

Character Education: A Literature Review



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Introduction

At the heart of a young person's development and education is character building. Essential to the success of a democratic society, "educating for character" builds civic virtue, compliance with laws, respect for the rights of others, and concern for the common good. More broadly explained, character education is about promoting moral virtues (honesty, compassion, empathy, and trustworthiness) and performance virtues (effort, diligence, and perseverance). Character education is about doing the right thing and the best work possible. As Thomas Lickona put it, "Character education is as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart, and to help them become good."¹

This literature review will define character education and the major categories it falls into as well as discuss best practices and examples of current programs. It is important for the reader to note that much of the literature regarding character education refers to schools. We know that other institutions have an impact on character development. These include the family, as well as expanded learning programs (afterschool and summer youth programs), the latter being our primary interest. It is also important to note that for many, the terms "character building", "values", "morals", etc. raises red flags. Many believe that these are not the proper domain of schools and expanded learning youth programs. However, we believe that any institution where youth spend their time have an important role in promoting positive character skills. Our work in this area is being conducted as a partner agency in the *Expanded Learning 360/365* project, which is described at the end of this paper. This work is being conducted through the generous support of the S.D. Bechtel, Jr. Foundation.

Defining Character Education²

Character education has continued to evolve and develop since the establishment of the formal education system in America. Today, there are numerous working definitions of character education. One of the most used is from the Character Education Partnership (CEP)³:

Character education is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others

Other sources also include that character education must be a deliberate approach:

Character education is any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled, and responsible (ASCD formerly Association for Supervision and Curriculum Development)

¹ Source: <http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/The-Return-of-Character-Education.aspx>

² All definitions taken from the following source: http://www.rucharacter.org/file/practitioners_518.pdf.

³ While conducting research, I discovered that CEP has three (or more) different working definitions. In each definition, CEP mentions the intentional effort to develop core ethical and performance values within the school community.

The, now defunct, National Commission on Character Education expands its definition to include partnerships with community members:

Character education is any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled, and responsible.

While these definitions discuss institutional responsibility for character education, other sources focus on a boarder definition:

Character education is the deliberate effort to develop good character based on core virtues that are good for the individual and good for society (Thomas Lickona)

Essential Traits of Character Education

“When we talk about character, we mean the inward values that determine outward actions; the mental model used for making decisions; the moral compass that guides your choices; who we are when no one else is watching.” – Character First Education

There are numerous character building traits taught through character education. The CEP suggests that there are two major trait categories – core ethical values and performance values. As explained by CEP,

“The core ethical values enable us to treat each other with fairness, respect, and care, and ensure that we pursue our performance goals in ethical rather than unethical ways. The performance values, in turn, enable us to act on our ethical values and make a positive difference in the world.”⁴

Core ethical values embodies values like fairness, generosity, and integrity. On the other hand, performance values, focus on values like effort, diligence, and perseverance. Together these two categories encompass a mutually supportive system to address character education.

In CEP’s report What Works in Character Education⁵, they break down the skills as follows:

- **Social Skills and Awareness** – communication, active listening, relationship building, assertiveness, social awareness
- **Personal Improvement/Self-Management and Awareness** – self-control, goal setting, relaxation techniques, self-awareness, emotional awareness
- **Problem-Solving/Decision-making**

While CEP focuses on performance character skills, other organizations take a more “traditional” approach to character building. CHARACTER COUNTS!, a Coalition launched by Josephson Institute in 1993, focuses on six ethical values known as the Six Pillars: trustworthiness, respect, responsibility,

⁴ Source: <http://www.character.org/key-topics/what-is-character-education/performance-values/>

⁵ Source: <http://www.characterandcitizenship.org/researchers/18-what-works-in-character-education-report-for-practitioners>

fairness, caring, and citizenship⁶. These values transcend cultural, religious, and socioeconomic differences. As stated by the President of Josephson Institute Michael Josephson, “character is ethics in action.”

