

Office of the First Lady
Files of Shirley Sagawa
January 19, 2001
Box 1 of 11

Education binders

Education -- School as Center of Democracy
Values/Character Education/National Service Learning

Education -- Improving Public Schools
Principles/Professional Development/Tenure/Accountability

Education -- Increasing College Access
Hope Scholarships/Lifetime Learning Credit/Pell Grants/General Tax Credits for College

Education -- Improving Public Schools
Closing Failing Schools

Out of Many One
Racial and Ethnic Justice in 21st Century America
President Clinton's Report to the Nation
Draft March 1999

School as Center of Democracy:

**Values/
Character Education &
National Service Learning**

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The Content of Their Character
Educators Find New Ways to Tackle Values and Morality
By [Philip Cohen](#)
Spring 1995

Riding a wave of public response to the perceived moral decline of U.S. social and cultural life, character educators are renewing schools' emphasis on values and morality. After several false starts at values education in the 1970s and 1980s, character educators are uniting around a strategy of teaching core values developed through community consensus. To build public trust in schools' ability to teach character, schools and districts are enlisting parent and community participation in the design and implementation of character education programs.

The most successful approaches stress not only curriculum, but also changing the culture of schools to make them communities that reinforce positive values and character traits, advocates say. Using such strategies as literature-based curriculums in the early grades and service learning and ethical reasoning in high school, character educators hope to improve both the professional and economic prospects of their students, as well as the social and moral fiber of their communities.

Although enthusiasm among advocates is high, and early assessments of the new methods provide some promising results, the task of instilling good character remains a daunting one. Many educators are unsure of the goals of character education, even as they search for effective strategies for their students.

The article includes interviews with leaders in the field of character education, including Amitai Etzioni, Thomas Lickona, Howard Kirschenbaum, Henry Huffman, and John Martin.

The issue includes several sidebars:

- "The Community Approach" details efforts to involve community members in developing character education programs.
- "Reading for Values" describes a literature-based approach to character education in the early grades.
- "Finding Out What Works" features attempts to assess the effectiveness of character education and notes the importance of quality assessment in gaining public support.

The issue includes a list of character education resources.

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Administration Position

CLINTON/GORE ACCOMPLISHMENTS IN EDUCATION SUPPORTING CHARACTER EDUCATION AND RELATED PROGRAMS

ACCOMPLISHMENTS/CURRENT PROGRAMS

*** Partnerships in Character Education Program-** over the past five years the Department of Education has supported pilot projects designed to implement character education programs that address broader educational objectives.

***President's Student Service Challenge-** this program provides an opportunity for schools, colleges and community organizations to recognize young people for their outstanding community service. *President's Student Service Scholarships* award \$1,000 to high school juniors or seniors. **President's Student Service Awards** recognize youth 5-25, who contribute at least 100 hours of service over a 12-month period, by granting them a presidential letter, pin and certificate.

***National Service Learning Leader Schools-** annually the President recognizes up to 100 middle schools for their exemplary integration of student service into the curriculum and life of the school.

ESEA

***Title X -** part A would increase flexibility in supporting promising character education programs and streamline their requirements.

CALLS FOR CHARACTER EDUCATION

***SOTU '96/'97-** both called for character education to teach good values and good citizenship in our schools.

1999 White House Education Press Releases and Statements

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 19, 1999

**REMARKS BY THE PRESIDENT
ON EDUCATION**

The South Lawn

8:40 A.M. EDT

THE PRESIDENT: Good morning. I'm delighted to be joined this morning by the Secretary of Education and by my Domestic Policy Advisor Bruce Reed to discuss the very important issue of our children's schools.

In my State of the Union address this year, I said that in order to meet our responsibility to create 21st century schools for all our children, we have to do a far, far better job of spending the \$15 billion in federal aid we send to our schools every year.

Building these kinds of schools has been a passion for me, for the Vice President, for Secretary Riley, for our entire administration. We have worked with members of Congress and education leaders, people in every state of the country, for over six years now. We have supported higher standards, better teachers, new technology, modern facilities, innovations like charter schools, character education, school uniforms.

But we know fundamentally that if we are going to change the way our schools work, we must change the way we invest federal aid in our schools.

On the way down here, just down the walk, the Secretary of Education said we have been working very hard to promote school standards around the country; now we have to get the standards actually into the schools. This week I am sending legislation to the Congress designed to do just that.

First, this legislation strengthens accountability for results. It says that states and school districts that choose to accept federal aid must take responsibility for turning around failing schools, or shutting them down. It says they must give parents report cards not just on their children, but on the children's schools. It says school districts must have strong discipline codes that are fair, consistent, and focused on prevention. It says they must make sure that teachers actually know the subjects they are teaching. It says they must stop the practice of social promotion, not by holding students back, but by making sure they have the support to meet the higher standards.

This legislation triples funding for after-school and summer school programs, provides for smaller classes, and requires other early interventions that lift students up.

Second, this legislation will put more highly-trained teachers in our nation's schools. It requires that all new teachers pass subject matter and skills tests, that all teachers be given the support they need to improve their knowledge and skills. It allows Congress to finish the job we started last fall of hiring 100,000 new, highly-trained teachers to reduce class size in the early grades.

Finally, the legislation will help give all our children safe, healthy and disciplined learning environments. For the first time, it will require schools to adopt comprehensive school safety plans, use proven anti-drug and anti-violence prevention programs, intervene with troubled youth, establish

security procedures for schools, and give parents an annual report of drug and violent incidents at their children's schools.

It also expands the character education efforts the Secretary of Education has done so much to advance, promotes alternative schools for disruptive students, and strengthens our policy of zero tolerance for guns by requiring that any student expelled for bringing a gun to school receive appropriate treatment and counseling before being allowed back into class.

As I said yesterday, we must do everything we can to keep guns out of the hands of our children. I want to commend the Senate for yesterday's overwhelming, bipartisan support for child safety locks. And I commend Speaker Hastert for his leadership in supporting background checks at gun shows, and for raising the age of handgun ownership to 21. I urge the Senate to keep working on the Justice bill, the Juvenile Justice bill, and to bring these common-sense measures to a vote.

Now, these education ideas are not Democratic or Republican, nor were they dreamed up in Washington. They were invented and proven successful in the laboratories of democracy at the school, city and state levels. They preserve and enhance the flexibility that states and districts need to run successful schools. If the federal government fails to act, the best of these practices will spread, but much more slowly. Just remember, it took 100 years for laws mandating universal education to spread from a few states to every state. That pace of change might have been all right in the 19th century; it won't do in the 21st century. We do not have the luxury of waiting and continuing to subsidize failure.

Nothing we can do will more surely unite our people and strengthen our nation than giving all of our children a high-quality education. We know what works -- our schools, our educators have shown us what works. It is time to put that as a condition of success in the investment of federal aid in every child in America. And I want to thank the Secretary of Education and Mr. Reed and everyone else who has worked on this program.

Thank you very much.

Q Mr. President, on the Balkans, can we ask you a question about the Balkans?

Q Do you like the peace proposal by Talbott -- that Talbott is taking to Moscow? What do you think of it?

END
8:45 A.M. EDT

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This page last modified -- May 24, 1999, (mjj)



1997 State of the Union Address

William J. Clinton



President Clinton delivers the 1997 State of the Union Address.

The President "shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient..." U.S. Constitution, Art. II, sec. 3.



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REMARKS BY THE PRESIDENT IN STATE OF THE UNION ADDRESS

United States Capitol

9:15 P.M. EST

THE PRESIDENT: Mr. Speaker, Mr. Vice President, members of the 105th Congress, distinguished guests, and my fellow Americans:

I think I should start by saying, thanks for inviting me back. (Applause.) I come before you tonight with a challenge as great as any in our peacetime history, and a plan of action to meet that challenge, to prepare our people for the bold new world of the 21st century.

We have much to be thankful for. With four years of growth, we have won back the basic strength of our economy. With crime and welfare rolls declining, we are winning back our optimism, the enduring faith that we can master any difficulty. With the Cold War receding and global commerce at record levels, we are helping to win unrivaled peace and prosperity all across the world.

My fellow Americans, the state of our union is strong. (Applause.) But now we must rise to the decisive moment, to make a nation and a world better than any we have ever known. The new promise of the global economy, the Information Age, unimagined new work, life-enhancing technology -- all these are ours to seize. That is our honor and our challenge. We must be shapers of events, not observers. For if

we do not act, the moment will pass -- and we will lose the best possibilities of our future.

We face no imminent threat, but we do have an enemy -- the enemy of our time is inaction. So, tonight, I issue a call to action -- action by this Congress, action by our states, by our people, to prepare America for the 21st century. Action to keep our economy and our democracy strong and working for all our people; action to strengthen education and harness the forces of technology and science; action to build stronger families and stronger communities and a safer environment; action to keep America the world's strongest force for peace, freedom and prosperity. And above all, action to build a more perfect union here at home.

The spirit we bring to our work will make all the difference. We must be committed to the pursuit of opportunity for all Americans, responsibility from all Americans, in a community of all Americans. And we must be committed to a new kind of government -- not to solve all our problems for us, but to give our people -- all our people -- the tools they need to make the most of their own lives.

And we must work together. The people of this nation elected us all. They want us to be partners, not partisans. They put us all right here in the same boat, they gave us all oars, and they told us to row. Now, here is the direction I believe we should take.

First, we must move quickly to complete the unfinished business of our country -- to balance our budget, renew our democracy, and finish the job of welfare reform.

Over the last four years, we have brought new economic growth by investing in our people, expanding our exports, cutting our deficits, creating over 11 million new jobs, a four-year record. (Applause.) Now we must keep our economy the strongest in the world. We here tonight have an historic opportunity. Let this Congress be the Congress that finally balances the budget. (Applause.)

In two days, I will propose a detailed plan to balance the budget by 2002. This plan will balance the budget and invest in our people while protecting Medicare, Medicaid, education, and the environment. It will balance the budget and build on the Vice President's efforts to make our government work better, even as it costs less. It will balance the budget and provide middle class tax relief to pay for education and health care, to help to raise a child, to buy and sell a home.

Balancing the budget requires only your vote and my signature. It does not require us to rewrite our Constitution. (Applause.) I believe it is both unnecessary and unwise to adopt a balanced budget amendment that could cripple our country in time of crisis, and force unwanted results, such as judges halting Social Security checks or increasing taxes. Let us at least agree, we should not pass any measure -- no measure should be passed that threatens Social Security. (Applause.) Whatever your view on that, we all must concede we don't need a constitutional amendment, we need action. (Applause.)

Whatever our differences, we should balance the budget now. And then, for the long-term health of our society, we must agree to a bipartisan process to preserve Social Security and reform Medicare for the long run, so that these fundamental programs will be as strong for our children as they are for our parents.

And let me say something that's not in my script tonight. I know this is not going to be easy. But I really believe one of the reasons the American people gave me a second term was to take the tough decisions in the next four years that will carry our country through the next 50 years. I know it is easier for me than for you to say or do. But another reason I was elected is to support all of you, without regard to party, to give you what is necessary to join in these decisions. We owe it to our country and to our future. (Applause.)

Our second piece of unfinished business requires us to commit ourselves tonight, before the eyes of America, to finally enacting bipartisan campaign finance reform. (Applause.)

Now, Senators McCain and Feingold, Representatives Shays and Meehan, have reached across party lines here to craft tough and fair reform. Their proposal would curb spending, reduce the role of special

interests, create a level playing field between challengers and incumbents, and ban contributions from noncitizens, all corporate sources, and the other large soft money contributions that both parties receive.

You know and I know that this can be delayed. And you know and I know the delay will mean the death of reform. So let's set our own deadline. Let's work together to write bipartisan campaign finance reform into law and pass McCain-Feingold by the day we celebrate the birth of our democracy -- July the 4th. (Applause.)

There is a third piece of unfinished business. Over the last four years, we moved a record 2.25 million people off the welfare rolls. Then last year, Congress enacted landmark welfare reform legislation, demanding that all able-bodied recipients assume the responsibility of moving from welfare to work.

Now each and every one of us has to fulfill our responsibility -- indeed, our moral obligation -- to make sure that people who now must work, can work. (Applause.) Now we must act to meet a new goal: 2 million more people off the welfare rolls by the year 2000.

Here is my plan: Tax credits and other incentives for businesses that hire people off welfare; incentives for job placement firms and states to create more jobs for welfare recipients; training, transportation, and child care to help people go to work.

Now I challenge every state: Turn those welfare checks into private sector paychecks. I challenge every religious congregation, every community nonprofit, every business to hire someone off welfare. And I'd like to say especially to every employer in our country who ever criticized the old welfare system, you can't blame that old system anymore, we have torn it down. Now do your part. Give someone on welfare the chance to go to work. (Applause.)

Tonight, I am pleased to announce that five major corporations -- Sprint, Monsanto, UPS, Burger King and United Airlines -- will be the first to join in a new national effort to marshal America's businesses, large and small, to create jobs so that people can move from welfare to work. (Applause.)

We passed welfare reform. All of you know I believe we were right to do it. But no one can walk out of this chamber with a clear conscience unless you are prepared to finish the job. (Applause.)

And we must join together to do something else, too -- something both Republican and Democratic governors have asked us to do -- to restore basic health and disability benefits when misfortune strikes immigrants who came to this country legally, who work hard, pay taxes and obey the law. To do otherwise is simply unworthy of a great nation of immigrants. (Applause.)

Now, looking ahead, the greatest step of all -- the high threshold of the future we now must cross -- and my number one priority for the next four years is to ensure that all Americans have the best education in the world. (Applause.)

Let's work together to meet these three goals: Every 8-year-old must be able to read; every 12-year-old must be able to log on to the Internet; every 18-year-old must be able to go to college; and every adult American must be able to keep on learning for a lifetime. (Applause.)

My balanced budget makes an unprecedented commitment to these goals -- \$51 billion next year. But far more than money is required. I have a plan, a Call to Action for American Education, based on these 10 principles.

First, a national crusade for education standards -- not federal government standards, but national standards, representing what all our students must know to succeed in the knowledge economy of the 21st century. Every state and school must shape the curriculum to reflect these standards, and train teachers to lift students up to them. To help schools meet the standards and measure their progress, we will lead an effort over the next two years to develop national tests of student achievement in reading and math.

Tonight, I issue a challenge to the nation: Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met. (Applause.)

Raising standards will not be easy, and some of our children will not be able to meet them at first. The point is not to put our children down, but to lift them up. Good tests will show us who needs help, what changes in teaching to make, and which schools need to improve. They can help us to end social promotion. For no child should move from grade school to junior high, or junior high to high school until he or she is ready.

Last month, our Secretary of Education Dick Riley and I visited Northern Illinois, where 8th grade students from 20 school districts, in a project aptly called "First in the World," took the Third International Math and Science Study. That's a test that reflects the world-class standards our children must meet for the new era. And those students in Illinois tied for first in the world in science and came in second in math. Two of them, Kristin Tanner and Chris Getsla, are here tonight, along with their teacher, Sue Winski; they're up there with the First Lady. And they prove that when we aim high and challenge our students, they will be the best in the world. Let's give them a hand. Stand up, please. (Applause.)

Second, to have the best schools, we must have the best teachers. Most of us in this chamber would not be here tonight without the help of those teachers. I know that I wouldn't be here. For years, many of our educators, led by North Carolina's Governor Jim Hunt and the National Board for Professional Teaching Standards, have worked very hard to establish nationally accepted credentials for excellence in teaching. Just 500 of these teachers have been certified since 1995. My budget will enable 100,000 more to seek national certification as master teachers. We should reward and recognize our best teachers. (Applause.) And as we reward them, we should quickly and fairly remove those few who don't measure up, and we should challenge more of our finest young people to consider teaching as a career.

Third, we must do more to help all our children read. Forty percent -- forty percent -- of our 8-year-olds cannot read on their own. That's why we have just launched the America Reads initiative -- to build a citizen army of one million volunteer tutors to make sure every child can read independently by the end of the 3rd grade. We will use thousands of AmeriCorps volunteers to mobilize this citizen army. We want at least 100,000 college students to help. And tonight I am pleased that 60 college presidents have answered my call, pledging that thousands of their work-study students will serve for one year as reading tutors. (Applause.)

This is also a challenge to every teacher and every principal. You must use these tutors to help students read. And it is especially a challenge to our parents. You must read with your children every night.

This leads to the fourth principle: Learning begins in the first days of life. Scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants. The First Lady has spent years writing about this issue, studying it. And she and I are going to convene a White House Conference on Early Learning and the Brain this spring, to explore how parents and educators can best use these startling new findings.

We already know we should start teaching children before they start school. That's why this balanced budget expands Head Start to one million children by 2002. (Applause.) And that is why the Vice President and Mrs. Gore will host their annual family conference this June on what we can do to make sure that parents are an active part of their children's learning all the way through school.

