.molinaro@ed.gov

Ms. Donna Muldrew
Office of the Secretary
Special Assistant
400 Maryland Ave., SW
Room 7W130
Washington, DC 20202
202-205-0490
donna.muldrew@ed.gov

Ms. Deborah A. Price
Office of Safe and Drug-Free Schools
Deputy Under Secretary
400 Maryland Ave., SW
Room 1E-110A
Washington, DC 20202
202-205-4169
deborah.price@ed.gov

Dr. Susan Sclafani
Office of the Secretary
Counselor
Assistant Secretary, Office of
Vocational and Adult Education
400 Maryland Ave., SW
Room 7W209
Washington, DC 20202
202-205-0755
susan.sclafani@ed.gov

Mr. Craig Stanton
Office of Budget
Management and Program Analyst
400 Maryland Ave., SW
Room 5W109
Washington, DC 20202
202-401-7320
craig.stanton@ed.gov

Other Government Agencies

Ms. Barbara Lindler
**White House Initiative on
Historically Black Colleges and
Universities**
Program Analyst
1990 K Street NW, Suite 6137
Washington, DC 20006
202-502-7894
Barbara.Lindler@ed.gov

Mr. Elsan Nash
**Corporation for National and
Community Service**
Program Officer and Program
Coordinator for Special Indicatives
Learn and Serve America
1201 New York Ave., NW
Washington, DC 20525
202-606-5000 ext. 453
enash@cns.gov

Ms. Cara Patrick
**Corporation for National and
Community Service**
Program Officer
Learn and Serve America
1201 New York Ave., NW
Washington, DC 20525
202-606-5000 ext. 227
cpatrick@cns.gov

Character Education and Civic Engagement Technical Assistance Center (CETAC)

Caliber Associates

10530 Rosehaven St.
Suite 400
Fairfax, VA 22030

Ms. Amanda DiBart
703-277-6689
adibart@caliber.com

Dr. Ann Landy
703-219-4324
alandy@caliber.com

Ms. Kate Loyco
703-279-6225
kloyco@caliber.com

Dr. Maureen Murphy
703-279-6273
mmurphy@caliber.com

Dr. Lesley Perkins
CETAC Deputy Director
703-277-6693
lperkins@caliber.com

Ms. Kecia Robinson
703-279-6269
krobinson@caliber.com

Ms. Erica Schmeckpeper
703-219-4395
eschmeckpeper@caliber.com

Dr. Kathy Zantal-Wiener
CETAC Director
kzantal-wiener@caliber.com

Association for Supervision and Curriculum Development (ASCD)

Dr. Diane Berreth
Deputy Executive Director of Policy
and Planning
1703 N. Beauregard St.
Alexandria, VA 22311-1714
703-575-5602
dberreth@ascd.org

Character Education Partnership

1025 Connecticut Ave., NW
Suite 1011
Washington, DC 20036
800-988-8081

Ms. Nel Jackson
Interim Executive Director and CEO
njackson@character.org

Mr. Paul Weimer
Program Director
pweimer@character.org

Dr. Melinda C. Bier
Character Education Project
Director
University of Missouri – St. Louis
School of Education
402 Marillac Hall
Natural Bridge Road
St. Louis, MO 63121-4499
314-516-7522
bierm@umsl.edu



Appendix C
Meeting Evaluation



U.S. Department of Education
Character Education and Civic Engagement Technical Assistance Center

*Setting the north star for
our children to live and learn*

FEEDBACK FORM

CETAC Listening Session ***March 30, 2004*** *n=38*

Please complete the following feedback form so that we may determine the effectiveness of this meeting and better prepare for future meetings.

1. Please indicate the extent to which the following meeting objectives were **achieved**. Use the following scale: 1=not at all; 2=minimally; 3=mostly; 4=fully.