Similarly to the CEP, the ASCD discusses teaching children the “basic human values” including honesty, kindness, generosity, courage, freedom, equality, and respect. Through teaching these moral character traits the ASCD hopes that students will become “morally responsible, self-disciplined citizens.”⁷

The Character Education Network, an entity owned by Thinking Media, offers ready-to-use curriculum, activities, and resources to develop the following traits: responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, integrity, and patriotism⁸.

Alternatively, KIPP’s character education program is grounded in the research of Dr Martin Seliman and Dr Chris Peterson. The program focuses on “character strengths” such as Zest, Grit, Optimism, Self-Control, Gratitude, Social Intelligence, and Curiosity.⁹

Character Education Best Practices

Within the field of character education, there are numerous approaches to best practices discussed in a variety of ways. They concern school-wide and classroom/activity-based character education program implementation. Both are relevant to expanded learning youth programs.

School-wide Character Education Program Implementation

Based upon research done on successful character education programs, organizations have formulated the best practices in implementing character development within the school and community. Here are some examples:

CEP’s 11 Principals of Effective Character:¹⁰,

Arguably the most used guide among programs, the CEP has based its practices on effective schools. The 11 principals, and activity ideas, are as follows¹¹:

- **Principal 1:** The school community promotes core ethical and performance values as the foundation of good character. *Activities Associated with Principal:* Hold meetings with stakeholders to affirm core values and articulate the character-related goals through school.
- **Principal 2:** The school defines “character” comprehensively to include thinking, feeling, and doing. *Activities Associated with Principal:* Allow students to explore and express their feelings and experiences as they relate to the core values. Some specific activities

⁶ Source: <http://charactercounts.org/sixpillars.html>

⁷ Source: <http://www.ascd.org/research-a-topic/character-education-resources.aspx>

⁸ Source: <http://charactered.net/main/traits.asp>

⁹ Source: <http://www.kipp.org/our-approach/character>

¹⁰ Source: http://info.character.org/Portals/139743/docs/ElevenPrinciples_new2010.pdf

¹¹ CEP is also behind, What Works in Character Education which offers additional information: <http://www.characterandcitizenship.org/researchers/18-what-works-in-character-education-report-for-practitioners>

include one-on-one and class discussions, setting goals, journal writing, and cross-age tutoring.

- **Principal 3:** The school uses a comprehensive, intentional, and proactive approach to character development. *Activities Associated with Principal:* Create a plan for character education that may be taught in class, sports, meetings, and co-curricular activities.
- **Principal 4:** The school creates a caring community. *Activities Associated with Principal:* Instill a sense of caring by incorporating numerous activities such as cross-age mentoring, cooperative learning, peer mediation, and anti-bully programs.
- **Principal 5:** The school provides students with opportunities for moral action. *Activities Associated with Principal:* Provide opportunities to engage in positive and responsible action through activities such as student body governance and service learning projects.
- **Principal 6:** The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed. *Activities Associated with Principal:* Challenge and encourage students academically through activities such as providing engaging content, critical thinking exercises, and experience-based projects.
- **Principal 7:** The school fosters students' self-motivation. *Activities Associated with Principal:* Foster a culture of self-motivation by recognizing students' character and presenting opportunities for them to excel and even help create the behavioral norms and rules.
- **Principal 8:** The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students. *Activities Associated with Principal:* Include aspects of character education in staff planning and meetings allowing staff time to release and reflect on the core values.
- **Principal 9:** The school fosters shared leadership and long-range support of the character education initiative. *Activities Associated with Principal:* Involve stakeholders (i.e., faculty, parents, students, community members) in the feedback process by implementing a committee or task force and demonstrating clear lines of support for character education initiatives.
- **Principal 10:** The school engages families and community members as partners in the character-building effort. *Activities Associated with Principal:* Engage family and community members by opening up communication, creating leadership roles for parents and community members, and supporting other initiatives involved in the character building process such as after-school programs.
- **Principal 11:** The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character. *Activities Associated with Principal:* Evaluate the character education initiative by setting and regularly assessing the culture, climate, and function of the "ethical learning community."