They've done a great deal to highlight the importance of family in our life, and now they're turning their attention to getting more parents involved in their children's learning all the way through school. And I thank you, Mr. Vice President, and I thank you especially, Tipper, for what you do. (Applause.)

Fifth, every state should give parents the power to choose the right public school for their children. Their right to choose will foster competition and innovation that can make public schools better. We

should also make it possible for more parents and teachers to start charter schools, schools that set and meet the highest standards, and exist only as long as they do. Our plan will help America to create 3,000 of these charter schools by the next century -- nearly seven times as there are in the country today -- so that parents will have even more choices in sending their children to the best schools.

Sixth: Character education must be taught in our schools. We must teach our children to be good citizens. (Applause.) And we must continue to promote order and discipline, supporting communities that introduce school uniforms, impose curfews enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs in school. (Applause.)

Seventh: We cannot expect our children to raise themselves up in schools that are literally falling down. With the student population at an all-time high, and record numbers of school buildings falling into disrepair, this has now become a serious national concern. Therefore, my budget includes a new initiative --\$5 billion to help communities finance \$20 billion in school construction over the next four years. (Applause.)

Eighth: We must make the 13th and 14th years of education -- at least two years of college -- just as universal in America by the 21st century as a high school education is today, and we must open the doors of college to Americans. (Applause.)

To do that, I propose America's HOPE Scholarship, based on Georgia's pioneering program: two years of a \$1,500 tax credit for college tuition, enough to pay for the typical community college. I also propose a tax deduction of up to \$10,000 a year for all tuition after high school; an expanded IRA you can withdraw from tax free for education; and the largest increase in Pell Grant scholarships in 20 years. (Applause.) Now, this plan will give most families the ability to pay no taxes on money they save for college tuition. I ask you to pass it -- and give every American who works hard the chance to go to college.

Ninth: In the 21st century, we must expand the frontiers of learning across a lifetime. All our people, of whatever age, must have a chance to learn new skills. Most Americans live near a community college. The roads that take them there can be paths to a better future. My G.I. Bill for America's Workers will transform the confusing tangle of federal training programs into a simple skill grant to go directly into eligible workers' hands. For too long, this bill has been sitting on that desk there without action -- I ask you to pass it now. Let's give more of our workers the ability to learn and to earn for a lifetime. (Applause.)

Tenth: We must bring the power of the Information Age into all our schools. Last year, I challenged America to connect every classroom and library to the Internet by the year 2000, so that, for the first time in our history, children in the most isolated rural towns, the most comfortable suburbs, the poorest inner city schools, will have the same access to the same universe of knowledge. (Applause.) That is my plan -- a Call to Action for American Education. Some may say that it is unusual for a President to pay this kind of attention to education. Some may say it is simply because the President and his wonderful wife have been obsessed with this subject for more years than they can recall. That is not what is driving these proposals.

We must understand the significance of this endeavor: One of the greatest sources of our strength throughout the Cold War was a bipartisan foreign policy; because our future was at stake, politics stopped at the water's edge. Now I ask you -- and I ask all our nation's governors; I ask parents, teachers, and citizens all across America -- for a new nonpartisan commitment to education -- because education is a critical national security issue for our future, and politics must stop at the schoolhouse door. (Applause.)

To prepare America for the 21st century we must harness the powerful forces of science and technology to benefit all Americans. This is the first State of the Union carried live in video over the Internet. But we've only begun to spread the benefits of a technology revolution that should become the modern birthright of every citizen.

PRESIDENT WILLIAM JEFFERSON CLINTON

STATE OF THE UNION ADDRESS

U.S. CAPITOL

JANUARY 23, 1996

Mr. Speaker, Mr. Vice President, members of the 104th Congress, distinguished guests, my fellow Americans all across our land:

Let me begin tonight by saying to our men and women in uniform around the world, and especially those helping peace take root in Bosnia and to their families, I thank you. America is very, very proud of you.

My duty tonight is to report on the state of the Union -- not the state of our government, but of our American community; and to set forth our responsibilities, in the words of our Founders, to form a more perfect union.

The state of the Union is strong. Our economy is the healthiest it has been in three decades. We have the lowest combined rates of unemployment and inflation in 27 years. We have created nearly 8 million new jobs, over a million of them in basic industries, like construction and automobiles. America is selling more cars than Japan for the first time since the 1970s. And for three years in a row, we have had a record number of new businesses started in our country.

Our leadership in the world is also strong, bringing hope for new peace. And perhaps most important, we are gaining ground in restoring our fundamental values. The crime rate, the welfare and food stamp rolls, the poverty rate and the teen pregnancy rate are all down. And as they go down, prospects for America's future go up.

We live in an age of possibility. A hundred years ago we moved from farm to factory. Now we move to an age of technology, information, and global competition. These changes have opened vast new opportunities for our people, but they have also presented them with stiff challenges. While more Americans are living better, too many of our fellow citizens are working harder just to keep up, and they are rightly concerned about the security of their families.

We must answer here three fundamental questions: First, how do we make the American Dream of opportunity for all a reality for all Americans who are willing to work for it? Second, how do we preserve our old and enduring values as we move into the future? And, third, how do we meet these challenges together, as one America?

We know big government does not have all the answers. We know there's not a program for every problem. We have worked to give the American people a smaller, less bureaucratic government in Washington. And we have to give the American people one that lives within its means.

The era of big government is over. But we cannot go back to the time when our citizens were left to fend for themselves. Instead, we must go forward as one America, one nation working together to meet the challenges we face together. Self-reliance and teamwork are not opposing virtues; we must have both.

I believe our new, smaller government must work in an old-fashioned American way, together with all of our citizens through state and local governments, in the workplace, in religious, charitable and civic associations. Our goal must be to enable all our people to make the most of their own lives -- with stronger families, more educational opportunity, economic security, safer streets, a cleaner environment in a safer world.

programs they believe are inappropriate for their children. When parents control what their young children see, that is not censorship; that is enabling parents to assume more personal responsibility for their children's upbringing. And I urge them to do it. The V-chip requirement is part of the important telecommunications bill now pending in this Congress. It has bipartisan support, and I urge you to pass it now.

To make the V-chip work, I challenge the broadcast industry to do what movies have done -- to identify your programming in ways that help parents to protect their children. And I invite the leaders of major media corporations in the entertainment industry to come to the White House next month to work with us in a positive way on concrete ways to improve what our children see on television. I am ready to work with you.

I say to those who make and market cigarettes: every year a million children take up smoking, even though it is against the law. Three hundred thousand of them will have their lives shortened as a result. Our administration has taken steps to stop the massive marketing campaigns that appeal to our children. We are simply saying: Market your products to adults, if you wish, but draw the line on children.

I say to those who are on welfare, and especially to those who have been trapped on welfare for a long time: For too long our welfare system has undermined the values of family and work, instead of supporting them. The Congress and I are near agreement on sweeping welfare reform. We agree on time limits, tough work requirements, and the toughest possible child support enforcement. But I believe we must also provide child care so that mothers who are required to go to work can do so without worrying about what is happening to their children.

I challenge this Congress to send me a bipartisan welfare reform bill that will really move people from welfare to work and do the right thing by our children. I will sign it immediately.

Let us be candid about this difficult problem. Passing a law, even the best possible law, is only a first step. The next step is to make it work. I challenge people on welfare to make the most of this opportunity for independence. I challenge American businesses to give people on welfare the chance to move into the work force. I applaud the work of religious groups and others who care for the poor. More than anyone else in our society, they know the true difficulty of the task before us, and they are in a position to help. Every one of us should join them. That is the only way we can make real welfare reform a reality in the lives of the American people.

To strengthen the family we must do everything we can to keep the teen pregnancy rate going down. I am gratified, as I'm sure all Americans are, that it has dropped for two years in a row. But we all know it is still far too high.

Tonight I am pleased to announce that a group of prominent Americans is responding to that challenge by forming an organization that will support grass-roots community efforts all across our country in a national campaign against teen pregnancy. And I challenge all of us and every American to join their efforts.

I call on American men and women in families to give greater respect to one another. We must end the deadly scourge of domestic violence in our country. And I challenge America's families to work harder to stay together. For families who stay together not only do better economically, their children do better as well.

In particular, I challenge the fathers of this country to love and care for their children. If your family has separated, you must pay your child support. We're doing more than ever to make sure you do, and we're going to do more, but let's all admit something about that, too: A check will not substitute for a parent's love and guidance. And only you -- only you can make the decision to help raise your children. No matter who you are, how low or high your station in life, it is the most basic human duty of every American to do that job to the best of his or her ability.

Our second challenge is to provide Americans with the educational opportunities we will all need

for this new century. In our schools, every classroom in America must be connected to the information superhighway, with computers and good software, and well-trained teachers. We are working with the telecommunications industry, educators and parents to connect 20 percent of California's classrooms by this spring, and every classroom and every library in the entire United States by the year 2000. I ask Congress to support this education technology initiative so that we can make sure this national partnership succeeds.

Every diploma ought to mean something. I challenge every community, every school and every state to adopt national standards of excellence; to measure whether schools are meeting those standards; to cut bureaucratic red tape so that schools and teachers have more flexibility for grass-roots reform; and to hold them accountable for results. That's what our Goals 2000 initiative is all about.

I challenge every state to give all parents the right to choose which public school their children will attend; and to let teachers form new schools with a charter they can keep only if they do a good job.

I challenge all our schools to teach character education, to teach good values and good citizenship. And if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms.

I challenge our parents to become their children's first teachers. Turn off the TV. See that the homework is done. And visit your children's classroom. No program, no teacher, no one else can do that for you.

My fellow Americans, higher education is more important today than ever before. We've created a new student loan program that's made it easier to borrow and repay those loans, and we have dramatically cut the student loan default rate. That's something we should all be proud of, because it was unconscionably high just a few years ago. Through AmeriCorps, our national service program, this year 25,000 young people will earn college money by serving their local communities to improve the lives of their friends and neighbors. These initiatives are right for America and we should keep them going.

And we should also work hard to open the doors of college even wider. I challenge Congress to expand work-study and help one million young Americans work their way through college by the year 2000; to provide a \$1000 merit scholarship for the top five percent of graduates in every high school in the United States; to expand Pell Grant scholarships for deserving and needy students; and to make up to \$10,000 a year of college tuition tax deductible. It's a good idea for America.

Our third challenge is to help every American who is willing to work for it, achieve economic security in this new age. People who work hard still need support to get ahead in the new economy. They need education and training for a lifetime. They need more support for families raising children. They need retirement security. They need access to health care. More and more Americans are finding that the education of their childhood simply doesn't last a lifetime.

So I challenge Congress to consolidate 70 overlapping, antiquated job-training programs into a simple voucher worth \$2,600 for unemployed or underemployed workers to use as they please for community college tuition or other training. This is a G.I. Bill for America's workers we should all be able to agree on.

More and more Americans are working hard without a raise. Congress sets the minimum wage. Within a year, the minimum wage will fall to a 40-year low in purchasing power. Four dollars and 25 cents an hour is no longer a living wage, but millions of Americans and their children are trying to live on it. I challenge you to raise their minimum wage.

In 1993, Congress cut the taxes of 15 million hard-pressed working families to make sure that no parents who work full-time would have to raise their children in poverty, and to encourage people to move from welfare to work. This expanded earned income tax credit is now worth about \$1,800 a year to a family of four living on \$20,000. The budget bill I vetoed would have reversed this achievement and raised taxes on nearly 8 million of these people. We should not do that.

Department of Education
Programs and Policies

1999 Character Education Projects

Below is a list of the 1999 Character Education Projects. Contact information and grant amounts for each project have been provided. Project descriptions will be posted on this web site at a later date.

Project Name	Grant Amount
Georgia Department of Education Contact: Richard Glover (404) 657-8335	\$350,000
Illinois State Board of Education Contact: Leon Hendricks (773) 553-1990	349,488
Kansas State Department of Education Contact: Phyllis Kelly (785) 296-3069	250,000
New Hampshire Department of Education Contact: Virginia Irwin (603) 271-3867	217,958
New Mexico State Department of Education Contact: Patricia Concannon (505) 827-6525	250,000
North Carolina Department of Public Instruction Contact: June Atkinson (919) 715-1626	134,292
North Dakota Department of Public Instruction Contact: Curt Eriksmoen (701) 231-6062	350,000
Oklahoma State Department of Education Contact: Mary L. Meritt (405) 522-0276	250,000
Pennsylvania Department of Education Contact: Dorothy Hershey (717) 783-7089	208,427



This page last modified on June 16, 1999 by TCA

FOR RELEASE
May 11, 1999

Contact:
David Thomas
(202) 401-1579

\$2.3 MILLION IN CHARACTER EDUCATION GRANTS GO TO NINE STATES

U.S. Secretary of Education Richard W. Riley announced today that nine states have received a total of \$2.3 million in grants to work with local school districts and communities to assure that students learn values and ethics as part of their lessons.

"We need to review and redouble our efforts to teach our children basic American values and positive behavior," Riley said. "We need to make sure our young people are taught basic values such as respect, responsibility and hard work to help make them good citizens. These grants can help by fostering stronger connections between youth and their parents and teachers."

Receiving grants, known as Partnership in Education Pilot Projects, are: Georgia, Illinois, Kansas, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma and Pennsylvania. Each grantee will work with one or more local school districts to establish character education programs for youth. The focus will be on caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness.

Parents, students, and other community members, including private and non-profit organizations, can participate in the design and administration of programs. The character education partnerships will help states work with school districts to develop materials, provide teacher training, gauge and build community consensus on common values, involve parents in character education and integrate character education into the curriculum.

The projects will be evaluated to determine their success toward reducing discipline problems and improving student grades, increasing participation in extracurricular activities, and strengthening parent and community involvement. Each state is also expected to establish a clearinghouse for the distribution of materials and information about character education.

The grantees were selected from among 21 eligible applicants.

The Partnerships in Character Education Pilot Projects is authorized under Title X, Part A, Section 10103 of the Improving America's School Act (P.L. 103-382).

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Note to Editors: Following are grant amounts and contacts.

Partnerships in Character Education Pilot Projects - 1999

Georgia Department of Education Richard Glover	\$350,000
Illinois State Board of Education Contact: Leon Hendricks (773) 553-1990	349,488
Kansas State Department of Education Contact: Phyllis Kelly (785) 296-3069	250,000
New Hampshire Department of Education Contact: Virginia Irwin (603) 271-3867	217,958
New Mexico State Department of Education Contact: Patricia Concannon (505) 827-6525	250,000
North Carolina Department of Public Instruction Contact: June Atkinson (919) 715-1626	134,292
North Dakota Department of Public Instruction Contact: Curt Eriksmoen (701) 231-6062	350,000
Oklahoma State Department of Education Contact: Mary L. Meritt (405) 522-0276	250,000
Pennsylvania Department of Education Contact: Dorothy Hershey (717) 783-7089	208,427

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1998 Character Education Projects

The **Alaska Department of Education** will work with the University of Alaska, the Association of Alaska School Boards, the Alaska Parent Teachers Association, and two school districts to develop character education in Alaska. Building on the Quality Schools Initiative, Alaska's plan for school reform, the Alaska Character Education Program will feature content related to Alaska's citizenship and healthy life skills standards, quality professional development, community networks, and will assist in school excellence standards.

FY98: \$320,000.

Contact: Helen Mehrkens, (907) 465-8730.

The **Colorado Department of Education** represents a partnership with the Denver Public Schools and the Friends of Character Education. This project combines planning in Year One with implementation activities in Years Two through Four. The demonstration schools will model a comprehensive, community-based process for implementing character education through consensus. The character education program will include a communications strategy, a strong parent education component and community/school partnership that promotes character by enabling students to experience respect and nurturing in a caring community. The Colorado Department of Education will work to build educational programs by launching Character education clearinghouse, holding regional workshops for interested stakeholders throughout the state, promoting quality and accountability through evaluation and diverse perspectives.

FY98: \$251,219.

Contact: David Smith, (303) 866-6683.

The **Hawaii Department of Education** proposes to develop character education curriculum infusion models for statewide adoption/adaptation by schools. The models will be developed with guidance and assistance from the Advisory Council for Character Education. This project will span three years. The major activities of this project include: Implementation of the curriculum with formative evaluation, development of websites and the clearinghouse; development of Framework and Resource Handbook, and field test of curriculum models.

FY98: \$334,409.

Contact: Sharon Kaohi, (808) 394-1331.

The **Indiana Department of Education** will join in partnership with Martin University, three elementary schools, two alternative schools, and three community academies. The Department will assist schools as they integrate their character education and academic programs and work to achieve challenging academic standards. They are designed to meet the following objectives: seek input from community members, involve parents, provide teacher training, integrate education into schools' academic programs, school climate, disseminate character education information and use formative and summative evaluation to improve programs.