- a. Identified key questions related to understanding and advancing character education and civic engagement. Average: **3.3**

Comments:

- **Too little time for open discussion.**
- **Unclear of meaning of civic engagement.**

- b. Learned how the Character Education and Civic Engagement Technical Assistance Center (CETAC) promotes and supports the goals and activities of character education and civic engagement. **3.1**

Comments:

- **Not much info on this; already knew much more.**
- **Who is using this information and how was the group selected?**
- **Told how to promote CETAC; not information about CETAC.**
- **Highlight- Most informative 1) PPT Partnerships in Character Educ (McKay) 2) Sclafani 3) Ann Higgins D'Alessandro**

- c. Learned about, and responded to, the outcomes of Evaluation Listening Session conducted by the U.S. Department of Education's Office of Safe and Drug Free Schools (OSDFS). **3.4**

Comments:

- **Well done, but probably did not need all the information.**
- **Compressed time period did not allow for many questions.**
- **I would have enjoyed hearing more from the "outsiders" or practioners. Sometimes they seemed intimidated talking with CRG/Office people discussing in same groups.**

- d. Offered the U.S. Department of Education and CETAC staff suggestions regarding character education and civic engagement publications. **3.5**

Comments:

- **Dr. Sclafani reinforced what many educators fear about NCLB. I did not need to be badgered one more time about how I need to be accountable for my ineffective actions as a school leader. IF she delivers the message about CE being a key element of NCLB, little progress will be made.**
- **Ethical behavior based on shared values is vital to promoting positive student-teacher relationships, establishing a caring community, and sustaining academic success for all students.**
- **We analyzed the problems, but didn't provide many solutions.**
- **Excellent format.**

Please rate the **quality** of the following on a scale of 1 to 4 (1=poor; 2=satisfactory; 3=good; 4=excellent):

2.

- a. Participant folders/resource materials: **3.7**

Comments:

- **Would have been helpful if Dr. Higgins-D'Alessandro had a powerpoint presentation with handouts.**
- **More on effective practice.**
- **Too many materials – it was a bit distracting.**
- **Linda was great - would like handouts or notes on all speakers.**

- b. Meeting organization: **3.8**

Comments:

- **Perhaps less talking to us.**
- **Timing ran long on the morning session and compressed things later in the day.**
- **Well run.**
- **Some sessions seemed superfluous. What did Cliff add?**
- **Too much for one day.**

- c. Hotel accommodations and overall meeting room facilities (e.g., room size, meals, atmosphere, etc.): **3.5**

Comments:

- **Room a bit crowded.**
- **Warm in the morning.**
- **Kind of dark.**
- **Meals were cold.**
- **Meals were good.**

d. Overall meeting:

3.5

Comments:

- **What if we spent as much money on teacher training and curriculum on character education and civic engagement as we do on testing?**
- **Good facilitation – format allowed for true “listening.”**
- **Valuable to hear from leaders in the field.**
- **Meeting could have been done without the high cost.**
- **Not enough time for sharing/discussion in small groups.**
- **Many participants had a vested interest in the preservation of their own programs. It would seem that this will bias the publication toward government support of such programs.**
- **Very informative.**
- **Need to have more students.**

3. Which discussion(s) was most useful to you?

Overwhelmingly, respondents’ felt the most useful parts of the listening session were the breakout sessions. Over 30% of respondents felt the first breakout session, *Identifying Key Issues Facing Character Education and Civic Engagement*, was useful; and almost 25% of respondents felt the second breakout session, *Relevant Topics for Publication Regarding Key Issues Facing Character Education and Civic Engagement*, was useful. Specifically, 11% of respondents felt the discussion of the competing priorities of academics and character education and civic engagement was useful. Finally, multiple respondents found Dr. Sclafani’s and Dr. Higgins-D’Alessandro’s remarks to be useful.

4. What topics/issues were not identified by participants?

14 different topics/issues were suggested by respondents. Two respondents each wanted to know more about:

- **The federal government’s response to academic accountability and character education; and**
- **How best to serve schools and to hear from schools about where the focus of character education should be.**

5. What other information would have been useful to you for this meeting?

Respondents had a wide range of responses. Two respondents each wanted:

- **An action item list generated by CETAC; and**
- **Readings to prepare for the listening sessions.**

6. What recommendations do you have for future meetings?

Respondents seemed to concur on five recommendations:

- **More time for discussion;**
- **Time to talk with U.S. Department of Education and CETAC representatives to understand policy and goals;**
- **Presentations on successful character education and civic engagement programs;**
- **Background reading materials; and**
- **More student input.**