Pathway for Comprehensive Character Education:¹²

Anchored in the practices of CEP's 11 Principals of Effective Character, the School for Ethical Education (SEE) created their own best practices called, Pathway for Comprehensive Character Education:

1. Identification of ethical norms as defined with a vocabulary of character by the school community (including administrators, teachers, parents and students),
2. Affirmation by the school community of an explicit character-education mission with ongoing support from an active leadership committee,
3. Creation of a school environment where students recognize their safety, belonging and ability to make a meaningful positive difference,
4. Integration of character vocabulary into the moral discipline of the school and its activities with specific attention to the development of intrinsic motivation in support of respectful/civil behavior, fair conflict resolution and academic integrity,
5. Integration of a vocabulary of character within existing curricula to advance higher-order ethical reasoning,
6. Cultivation of age-appropriate student leadership and responsibility,
7. Promotion of community and service-learning opportunities,
8. Celebration of student and community examples of positive character,
9. Organization of on-going professional development that supports comprehensive character education,
10. Reflection about and evaluation of character-education practices.

Stedje's Nuts and Bolts of Character Education¹³:

Through extensive research, Lauree Beth Stedje discovered nine best practices for effective character education in her literature review "Nuts and Bolts of Character Education":

1. *Build Consensus* – select the values that will be taught (and how they will be taught)
2. *Create a Steering Committee* – organize a representative committee of the community that can help define and measure the goals of the program
3. *Measure Progress* – collect and evaluate data to help improve the program
4. *Train Leadership* – offer staff training on how to incorporate character education into the daily classroom routine

¹² Source: <http://ethicsed.org/pathway>

¹³ Source:

http://strata.vaesite.com/_data/uploads/files/CharacterEducationReport.pdf#?1#?1#WebrootPlugIn#?1#?1#PhreshPhish#?1#?1#agtpwd

5. *Encourage Student Input and Reflection* – invite student input and allow students to interpret their own actions and situation
6. *Promote Cognitive Skills and Practical Applications* – challenge students to think about solutions to moral conflicts and resolve inconsistencies
7. *Integrate versus Compartmentalize* – incorporate character education directly into the lesson, not separate
8. *Involve Everyone* – develop a program that involves all school stakeholders including counselors, student leaders, character coaches, librarians, etc in promoting the values
9. *Use Various Teaching Tools* – utilize numerous different methods including, but not limited to, literature and sports

Classroom/Activity-Based Character Education Program Implementation¹⁴

Based upon research, scholars in character development have created their own best practices to teaching character education. These are summarized below.

Lickona's The 7 E's of Teaching a Character Trait¹⁵:

Dr. Thomas Lickona highlighted the best practices by creating "The 7 E's of Teaching a Character Trait":

1. Explain it - define it, illustrate it, and discuss its importance.
2. Examine it - in literature, history, and current events.
3. Exhibit it - through personal example.
4. Expect it - through codes, rules, contracts and consequences.
5. Experience it directly.
6. Encourage it - through goal-setting, practice and self-assessment.
7. Evaluate it - give feedback.

Ryan's The 6 E's of Character Education:¹⁶

Similar to Lickona, Kevin Ryan created "The Six Es of Character Education:"

1. Example: Lead by example and teach through examples in literature and history
2. Ethos: Provide an ethical environment that creates character through allowing students to decide what's right and what's wrong

¹⁴ Williams (2000) explores the character education movement. Her findings in respect to implementation is provided in further detail below.