FY98: \$341,436.

Contact: Phyllis Land Usher, (317) 232-9158.

The **Iowa Department of Education** will work with a consortium of 24 school districts and communities to design and develop a model to fit the state. Iowa's project sets three ambitious goals; 1) By the year 2001, develop an approach to school improvement, consistent with the goals of Goals 2000, which integrates the character Education Learning Community Model as an integral part of systemic school improvement, and which connects character education with other funding streams in the delivery of school improvement processes; 2) By the year 2001, 50 percent of the 435 school districts and their communities will have adopted and implemented the model; and 3) The pilot project involving 24 school districts and their communities will have amassed five years of research, development,

implementation and institutionalization of the model into systemic school improvement efforts.

FY98: \$375,000.

Contact: Troyce Fisher, (515) 357-6125

The **Minnesota Department of Education** will have partnership projects that include universities and school districts selected for diversity and interest in continuous education. The partnership will create a process for involving diverse communities and performance based learning and assessment for the development of character. The goals of the project are to integrate development for preparatory standards. The mission is to increase the capacity of the Minnesota communities to measurably improve the well being of children and families. The partnership will bring together the strengths of the partners to foster education with the focus on the state.

FY98: \$250,000.

Contact: Constance J. Anderson, (612) 296-0351.

The **New York Department of Education** will work with four local Educational Agencies including, Manhattan CSD #4, Buffalo Public Schools, Dunkirk Public Schools and Mamaroneck Public Schools. This comprehensive project will refine an existing character education program to build character and academic skills, train teachers in four diverse districts, involve parents from the development stage, promote partnership between home and school.

FY98: \$197,860.

Contact: Mary Daley, (518) 474-8773.

The **Ohio Department of Education** in partnership with Community Partners and Local Partners will guide the planning and implementation of Supportive School Community Policies and Practices, Planned Professional Development and Integrated Learning Strategies. The goal is to have a respectful and productive learning environment to ensure that all Ohio students reach high levels of academic success as individuals, workers and citizens.

FY98: \$250,000.

Contact: Linda Nusbaum, (614) 466-2761.

The **Oregon Department of Education** with six Oregon districts will examine which methods are effective in enhancing positive student traits and behavior. The project will provide products that include twelve research based education programs and curriculum materials linked to high academic content. Of the twelve programs, there will be at least three elementary, three middle and three high schools involved in this project. The program will focus on eliminating those barriers to student academic achievements that are tied to character issues, such as alcohol and drug abuse, lack of motivation or discipline, or lack of family support. The products will be disseminated in Oregon and elsewhere to local school districts and schools of education.

FY98: \$185,551.

Contact: Joanne L. Flint, (503) 378-8004 ext.272.

The **Wisconsin Department of Public Instruction** will forge a partnership with 144 school districts, the Wisconsin Congress of Parents and Teachers (PTA), and 12 regional Cooperative Education Service Agencies (CESAs). This partnership will help the schools to adopt a core set of values, create environments that are safe, involve parents in community activities, implement strategies to build positive relationships between youth and adults, address societal issues, engage students' minds and keep them connected, and set high expectations for the behavior of youth and adults in the school setting as outlined in the Department of Public Instruction publication, A Citizenship Tool Kit.

FY 98: \$200,000.

Contact: Mary Kleusch, (608) 266-7051.



This page last updated June 10, 1999 (tca)

FOR RELEASE

July 7, 1998

Contact: David Thomas
(202) 401-1579

TEN STATES RECEIVE CHARACTER EDUCATION GRANTS

Vice President Al Gore announced today that ten states have received a total of \$2.7 million in grants to form partnerships with local school districts and the community to help youth incorporate good citizenship into their learning experiences.

"Our success in the 21st century depends on our schools helping children master the basics and excel in their core academic subjects," Gore said. "But our schools should also reinforce parental efforts to teach children good character and basic American values -- including respect, responsibility, fairness, and hard work."

Under the Partnerships in Education Pilot Project, the grantees will launch a partnership with one or more local school districts to establish character education programs for youth.

Parents, students, and other community members, including private and non-profit organizations, can participate in the design and administration of programs. The character education partnerships will help states work with school districts to develop curriculum materials, provide teacher training, gauge and build community consensus on common values, involve parents in character education and integrate character education into their curriculum.

The projects will be evaluated to determine their success toward reducing discipline problems and improving student grades, increasing participation in extracurricular activities, and strengthening parent and community involvement. States are also asked to establish a clearinghouse for the distribution of materials and information about character education.

The grantees were selected from among 29 eligible applicants.

The Partnerships in Character Education Pilot Project is authorized under Title X, Part A, Section 10103 of the Improving America's School Act (P.L. 103-382).

NOTE TO EDITORS: Following are grant amounts and contacts.

PARTNERSHIPS IN CHARACTER EDUCATION PILOT PROJECTS

Wisconsin State Department of Education \$200,000
Contact: Mary Kleush (608) 266-7051

Hawaii State Department of Education \$334,409
Contact: Sharon Kaohi (808) 394-1331

New York State Department of Education \$197,860
Contact: Mary Daley (518) 474-8773

Oregon State Department of Education \$185,551
Contact: Joanne L. Flint (503) 378-8004 ext. 272

Colorado State Department of Education \$251,219
Contact: David Smith (303) 866-6683

Indiana State Department of Education \$341,436
Contact: Mary Fortney (317) 232-9158

Minnesota State Department of Education \$250,000
Contact: Constance J. Anderson (612) 296-0351

Iowa State Department of Education \$375,000
Contact: Troyce Fisher (515) 357-6125

Alaska State Department of Education \$320,000
Contact: Marjorie Menzi (907) 465-8720

Ohio State Department of Education \$250,000
Contact: Linda Nusbaum (614) 466-2761

The Partnerships in Character Education Pilot Project Program

Program Information:

The Partnerships in Character Education Pilot Project Program is authorized under Title X, Part A, Section 10103 of the Elementary and Secondary Education Act as amended. Part A is the Fund for the Improvement of Education (FIE).

The Secretary may make a total of ten grants annually to state educational agencies (SEA) in partnership with one or more local educational agencies (LEA). Each state is limited to a total of one million dollars over a period of no more than five years. The state may retain no more than 30 percent of the funds; the remainder must be given to the LEAs. There are currently 28 states funded by the Department of Education.

Parents, students, and community members, including private and nonprofit organizations, can participate in the design and administration of the projects. The projects will help states work with school districts to develop curriculum materials, provide teacher training, involve parents in character education and integrate character education into the curriculum. Each project will design activities to incorporate six elements of character,-- caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness. Projects may add other elements of character deemed appropriate by the members of the partnership. Each project must also establish a clearinghouse for the distribution of materials and information about character education and include an evaluation designed to determine the success toward reducing discipline problems, and improving student grades, participation in extracurricular activities, and parent and community involvement.



This page last modified on June 16, 1999 by TCA



Fund for the Improvement of Education Program

The Fund for the Improvement of Education (FIE) supports nationally significant programs to improve educational quality. The competition that FIE will only support for fiscal year 1999 is "The Partnerships in Character Education Pilot Project Program." The competition was announced in the *Federal Register* on December 14, 1998. To request an application for the 1999 competition, please review the Federal Register announcement for details. The deadline for the transmittal of applications is February 12, 1999. **Only State educational agencies, in partnership with one or more local educational agencies, may apply for grants under this program.**

Character Education Partnerships

The Partnerships in Character Education Pilot Project Program is authorized under Title X, Part A, Section 10103 of the Elementary and Secondary Education Act as amended. Part A is the Fund for the Improvement of Education (FIE).

The Secretary may make a total of ten grants annually to state educational agencies (SEA) in partnership with one or more local educational agencies (LEA). Each state is limited to a total of one million dollars over a period of no more than five years. The state may retain no more than 30 percent of the funds; the remainder must be given to the LEAs. There are currently 21 states funded by the Department of Education.

Parents, students, and community members, including private and nonprofit organizations, can participate in the design and administration of the projects. The projects will help states work with school districts to develop curriculum materials, provide teacher training, involve parents in character education and integrate character education into the curriculum. Each project will design activities to incorporate six elements of character,-- caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness. Projects may add other elements of character deemed appropriate by the members of the partnership. Each project must also establish a clearinghouse for the distribution of materials and information about character education.

Each project includes an evaluation designed to determine the success toward reducing discipline problems, and improving student grades, participation in extracurricular activities, and parent and community involvement.

Character Education Abstracts

The following are descriptions of projects funded in 1995-1998.

1998 Character Education Projects
1997 Character Education Projects
1996 Character Education Projects
1995 Character Education Projects



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Basic Information

Topical Heading School Improvement

Administering Office Office of Educational Research and Improvement (OERI)

CFDA # 84.215

Program Title Fund for the Improvement of Education (FIE)

Also Known as FIE

Who May Apply (Categories) Institutions of Higher Education, Local Education Agencies, Nonprofit Organizations, Other Organizations and/or Agencies, State Education Agencies

Who May Apply (Specify) Other organizations include public and private organizations and institutions.

Current Competitions A competition for State Partnerships for Character Education grants was announced in the Federal Register on December 14, 1998 (63 FR 68988). Only state education agencies are eligible to apply for State Partnerships for Character Education Grants. The deadline for transmittal of applications is February 12, 1999. The plan is to make both FY 1999 and FY2000 awards from this competition. FY 1999 awards will be announced by May 31, 1999. The contact for this competition is Beverly Farrar (202) 219-1301. Approximately \$4 million will fund this competition each year. The remainder of the funds will be used for continuation grants and other initiatives.

Type of Assistance (Categories) Discretionary/Competitive Grants, Contracts

Appropriations

Fiscal Year 1997 \$40,000,000

Fiscal Year 1998 \$108,100,000

Fiscal Year 1999 \$147,000,000

Awards Information

Number of New Awards Anticipated 10 each year

Range of Awards \$100,000 - \$1,000,000

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation Elementary and Secondary Education Act of 1965 as amended, Title X, Part A, (20 U.S.C. 8001-8007)

Program Regulations EDGAR, 34 CFR 700

Program Description This program provides funds to conduct nationally significant programs to improve the quality of education, assist all students to meet challenging state content standards, and contribute to the achievement of the National Education Goals.

Types of Projects Among the programs supported through FIE competitions are State Partnerships for Character Education, which are designed to teach caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness to elementary and secondary students. FIE also supports the Blue Ribbon Schools program which identifies and gives public recognition to outstanding public and private schools throughout the United States. FIE also makes a grant to the Council of Chief State School Officers to operate the Christa McAuliffe Fellowship program that awards fellowships to outstanding teachers. In FY 1999, there will be one competition under FIE for State Partnerships for Character Education as described above.

Education Level K-12

Subject Index Academic Standards, Academic Subjects, Demonstration Programs, Educational Assessment, Educational Change, Educational Improvement, Educational Innovation, Elementary Secondary Education, Recognition (Achievement)

Contact Information

Name Beverly Farrar

Internet Address beverly_farrar@ed.gov

Mailing Address Office of Educational Research and Improvement
Office of Reform Assistance and Dissemination
555 New Jersey Avenue, NW
Washington, DC 20208-5645

Fax (202) 219-2053

Telephone (202) 219-1301

This program was last edited on 12/04/98
Number of visits to this site: 620291

Federal Register

Monday
December 14, 1998

Part V

**Department of
Education**

**Fund for the Improvement of Education:
Partnerships in Character Education Pilot
Projects; Inviting Applications for New
Awards for Fiscal Years (FY) 1999 and
2000; Notice**

DEPARTMENT OF EDUCATION

(CFDA No.: 84.215V)

Fund for the Improvement of Education: Partnerships in Character Education Pilot Projects; Notice Inviting Applications for New Awards for Fiscal Years (FY) 1999 and 2000

Purpose of Program: The purpose of the Fund for the Improvement of Education (FIE) is to support nationally significant programs to improve the quality of education, assist all students to meet challenging State content standards, and contribute to the achievement of the National Education Goals. The purpose of this competition is to support pilot projects that design and implement character education programs as a way to address the broader FIE objectives.

Eligible Applicants: Only State educational agencies, in partnership with one or more local educational agencies, may apply for grants under this program. A State educational agency means the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law (20 U.S.C. 8801(28) and 34 CFR 77.1(c)).

Applications Available: 12/17/98.

Deadline for Transmittal of

Application: 2/12/99.

Deadline for Intergovernmental

Review: 4/13/99.

Available Funds: Up to \$4,000,000.

Estimated Range of Awards:

\$100,000–\$1,000,000.

Estimated Number of Awards: Up to 10.

Maximum Award: The Secretary will not consider an application that proposes a budget for the entire project period exceeding a total of \$1,000,000.

Budget Period: 12 months.

Project Period: Up to 60 months.

Note: The Department is not bound by any estimates in this notice.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, and 86; and (b) the regulations in 34 CFR parts 98, 99, and 299.

Supplementary Information: It is the Department's intent to fund two cycles of awards from this competition. The first cycle of awards will be made from FY 1999 funds. If applications of high quality remain unfunded, additional awards will be made in the second cycle in FY 2000, pending availability of FY 2000 funds.

The statute governing the Partnerships in Character Education Pilot Projects program limits the total amount awarded to any State to \$1,000,000 and the funding period to five years, of which not more than one year may be used for planning and program design. Each applicant, operating within these parameters, may, in designing character education activities, determine the combination of funds and time that is most appropriate. For example, one applicant may request \$500,000 per year for two years, another may request \$100,000 for the first year, \$400,000 for the second and third years, and \$100,000 for the fourth year, and a third may request \$200,000 per year for five years.

In preparing an application, each applicant should take special care to provide a timeline and a narrative that explains the costs requested for each budget period.

Under the Character Education program, State educational agencies provide technical and professional assistance to local educational agencies in the development and implementation of curriculum materials, teacher training, and other activities related to character education. Applicants must propose projects designed to develop character education programs that incorporate the following elements of character:

- (a) Caring.
- (b) Civic virtue and citizenship.
- (c) Justice and fairness.
- (d) Respect.
- (e) Responsibility.
- (f) Trustworthiness.
- (g) Any other elements deemed appropriate by the members of the partnership.

Other program requirements are described in the application package.

For Applications or Information
Contact: To request an application:
Facsimile machine: 202–219–2053;
Voice Mail: 202–219–2116; **E-Mail:**

Judy_Collins@ed.gov; or **Mail:** OERI/ FIE Application, 555 New Jersey Avenue, NW., Washington, DC 20208–5645. Individuals who use a telecommunications device for the deaf (TDD), may call the Federal Information Relay Service (FIRS) at 1–800–877–8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

Individuals with disabilities may obtain a copy of the application package in an alternate format, also, by contacting that person. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

Electronic Access to This Document

Anyone may view this document, as well as all other Department of Education documents published in the **Federal Register**, in text or portable document format (pdf) via Internet at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the pdf you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the pdf, call the U.S. Government Printing Office at (202) 512–1530 or, toll free, at 1–888–293–6498.

Anyone may also view these documents in text copy only on an electronic bulletin board of the Department. Telephone: (202) 219–1511 or, toll free, 1–800–222–4922. The documents are located under Option G—Files/Announcements, Bulletins and Press Releases.

Note: The official version of a document is the document published in the **Federal Register**.

Program Authority: 20 U.S.C. 8003.

Dated: December 9, 1998.

C. Kent McGuire,

Assistant Secretary, Office of Educational Research and Improvement.

[FR Doc. 98–33093 Filed 12–11–98; 8:45 am]

BILLING CODE 4000–01–P

ESEA

The Educational Excellence for All Children Act of 1999

Title X

Programs of National Significance

Title X, Part A — Fund for the Improvement of Education

What's New

The Educational Excellence for All Children Act of 1999:

- Strengthens the emphasis on evaluation of projects receiving funds for demonstration purposes and on the dissemination of project outcomes;
- Broadens opportunities to support innovative character education programs by increasing flexibility in making awards; and
- Helps programs become self-sustaining by establishing a matching requirement.

The Fund for the Improvement of Education (FIE) supports projects that use innovative educational approaches to improve teaching and learning. FIE supports the identification and dissemination of particularly effective practices used by these projects to serve as models for other programs. In fiscal year 1998, FIE supported 128 grants and a number of other interagency agreements and contracts.

Among the programs supported through FIE competitions is the Blue Ribbon Schools program, which identifies and gives public recognition to exemplary public and private schools throughout the United States. FIE also supports the Department's character education initiative, which helps children learn basic American values and the difference between right and wrong. Character education reinforces and encourages young people to make values like honesty, fairness, respect, responsibility, justice, and trustworthiness part of their daily lives. Strong character education programs improve school discipline and student behavior, build stronger links with parents, and help to create an academic setting that improves achievement as well.