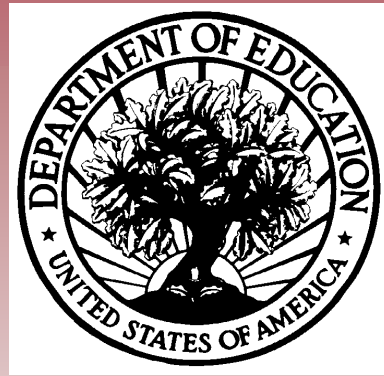
7. Additional comments:

- **Will the participants get notes from the listening session?**
- **What is the reality of how many people on the front lines even read DOE publications?**
- **What are the next steps with this group that was brought together?**
- **Impressed that Ms. McKay introduced herself personally during breakfast.**
- **Publications must be readable by parents/educators, not politicians.**
- **Who is writing the publications? What will be done with them?**
- **Federal government's policy must affirm that Character Education is important.**



Appendix D
Overview of Partnerships in Character
Education Program
Ms. Linda McKay

U.S. Department of Education



Partnerships in Character Education Program



PCEP

- Funding Authorized by Congress in 1994
- Pilot Demonstration Grants to implement character education
- Approximately \$8 million per year



PCEP Legislation (94)

- Only State Educational Agencies eligible
- Specified elements of character
- 45 states and DC received awards
- Involve parents, students & community
- Curriculum & instruction practice



PCEP Legislation (94)

- Technical Assistance to LEAs
- Establish a Clearinghouse
- Teacher training and parent education



PCEP Legislation (94)

- Factors of success
 - Decrease in:
 - discipline problems



PCEP Legislation (94)

- Factors of success:
 - Increase in:
 - student academic performance
 - participation in extracurricular activities
 - parental & community involvement
 - faculty & administration involvement
 - student & staff morale



PCEP Reauthorization

- No Child Left Behind Reauthorized
- Funding Increased to \$25 million per year



PCEP Reauthorization

KEY POINTS OF REAUTHORIZATION

- State & Local Educational Agencies
- Character elements suggested
- Integrated into classroom instruction
- State academic content standards