¹⁵ Source: <http://charactered.net/teacher/sevenEs.asp> - it should be noted that I could not find a peer-reviewed academic source that credited Lickona to these "7 E's" which are very similar to Ryan's discussed above

¹⁶ Source: <http://www.scu.edu/ethics/publications/iie/v13n1/charactered.html>

3. Explanation: Offer explanations for regulations and moral norms and engage them in further discussion about moral decisions
4. Emotion: Appeal to emotions and teach students to “love the right things”
5. Experience: Give students an opportunity to partake in moral actions such as service learning
6. Expectation of Excellence: Expect and encourage the best out of students in every aspect of their life

KIPP’s Character Strengths¹⁷:

Combining a bit of both the CEP and Lickona/Ryan’s best practices, KIPP’s *Character Counts* focus on the following character strengths:

1. Believe It and Model It – lead by example
2. Name It – purposely explain and talk about it
3. Find It – give opportunities to experience it
4. Feel It – create a welcoming environment
5. Integrate It – implement character development into all aspects
6. Encourage It – expect and encourage the best
7. Track It – set goals and measure success

Models of Character Education: Perspectives and Developmental Issues by Mary M. Williams¹⁸:

Perspectives on character education:

1. Direct instruction: A direct instruction paradigm has origins in Aristotelian philosophy; it advocates inculcating the young with the virtues of society. There is a strong focus on the training of habits or virtuous behavior. (Ryan, Lickona, Berkowitz)
2. Indirect instruction: An indirect instruction paradigm focuses on building a child's understanding (Kohlberg) and socio-moral development (Piaget), which in turn emphasizes the interpersonal interactions of peers under the guidance of caring adults. (DeVries, Lickona, Watson, Berkowitz)
3. Community building: The community building paradigm focuses on the environment and caring relationships (Noddings) and on building moral communities. (Watson, Berkowitz)

¹⁷ Source: <http://www.kipp.org/our-approach/character>

¹⁸ Source: Williams M., Models of Character Education: Perspectives and Developmental Issues. Journal Of Humanistic Counseling, Education & Development [serial online]. September 2000;39(1):32-40.

Teaching Strategies:

1. Consensus building (Berkowitz, Lickona)
2. Cooperative learning (Lickona, Watson, DeVries, Berkowitz)
3. Literature (Watson, DeVries, Lickona)
4. Conflict resolution (Lickona, Watson, DeVries, Ryan)
5. Discussing and engaging students in moral reasoning
6. Service learning (Watson, Ryan, Lickona, Berkowitz)

Benefits of Character Education

The literature cites many benefits of character education. For instance, when discussing program outcomes, CEP's *What Works in Character*¹⁹ breaks it into 4 categories:

1. Risk Behavior
2. Pro-social Competencies
3. School-based outcomes
4. General social-emotional functioning

Ryan and Lickona discuss three benefits as:

1. Head: Understanding
2. Heart: Caring about
3. Hand: Acting upon

The *What Works in Character Education* project found that several primary positive outcomes of character education included:

1. The reduction of sexual behavior,
2. Increased socio-moral cognitive development,
3. Improved problem solving skills, and
4. Improved emotional competency - the reduction of violence, aggression, and drug use, and improved academic achievement (Character Education Partnership, 2003).

Dr. Marvin W. Berkowitz found that, "Schools with higher total character education implementation tended to have higher academic scores on academic measures for the year prior to their application, the year of their application and the subsequent two years."²⁰

¹⁹ Source: <http://www.characterandcitizenship.org/researchers/18-what-works-in-character-education-report-for-practitioners>

One school district, discovered the power of character development, improved their school climate, and saw positive results and improvements in the following areas²¹:

1. Student engagement, motivation and achievement,
2. Self-discipline, pro-social behavior and interpersonal relationships,
3. Equity and respect for diversity,
4. Preparation for the workplace,
5. School culture, civility and feelings of safety,
6. School community partnerships,
7. Volunteer activities,
8. Civic engagement, and
9. Engagement in social justice issues.

Exemplar Programs: It's All About Character

As stated by Dr. Marvin W. Berkowitz, Co-Director of the Center, *Character Education as Prevention*, "character education, although it comes in quite varied forms, generally attempts to shape the moral person" (p. 39).²²

CEP's *What Works in Character Education* also echoes the thought that:

Any school-based K-12 initiatives either intended to promote the development of some aspect of student character or for which some aspect of student character was measured as a relevant outcome variable. This spans a range that includes drug and alcohol prevention, violence prevention, service learning, and social emotional learning, all of which feature initiatives that fit some or all of the definitions above.