What We've Learned

In fiscal 1998, the FIE supported a wide variety of activities to stimulate reform and improve teaching and learning, such as a set of projects to improve mathematics education in the middle grades, a major initiative to help schools in the District of Columbia, and a number of local initiatives to link technology and the arts.

More information is needed on each project's goals, objectives, and results, however, to ensure that they are aligned with performance indicators for FIE. To fulfill its demonstration purpose, FIE should also gather more information on lessons learned from the projects and disseminate it nationally.

Over the past five years, one of the major programs that the Department has supported under FIE are Character Education Pilot projects, which have been implemented in 28 states. States, in partnership with identified school districts, are developing and implementing promising programs to promote character development in our schools. Under the program, states have the flexibility to design their own approach in accordance with their needs and resources. Projects operate in elementary, middle, and high schools, and have used stand-alone curricula, while others have integrated character education into

existing education programs.

States provide technical and professional assistance to local school districts in the development and implementation of curricular materials, teacher training, and other activities related to character education. In addition, each state is required to establish a clearinghouse to collect and disseminate information on model programs and materials to the participating districts and all other districts within the state. Local districts participating in the partnership have the responsibility to ensure that parents, students, and other members of the community are involved in the design and implementation of any program.

What We Propose

The Educational Excellence for All Children Act of 1999 would:

- Require more program evaluation and dissemination of both project purpose and outcomes, so that results can be shared and applied to other efforts. Information regarding the effectiveness of all programs, projects, and activities supported by the FIE should be made readily available for others to adopt and adapt.
- Help programs become self-sustaining by allowing the Secretary to require non-federal matching funds. Experience shows that requiring recipients to commit their own resources through a matching requirement can help ensure that programs continue after federal funding expires.
- Increase flexibility in supporting promising character education. Current law prevents the Secretary of Education from making more than 10 grants per year for character education programs, and limits overall funding for each state to \$1 million over a five-year period. The proposal would allow the provision of awards directly to school districts and states programs and remove the limit on the number of grants allowable each year. These changes would increase flexibility to support promising and innovative programs.
- Streamline requirements of character education programs. The proposal would remove the requirement for individual states to develop their own clearinghouses on character education. The proposal would instead establish a national clearinghouse to disseminate information on research, model programs, and materials to all states and districts. Finally, our proposal would increase the focus on development and implementation of character education programs without duplicative and unnecessary requirements.

-###-

[Title IX: Indian, Alaska Native, and Native Hawaiian Education]



[Title X, Part B —

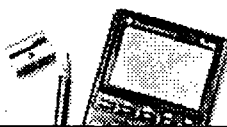
Gifted and Talented Children]

This page last modified May 19, 1999 (mhm)

NEA/AFT

K-12 Teachers

Educational Issues Department

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Setting the Stage for High Standards Elements of Effective School Discipline

6. Support the work of families, religious institutions and communities in developing sound character in children.

School districts that have adopted a comprehensive continuum of alternative placements, as well as the other four elements of an effective discipline strategy, are on their way to safe and orderly schools. Student behavior is under control, the school is safe, and the result is an environment conducive to teaching and learning. Yet, parents want much more. They want the schools to support their efforts to develop sound character in their children. They want their children to do the right thing not only as a response to external rules but because they have internalized values.

Values such as honesty, responsibility and respect for others are values that we all can and must support. Teaching values should not begin with the school; it must originate in the family, in religious communities and in neighborhoods. Parents do want the schools to actively reinforce these values, however. A well-devised character-education program can reinforce the core values and can do so in several ways.

When teachers, paraprofessionals and other school staff enforce school discipline codes and classroom rules on a daily basis in a fair and consistent manner, implement consistent grading practices, and practice good classroom management, students learn through example the values of justice, honesty and respect for others. This impact should not be overlooked. In most instances, teachers and paraprofessionals provide the first authority figures that children experience outside of their family. As such, they provide a powerful model of society's expectations.

Teachers can also provide support for core values through the instructional program in the core academic disciplines. Great literature, including biographies, provides rich examples of how values play out in our daily lives and how their presence or absence leads to the formation of sterling or flawed character. The impact of such character traits can be seen vividly in the high points of our history and the uplifting or tragic consequences of character on the course of nations. When students are shown the impact that the core values have had on the real world, they can develop the important habit of examining their own decisions critically through the lens of those core values. As noted historian Paul Gagnon related in the Spring 1985 American Educator, "As extension of experience, history lets us look at other people, places and times--for perspective, the ability to compare ourselves and our problems with them and theirs. Perspective nourishes patience, sympathy, courage--antidotes to anger, envy and self-pity."

The impact of family and school on supporting students' character development can be increased by the work of non-school organizations such as sports teams and boys and girls clubs. One organization that has effectively brought together schools and these kinds of non-school youth organizations around a set of commonly supported values is "Character Counts!"

For more information about Character Counts! contact:

Josephson Institute of Ethics
460 Admiralty Way, Suite 1001
Marina del Rey, CA 90292
310-306-1868

Studies



ABOUT CHARACTER COUNTS!

✓ Background

Frequently Asked Questions

About the Josephson Institute

Aspen Declaration

List of Coalition Members

Governance and Management

List of Advisory Council Members

Membership in CHARACTER
COUNTS!
and Use of Name and Logo



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SITE MAP





BACKGROUND

PURPOSE

The purpose of the CHARACTER COUNTS! Coalition is to fortify the lives of America's young people with consensus ethical values called the "Six Pillars of Character." These values, which transcend divisions of race, creed, politics, gender and wealth, are: trustworthiness, respect, responsibility, fairness, caring and citizenship.

THE PROBLEM

Sixty thousand young people have lost their lives at the wrong end of a gun since 1979, more than the combined number of American soldiers lost in the Vietnam and Gulf Wars and in Haiti, Somalia and Bosnia.

That's just guns. There are other ways to lose out on life. High drug and alcohol use, unplanned pregnancy, rampant cheating, parental neglect, hopelessness — life in America for young people is increasingly grim, surveys suggest. Certainly, American youth believe they are in danger. About one in four 15- to 17-year-olds attests to having been beaten severely, two in five girls say they or someone they know has been beaten by a boyfriend, and 43 percent have considered suicide. More than 70 percent of 7- to 10-year-olds say they feared getting shot or stabbed at school or home; 63 percent worry about dying young. Unreasonable fears? More than a quarter of 14- to 17-year-olds say they or their friends have been victims of gang violence; almost 40 percent say they or their friends have been threatened with a weapon. [December 1995 Kaiser Permanente / Children Now study of 1,000 children ages 11-17 and interviews of 120 children ages 7-10]

In this environment, the commitment of adults to be models of good character and spend time with young people can make a difference (and can ameliorate the morally deadening paranoia fostered by the omni-media culture). Young people yearn for consistent adult involvement, and when they get it, according to surveys and plain common sense, they are less inclined to sexual activity, drug and alcohol use, suicide attempts, vandalism and other problems. [Michigan State University poll of 13,000 adolescents in early 1995] Adults, in turn, need support from society's institutions.

That kind of support network requires consensus and coordination among the men and women of various ages, races, politics and creeds who make up those institutions. They will need to agree on common values and teach them in word and deed. CHARACTER COUNTS! is their movement.

GENESIS OF THE COALITION

In 1992 a nonprofit teaching organization called the Josephson Institute of Ethics released a report based on a survey of almost 9,000 people, most of whom were in high school and college. The findings were appalling: cheating, lying, stealing, and drunken driving were commonplace. (The Josephson Institute has conducted subsequent surveys. [Click here to see results from the "1998 Report Card on the Ethics of American Youth."](#))

That same year the Institute convened in Aspen, Colorado, a conference of educators, ethicists and nonprofit leaders. Their task: to share ideas about character development and to investigate ways of working together. Chief among these ways was developing consensus on the ethical values that could be taught at home, in the classroom and at the office without offending political, racial, religious, gender, or

socioeconomic sensibilities. This is what they came up with in the Aspen Declaration on Character Education: trustworthiness, respect, responsibility, justice & fairness, caring and civic virtue & citizenship. In a simplified form these came to be known as the Six Pillars of Character.

To advance the goals of the Aspen Summit Conference on Character Education, the Institute organized the CHARACTER COUNTS! Coalition in 1993. Members of the Coalition, a national, diverse partnership of education and human-service organizations, are committed to using the Six Pillars of Character in their individual and joint programs. The hope is that by using a consistent language with kids, the lessons of good character will be reinforced and better understood.

WHOSE VALUES, WHAT VALUES?

The Coalition works to overcome the false but surprisingly powerful notion that no single value is intrinsically superior to another; that ethical values vary by race, class, gender and politics; that greed and fairness, cheating and honesty carry the same moral weight, simply depending on one's perspective and immediate needs.

Effective character education does not dismiss the importance of self-esteem, but maintains that ethical values must be ranked above expedience and personal preference. Character education sets up objective criteria of virtue and encourages young people to adopt them as ground rules for life.

The Coalition strives to build consensus that there are values that clearly define us at our best, however diverse our views and backgrounds. It follows that such values are worthy of promotion where they are evident and of repair where they have faltered. The Coalition both builds awareness of these consensus values and teaches them to the young in support of the paramount role of parents.

But why six values? Why not five or seven — or thirty-seven? An individual or group may have any number of values, of course, but the Six Pillars serve the need for a brief, yet comprehensive minimum that can be taught to all. There is wide consensus on this point: Some 40 states and 500 municipalities, school districts and business groups have joined political leaders (including the President and both houses of Congress) to endorse CHARACTER COUNTS! and the Six Pillars.

Yet why even bother with all this talk of words when action is so desperately needed? If character education is to be effective, diverse groups must to work together, society-wide. A standard lexicon is critical because language is the currency of communication. And as with any instruction, effective character education benefits from consistency and repetition, from the family room to the school room to the locker room.

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[SITE MAP](#)



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COUNCIL OF ADVISORS

WILLIAM ACOSTA, a child development consultant, is the former chairman of the education committee of the League of United Latin American Citizens, a former regional administrator in Texas with the U.S. Department of Health and Human Services, and a former Peace Corps director.

GEORGE ATKINSON, founder of Athletes Committed to Kids, currently serves as chairman of the CHARACTER COUNTS! All Stars, a project focusing on ethics in sports. Once a defensive back for the Oakland Raiders, he is a veteran of three Pro Bowls, nine Championship Games and one Super Bowl.

B. DAVID BROOKS, president of the Jefferson Center for Character Education in Pasadena, California, has helped formulate character education curricula being used in over 44,000 classrooms. Author of *The Case for Character Education*, Dr. Brooks currently trains law-enforcement officers at the University of Southern California.

DAVID CORDTS is associate director of the National Association of Secondary School Principals. Prior to his work with the NASSP, he was a high school teacher in Raleigh, North Carolina. In 1985, Mr. Cordts was recognized as Teacher of the Year in Wake County.

MARIAN WRIGHT EDELMAN is president and founder of the national Children's Defense Fund. A prominent leader in youth-service, her books include *Families in Peril: An Agenda for Social Change* and *The Measure of Our Success: A Letter to My Children and Yours*.

NATIONAL SPOKESPERSON

LEE GREENWOOD is a Grammy Award-winning pop/country music star who is perhaps best known for his song "God Bless the USA." He also has written and recorded the CHARACTER COUNTS! theme song.

COALITION CHAIRPERSON

LLOYD V. HACKLEY is former president of the North Carolina Community College System. Dr. Hackley is active in numerous organizations promoting excellence in education and has appeared before Congress to address educational issues affecting minorities.

GARY HEUSEL is the director of Nebraska's 4-H program. He has spoken about character education before the United Nations and has served as a consultant to the Brazilian department of education regarding character-development programs.

STEVEN H. JONES is a juvenile court judge in Sullivan County, Tennessee, and the co-founder of his state's CHARACTER COUNTS! program. From coaching local youth sports teams to developing job-skills and rehabilitation programs for young offenders, his dedication to community service has been recognized with numerous awards.

COALITION PRESIDENT

MICHAEL JOSEPHSON is founder of the nonprofit Josephson Institute of Ethics. Since 1987, he has conducted over 800 programs for leaders in public service, journalism, business, law and education. A frequent guest on television and radio news programs, he is recognized as a leader in the field of character education.

HOMER KEARNS, former president of the American Association of School Administrators, is the superintendent of Salem-Keizer Public Schools in Oregon.

COALITION VICE CHAIRPERSON

RON KINNAMON is the assistant national executive director of the YMCA. Mr. Kinnamon's "Family Focus" education course has trained over 10,000 parents nationwide.

SHERYL LEACH is the creator and executive producer of the PBS series "Barney & Friends." Named "Entrepreneur of the Year" in 1993 by the CNBC cable network, she is a leading advocate for quality, nonviolent children's programming worldwide.

THOMAS LICKONA is one of the nation's foremost figures in the field of character development education. Former president of the Association for Moral Education and currently a professor of education at the State University of New York at Cortland, he is author of the well-known *Educating for Character*.

SYLVIA PETERS is founder and president of Whole Village-Whole Nation, Inc., a nonprofit group helping communities design and manage their public schools. A former school principal, she is an educational reform advocate and a consultant to school administrators.

TOM SELLECK, world-renowned actor and producer, devotes considerable time to charitable and political causes. An original national spokesperson for CHARACTER COUNTS!, he is known for promoting values education and ethics in journalism.

NORMAN A. SPRINTHALL is a leading figure in values education scholarship. A professor at North Carolina State University, he is an editorial board member of the *Journal of Teacher Education* and the *Journal of Moral Education*.

JIM VIDAK is superintendent of the Tulare County Office of Education (in Central California), one of the pioneers in the CHARACTER COUNTS! youth-ethics movement. Mr. Vidak has been instrumental in bringing the program from school classrooms to all corners of the community.

RABBI DAVID WOZNICA is director of New York's Bronfman Center for Jewish Life. He directs the Center's distinguished series of lectures and seminars, attended by over 10,000 people annually. A B'nai B'rith lecturer, he has delivered presentations to organizations and businesses around the world.

LAST UPDATE: 05/25/99

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We're part of the Corporation for National Service

LEARN AND SERVE

About Learn & Serve : Service-Learning

What is Service-Learning?

Service-learning combines service to the community with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993:

Service-Learning:

- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled;
- And provides structured time for students or participants to reflect on the service experience.

What Does Service-Learning Look Like?

In colleges and schools, service-learning is part of the academic curriculum. In community organizations, youth develop practical skills, self-esteem, and a sense of civic responsibility. Examples of service-learning projects include: preserving native plants, designing neighborhood playgrounds, teaching younger children to read, testing the local water quality, creating wheelchair ramps, preparing food for the homeless, developing urban community gardens, starting school recycling programs, and much more.

Why is Service-Learning Important?

A national study of Learn and Serve America programs suggests that effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility. Whether the goal is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical



About Service-Learning
Service-learning is a movement that combines school curriculum and service to the community. Please feel free to send us your questions and comments.

About Learn & Serve
About Learn & Serve
Learn & Serve News

Related Websites
US Department of Education has all kinds of material
S-L Clearinghouse
The primary repository of service-learning resources
Welcome to S-L
An excellent site sponsored by the University of Colorado

reasoning, problem solving, public speaking,
vocational skills, computer skills, scientific method,
research skills, and analysis.





Learn and Serve America: School-based and Community-based Programs

This grants program involves school-age youth in service-learning efforts that are administered by two different sets of organizations and receive support through two different competitions. The grants are:

- **School-based.** Learn and Serve America school-based programs are administered by state education agencies (or local education agencies in states that do not apply for funding), Indian tribes, U.S. territories, and nonprofit organizations. Participants are elementary and secondary school students. Along with planning, implementing, and expanding service-learning programs, grantees can use Learn and Serve America funds to support adult volunteer programs and teacher training in service-learning.



- **Community-based.** Learn and Serve America Community-based programs are administered by State Commissions on National Service and nonprofit organizations. These funds may be used to implement, expand or replicate community-based service-learning programs. Participants are students and out-of-school youth between the ages of 5 and 17.

What is Service-learning?

Service-learning is a method of teaching and learning that involves young people in service to their community as part of the curriculum.

Service-learning programs engage young people in community activities that show how skills acquired in school can be used to solve real-life problems. At the same time, program activities help students understand their ability to help determine and address the quality of life in their communities.



Service-learning involves students in ongoing community projects that complement their classroom studies. For example, students might plan, prepare and serve lunch in a homeless shelter on a weekly basis as part of their health education class. By creating and serving balanced meals, students not only learn nutrition basics, they also establish relationships with people different from themselves and gain an understanding of the conditions that lead to homelessness.