PCEP Reauthorization

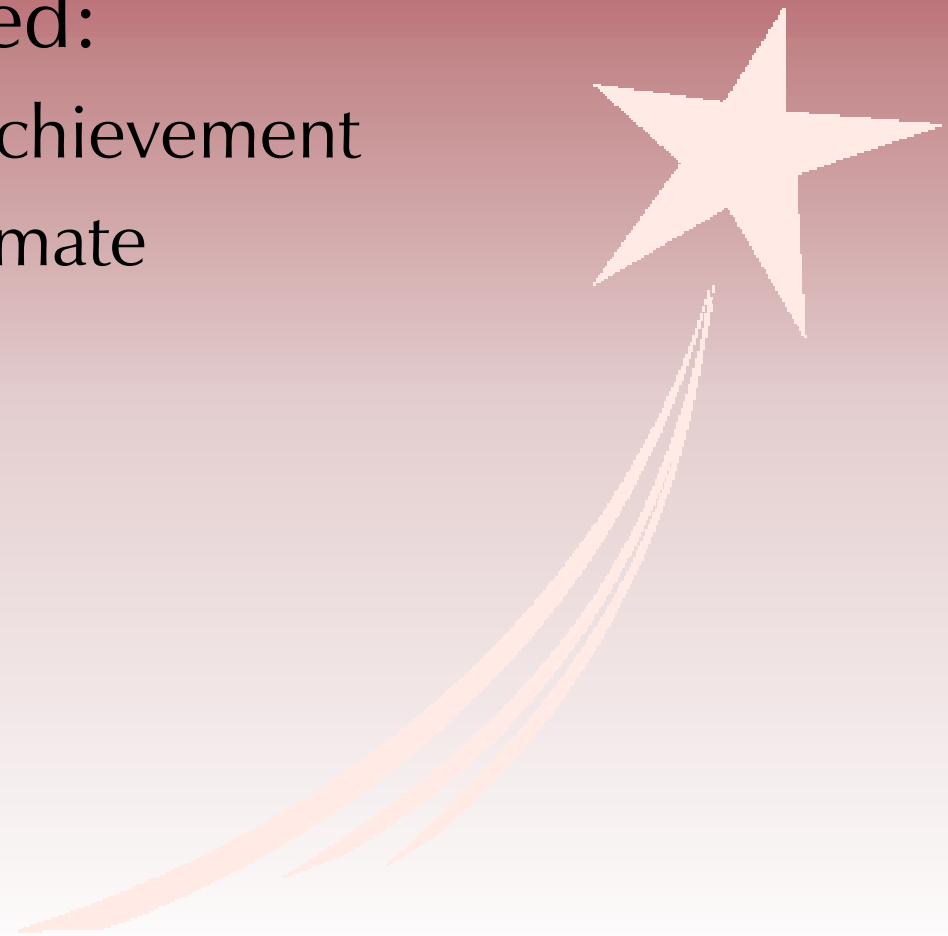
KEY POINTS OF REAUTHORIZATION

- Educational reform
- Scientifically based research
- Students with disabilities specifically included
- Eliminated clearinghouse requirement



PCEP Reauthorization

- Success factors added:
 - Student academic achievement
 - Improved school climate



PCEP Reauthorization

Since 2002

- 5 SEAs
- 42 LEAs



PCEP Reauthorization

- Established a set aside for national activities in research, dissemination & evaluation



2003 Events

- Developed plan to support the U.S. Department of Education's Strategic Objective 3.2—"Promote strong character and citizenship among our nation's youth"



2003 Events

- Establishment of the Office of Safe and Drug-Free Schools (OSDFS)
- Established positions of Deputy Under Secretary and Associate Deputy Under Secretary for OSDFS
- Appointment of Senior Advisor to the Deputy Under Secretary for Character Education



2003 Events

- Director of Character, Civic & Correctional Education Programs
- Hired Character Education Program Specialist



2003 Plan

- What Works Clearinghouse evidence-based study of Character Education
 - 1st study of the Clearinghouse



2003 Plan

- Support of Institute of Education Sciences
 - 8 Social & Character Development Grants



PCEP FY 2004

- 2004 grant package is now available
- Nearly \$2.5 million available for new awards
- Plan to make between 6-9 new awards
- Application Due Date: 9 April 2004



Publications

- Establish the written word for Character Education
- ED publications on Character Education
 - Review of state pilot grant reports
 - Evaluation to guide the field
 - Key topics and issues in character education
 - Fact sheets relating CE to NCLB




CETAC

- Establishment of Center for Character Education & Civic Engagement
- Partners
 - US Dept of Education—OSDFS
 - Caliber Associates, Inc.
 - Association for Supervision and Curriculum Development (ASCD)
 - Character Education Partnership (CEP)



CETAC

Key Activities of CETAC

- Provide training and technical assistance for grantees
 - Develop resource materials and publication on CE
 - Develop and maintain a publicly accessible Website
 - Meetings and seminars
- 

**Setting the North Star for our
children to live & learn**



Appendix E
Character Education and Civic Engagement
Is at, and Is, the Heart of Education
Mr. Clifton Taulbert

**Character Education and Civic Engagement Is at, and Is, the
Heart of Education
Mr. Clifton Taulbert**

Everyone comes from a place called community, which is a relationship infrastructure. All my life, as early as I can recall, I observed those around me and the world they created for me. Growing up in the Mississippi Delta, I observed the people who gathered near me and could not imagine life without their words and their touch. These important people made sure I understood what was required of me. They left for me the passions of the heart.

Adults' responsibility is essential to the three students present here today and what they represent. "Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure." "... Can long endure" is the heartbeat of the Gettysburg Address. How can we guarantee that this nation will long endure? It does not depend on the monuments, but on the actions of men and women, boys and girls, people just like us. As adults, we are trustees of this nation. The three students here are trustees-in-waiting. We forget we used to be them.

What gives us the sense of responsibility to do what we do? That is what character education and civic engagement are all about. How do we become who we are for the benefit of the nation and the world? Growing up in the Mississippi Delta during legal segregation, in spite of all that I encountered, the men and women who built the community and, in doing so, gave me a sense that I was wanted and that gave me a sense this is my nation. "My country 'tis of thee, sweet land of liberty." Liberty is something we may be pursuing for the rest of our lives. These people understood that if they wanted to impact the future they had to deal with the present and I was the present future. From them, I received this idea of what America is all about. Our nation is dependent upon people like us and that we understand what is required of us.

America is great because America is good. Great is easier to understand; we take that without question. But America is great *because* America is good. How do we sustain this good? We have to understand the good so we can ensure the great. That is why I see that character education and civic engagement are intertwined. The good falls squarely on our shoulders, on all of us, and on these three young people. Growing up in the Mississippi Delta is where I encountered the concept of good: men and women who understood that without their good actions, there would be no great.