Resources

Organizations and Programs

Below is a list of such organizations and programs that provide the means of teaching character education to the next generation. Click on the name of the organization to visit their websites.

[Positive Coaching Alliance \(PCA\)](#) is a non-profit working with youth and high school athletes through positive, character-building youth sports experience. PCA partners with schools and youth sports by providing workshops, courses, and books to organizational leaders enabling them offer a positive,

²⁰ Source: <http://www.characterandcitizenship.org/researchers/12-relationship-of-character-education-implementation>

²¹ Source: <file:///C:/Users/Samantha/Downloads/LimestoneCharacterEducationAug-08.pdf>

²² Source: <http://www.characterandcitizenship.org/researchers/10-hasen-book-chapter>

character-building experience for their athletes. Evaluations conducted on organizations that use PCA training showed an improvement in relationships on and off the field.

[PeaceBuilders](#) is a science-based, research-validated violence prevention curriculum and professional development program for grades pre-K – 12. Research done on programs that use PeaceBuilders show benefits including a decrease in aggressiveness and risky behavior and increase in cooperative behavior²³.

[Development Studies Center \(DSC\)](#) is a nonprofit educational publisher dedicated to children’s academic, ethical, and social development. They offer in-school and after-school programs and materials as well as professional development. They created the **Child Development Project** which is now Caring School Community which reported gains in commitment to democratic values, conflict resolution skills, and liking for school²⁴.

[CHARACTER COUNTS!](#) is a program created by the Josephson Institute (the Center for Youth Ethics). They center their training programs, resources, and products around the basic values called the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Their programs have been shown to increase test scores and student citizenship and decrease risky behaviors and school dropouts²⁵.

[CharacterPlus](#), a resource of EducationPlus, is committed to building strong school communities where students feel valued and can succeed by providing curriculum and materials used by schools and teachers. CharacterPlus advances character education by providing evidence-based process for whole-school culture reform, professional development, promote best practices and effective networking, recruiting and developing community support, and evaluate the process and services. Recently, CharacterPlus has started a campaign to stop cyberbullying.

The [National Center for Youth Issues](#) (NCYI) provides educational resources, training and support programs to foster the healthy psychosocial, emotional, and physical development of children and youth.

[Center for Character and Citizenship](#) engages in research, education, and advocacy to foster the development of character, democratic citizenship and civil society. The center provides tools that contribute to the Character Education field as well as assists educators, parents and scholars in character and citizenship education.

[The School for Ethical Education \(SEE\)](#) is a non-profit teaching organization that provides classes and creates programs to promote strategies for comprehensive ethics and character education. The model used by SEE is based on CEP’s 11 Principles of Effective Character Education. Their programs include Ethics in Action Award, Integrity Works!, Laws of Life Essay Program, and, Youth: Ethics in Service (YES).

[Character Development Group](#) offers a collection of character education staff development resources including books, videos, and workshops by or endorsed by Dr Philip Fitch Vincent. Currently Hamilton County Schools are using the material to launch a system-wide character education program.

²³ Additional Research and Publications about PeaceBuilders:

<http://www.peacebuilders.com/whatWeDo/research.php>

²⁴ Evidence of Success: <http://www.characterandcitizenship.org/researchers/10-hasen-book-chapter> (p 40)

²⁵ Additional Evidence as Presented in Research: <http://charactercounts.org/research/summary.html> and <http://charactercounts.org/research/index.html>

[Character First Education](#), a division of [Strata Leadership](#), provides curriculum and training that works in public and private schools, home school families, mentoring programs, summer camps, and almost any education setting.

[Wise Skills Programs](#), published by Twenty First Century Minds LLC, is a full character education curriculum teaching the Six Pillars of Character along with other activities designed to teach and reinforce good character.