How are Learn and Serve America funds distributed?

The Corporation distributes Learn and Serve America funds in two ways: (1) to state education agencies according to a population-based allotment (states then award grants to local applicants); (2) to state

Commissions on National Service, nonprofit grantmaking entities, Indian tribes, and U.S. territories through a competitive application process.

How do schools and community organizations apply?

School districts and community-based organizations complete separate applications. Interested schools and school districts should contact their state education agency for applications. Community programs should contact their State Commission on National Service. Nonprofits operating in two or more states may apply directly to the Corporation. For your state contact and information on application deadlines, please call Learn and Serve America: School- and Community-based programs in Washington, D.C., 202-606-5000.

What do successful proposals have in common?

Successful applicants reveal clear understanding of service-learning and how a program will benefit communities served as well as enhance students' academic studies. Ideal programs allow young people to fully participate in their design and implementation. They also help students gain insight into how local government and nonprofit organizations can work together to address community needs.

[Go to Learn and Serve America: Higher Education
Return to Corporation for National Service homepage.](#)

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LEARN AND SERVE

About Learn & Serve : Learn & Serve America

What is Learn and Serve America?

Learn and Serve America supports service-learning programs in schools and community organizations that help nearly one million students from kindergarten through college meet community needs, while improving their academic skills and learning the habits of good citizenship. Learn and Serve grants are used to create new programs or replicate existing programs, as well as to provide training and development to staff, faculty, and volunteers.

How are programs selected and funded?

The Corporation for National Service funds state education agencies, state commissions on national and community service, nonprofit organizations, Indian tribes, and U.S. territories, which then select and fund local service-learning program. Institutions of higher education and consortia are funded directly. All Learn and Serve America projects are required to match federal funds with resources from the community. For more information about Learn and Serve grants call (202) 606-5000 ext. 117.



About Learn & Serve

Learn & Serve America provides funding and training to service-learning programs across the country. Please feel free to [send us your questions and comments](#).

About Learn & Serve

[Service-Learning](#)
[Learn & Serve News](#)

Related Websites

[US Department of Education](#) has all kinds of material
[S-L Clearinghouse](#)

The primary repository of service-learning resources
[Welcome to S-L](#)
An excellent site sponsored by the University of Colorado



Corporation for National Service

President's Student Service Challenge

Millions of students volunteer every day - improving communities and making America stronger. Launched this year, the President's Student Service Challenge is an opportunity for schools, colleges, and community organizations to recognize these young people for their outstanding community service and to encourage more young people to serve.

President's Student Service Scholarships

Each high school in the country may select one junior or senior to receive a \$1,000 scholarship for outstanding service to the community. The Corporation for National Service provides \$500 for each scholarship matched with \$500 from the community. Scholarship recipients must have served at least 100 hours within a 12-month period. In addition to the scholarship, students receive the President's Student Service Award gold pin, as well as a presidential certificate and a letter from the President. For more information, go to: <http://www.student-service-awards.org>.

President's Student Service Awards

Youth ages 5 to 25 who contribute at least 100 hours of service to the community in a 12-month period are eligible for the President's Student Service Award. Students may be certified by schools, colleges, or community organizations and will receive a specially designed gold pin with the presidential seal, a presidential certificate, and a letter from the President. Youth ages 5 to 14 who perform 50 hours of community service within a 12-month period may receive a silver pin with the presidential seal, as well as a presidential certificate and a letter from the President. For more information, go to: <http://www.student-service-awards.org>

Learn and Serve America is also sponsoring an initiative to identify and recognize the top service-learning programs in high schools across the nation. Find out more about the National Service-Learning Leader Schools initiative.

Please send comments or questions regarding this site to the webmaster



Other Pages

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LEARN AND SERVE

National Service-Learning Leader Schools : About Leader Schools

Outstanding middle schools will receive Presidential recognition through the National Service-Learning Leader Schools program. Sponsored by the Corporation for National Service, this program will recognize up to 100 middle schools for their exemplary integration of student service into the curriculum and life of the school during the 1999-2000 school year.

A National Service-Learning Leader School must demonstrate service-learning that enhances student learning, addresses the needs of the community, is well integrated into the life of the school, and is designed to foster civic responsibility. There are many ways to incorporate service effectively into a school's curriculum and culture. This national initiative will recognize schools that have done so in exemplary ways.

"The Leader Schools program will showcase schools that have made service an important part of the life of the school. Through their excellence in service-learning, these schools will have promoted civic responsibility, improved student performance, and strengthened communities," said Harris Wofford, CEO of the Corporation for National Service. "By recognizing Leader Schools and asking them to share their successes with other schools across America, we hope to encourage more schools to combine service and learning."

To become a National Service-Learning Leader School, a high school must apply to a state-level review panel which will select the state's national nominees. Each nominee will prepare a portfolio demonstrating its excellence in service-learning. The portfolios will be screened at the national level by a peer review panel that will recommend up to 100 schools to the Corporation for National Service.

Schools recognized at the national level will receive Presidential recognition and other rewards. More importantly, Leader Schools will receive the honor of serving as models of excellence and will encourage and assist other schools in making service to the community an important part of their curriculum and culture.



About Leader Schools

This new Presidential initiative will recognize top quality high school service-learning. Please feel free to send us your questions and comments.

Leader Schools
1998-99 Leader Schools State Education Agencies

Related Websites

S-L Clearinghouse

The primary repository of service-learning resources

Welcome to S-L

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Service News

at the Corporation for National Service

May 19, 1999

70 High Schools Receive Presidential Award For Outstanding Service-Learning

WASHINGTON, D.C.-- Seventy high schools across the country were named National Service-Learning Leader Schools today through a new presidential initiative that recognizes schools for their excellence in service-learning. Service-learning combines academics with community service in a way that benefits students, teaches civic responsibility, and strengthens communities.

"These schools are models of what is working in education. They are on the cutting edge of a growing service-learning movement and their experience and success will serve as examples to others," said Harris Wofford, CEO of the Corporation for National Service, which administers the award program.

Many of the Leader Schools have found service-learning to be effective in increasing attendance, improving grades, and reducing dropout rates. For example:

- At Mesa High School, a large public school in Arizona, more than 2,000 students are tutoring and mentoring younger students, instituting a new recycling programs in their neighborhood, and coaching Special Olympics teams through their coursework. Teachers report that as a result, students' attendance rates and grades have improved.
- At Malcolm Shabazz City High School, an alternative high school for at-risk students in Madison, Wisc., service-learning is helping to reduce drop-out rates. Every student participates in service-learning before graduating. Activities include teaching computer skills to staff and students, writing and illustrating books for younger children, and working at a local homeless shelter.

A recent study by Brandeis University indicates that students who participate in service-learning are more engaged in learning and perform better in school than students who do not. Further, service-learning students enjoy helping others and learning in the process.

Representatives from each Leader School will be invited to Washington, D.C., next month for an award ceremony, a congressional reception, and educational workshops. Leader Schools will then help other schools start or improve their service-learning programs. Next spring, middle schools will be recognized as National Service-Learning Leader Schools. For more information, call 800-628-8442.

The National Service-Learning Leader Schools program is administered by the Corporation for National Service, which provides Americans of all ages with opportunities to improve communities through programs such as AmeriCorps, Learn and Serve America, and the National Senior Service Corps. Learn and Serve America supports service-learning programs in schools, colleges, and community organizations through which nearly one million students each year from kindergarten through college meet community needs while improving their academic skills and learning the habits of good citizenship.

Charles Henderson High School
Mesa High School
Saguaro High School
Community ACTION Academy at Balboa High School

Troy, AL
Mesa, AZ
Scottsdale, AZ
San Francisco, CA

Los Molinos High School	Los Molinos, CA
Pioneer High School	San Jose, CA
Eagle Rock School and Professional Development Center	Estes Park, CO
Grand Junction High School	Grand Junction, CO
Waterford High School	Waterford, CT
Bell Multicultural High School	Washington, DC
PEAK (Program for Educational Alternatives in Kent County)	Dover, DE
Mainland High School	DaytonaBeach, FL
Rutherford High School	Panama, FL
South Lake High School	Groveland, FL
Carver High School	Columbus, GA
Konawaena High School	Kealahou, HI
Olomana School	Kailua, HI
Marion High School	Marion, IA
Shelley High School	Shelley, ID
Harry D. Jacobs High School	Algonquin, IL
PACE High School	BlueIsland, IL
West Vigo High School	West Terre Haute, IN
DeSoto High School	DeSoto, KS
Glasco High School	Glasco, KS
Airline High School	Bossier City, LA
Drury High School	North Adams, MA
Hudson High School	Hudson, MA
Phillips Academy	Andover, MA
Sharon High School	Sharon, MA
Fairmount-Harford High School	Baltimore, MD
Orono High School	Orono, ME
ACE High School	Stambaugh, MI
Benilde-St. Margaret's School	St. Louis Park, MN
Carver-Scott Educational Cooperative	Chaska, MN
Bailey Alternative High School	Springfield, MO
McComb High School	McComb, MS
Jamesville High School	Jamesville, NC
Louisburg High School	Louisburg, NC
Southern Wayne High School	Dudley, NC
Westside High School	Omaha, NE
Bernards High School	Bernardsville, NJ
Cape May County Technical School	Cape May Court House, NJ
Fair Lawn High School	FairLawn, NJ
Monmouth County Academy of Allied Health and Science	Neptune, NJ
La Cueva High School	Albuquerque, NM
Scotia-Glenville High School	Scotia, NY
North Olmsted High School	North Olmsted, OH
Steubenville High School	Steubenville, OH
Upper Arlington High School	Upper Arlington, OH
Ponca City Senior High School	Ponca City, OK
Crook County High School	Prineville, OR
Abington Senior High School	Abington, PA
Conrad Weiser Area High School	Robesonia, PA
Cumberland High School	Cumberland, RI
Pickens Senior High School	Pickens, SC
Spring Valley High School	Columbia, SC
Wren High School	Piedmont, SC
Teen Learning Center	Cleveland, TN
American Institute for Learning	Austin, TX
M'Lee Brooks, Bryan High School	Bryan, TX
Dixie High School	St. George, UT

Horizonte Instruction and Training Center
Judge Memorial Catholic High School
Brooke Point High School
Thetford Academy
Granite Fall High School
Malcolm Shabazz City High School
Menasha High School
Elkins Mountain School
West Virginia Schools for the Deaf and the Blind

Salt Lake City, UT
Salt Lake City, UT
Stafford, VA
Thetford, VT
Granite Falls, WA
Madison, WI
Menasha, WI
Elkins, WV
Romney, WV

If you have questions regarding this page, please contact the [webmaster](#).

Service Learning



Background:

Service learning was selected as a special emphasis option for the 1997-1998 Blue Ribbon Schools Program to provide model schools K-12 that exhibit best practices in service learning. People from the Corporation for National Service developed the service learning criteria listed below that the selected schools met in outstanding ways.

Service Learning Criteria:

Purpose and Philosophy: Provides thoughtfully organized experiences that integrate students' academic learning and personal growth with service that meets actual community needs. Blends service and learning in ways that enrich and reinforce one another.

Program Implementation: Contributes to students' academic growth by providing structured time in the regular curriculum for students to think, talk, or write about what they did during the service activity, and to students' personal growth by making them aware of the benefits of service and helping them develop a sense of caring for others. Provides students with opportunities to use newly acquired skills and knowledge in real-life situations, and involves students in program planning.

Professional Development: Evidences a commitment to ongoing professional development that includes training in the philosophy and methodology of service learning.

Assessment: Appropriately assess both student performance and program quality and uses the assessment results for professional development and program improvement.

1997-1999 Blue Ribbon Schools Selected for Special Honors in Service Learning:

Torrey Pines High School

710 Encinitas Boulevard

Encinitas, CA 92024

Phone: (619) 755-0125

FAX: (619) 481-0098

<http://www.sduhsd.k12.ca.us/tp/>

Abington Senior High School

900 Highland Avenue

Abington, PA 19001

Phone: (215) 884-4700

FAX: (215) 886-1871

<http://www.abington.k12.pa.us/srhigh.htm>

Roncalli High School

3300 Prague Road

Indianapolis, IN 46227

Phone: (317) 787-8277

FAX: (317) 788-4095

<http://www.roncalli.org>

Sidney Lanier High School

1201 Payton Gin Road

Austin, TX 78758

Phone: (512) 414-2514

FAX: (512) 832-1203

<http://www.austin.isd.tenet.edu/campuses/schools/hs/lanier.html>

Fair Lawn High School

14-00 Berdan Avenue

Fair Lawn, NJ 07410

Phone: (201) 794-5450

FAX: (201) 794-8107

Overview

Improving Communities, Teaching the Value of Civic Responsibility

The W.K. Kellogg Foundation is launching an initiative to promote an innovative teaching strategy, called service-learning, in school districts across America. Building on a decade of experience in and support of service-learning programs, the Foundation believes this concept of integrating service to others with classroom instructions provides invaluable lessons for youth that can help ensure a bright future for our nation.

Working with teachers, administrators, community leaders, parents, students, policymakers and national leaders, the Foundation is committing substantial resources to this effort. The Foundation believes service-learning can:

- ◆ boost students' academic achievement;
- ◆ foster a lifetime commitment to civic participation;
- ◆ improve personal development skills; and
- ◆ prepare students to enter the workforce.

The Initiative

The Foundation's latest effort, *Learning In Deed*, is a \$13 million, four-year initiative. Learning In Deed will encourage more school systems across the country to adopt service-learning, so that eventually, all students in grades K-12 can learn the value of meaningful service.

Learning In Deed is comprised of four components:

- ◆ **State Demonstration Projects**
California, Maine, Minnesota, Oregon and South Carolina will participate in a demonstration project to identify effective models of state and school district policies that are most effective at fostering service-learning. The five states participating in the demonstration project receive resources, technical assistance and opportunities to share what they learn.
- ◆ **National Commission**
A key component of the Initiative is the formation of a national commission. This commission will assess the state of the field, advocate quality standards and promote the concept of linking community service with classroom instruction. The commission also will encourage school districts, organizations and funders to support service-learning.
- ◆ **Network of Youth Service and Education Organizations**
Established youth service and education organizations will help share information and build support for service-learning.
- ◆ **Research Network**
A research network will identify and communicate best practices and broaden the base of evidence in support of service-learning.

The Policy and Practice Demonstration Project

"At a time when so many people in our country have so little faith in civic institutions -- from school boards, to the City Council, to Congress -- we need to actively help our young people see the importance of getting involved in their communities," says Frank Newman, president, Education Commission of the States (ECS). "What better way to do this than to promote quality service-learning opportunities? Service-learning not only promotes civic participation; it also strengthens academic learning for students because it is tied to the real world. "

As part of the W. K. Kellogg Foundation's new service-learning initiative, Learning In Deed, the *Policy and Practice Demonstration Project* will assist states to make significant progress in service-learning policy and practice. ECS will work with five demonstration states to:

1. more fully integrate quality service-learning practice into the academic curriculum of schools K through 12
2. reduce barriers to service-learning integration
3. implement policies that make positive changes at the state/territory, district and school levels.

The five states are:

- California
- Maine
- Minnesota
- Oregon
- South Carolina

Under this initiative, ECS will work to institutionalize service-learning by identifying the conditions necessary for institutionalization; providing technical assistance; offering state, regional and national workshops on policy and practice; assisting states to "scale up" service-learning; and developing effective institutionalization models at the state, district and school levels.

In addition to working with demonstration states, ECS will encourage other states across the country to learn from the work of these five states and increase the scope of service-learning policy and practice in public schools. Specifically states will be invited to join these efforts as "network states."

For more information contact Terry Pickeral, project director, Compact for Learning and Citizenship, 303-299-3636 tpickeral@ecs.org

The Education Commission of the States is a national, nonprofit organization that helps governors, legislators, state education officials and others identify, develop and implement policies to improve student learning at all levels. A bipartisan organization, ECS was formed in 1965, and is located in Denver, Colorado.

Management

The W.K. Kellogg Foundation has selected organizations that are highly respected in their fields to facilitate the management of the Initiative:

- ◆ **Initiative Management**

Education Development Center, Inc. (EDC), Newton, Massachusetts, and the Academy for Educational Development (AED), New York, New York, will jointly be responsible for overall management, as well as for the commission/national network components. Contact: Leslie Hergert, EDC, 617-618-2131; Betsey McGee, AED, 212-367-4597.

- ◆ **State Projects**

The Education Commission of the States, Denver, Colorado, will manage the five-state demonstration project grants. Contact: Terry Pickeral, 303-299-3636.

- ◆ **Research**

RMC Research, Denver, Colorado, will convene the national research network. Contact: Shelley Billig, 303-825-3636.