Community is the place to build the foundation that provides the fertile soil to plant a myriad of projects as strategic objectives. The soil is an essential part of the growing process. This is how I view a caring community. We are not going to plant our children into monuments or Department of Education buildings; we are going to plant them into the soil of our lives. We may have the best strategies and projects but we will not have planted them in the best place to grow. Look at the power of community in the segregated Mississippi Delta and that it implanted in me the idea of the importance of a caring community. *Eight Habits of the Heart* is the most important thing I have ever written. The eight habits of the heart are a nurturing attitude, responsibility, dependability, friendship, brotherhood, high expectations, courage, and hope. The objective is to become these habits of the heart. It is an ongoing process. The values we see practiced make all the difference in the type of communities we build.

Appendix F
Listening to the Public
Dr. Diane Berreth

Listening to the Public

Dr. Diane Berreth

Americans as a whole, and as compared with many other countries, are individualist, anti-statist, and religious. Religion, personal freedom, and family are key U.S. values while success and compassion for others are viewed as less important. Americans also value individualism and freedom to pursue personal goals over government assistance to the needy. The majority of Americans feel that their traditional way of life is threatened.

These values contribute to three broad trends that are shaping attitudes toward all of our institutions including education:

- A decline in trust and public confidence in all institutions including financial institutions, the press, organized religion, and education
- A shift from respect for external authority to individual self-expression
- Mass customization; people want and get more choices.

Given these trends, how do we build confidence in institutions, whether they are banks or schools? The public wants:

- Effectiveness -- they want to know that their children are receiving a good education.
- Efficiency -- they do not want schools to be wasteful.
- Accountability and transparency in the forms of public audits and penalties for the misuse of funds.

These broader trends and attitudes about institutions contribute to six public attitudes toward education. Public schools are important to Americans and nine out of 10 Americans say good schools are important. The public believes that their local schools are good, but that others schools are not. Americans support increased funding for public schools in principle, especially if the increased funding is paired with increased effectiveness. Closing the achievement gap is important; it is a national priority but not a crisis except to those who are a part of it. Americans prefer public solutions to private options although there is some willingness to try private approaches. Finally, while voters see teaching the basics, traditionally academic topics, and preparing children for work, at 97 percent and 91 percent respectively, as the two most important purposes of public schools, teaching about democracy and citizenship (88 percent), and developing character and values (70 percent) also rank in the top four.

What about the major trends in the field that are shaped by this context? *From Scan to Plan: Integrating Trends into the Strategy Making Process* (Dalton, Jarratt, & Mahaffie, 2003) addresses the concept of visionary change through analysis of trends in eight areas: global focus, demographics, social issues, work and the workplace, science and technology, economics, business, and government. Viewed through the lens of learning and teaching, these trends can be collapsed into four education-focused areas that are shaping education:

1. **Increased diversity.** Shifting populations and changing demographics are creating global changes that are spilling over into schools, and into the education community as a whole. Student populations are growing and becoming more diverse. Educators are aging and retiring. Younger educators have the traits of their age cohorts; they are locally focused and are not joiners. The number of applicants for leadership jobs has dropped sharply.
2. **Increased expectations.** Technology is driving this trend, and is producing a growing need for more personalization and customization, which translates to speed, service, quality, and access. Advanced technology is creating new communication channels and a growing global focus. Advances in technology further support these expectations, although that entails expense. The theme is “I want choices, I want it my way, and I want it now.”
3. **Advances in knowledge about effective teaching and learning.** We have a 20 year-plus pool of effective research-based practices to draw on. In many respects, we know what works. However, we do not have a strong system of linking those practices to schools. Implementation requires a systemic approach to address districts and States. We are not very good at this. Knowledge is more politicized, and more disputed.
4. **Accountability and closing the achievement gap.** Advances in knowledge about effective learning and teaching are now coupled with increasing calls for accountability in education by policy-makers to the public. The unprecedented Federal role in education brings into question the historic State responsibility for education. Educators must work with politicians and policy-makers who mean well, but turn to quick fixes and finger pointing instead of collaboration and long-term comprehensive solutions. We are still experiencing significantly lower achievement by students of color, the economically disadvantaged, limited English proficiency, and urban and rural students compared to their age peers. What do these trends mean for character education and civic engagement?