[Character County Productions](#) is a series of educational and entertaining musical programs for kindergarten – 5th grade about character and its importance by writer, producer, and performer Patti Snyder.

[Live Wire Media](#) is an award-winning video series for guidance and character education by Freddy Sweet Phd and David Elkind. They are also the people behind the site [goodcharacter.com](#).

[Boston University School of Education Center for Character and Social Responsibility](#) is first ethics center in the country to focus on the education of teachers. It provides professional development courses and research resources. The center believes, “we need to re-engage the hearts, minds, and hands of our children in forming their own characters, helping them “to know the good, love the good, and do the good.”²⁶”

Experts in Character Education

- Dara Feldman – ASCD Faculty Member, consultant to CEP, Educator of the Year for the National Association for Self Esteem in 2009²⁷
- Dr Phillip Fitch Vincent – Received the Sandy McDonald Award for lifetime achievements in the area of character education²⁸
- Dr Marvin W Berkowitz²⁹ – Co-Director of the Center and writer of “Character Education as Prevention”
- Dr Matin J Marrazo has his own version of the best practices as stated in “Character-Centered Teaching: Six Steps to Becoming a Model Program”³⁰

Additional Resources for Further Research:

- Research Reports and Databases:
<http://ies.ed.gov/ncer/pubs/20112001/pdf/20112001.pdf>
http://characterandcitizenship.org/wwce/index.php/main_controller/getAll
http://www.afterschoolalliance.org/issue_briefs/issue_character_14.pdf
<http://www.ecs.org/html/educationIssues/ECSSStateNotes.asp>
- List of Additional Internet Resources:

²⁶ Source: <http://www.bu.edu/ccsr/about-us/partnerships/character-education-manifesto/>

²⁷ More Information: <http://www.darafeldman.com/>

²⁸ More Information: <http://www.charactereducation.com/AboutUs/AboutDrVincent/tabid/70/Default.aspx>

²⁹ More Information: <http://coe.umsl.edu/w2/About%20Us/Faculty/Profile/berkowitzm.html>

³⁰ Source:

http://www.arkansased.org/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Char%20Cent%20Teach/marraz_1.pdf

<http://www.charactereducation.com/Links/tabid/64/Default.aspx>
http://www.edplus.org/characterplus/web_based_resour.php
http://www.educaciondelcaracter.org/resources_teachers.html

- List of Additional Publishers, Consultants, and Organizations:
<http://ethicsed.org/publishers-consultants-organizations>
<http://www.goodcharacter.com/TeacherResources.html>
<http://www.wiseskills.com/pages/links>
- List of Character Building Activities:
<http://ethicsed.org/activities>
http://www.internet4classrooms.com/character_ed.htm
- Evaluation Resource:
<http://characterlab.org/character-growth-card/>

For additional research, the following universities have programs on character education³¹:

- University of Utah
- Harvard University
- California State University, Fresno
- University of Missouri – St. Louis
- Duquesne University
- University of California, Berkeley
- University of San Diego
- Rutgers University
- Boston University
- California University of Pennsylvania

³¹ Source: <http://ethicsed.org/publishers-consultants-organizations>

Note on After School Programs

Afterschool Alliance issued a brief presenting the benefits of afterschool programs in regards to building character. By deploying “teamwork exercises, service learning, volunteerism and other activities to teach kids about making the right decisions that will help them become responsible, caring and productive adults,³²” afterschool programs are demonstrating character building.

In regards to benefits, afterschool programs were found to keep kids safe and deter them from risky behavior, improve performance and interest in school, encourage students to be respectful of others and committed to the community, and provide students with values and habits.

It should also be noted that many current after school programs use the curriculum and training from the organizations above. There have been many case studies done on the benefits of using these activities in after school programs.