- ◆ **Communications**

APCO Associates Inc., Washington, D.C., will oversee communications and public affairs aspects of the Initiative. Contact: Nancy Murphy, 202-778-2006.

- ◆ **Evaluation**

The Center for Human Resources at Brandeis University's Heller School, Waltham, Massachusetts, will conduct an evaluation of the Initiative. Contact: Alan Melchior, 781-736-3775.

The W.K. Kellogg Foundation

The W.K. Kellogg Foundation was established in 1930 "to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations."

The Foundation's activities focus on a vision of a world in which each person has a sense of worth; accepts responsibility for self, family, community and societal well-being; and has the capacity to be productive and to help create nurturing families, responsive institutions and healthy communities.

Foundation grants focus on health; food systems and rural development; youth and education/higher education; and philanthropy and volunteerism, as well as on the cross-cutting themes of leadership, information systems/technology, capitalizing on diversity and social and economic community development. Grants have been made in the United States, Latin America, the Caribbean and southern Africa.

For more information about Learning In Deed, call Susan Oliver at 202-778-1200. For general service-learning information, contact the National Service-Learning Clearinghouse at 1-800-808-SERVE or www.nicsl.coled.umn.edu.

Impacts of Service-Learning

Advocates of service-learning claim that meaningful service combined with classroom learning results in multiple benefits for communities, schools and students. Skeptics, however, want to see hard evidence to support such claims. While the body of research supporting service-learning is not expansive, several quality studies documenting positive results have been conducted in the last few years.

This document highlights key findings from such studies and groups them according to the claims most often made by service-learning advocates.

Service-learning Strengthens Communities

Supporters say that service-learning strengthens communities because through service-learning, students answer real community needs. As a natural result, adults come to view youth as a valuable resource, while youth realize the positive impacts they can make in a democratic society. Advocates also explain that service-learning helps build bridges between individuals and institutions in diverse communities.

Research supports these claims. The 1997 Brandeis University study of the federally-funded Learn and Serve America found the following results:

- Eighty-two percent of the participating community organizations reported that community members developed more positive attitudes toward youth based on their work.
- Ninety percent of service-learning students believed they had been able to be helpful in their communities.
- Ninety percent of the agencies surveyed indicated that the Learn and Serve volunteers had helped the agency improve their services to clients and the community.
- Among service-learning participants, 75 percent reported having developed at least one positive personal relationship in their experience.

A California Department of Education study on teacher perceptions of service-learning and student impacts found similar results.

- Eighty-seven percent of all teachers said that students' knowledge of community issues increased.

- Eighty percent of teachers reported an increased sense of responsibility to the school and the community among student participants.

Service-learning Enriches the Educational Experience for Students and Teachers

As business, political and education leaders demand more accountability and hold students to higher standards, teaching strategies and activities have come under scrutiny. To answer calls for teaching strategies that challenge students, advocates claim that service-learning enhances classroom learning and academic achievement, improves attendance, reduces discipline problems and revitalizes teachers. This sounds like heavy lifting for any single teaching strategy, but research is available to support such claims.

The same Brandeis University study of the Learn and Serve America program found that:

- service-learning is associated with significant improvements in participants' grade point averages across their core courses (math, science, English, social studies) relative to non-participants; and
- service-learning participants scored significantly higher than comparison group members on four out of 10 measures of educational impact: school engagement, school grades (math, social studies, science), core grade point average (English, math, social studies, science) and educational aspirations (desire to graduate from a four-year college).

The Florida Department of Education gathered data on service-learning participants for three academic years, each year consistently reporting strong improvement in three key areas: attendance, grades and conduct. Attendance improved in 83 percent of reporting sites, 80 percent had fewer discipline referrals and 76 percent of the students improved in grade point average (GPA). For those students characterized as at-risk, 89 percent showed improved attendance, 89 percent showed fewer discipline referrals and 88 percent showed improved GPA.

Other studies reinforce these results.

- "A study of the Community-Based Learning program...demonstrated that learning in the community can be effective in improving attendance and school grades, as well as helping students to learn." – *Shumer, 1994*
- "It is suggested that adolescent involvement in service activities can produce positive benefits, among which are ... improved school behavior... improved GPA." – *Calabrese and Schumer, 1986*

- “Seven years of data involving numerous sights and over 6,000 participating and comparison students have shown pre/pro-test declines among participants, relative to non-participants, in teenage pregnancy, school failure and dropout rates –*Philliber & Allen, 1992*

Service-learning Helps Youth Grow into Productive, Contributing Citizens

Service-learning provides youth an opportunity to develop practical skills and responsible behaviors for life and work, while it simultaneously teaches youth to play an active role in our democratic society. Claims such as these tend to be the benefits most frequently mentioned by service-learning advocates. For people less familiar with service-learning, they also tend to be claims that make the most sense or are the most expected.

As such, the research related to these claims is very strong. The Brandeis University study shows solid results.

- Middle and high school service-learning participants showed enhanced civic efficacy or engagement in terms of their self-reports of community service leadership.
- Participating students showed positive, significant pre/post-test increases, relative to non-participants, in their reported perceptions of personal and social responsibility.
- Well designed Learn and Serve programs have a positive short-term impact on civic attitudes and behaviors among program participants, including an increased involvement in service and an increased sense of service leadership.
- Among participating students, 87 percent reported having learned a new skill that they believed would be valuable in the future.
- Service-learning participation had a significant positive impact on arrests and teenage pregnancy for middle school participants, and marginally significant impact on teenage pregnancy for participants as a whole.

A 1996 study of the Quest International service-learning curriculum, *Skills for Action*, showed similar impacts.

- Ninety percent of students involved in service-learning reported the program had a moderate or strong impact on their personal characteristics.
- *Skills for Action* students who participated in more than 15 hours of service in a semester showed significant attitudinal gains in positive community values and interpersonal competence (responsibility to and empathy for others,

working effectively with others, belief in getting things done) compared to control groups.

- *Skills for Action* students reported improvement in strengthening their communication skills, dealing with diverse groups and showing concern for the well-being of others.
- Greater than 99 percent of all students surveyed reported some impact from their service-learning experience on 22 characteristics of interpersonal and career skills. — *Quest International's Lions-Quest Skills for Action Evaluation, 1996*

For more information on this document or about the studies contained herein, contact Nancy Murphy, (202)778-2006, or nmurphy@apcoassoc.com.



PERCEPTIONS

*Understanding and Responding to
What People Think about Service-Learning*



Learning In Deed

Making A Difference Through Service-Learning



Introduction

In 1999, the W.K. Kellogg Foundation launched **Learning In Deed**, a national initiative that aims to make service to others an integral part of classroom learning in every school district across America. Building on a decade of experience in and support for service-learning programs, the Foundation will focus this multi-million dollar, four-year initiative on improving policy, practice, research and leadership by working with teachers, administrators, community members, students, parents, policymakers and national leaders. A key goal of this initiative is to support the field in its efforts to strengthen the base of support for service-learning.

As a starting point, Learning In Deed gathered information through focus groups, a media scan and other sources to provide a snapshot of perceptions about service-learning.

Although our research indicates that service-learning is not widely known or understood by the general public, education is an issue that resonates with almost everyone. Understanding what the general public thinks about education can offer insight into communicating about service-learning.

This booklet is designed to provide a snapshot of perceptions about service-learning and suggestions for

responding to these perceptions. This "snapshot" was compiled over a period of several months in late 1998 and early 1999 using various types of opinion research. This document should not be considered a comprehensive study on public opinion about service-learning but rather initial findings that we hope will be useful to the field.

What do teachers and parents think?

In a recent survey of parents by Public Agenda*, the following were identified as major concerns regarding education:

- ◆ People think education is an important national issue and a large majority of parents say schools are an essential factor in raising children.
- ◆ Public confidence in public schools has declined since the 1970's.
- ◆ People say drugs, violence and drinking are serious problems in public schools.
- ◆ Employers and professors report recent graduates lack the basic academic skills needed for success at work or in college.
- ◆ Employers say kids are not prepared for the working world, but teachers think that their students have the needed skills.

Using the national survey as a starting point, Learning In Deed wanted to gain a deeper understanding of the public's awareness of and attitudes towards service-learning. To accomplish this, we conducted focus groups with urban and suburban parents and teachers. Focus group participants expressed their views on education, and more specifically, on service-learning.

Suburban and urban participants agreed that the breakdown of discipline is the most serious issue facing students, educators and communities.

Both groups described a range of social issues as more important challenges to education than the issues such as bureaucracy, budgets and curriculum.

What barriers do parents and teachers see to the implementation of service-learning?

When asked specifically about service-learning, the principal problem for most people was tactical: how can we create the infrastructure that makes service-learning possible without placing undue burden on schools, parents and teachers?

Teachers are suspicious that new service-learning initiatives, which impose administrative and time burdens on them, will be adopted by "higher ups" in the administration without adequate consultation.

Demonstrating how service-learning can be seamlessly incorporated into their teaching is the threshold issue for gaining teacher buy-in.

In addition, both parents and teachers expressed concerns that advocates need to address early in the process of communicating to these groups about service-learning:

- ◆ How will safety and adequate supervision of students be assured?
- ◆ What record-keeping and administrative requirements will be imposed on teachers?
- ◆ How will liability issues be addressed?
- ◆ What level of teacher/parent involvement will be required?
- ◆ Who chooses and approves activities?
- ◆ What resources will be made available?
- ◆ Will other budgets and priorities be affected?
- ◆ Will administrative support be provided to coordinate programs and train teachers?
- ◆ How will this interact with standards and how will outcomes be measured?

What does the media say about service-learning?

Initial research indicates that media are generally unaware of service-learning, and when they are aware, they are not properly informed. To take a closer look, Learning In Deed conducted a media scan. We reviewed a total of 186 articles about service-learning written in the past two years to determine the types of publications that mention service-learning and how the media describes the term. From the scan, we were able to:

- note journalists covering service-learning at major papers (*New York Times*, *Washington Post*, etc.);
- learn more about the media's common misperceptions of service-learning; and
- establish a baseline understanding of the current state of media coverage.

In general, we found that service-learning, however it is defined, is not "top of mind" among issues for journalists who cover education. At the same time, a significant amount of information is being written about the issue, and some of it is not as informed as it should be.

Even uninformed coverage on the issue, however, was generally positive. Over half of the articles described service-learning in a favorable way. Only four percent were against, while the remainder of the coverage was neutral.

Our analysis revealed that articles written on K-12 service-learning highlighted the civic education and positive youth development benefits, whereas the higher education articles focused on academic achievement results. Most articles focused predominantly on the volunteer aspects of service-learning. This finding illustrates the need to educate the media on the academic benefits of K-12 service-learning.

Definition of Service-Learning

Of the articles reviewed:

- 41% had accurate definitions;
- 46% had no definition; and
- 11% had inaccurate definitions.

Benefits of Service-Learning

Of the articles reviewed:

- 5% pertained to standards, assessment and accountability;
- 30% focused on improving local community-school relations;
- 30% pertained to school-community partnerships;
- 13% pertained to positive youth development; and
- 35% pertained to civic education.

One of our most significant communications challenges is distinguishing service-learning from mandatory community service. Twenty percent of the articles reviewed confused service-learning with mandatory community service. The confusion with mandatory service generated the most negative stories, opinion editorials and letters to the editor. The key to communicating about service-learning is to create an identity separate from mandated service and, through the media, educate the public about the benefits and attributes of service-learning.

What are the misperceptions about service-learning?

Because a large number of parents are uninformed, many educators are not convinced and few policymakers are on-board, misperceptions of service-learning abound. Because the term “service-learning” is not well-known, the concept is easily misunderstood. Some of the most common misperceptions about service-learning are:

- ♦ service-learning and mandatory service are the same thing;
- ♦ service-learning activities benefit only the students involved, not the communities or populations served;

- ♦ service-learning provides cheap labor for nonprofit organizations, but does not really benefit the students participating;
- ♦ service-learning is an “add-on” and a burden to teachers;
- ♦ service-learning is not “real learning”;
- ♦ service-learning is only for certain groups of kids — either youth at risk or gifted/talented students;
- ♦ service-learning is limited to only social studies or religion classes; and
- ♦ service-learning is the next education “fad of the month.”

What are the critics saying about service-learning?

Arguments against service-learning can be grouped into the following four broad categories.

Back to basics

Some do not see service-learning as having real academic value, but rather as something that takes students out of the classroom and distracts them from “the basics.”

Why doesn't the Oakland school system spend a little more time teaching students how to read and write, and a little less time trying to make them 'volunteers' against their will." — Letter to the Editor, *San Francisco Examiner*, 3/6/98

"The plan by the Chicago Board of Education to make public service mandatory for high school students is yet one more indication of the intellectual bankruptcy of the public school system. At a time when nearly half of all incoming college freshmen require remedial math or reading classes, it is the height of absurdity to siphon more time and energy from the basic skills required for college and the workplace." — Letter to the Editor, *The Chicago Sun-Times*, 9/6/98

Values should be taught at home

One criticize service-learning for subordinating the role of parents in teaching their children about service, responsibility and caring.

"I don't think it's the school's job to teach values. I completely disagree with that. The parents should be the primary source of values." — Steve, parent, Hilliard (OH) School District

Safety

Some critics think that service-learning activities pose safety threats to youth and expose young people to serious social issues, such as homelessness and hunger, which they may not be prepared to handle. Many are concerned about the liability issues associated with taking students off-campus.

"My only concern is your basic safety issues. I'm uncomfortable with my sixth grade daughter going places with people who I have no idea who they are and what the heck they are doing there and so I have concerns on that level." — Cliff, parent, Worthington (OH) School District

Involuntary Servitude

Service-learning, when confused with mandatory service, is often classified as "involuntary servitude" and therefore, unconstitutional.

In relation to this issue, a series of articles and opinion editorials ran in the Baltimore and Annapolis papers that claimed service-learning was a waste of time because kids were "forced" to do mindless tasks in order to complete the hours (scraping gum off desks, stuffing envelopes, *etc.*). Similar criticism was aimed at teachers who advocated "infusion," the practice of helping students finish their community service requirement by creating in-class "volunteer" activities such as letter-writing campaigns. Critics argued that such activities are distractions from the "basics" of education, and although kids should be encouraged to do community service outside of school, they should not be forced to do it during school hours.

Most criticism of service-learning is based on the misperceptions outlined above. We learned from our focus groups and other research that once people fully understand service-learning, however, most are generally supportive of it.

What appeals to people about service-learning?

Focus group participants identified many appealing aspects of service-learning. These aspects can be grouped into four categories.

part practical experience

Parents especially liked service-learning's ability to better prepare children for life's challenges. Potential for learning skills such as problem-solving and working in groups appeals to both teachers and parents.

"Service-learning is the best of both worlds. You are learning technology, building skills...and how to work with people." — Tyra, teacher, Baltimore (MD) City Schools

Improve academic performance

Linking service-learning programs to basic educational priorities significantly eased concerns and enhanced

support for making it part of the regular curriculum. Connecting service-learning activities to core curricula and requiring children to engage in academic analysis (or reflection) after the fact rendered criticism of service-learning by some in the focus groups completely ineffective.

Continued support of service-learning among both parents and teachers is dependent on the demonstrable educational value — especially when confronted with the need to establish priorities.

"My experience with my sons doing service-learning is that they're not losing anything in terms of reading or writing. They're comprehending what they did."

— Rose, parent, Baltimore (MD) City Schools

Create better citizens

Especially for parents, teaching things like values and respect is more important than academics alone. Participants claimed that the "learning" part of service-learning is most important, yet when asked to describe the benefits they see to service-learning, they focused on the service being performed for people or the community and how participation in that service will enrich children in non-academic ways.

"They (students) learn to give back to their community. They learn not to be takers. It's a community we all live in, they need to give something...what you put into life is what you get out of it." — Norma, parent, Baltimore (MD) City Schools

Aid in personal development

Especially in urban schools, parents and teachers are looking for strategies to help young people develop personal skills. They see the potential for service-learning to help teach:

- pride and self-esteem;
- humanity and empathy;
- ♦ social skills and how to get along with others;
- ♦ caring for someone and bonding; and
- ♦ responsibility and discipline.

Essentially, these focus groups indicate that the parents will be the easy sell. Teachers, on the other hand, were much more practical and quickly fell back on their negative experience with the district bureaucracy as they began to assess how aggressively they might like to pursue service-learning initiatives.

How should we respond to perceptions?

Now that you understand the perceptions of service-

learning, how should you respond? Following are messages, strategies and tips for communicating effectively about service-learning to parents, teachers, policymakers and the media.

Messages

It's vital to spend time thinking about messaging. In other words, what do you want people to know and understand about service-learning in your school/district/state? You should develop one to three key messages that capture the essence of what service-learning is, and what benefits it imparts.