Appendix G
Character Education Listening
Session Remarks
Dr. Susan Sclafani

Remarks
Dr. Susan Sclafani, Counselor, Office of the Secretary
Assistant Secretary, Office of Vocational and Adult Education

Character Education Listening Session¹
March 30, 2004
Arlington, Virginia

Thank you, I'm delighted to be here for a number of reasons. I initiated a character education program in Houston in 1988 that is still running, I'm proud to say. I have learned a lot over the very long period about what works and what doesn't work in character education. Thus, I'm fascinated by listening to the snippets from your small group discussions this morning.

I want to begin talking a little about NCLB. I believe strongly that this legislation is really going to be the turning point in American education. For the first time Congress, the administration, and school districts across America have committed themselves beyond the rhetoric that all children can learn. They will do whatever it takes to ensure that all children do learn. That is a monumental undertaking -- greater than anything we have attempted in the past and we don't know how to do it all yet. We don't know how to ensure that every child achieves at high levels. However, unless we set this as our goal, we will never find out and we will never get there. And that's what NCLB is all about. It has four basic principles.

First, as the adults, we must be accountable for the performance of the children we serve. That is how we have to look at it -- we serve these children in our schools. Those who are teachers or administrators know that we have the joy and pleasure of serving these children. We learn as much from them as they do from us. We must ensure, however, that young people leaving our schools are far better prepared than they are now. The scores from the 12th grade National Assessment of Education Progress (NAEP) test will help you understand the challenge. Some say, 'Oh the students don't take them all that seriously.' But even if it's only half seriously, the data are so damning about what we are doing currently that it is convincing us to change our practices. I believe character education is part of that change in practice. If we look at the 12th grade NAEP scores in mathematics we see that about 28% of white students, about 3% of African-American students, 4% of Hispanic students, and 37% of Asian American students (the highest performing group) are proficient in mathematics.

Think about the world into which the students are moving -- a world that is far more technical than any that has been seen before, and a world in which to be competitive in

¹ The Listening Session was sponsored by the U.S. Department of Education's Character Education Technical Assistance Center (CETAC). CETAC is a contract awarded to Caliber Associates. Caliber is supported by two subcontractors, The Association for Supervision and Curriculum Development (ASCD) and Character Education Partnership (CEP).

terms of jobs, one has to understand mathematical reasoning, even if not using the actual mathematics on a regular basis. A student who wants to join the electricians' union has to pass a trigonometry test. Students will need mathematics and science background to be a pipe fitter, much less to go onto a degree in a career in mathematics, science, engineering, or technology. The last time we recognized how critical this situation was in the Sputnik era. Some of you are old enough to remember when you and I were in school and the news was carried on our public address system that the Russians had put a man into space. Then, we as a society, recognized that we had to do something dramatic, and spent a great deal of time and effort:

- rethinking mathematics and science instruction;
- retraining teachers;
- providing funds for people who would teach mathematics and science;
- creating fellowships for graduate students who wanted to work in mathematics and science fields; and
- recognizing as a society that we had to improve the number of young people studying mathematics and science.

We went wrong back then by thinking that we only needed a small group of people to do this -- a group of scientists, engineers, mathematicians who could work to put a man on the moon, as President Kennedy asked us to do. We now recognize that all of our students need more mathematics and science than ever before to be literate citizens, and to take the jobs that require so much more than ever before. If I talk about reading levels, you know that we have about 40% of our 4th graders who are proficient in reading. The statistics get worse when we look at our inner city kids or our children of color. Data for our students with disabilities are so bad, not only in terms of their academic performance, but they are three times as likely to be unemployed as a person without a disability, even when that disability, in and of itself, would not prevent them or preclude them from working. So, we have to assume responsibility for all of our children, for ensuring that they all have highly-qualified teachers and programs that are working to provide the additional assistance some may need to achieve at high levels.

Second, NCLB says that there is no one silver bullet that we can give to every school district to accomplish these things. It's got to be local control. It's got to be local school districts and local schools saying, 'These are the children we serve, how can we serve them better, and how can we ensure that all of our children are more successful?'