About Temescal Associates and the Authors

Temescal Associates is a private consulting firm and will serve as the primary consultant for this project. Temescal is dedicated to building the capacity of leaders and organizations in education and youth development who are serious about improving the lives of young people. We serve our clients by offering gifted and highly experienced consultants who excel at eliciting the internal knowledge and wisdom of those they work with while introducing new knowledge and strategies that can transform the day-to-day practices that lead to improved youth outcomes.

Rozel Cruz is Project and Office Management Consultant at Temescal Associates. She has a long history in working with non-profits. She joined Temescal Associates in 2010 and currently serves as a consultant focusing on Project and Office Management.

Sam Piha is the Founder and Co-Director of Temescal Associates. Sam began his career in 1974 as an afterschool worker, an experience that led to 10 years of classroom teaching, and later work as a child and family counselor and school social worker. Between 1989 and 2001, Sam developed and managed school-based youth programs at the regional and national levels. When California began its unprecedented expansion of state-funded afterschool programs, Sam help shape the growing afterschool movement in California. He chaired and served on several key state committees and joined with others to build a state-wide system of support for new programs, align state afterschool policies with youth development principles, and successfully support the launch of the state’s After School Safety and Education for Teens, a large state-wide high school afterschool initiative.

Sam has served as editor and contributing author of several important practice guides and journal articles on afterschool programming. Sam holds a Masters Degree in Social Welfare, and is a Licensed Clinical Social Worker.

Samantha Walters is Research Consultant at Temescal Associates. While getting her B.A. in Sociology from the University of Arizona, Samantha started working as a Social Media Strategist for a nonprofit

³² Source: http://www.afterschoolalliance.org/issue_briefs/issue_character_14.pdf

organization. This experience led her to create her own Social Media Consulting firm and pursue a Master's degree in Social Entrepreneurship and Change from Pepperdine University.

About the Expanded Learning 360/365 Project: Skills for Success in School, Work, and Life

Expanded Learning: 360/365 is a collaborative project of the California School-Age Consortium (CaSAC), the Partnership for Children and Youth (PCY), ASAPconnect, and Temescal Associates/Learning in Afterschool & Summer (LIAS).

This project is based on two strongly held beliefs:

1. In order for children to grow into healthy and productive citizens, they must learn and practice a wide variety of inter-related skills - social-emotional, character as well as academic – hence the term “360”, and
2. Children learn in a variety of settings and year-round. This includes formal settings, such as school, and informal settings, such as afterschool, extracurricular, and summer youth programs - hence the reference to “365”.

This project is dedicated to promoting the development of critical skills beyond academics that research has identified as essential to young people's success in school, work, and life.

Background

In the last decade, research on learning and the brain, and the impact of social-emotional and character skills, has expanded our understanding of learning. Currently, we are witnessing a significant pivot from a narrow focus on academic performance measured by standardized reading and math test scores to a broader perspective of young people's development that includes and promotes social-emotional and character skills. This shift is reflected by the new Common Core State Standards, the CORE Waiver's focus on social-emotional accountability, and Expanded Learning Quality Standards being developed in many states.

How Expanded Learning 360/365 Will Support Learning

In order to see this change successfully executed, Expanded Learning 360/365 will help policymakers, district and school leaders and expanded learning providers better identify and integrate social-emotional and character skills into their work with young people. We will accomplish this by:

- Clearly defining the role that expanded learning plays in social-emotional and character skill development,
- Promoting that school and expanded learning leaders work together to integrate teaching strategies around these skills across the school day and into expanded learning time,
- Working with policymakers and district leaders to integrate these ideas into the policies that guide and govern schools and expanded learning programs, and
- Identifying and developing trainings and curriculum for school and expanded learning staff that include best practices for supporting these skills in their young people.

Toward these ends, Expanded Learning 360/365 will partner with researchers and practitioners to provide advice on the development of policy and educational materials, the use of effective curricula, and training content and approaches for schools and expanded learning programs.

How to Access Resources from the Expanded Learning 360/365 Project

The resources and tools developed through this project will be available on our website: www.expandedlearning360-365.com. Please note that this website is currently under construction. Please check back in the near future.