Make sure your messages resonate with what people say appeals to them about

How do people describe a "good" service-learning program?

- ♦ Service-learning should be voluntary.
- ♦ Teachers should be involved in planning and implementation.
- ♦ Activities should link with core curriculum.
- ♦ Community partners should be involved.
- ♦ Include research that demonstrates accountability for meeting standards.
- ♦ The "harder" the subject to which service-learning activities are connected, the easier it is to justify the program.
- ♦ Management should be school-based.
- ♦ Make resources easily identifiable and accessible.
- ♦ Time for related student reports and academic work should be built into the schedule.
- ♦ Keep the administrative requirements light.

service-learning, and avoid reinforcing the misperceptions of service-learning.

A good example of messaging is the following:

"The article missed the boat on making clear delineations among 'service-learning', 'community service' and 'volunteerism,' distinct terms that were used interchangeably throughout the article... Service-learning is a teaching strategy, it is not about fulfilling community service hour requirements or establishing separate community service courses. Service-learning provides students the opportunity to add value to projects by activities that meet authentic community needs." — Letter to the Editor, *San Francisco Examiner*, 3/6/98

Evidence

Make sure you base your messages on proof, or evidence. While more evidence documenting the benefits of service-learning is certainly needed, several solid studies are available. Below are some statistics which provide evidence on the benefits of service-learning that parents and teachers indicated are most appealing to them:

- ◆ Florida has gathered data on service-learning for the last three academic years, each year consistently reporting strong improvement in three key areas: attendance, grades and conduct... Attendance improved in 83 percent of

reporting sites...80 percent had fewer discipline referrals...76 percent of the students improved in grade point average (GPA). For those students characterized as at risk...89 percent showed improved attendance...89 percent showed fewer discipline referrals...88 percent showed improved GPA. *Florida Learn and Serve K-12 Report-Executive Summary*

- ◆ Service-learning participants scored significantly higher than comparison group members on four out of 10 measures of educational impact: school engagement, school grades (math, social studies, science), core GPA (English, math, social studies, science) and educational aspirations (desire to graduate from college). *Learn and Serve America, Brandeis University Study, 1997*
- ◆ Among students participating in service-learning, 87 percent reported having learned a new skill that they believed they would be valuable in the future. *Learn and Serve America, Brandeis University Study, 1997*
- ◆ Service-learning participants showed enhanced civic attitudes in terms of a self-report measure of personal and social responsibility. *Learn and Serve America, Brandeis University Study, 1997*

Strategy

It is also critical to think through messengers, timing, national initiatives to link to, and the environment in which you are communicating.

Messengers

Using students to deliver messages to adults has been shown to be particularly effective, as evidenced by a Public Agenda survey entitled, "Challenge Me." The survey found that 75 percent of students said they would study harder if more was expected of them. The resulting campaign has been particularly effective in part because in students speak for themselves. In addition, involving teacher organizations into the process early is important to communicating about service-learning.

Timing

Although education commands widespread media attention practically year-round, it is a good idea to keep hot-button times in mind, such as back-to-school, graduation and American Education Week (November). If certain "hot" topics in the media pertain to your activities, make sure your voice is included in the media coverage. Examples include citizen service, community/business partnerships with schools and issues surrounding

youth academic performance. The "hot" topic could also be an event, such as National Volunteer Week.

National Initiatives

While local stories sell newspapers, having a national initiative to help bolster your story or provide a national angle to your mission can also be attractive to the media. You can tell your story in the context of the **Learning In Deed** initiative of the Kellogg Foundation in the following way:

The Kellogg Foundation has recently launched a national initiative to promote service-learning across America. The Kellogg Foundation hopes that every student in America will have an opportunity to take part in the type of service-learning activity we have here in {your community}.

Environment

Consider the context in which you are planning to pitch your story. If local coverage of education in your community focuses on tougher tests, describe how service-learning can help students succeed in a challenging academic environment. If the buzz is about safety and discipline issues, describe how service-learning can help reconnect youth to communities. If your community is focusing on lack of resources for schools and the community, describe how service-learning can help fill a void in meeting community needs.

No Jargon!

Use clear language to describe service-learning and practice describing it concisely. You should be able to accurately describe service-learning in 30-seconds or less. This will serve you well in terms of media relations, as well as community relations.

Arm yourself with excellent examples of service-learning and think in terms of results. Know about excellent programs in your community and beyond, and communicate their effectiveness by telling how students and the community benefit from them.

example:

Service-learning programs engage young people in community activities where academic skills are used to solve real-life problems. At the same time, program activities help students understand the meaning of citizenship and their ability to help determine the quality of life in their communities.

— Learn and Serve America brochure

Top ten ways to communicate about service-learning:

1. Let students tell the story.
2. Provide accurate visual descriptions of programs.
3. Describe service-learning in a 30-second sound bite.
4. Time your messages to coincide with larger education events.
5. Make it relevant to the issues people care about in your community.
6. Tie your program to a national initiative.
7. Do your homework — gather evidence or "proof" that service-learning works.
8. Know your critics' arguments and be prepared to counter them.
9. Build alliances with organizations, both school-based and community-based, that have similar interests.
10. Be patient and persistent — changing perceptions takes time.

For more information about Learning In Deed or for copies of this booklet contact Susan Oliver at 202-778-1000. For copies of the Florida Learn and Serve K-12 Report contact Joe Follman, 800-524-3207. For copies of the Learn and Serve America, Brandeis University Study contact Alan Melchior, 781-736-3775.

ED390720 Jul 95 Civic Education through Service Learning. ERIC Digest.
Author: Garman, Brian

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

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Effective democracy requires a healthy balance between civic rights and obligations. Most Americans appear to be well informed of and eager to protect their civic rights, but too many lack commitment to their civic obligations for the proper functioning of a constitutional democracy.

THE DECLINE OF RESPONSIBLE CITIZENSHIP.

In recent decades, there has been a disturbing decline in the willingness of America's youth to participate in service to the community or nation. According to "People for the American Way" (1989, 51-97), there are five major reasons why young Americans are reluctant to serve.

The first is lack of time. Students complain that too many demands are placed on them, such as competing for good grades, needs for after-school jobs, athletic commitments, and family obligations, which leave little time for other endeavors. A second reason often cited by students is the lack of parental encouragement. When parents do not have time to devote to Boy Scouts, community projects, or the American Heart Association, their children do not have role models for civic service. We are often asking students to perform services that are beyond their realm of experience and therefore completely foreign to them. According to some experts, however, perhaps the greatest reason is that we simply do not ask young people to get involved. We incorrectly assume that youngsters will seek opportunities to serve and disregard their need to be invited.

The final two reasons identified by this study involve the perceptions of youth toward democracy. Many young Americans do not understand the obligations of the citizen in a democratic society. They are well aware of their personal rights and freedoms, but are sadly ignorant of their duties. Finally, most youth have too little faith in our political institutions and leaders and in their ability to bring about positive change.

Morris Janowitz (1983) takes a slightly different approach to the question of why youngsters are reluctant to serve by suggesting that most have been conditioned to act on their own narrow self-interests. They perceive national and community service as contrary to their own personal economic goals and as a restrictive environment that infringes upon their quest for personal pleasure. Civic education must work to reaffirm the beliefs of young Americans that self-interests are always deeply rooted in community and nation, and that serving one's nation and community also serves oneself.

SERVICE LEARNING: A POSSIBLE REMEDY FOR THE DECLINE OF RESPONSIBLE CITIZENSHIP

There is an ancient Chinese proverb which states, "Tell me, and I will forget. Show me, and I will remember. Involve me, and I will understand" (Seigel and Rockwood 1993, 67). Service learning seeks to implement this wisdom by involving young people in community service projects that are coordinated between the school and community. These projects are integrated into the academic curriculum and designed to support civic education. This allows students to use experience in the community as a basis for critical reflection in the classroom about the nature of democracy. Lessons in the classroom become a basis for examination of the citizen's role in the community.

Proponents of service learning believe the factors that discourage youth service would be eliminated if youngsters were given the opportunity to experience service in a carefully controlled and meaningful environment. If young persons had this opportunity, they would come to understand that citizenship

requires a balance between giving and receiving. They would learn to appreciate democracy as a social compact in which the members of society mutually care for each other, their community, and their nation. Youngsters would become empowered contributors along with adults in improving their community and nation. When young people are given such opportunities, participatory citizenship becomes what Alexis de Tocqueville referred to as "habits of the heart" (Democracy In America, 1835).

THE LONG-TERM BENEFITS OF SERVICE LEARNING

The experiences of students who are involved in service learning programs benefit the school, community, and young people. Service learning helps to build community support for education. When programs are developed collaboratively by the community and the school, citizens begin to see that schools are responsive to the needs of the community, and a sense of community ownership and pride are nurtured.

Service learning also facilitates a closer bond between school, community, and home. Through community projects, parents are more easily drawn into the educational process. Community service provides an easily accessible forum which serves to encourage parental involvement in the education of their children. Parents who often feel alienated from the normal academic routine of school find a more comfortable common ground upon which they can become involved. As a result, parents become part of the educational process and begin to share accountability for their children's education along with the school, thus strengthening the educational process.

Further, the community is benefited by service learning because students are endowed with a sense of civic efficacy, the attitude that they should, can, and will have an impact on civic affairs. Young people become more aware of the balance between rights and responsibilities as citizens of a democratic community, and as a result they are more likely to act upon this awareness in ways that benefit the local community and nation.

Many students discover a renewed sense of meaning in education when they are able to examine first hand the community's social problems, or participate in the operations of local government. Finally, the infusion of community service into the curriculum leads to "an increase in student achievement and a significant decrease in rates of truancy and vandalism" (Massachusetts Department of Education 1986, 5). Service learning helps students to see the value of education through direct experiences in the community, and the process develops more positive attitudes toward school and education in general.

HOW TO STRUCTURE AN EFFECTIVE SERVICE LEARNING PROGRAM

There are several key elements in an effective service learning program. The initial task is to develop clearly articulated goals that can be achieved through a reasonable degree of effort. It is of vital importance that students involved in community projects achieve success.

Secondly, the project must be of real consequence to the community and be perceived by students as fulfilling a real need. It is important that students feel that they are trusted with important tasks and are not simply being patronized. It is strongly urged that the school and community work together closely during the early stages of development. A task force may be assembled or community meetings held to determine the real needs of the community and form consensus about what projects may or may not be appropriate. It is very important to get community members involved and keep them informed at a very early stage, for their later support will be of vital importance to the success or failure of the program.

Other important keys to success involve the student-centered aspects of a service learning project. Perhaps the most important component, with respect to the student, is that the project be developmentally appropriate. Organizers must try to ensure that projects which require a higher level of maturity or intellectual ability are avoided for younger children. In contrast, projects that are puerile or not intellectually stimulating are to be avoided for older students. It is also important that students are involved at the initial stage of any project and that a visible or tangible result or product can be recognized. It is important that students be able to experience the positive self-esteem and self-worth that results from successful completion of a project.

The final key ingredients involve the connection between community service projects and the school. One of the unique components of service learning is the interconnection of community experience and classroom work. Once community projects have been identified, community members, administrators, teachers, and students must develop a curriculum to address the specific needs of the projects. Service learning depends heavily on the continuous connection between classroom learning and real world experience. As Benjamin Barber emphasizes, "Community service can only be an instrument of education when it is connected to an academic learning experience in a classroom setting" (1992, 254).

When developing the supporting classroom curriculum, teachers must lead the way. Therefore, teachers and all supporting school personnel must be provided with extensive pre-service and staff development opportunities. Service learning is a fairly new movement in civic education, but ample literature and qualified educators are available, which ensures that the staff can be prepared to develop a solid curriculum.

Finally, constant re-evaluation of the program's success is essential. The entire content of the program should be extensively reviewed annually to determine whether the original intent and goals of the program are being achieved.

Aristotle once wrote, "We become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts" (MacNichol 1993, 9). Likewise, we become good citizens by practicing the art of good citizenship. Service learning provides the practice that will renew civic commitment to our community and nation, thereby strengthening American democracy.

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

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"Teaching Virtue,"
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Values, Views, or Virtues?

By Kevin Ryan and Karen Bohlin

People are making the connection between the nightly news and discouraging reports on American students. We are regularly bombarded both with scandalous news about our public figures' unsavory acts and hypocrisies and with depressing reports of our students' cheating, lack of self-discipline, and lackluster approach to schoolwork. But things are changing, too. People have again begun to talk about the importance of character and personal integrity. Stephen R.

Covey, the author of one of the decade's most widely read books, *The Seven Habits of Highly Effective People*, claims that Americans are shifting paradigms--from a concern for our personalities to a concern for our characters and questions of who we are and the kinds of persons we are becoming. We have grown dissatisfied with the mere social savvy of "winning friends and influencing people." We are bringing back into focus the personal need for something deeper and more stable.

Dialogue and inquiry are essential to solid **character education**. Posturing and politicking are not.

Voices from within and beyond our schools are calling for "**character education**," something that has been missing-in-action from many schools since the late '60s. The reasons for this renewed interest in what has been called the "schools' latest fad and oldest mission" are many, varying from the high levels of youth pathologies (violent crimes and suicides), drug use, and promiscuity, to the inability of many young people to fulfill their responsibilities as students. Teachers complain that, on the one hand, a small percentage of high-achieving students exude a "me-first-at-all-cost" approach to school and life, and that, on the other hand, by high school a much larger percentage come to school with a sense of "life-sucks-and-then-you-die" defeatism.

These social problems and self-destructive student attitudes are making the teaching career and life in classrooms increasingly more difficult. Nevertheless, they also are driving an awakening of the conviction that the institution of schools, along with family, church, and community, has an important role to play in helping children develop good consciences and ethical behavior. Often, as a result of the prompting of parents, teachers are rediscovering that they, de facto, are moral authorities and role models. However, being told that they are "**character educators**" does not tell teachers what they ought to do.

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As educators reach out to re-engage this age-old mission, they are discovering that three very different approaches to **character education** are being advocated. These approaches have as their central focus values, views, or virtues. These "three V's" represent different roads, each claiming to lead to good character. Each purports to provide students with a moral compass to make good choices, keep commitments, and live honorable lives. In effect, though, each of the "three V's" represents not

only a different approach, but also a different conception of what good character is:

The Values Approach. This is clearly the most popular approach to *character education* in American schools. It is based on the psychological concept of "value," what an individual wants or desires or ascribes worth to. One's values can be good or bad, and this approach intends to give children opportunities to learn how to value in order to be clear about their desires and, ideally, to make good choices. In subject-matter discussions and in special exercises, students are urged to make their own choices on a range of moral and nonmoral issues and be ready to articulate them.

The popularity of the values approach, unfortunately, rests on its weaknesses. Students like it because they have the opportunity to focus on themselves and what they like and do not like. Many teachers like it because they can deal with fascinating material, from political scandals to the latest trends in pop culture, and *not have to take a stand*. "And how do you feel about bombing civilians in wartime?" One of the primary premises of the values approach is that teachers and schools should not indoctrinate or impose their values on students. Therefore, the best and the appropriate approach of the school is to give children practice at sorting out their own values.

There are many problems with this approach, which grew out of the moral controversies and confusions of the late 1960s. Its advocates have badly distorted an important purpose of schools. That is, to indoctrinate, or "teach into," the young our society's best ideas about what a good life and a good society are and how to build and strengthen both. A school that does not share with students the hard-earned moral principles and ideas that serve as our social glue, and instead leaves children to discover them on their own, is clearly miseducating. Besides the fact that this values approach itself indoctrinates students with value relativity (I'm OK and you're OK, and different strokes for different folks, and that's OK), it has very little to do with character development.

The Views Approach. Views are the intellectual positions we hold on a range of issues, from politics and the economy to religious practice. Views, like values, can be good, bad, or morally indifferent. Acquiring strong views and attitudes on important moral issues is an integral part of becoming a mature person. We must be careful, nevertheless, about the dangers of launching our *character education* effort from the platform of multiple views.

The views-driven classroom regularly engages students in discussions of controversial issues. The teacher's job is to help the students, subtly or not, identify with and eventually adopt correct views. While stimulating and engaging, the views-driven approach to *character education* thrives on controversy, which can sometimes spill out of control into anger and contentiousness.

There is nothing wrong with generating controversy in the careful pursuit of truth, but views-driven *character education* doesn't usually take this tack. Moral values and principles get muddled in fierce debates over such thorny issues as abortion, homosexual marriage, prayer in school, and

whether or not school uniforms should be mandated. An overemphasis on controversial points of view often can generate more heat than light. At worst, it can leave students with the impression that some issues are just "too complicated" or "ultimately, just a matter of opinion." Too often, the moral significance of an issue is reduced to claims and counterclaims, and the moral principles that underlie those claims remain unexamined. Dialogue and inquiry are essential to solid **character education**. Posturing and politicking, however, are not sound **character education**. What works for Oprah Winfrey and Jerry Springer may be stimulating, but it has little to do with character development.