The third part of NCLB talks about choice. I want to talk about choice not just as schools in need of improvement have to provide children choices of where to go to school. We know how critical teaching and learning is for the children. We also know that from the studies that Bill Sanders did in Tennessee that a child who has the misfortune of having three poor teachers in a row is going to perform dramatically lower than the children who were also performing at the 50th percentile at the end of 2nd grade. After having three poor teachers they will be down at the 29th percentile, as compared with the child who started at the 50th percentile, and had three excellent teachers, who will be performing at the 83rd percentile. Now that difference, as you know, if you're educators, is both additive and

cumulative. We treat that child differently when that child gets to middle school. The child that's achieving at the 29th percentile does not get the same curriculum, does not get the same opportunities to learn as that child at the 83rd percentile. The child at the 83rd percentile is probably right on track to take 8th grade algebra, whereas the other will be lucky if he or she ever gets into an algebra class. Thus, we know how critical every year of a child's life can be. We also know that we cannot allow children to languish if we can provide better opportunities for them somewhere else. But choice is also a bigger concept. Choice is saying to the young people in our school districts, and to their parents, that we offer a variety of opportunities for you to learn, and we want you to select the one that works best with your interests, your values, and your prior experience. There are many school districts across America that have district-wide choice for just this reason. It's what we learned from early magnet schools. When you bring together students and teachers who want to be at a particular school to study through a particular lens, you get much higher and better results, because they want to be there and they're ready to move forward. We need to provide choices to our kids both within the schools and across schools so that our students have the maximum opportunities.

The fourth principle of NCLB is one that you've just been talking about and that's evidence-based practice, what we call it if you listen to Russ Whitehurst talk about it, rather than research-based practice because we don't always have the research. Character education, I think, is an excellent example of a field that has evidence-based practice, but we don't always have the research. We've got many interesting programs that people are sure are making a difference with the children in their community. However, the programs don't have the measures and the evaluation in place that allows others to say, 'Yes, this is a program that we should implement because it does have clear evidence that it's been effective in the lives of the children that it serves.' If you look in your folder at the What Works Clearinghouse special request topic, this has been very well done. This is the request to make character education part of the What Works Clearinghouse. Being a part of the What Works Clearinghouse clearly defines the issues to be studied and what is meant by intervention, by character traits, by behavioral outcomes and academic outcomes. This is a good way for you to view the evaluation of your grant proposals because it lays out a good way of doing the proposal and talks about the types of interventions. We talk about evidence-based practices because we recognize that if we limited our recommendations on practice to just those things on which we have scientifically-based research, large-scale randomized studies, then reading is about the only thing we can talk about. We were fortunate that the National Institute of Health saw this as a health issue 30 years ago and started doing that research. Now we're bringing that same positive focus on evidence into other areas as well. We have some research in mathematics, again not enough. We have almost none in the social sciences. There is certainly very, very little research that we can find under character education. There is some, but not enough. We're asking in all of our grant proposals throughout the department that anytime we fund new programs, that there is a rigorous evaluation that helps us to learn from the program. Many of you know that we sponsor math-science partnership grants, through the states doing competitions. We worked with them to implement an evaluation that will enable us to learn from the programs that are funded. As you think about the hundreds of millions of dollars that have spent on grant proposals

just over the last decade in this country, we don't have enough that we've learned for that investment. Now, we're saying, 'Let's look at every opportunity, through grants, through research projects, to identify good evidence for practice.' Then through the Interagency Education Research Initiative (IERI), the department will fund the scale up evaluations. You can't -- nobody can -- afford to do a large-scale random assignment study unless you are independently wealthy or you have a group that has a multi-million dollar budget for evaluation. That's why that program has been established, to have good evidence that demonstrates that a strategy or program has made a difference in a number of environments, not just in one, but also in a number. This is why sharing ideas and sharing best practices is a critical piece of this grant program. Then, come to the Department and request a scale-up grant. We will fund large-scale, random assignment studies that take kids from different parts of the country with different characteristics and ask, 'Does this cause this change in the students? Or, is this simply correlational data that does not allow us to say definitely to school boards, to educators, 'do this and you will get these results.' I want you to understand the purpose behind our trying to get better evaluations, so that we can move this forward. I still hear the concern expressed by people coming in 'Well, yes, we're thinking about doing something with character education, but we really don't have any research that we can tell our board that it's worth this investment, because it has had these impacts on other children.' That's what we need to do.

The point of character education is, I think, an essential piece of developing the next generation of citizens in our nation, and to impact the students when they are still in our schools. Character education is the respect that students have for one another and their teachers. Part of that is teaching character education. The reason that I'm so engaged in high school re-thinking, and I don't even want to say reforming because it's more than reform, is that our high schools, and many of our middle schools, are not places where students feel respected, where they really are brought in as full participants and partners in the process of their education. As a result, we have more young people who are disengaged from their schools, and therefore not learning at the levels required. I don't know how many of you have looked at the American Diploma Project's results; use Google to find their website. They spent two years interviewing employers, community college faculty and four-year college faculty, asking what they are looking for in the students who come to you. They're finding, across all three groups -- so we've got to get past this notion that we only have to prepare our college-prep kids -- that they want students who:

- learn to communicate;
- solve problems;
- work in teams;
- be able to, not only solve problems that are identified for them, but identify and even avoid problems; and
- analyze what's going on in their academic studies and also in their environment.

These are the same things employers want for the people coming right out of high school. The level of communication is far higher than we've done in the past, particularly for our

non-college-prep kids. I don't know how many of you have heard Will Dagget speak. When he talks about the level of education required for students going directly from high school directly to an employer-based training program or into a certificate program at the community college, he'll tell you that the technical manuals students will have to read are at a higher reading level than War and Peace. Yet, with which children do we focus on reading -- our college-prep kids. So we've got to rethink our high schools entirely and one way to rethink them is that schools have to be places that engage our young people as partners in their own learning. The work that they do can't just be: sit for 45 minutes and listen to a lecture in social studies, and then move to science, totally disconnected, sit and listen to a lecture for 45 minutes there and maybe do worksheets and things. Maybe, if they're lucky they get to do a paper once a month, but not any other time. We must turn schools into places where students are more actively engaged in what they need to know and be able to do, and are developing not only the knowledge and skills, but the attitudes that we want to foster in citizens of our society. That's really part of the challenge of character and civics education, how can we:

- Turn out kids who are engaged and involved in their communities—maybe through service learning projects;
- Treat students with respect and make them part of a caring community in which teachers respect one another and work collaboratively;
- Have an administration that supports teachers and vice versa and that support the students they serve; and
- Develop communities at the elementary, middle, and high school levels that model for our young people the very character traits that we write down on the paper and that we include in our grant proposals?

Unfortunately, even in places that are teaching character education, that's not happening. Our kids, and I'm sure they can tell for themselves, our kids readily understand the difference between what is being said and what is being done. Teaching character education without emulating those character traits is an exercise in developing cynicism on the part of our young people. You cannot do one without the other. You might as well not try teaching it, if you're not going to model it.

Again, I feel very strongly about these issues and I want you to know this Department and Administration feel as strongly about developing the character of our young people as they do about their scores on the math and the reading exams. Let me just say the scores on math and reading are dipsticks into the educational system. They are simply trying to ensure that the basic systems are working. They are not to be all that we teach. That is, we define the core curriculum as broadly as we do, including the fine arts and foreign language, because we believe that every child should have access to that full curriculum. Focusing on test preparation doesn't teach children because it is a short-term methodology. It is a methodology that does not lead to student learning, though it is student learning that must be demonstrated on these assessments. That is why we keep saying, 'We've got to have a rich educational program for our young people and well-educated children and they will do just fine on those tests.' So please, and I know people are always saying, 'Social studies is getting pushed out, the fine arts are getting pushed

out,' that's where we need your leadership, the leadership of superintendents, the leadership of principals, the leadership of community leaders to say, 'Not in my town, not in my schools. In my schools, we are going to educate children as we know we ought to and educate them for a full and productive life as a citizen as well as a future employee.'

Unless we do all of this, we're letting down our kids. We've got to keep all of this in perspective; it's as high stakes as we make it. We've got to recognize that we have a duty to serve the young people of America and we serve them best when we educate them well. They've got lots of competition in this world, not just from other American children, but also from children across the world. A full education will make them entrepreneurial, enable them to be creative, as well as be able to pass our tests. That is what we've got to focus on. Thank you so much for giving me the opportunity to join you today and I look forward to hearing the output from this afternoon's sessions as well.