In the views approach, character is somehow equated with being aligned with approved views, whether they are on race or the environment or how the genders ought to relate to each other. What matters is not one's personal behavior or the way in which one lives his life, but rather the "isms" he is for and against. This leads to character-by-identification rather than true **character education**.

The Virtues Approach. By focusing on values, we evoke students' emotional responses. By focusing on views, we stir up a variety of positions on controversial issues. But neither values nor views secure an internal commitment to lead a good life or behaviors consistent with that commitment. We are all too familiar with the intellectual moral theorist who can cite Aristotle, Kant, Confucius, and the Bible, chapter and verse, but is too consumed by his own views to console a sobbing 3-year-old by reading a bedtime story or notice that a colleague is overworked and needs a hand. We may also have met the bleeding-heart moralist, who sees injustice and victimization at every turn, but is too paralyzed by the dark side of humanity to take the first step to do anything about it.

Then there are those who only mechanically fulfill moral obligations. Some students candidly admit that they do community service to beef up their resumes. Others fulfill a community-service "requirement," yet fail to help a classmate whose illness forced him to miss school. Good character demands more from us than an intellectual commitment, heartfelt desire, or mechanical fulfillment of responsibilities. It requires virtues, those habits of the head, heart, and hand that enable us to know the good, love the good, and do the good.

What distinguishes virtues from views and values, then, is that virtues are habits cultivated from within the individual and actually improve character and intelligence. The word *virtue* itself comes from the Latin *vir*, which has a root meaning of "force" or "agency." In Latin, the expression *virtus moralis* became the established equivalent of the Greek expression *arete ethike*, "moral virtue" or "character excellence." Virtues--habits such as diligence, sincerity, personal accountability, courage, and perseverance--actually enable us to do our work better and to enjoy it more as a consequence. It is our virtues, not our views or our values, that enable us to become better students, better parents, better spouses, better teachers, better friends, better citizens.

Self-esteem and the satisfaction that accompanies achievement are the fruits, not the roots, of virtue. Virtue needs to be cultivated first. Moreover, virtue serves as a means to human happiness. Martha Washington sums up the connection between virtue and happiness nicely:

"The greater part of our happiness or misery depends on our dispositions [our virtues], and not on our circumstances. We carry the seeds of one or the other about with us in our minds wherever we go." Teachers and schools have a place in bringing those seeds of virtue to fruition.

Without a conception of what it may mean for a person to live in an honorable or contemptible way, the views one holds, no matter how well they may be defended, are empty. Without a clear sense of the good, personal values and the ability to show empathy remain hollow. Views are simply intellectual positions, and values evoke neither a moral commitment nor the promise of leading a good life. Virtues, on the other hand, enable us to give shape to and lead worthy lives. Education in virtues--those good dispositions of the heart and mind that are regularly put into actions--is the foundation to solid character development. As Heraclitus put it, "Character is destiny."

Our success or failure at instilling in our students those virtues, which are the backbone of good character, will determine their destinies--and that of our nation.

Kevin Ryan is the director of the Center for the Advancement of Ethics and Character at Boston University. Karen Bohlin is the center's assistant director. They are the authors of *Building Character in Schools: Practical Ways To Bring Moral Instruction to Life*.

On the Web

"Helen's *Character Education* Internet Resources," a personal Web site, includes an index of character-related information. ✓

The Adventures from *The Book of Virtues* home page contains information for kids relevant to the new PBS series based on William Bennett's *The Book of Virtues*. It includes a note to parents and teachers about who developed the series and the traits it's hoping to develop in viewers. ✓

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Decrying Nation's Poor 'Civic Health,' Group Urges Schools To Take Action

By Julie Blair

Washington

Requiring students to read the Declaration of Independence, the U.S. Constitution, and a daily newspaper would help connect them with their communities and perpetuate a more civil society, a recent report says.

The report, "A Nation of Spectators," was released last month by the National Commission on Civic Renewal, a private, bipartisan group created two years ago to investigate the condition of civic life.

For More Information

Read the report from the National Commission on Civic Renewal. Or, to order a hard copy, write the Commission at 3111 Van Munching Hall, University of Maryland, College Park, MD 20742; (301) 405-2790.

The College Park, Md.-based commission determined that Americans are pulling away from their communities and often feel powerless to improve their quality of life. As evidence, the group cites its "index of national civic health," a compilation of statistics such as voter turnout, charitable contributions, teenage crime, and the divorce rate between 1974 and

1996.

The report recommends that people become involved in local government, join religious and community organizations, and strengthen bonds within their own families and neighborhoods.

One way to promote that idea among students is to teach **character education** and service learning in school, said former Secretary of Education William J. Bennett, a Republican who co-chairs the commission with former Democratic Sen. Sam Nunn of Georgia, at a June 24 news conference here.

"We need to weave [**character education** and service learning] into every aspect of a school's program," Larry Dieringer, the executive director of Educators for Social Responsibility, a Cambridge, Mass.-based nonprofit group, said in a phone interview. "The research tells us if [students] have a nurturing environment like a classroom and have an adult they can relate to ... we can reduce violence."

Better Teachers

Other recommendations for schools in the report include improving local academic standards, demanding more qualified teachers, and increasing school choice opportunities for parents.

"Shockingly high percentages of teachers have neither majors nor minors

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in the subjects they teach," the report states. "We call upon every state to close this teacher preparation gap and ensure that teachers can at least pass the subject-matter tests required of their students."

In addition, foster care must be revamped to ensure that no child spends more than one birthday without a permanent home, the report argues. Ideally, all children would be raised in an intact two-parent family and have access to mentors.

The Philadelphia-based Pew Charitable Trusts financed the report and the ongoing work of the commission.

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Teaching Virtue

By Peter R. Greer

At the same time that K-12 teachers are being called on to intensify their efforts in teaching ethics and character to students, we must all--teachers and officials, university scholars, and parents--pay informed and close attention, so that what takes place in the classroom under the heading of ethics education makes a genuine difference.

K-12 teachers are being called on to intensify their efforts in teaching ethics and character to students.

Based on 15 years of experience in implementing programs on ethics and *character education* in the schools, I can identify four of the most important issues that we must address in any program aimed at cultivating good character in our young people. These four issues run very deep. Solutions to them will take much discussion and resolve.

Of first concern is teaching. Too many willing and wonderful educators attempt to teach ethics without the requisite background and study. This ineffective time with students can never be retrieved. Teachers have far more impact in discussing private decency and virtue with their students when they are themselves well-grounded in the subject (have studied, thought about, conferred with colleagues and others, and written about ethics and character).

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This is the biggest mistake that most schools make in initiating *character education* programs: They try to reinvent the wheel. Those character traits that will lead to human beings' pursuing the most fully flourishing lives have been the subject of intense study by the best minds for three thousand years: Homer, Socrates, Plato, Aristotle, Augustine, Maimonides, Aquinas, Dante, Shakespeare, Kant, William James. From such study, other telling works from, for example, Martin Luther King Jr., Hannah Arendt, Arthur Ashe, Emily Dickinson, Jorge Luis Borges, Simone Weil, and Abigail Adams, make more sense and become a powerful part of daily lesson plans.

How can teachers engage in serious discussions with their students if they cannot adequately explain the meaning of such words as *ethics*, *virtue*, *courage*, *justice*, *self-control*, *wisdom*, *friendship*, *cynicism*, *skepticism*, *relativism*, and *dilemma*? Words matter. Enriching classroom discussions with personal experiences and excerpts from Nien Cheng, Franz Kafka's and Pablo Neruda's short stories about friendship, Arthur Lobel's stories about "Frog and Toad," Aristotle's findings about friendship in Book VIII of *Nicomachean Ethics*, or, by using segments from videotapes of such films as "Groundhog Day" and "Pinocchio," also matters.

Strangely, a few so-called experts and consultants have whipped themselves into a frenzy attacking former U.S. Secretary of Education

William J. Bennett and his books on character, including *The Book of Virtues*. These critics are silly. My teachers consistently report that their students, grades K-12, love the stories from Mr. Bennett's resources, request that they be read to them, and understand that these literary works from around the world are relevant to their lives. Teachers must be prepared to draw on such stories when engaged in planned and anticipated discussions with their students about topics such as "What is compassion and how does it differ from sentimentality?" and "How does the doctrine of the mean fit with a definition of 'courage'?" A teacher discussing courage with students could use, for example, a short story, "Sailing Against the Wind," then tie this to a film clip of the bus scene in "Forrest Gump," and later apply the virtue of courage in terms of Aristotle's descriptions of rashness and cowardice to "Horatius at the Bridge." Teachers must challenge and encourage students to practice courage in their everyday lives. Students who regularly spurn discussions or actions that humiliate other students or who ask that such discussions and actions cease are practicing good habits.

Teachers should participate regularly in service projects, so they are informed when they encourage their students to cultivate good habits of action.

Students also enjoy learning from cartoons, articles related to current events, and their own experiences and observations. Many teachers are still unaware of the useful materials on ethics published in issues of *The American Educator* (the journal of the American Federation of Teachers) in the early 1980s.

Teachers should not be hesitant or embarrassed to draw heavily on the best that Western thought has provided. The West borrowed from other cultures and continues to be our primary heritage. Given this base, students with other backgrounds should be drawn out to discuss

virtues in their cultures: Students will soon see they have a great deal in common. In addition, teachers should participate regularly in service projects, so they are informed when they encourage their students to cultivate good habits of action. Without this grounding, class discussions quickly focus on the public issues of the day: "What do you think about abortion?"; simulations such as "You are in a lifeboat ... "; enthusiastic chatter similar to "What do you feel ... ?"; or instruction via a "teacher proof" set of published lessons including "Ask the student what he likes to do ... " What really works better is a serious and informed discussion regarding the significance of private decency in our students' lives. When I observe my teachers responding to students, leading a discussion, or seizing a teaching moment related to ethics and character, I can see clearly the difference in the quality of the discussions that comes from their having participated in the school's annual summer seminars with national scholars versed in these subjects.

Far too many well-meaning and serious teachers have not been prepared by their university experiences to take on such a powerful and important area of teaching. If most schools of education--and their colleagues in the liberal arts colleges--do not prepare the nation's future teachers to teach effectively about ethics and character, matters will certainly grow worse. Institutions without a core curriculum for prospective teachers in their schools of arts and sciences contribute heavily to the problem. Boston

University's school of education has an unusual course for its undergraduates that I highly recommend. Prospective teachers study significant texts, such as Virgil's *Aeneid* and Plato's *Republic*; develop plans and their teaching craft to teach those texts; draw on art from Boston-area museums; and practice teaching the texts to real students. These undergraduates share and learn from their experiences. Prospective teachers are thus prepared for the challenges associated with the teaching of ethics--in these cases, the teaching of self-control and justice.

Even if the teachers are well prepared to discuss virtue with their students, though, how many teachers in a school are really involved? Questions must be asked and attempts made to develop a critical mass of teachers in a school who make a collective difference in teaching ethics to students, so that ideas might stick. One or two teachers who teach ethics in a school building are about as effective as one or two teachers who attempt to enforce the dress code and the rule about gum-chewing. The entire school community must make a commitment to the idea that there are acceptable and unacceptable behaviors, that those behaviors make a difference in the life of the classroom and the school as well as the students' own lives, and that if the acceptable forms of conduct are taught early on and consistently--within a partnership including the students' "first teachers," their parents--the odds improve that good habits will be formed.

Most of the schools that do not make such a commitment, I have found, include a lineup of teachers who (a) are not well-grounded in content, serious, and consistent about teaching ethics and character to their students; (b) know they should be engaged in such teaching and don't feel confident or competent to do so; (c) feel that they are already teaching ethics and character and don't need any special training or background; and (d) are suspicious of the idea of identifying right and wrong--after all, "Who is to say?" This latter attitude seems to be more prevalent with private school administrators and teachers than those in the public schools. Be wary of any school that announces that "the total school teaches ethics and character." The truth of the matter is that a few teachers are doing it well and when they leave, the program generally collapses. A few are "waving at it," many are resisting for various reasons, and many teachers and students have no idea it is happening at all.

Too many willing and wonderful educators attempt to teach ethics without the requisite background and study.

It is "common knowledge" among teachers and administrators that ethics and **character education** programs should and do lean heavily toward integration with what teachers are already using for literature and activities and lean less on formal courses. My experience tells me that programs should include integration in all disciplines, include minicourses and formal courses beginning in grade 6, and draw on opportunities such as assemblies, adviser programs, the arts, outdoor education, and athletics. Comprehensive programs should also include activities that encourage students to practice good habits as well as offer a periodic, formal parent course. Parents should know and support (or question) what is being taught to their children. In other words, virtue should be talked about routinely in different settings throughout the

school.

Most schools and programs do not establish a framework, a reference for all teaching and learning about ethics and character. Students do not understand that what they are discussing and doing has a lot to do with how they will live their lives. At my school, our framework is explained to students in this way: *Students, if you are to have a good life, you must attempt to lead a good life. To lead a good life at home, at school, and later on, you must develop character. You cannot buy character; you must work on it every day. You know you are on the right track in developing character when you meet the definition of "integrity"--that you act the same in public as you do in private. To develop character, you must cultivate your intellect (read literature about right actions) and cultivate good habits (treat others fairly and be of service to others).*

These four areas--grounding teachers in the study of ethics, including the entire teaching community, integrating study into every aspect of the school, and providing a framework for students' understanding of what they are learning--must be areas of concern for all educators and parents who realize how important it is that our students know and practice good habits of thought and action. There is a difference between "wishing" that a school were teaching ethics and character and "willing" that education to happen.

Peter R. Greer, a former teacher, superintendent of schools, university dean of education, and U.S. deputy undersecretary of education, is the headmaster of the Montclair Kimberley Academy in Montclair, N.J.

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Kellogg Begins Program To Boost Service Learning

By Julie Blair

The W.K. Kellogg Foundation will spend \$13 million over the next four years in an effort to broaden the use of service-learning curricula in schools.

The Battle Creek, Mich.-based foundation unveiled the "Learning in Deed" project in Columbia, S.C. this month. It gave more than \$400,000 to state officials there to identify successful service-learning curricula and replicate them, said Chris Kwak, a program director for philanthropy and volunteerism at the Kellogg Foundation.

Similar awards will soon be made to California, Maine, Minnesota, and Oregon. The states were chosen because of their interest in service-learning opportunities, Ms. Kwak said.

The remaining \$11 million will be used to build a network of researchers who will study the academic and social effects of service learning on students; to form a national commission that will examine and promote service learning; and to bring together experienced service-learning leaders to share ideas.

"We are concerned about the lack of connectedness [students have] to their communities," Ms. Kwak said. "Service learning is one way in which connectedness and civic participation can be seeded at an early age."

Growing Trend

Ms. Kwak described service learning as a curriculum that combines academics with projects that aid others.

One school in Mount Vernon, Wash., for example, teaches students science by having them monitor a local stream and maintain a bird sanctuary.

Research conducted by Brandeis University in Waltham, Mass., involving 1,000 middle and high school students in the 1995-96 school year, showed that participation in service-learning projects improved students' civic attitudes, enjoyment of school, and academic performance, said Alan Melchior, the deputy director of the Center for Human Resources at Brandeis and the project evaluator for Learning in Deed.

Nationwide, the percentage of high school students who participated in service-learning programs jumped from 2 percent in 1984 to nearly 25 percent in 1997, according to a study conducted by researchers from the University of Minnesota. That year, some 13 million students took part in such programs.

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Says," March 14,
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Community Service.

"At a time when so many people in our country have so little faith in civic institutions ... we need to actively help our young people see the importance of getting involved in their communities," Frank Newman, the president of the Denver-based Education Commission of the States, said in a statement. The ECS is implementing the five state-level grants.

The Kellogg Foundation has long been a supporter of service-learning and other youth service opportunities. It has given more than \$23 million, not including the latest grant, over the past 11 years for such programs, Ms. Kwak said.

On the Web

"Student Outcomes From Participation in Community Service," June 1994, reviews the evidence on effects of community service on young participants. Prepared for the U.S. Department of Education.

"Learning Through Service: Enriching the Classroom Experience," from *Delta Kappa Gamma Bulletin*. This article presents principles of service learning and specific examples of successful service learning projects.

"The Community Is Their Textbook." The author of this Summer 1995 article in *The American Prospect* studied Maryland's experiment with mandatory service for students in order to answer the questions: "Do school service requirements really destroy the virtues they are supposed to encourage? Or are they, as their proponents claim, an innovative way to instill values and citizenship in a generation of Americans said to be thin in both?"

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