

All Schools Report 2012-2014

An Assessment for Select Schools Who Are Using the Character Development & Leadership Program

Executive Summary

The mission of the CD&L Program is to foster perceptions; attitudes; and actions necessary to the development of healthy character and leadership in emerging citizens. This program is taught by classroom teachers to secondary students. Feedback from 4331 male and female socioculturally- and subculturally-diverse students indicates that they are on their way. As a group; they valued this program; and they demonstrated an increase in prosocial expectations and behaviors and a decrease in negative ones; including school disruptive behaviors and other antisocial actions.

All-Schools Report Overview

**Character & Leadership Curriculum Developed by
Joe Hoedel; PhD**

**Data Collection; Analysis; and Research Reports Pro-
duced by Robert E. Lee; III; PhD; ABPP**

**This All-Schools Report is broken down into two major parts:
Research Findings and Student Feedback Questions**

Part 1: Research Findings

First; we describe who the student participants were and how we assessed the influence of the Character Development and Leadership (CD&L) program on them. Next; we compile the students reports before and after completing their programs.

Procedures.

There are hundreds of high schools; middle schools and alternative schools that use the CD&L Program in the United States. Each school has the option of purchasing the research package; which consists of students taking a pre- and post-test on-line survey and receiving a research report on the progress of their students on 84 assessed variables. It is difficult to determine what school will purchase the research package and for what reasons. It should however be noted that almost all of these schools are using the CD&L program for the first time.

Seventy-seven schools and three regional programs participated in the 2012-2013 research package. There were 4,334 pre-tests and 1,574 post-tests (37%). Fifty-one percent of the pre-test students were female; 49% male. Middle school (grades 6-8) students comprised 20% of the participants; high school students; 80%. Specifically; 40% of all the reporting students were 9th graders; 11% were 10th graders; 13%; 11th graders; and 16%; seniors. Further details may be found in Appendices 1 & 2. The proportions of students by grade; gender; and sociocultural diversity continued into the post-test data.

Participating students were asked to report perceptions and behaviors relevant to character development and leadership before they started the program and after they completed it. Some school districts did not purchase our research package and; in some cases where they did; not all participants (individual classes or students) completed the after-program survey. This complication needs to be addressed in the near future. However; we have explored the characteristics of the post-survey respondents and have found that they are quite representative of the CD&L Program participants as a whole. Therefore; our findings from the smaller group can be assumed true of the entire CD&L Program.

Eighty-four variables were studied and divided into nine distinct constructs - four of them undesirable attributes and five of them; prosocial attributes. We made pre- and

post-program comparison of the responses of only those students who provided both self-reports. To the extent that the program was beneficial; as a group these students should report a decrease in undesirable attributes and and increase in the desirable ones.

Undesirable Traits		Prosocial Traits
Behavior problems in school		Future expectations
Behavior problems in community		Demonstrate positive traits
Illicit substance use		Connection of traits with future success
Student safety		Positive social behaviors
		Ethical practices of self and others

The complete 84-item participant questionnaire is presented in Appendix 3.

Results.

Expected decline in undesirable traits. The average number of occurrences with regard to each cluster of negative traits for each student is given in the following table. How much faith the reader should place in the before-and-after differences has been statistically determined (so-called t-tests between averages).

Number of incidents reported	Before program	After program	Trustworthiness of improvement
Behavior Problems in School	7.1	3.34	High
Behavior Problems in Community	2.9	2.5	High
Substance Use	1.98	2.2	Unreliable
Student's Safety	2.0	2.0	High

The expected decline in occurrences is clearly shown with regard to:

- **Behavioral Problems in School** (e.g.; tardiness; suspensions; fights);
- **Other kinds of antisocial behaviors** (e.g.; cheating; stealing; bullying).

This decline could be associated with course lessons and classroom experiences stemming from the CD&L Program.. Two categories; **Student's Safety** and **Substance Use** showed no change. However; the data reported above about students' substance use obscures what is going on. Therefore; an elaboration of trends is offered separately below.

Student's Safety; namely; being victimized by others; is not under the participants' control. Such issues reflect the larger school culture. The CD&L program; which might only be taught to one or several classes ; cannot be expected to change the incidence of such events.

Expected increase in desirable traits. These students report that the CD&L has and is making some important increases in prosocial attitudes and behaviors. This is critical. Research has long demonstrated the importance of "Emotional IQ" to the success and resilience of emerging adolescents.

Attitude changes come first. Then behaviors begin to change. In the present case; prosocial attitudes are destined to be followed by increases in Emotional IQ (social competence). Positive current and life course outcomes are the ultimate goals.

The survey indicates that attitudes have changed in a very desirable direction. By the end of their CD&L Program the students have shown significant increases in the following areas:

- ***Assumption of personal responsibility;***
- ***Tolerance for others;***
- ***Perseverance;***
- ***Respect;***
- ***Integrity;***
- ***Appreciation;***
- ***Self-control;***
- ***Courage;***
- ***Leadership;***
- ***Empathy;***
- ***Overall positive attitude.***

They see each of these attitudinal traits as being *necessary to personal success*. Most critically, *they see themselves as having demonstrated more behaviors exemplifying these changed beliefs in their daily behavior*. Since they began the CD&L Program, the students report more occurrences of ***going out of his/her way to help others; doing extra work to reach academic goals; working hard to resolve problems with teachers and peers; expressing appreciation to their teachers and parents; and choosing the “right” option as opposed to taking the easy way out.*** These linked improvements are summarized in the following flow chart.

Students' positive increases with regard to...	Are currently shown in...	Which lead to an immediate outcome:	And promote long-term (life-course) outcomes
Personal responsibility	Altruism	Quality time at school; in the community; and at home	Satisfying; self-sufficient occupational and interpersonal life
Tolerance	Doing extra work		
Perseverance	Attempting to resolve problems with teachers and peers		
Respect	Expressing appreciation to authority figures and mentors		

Students' positive increases with regard to...	Are currently shown in...	Which lead to an immediate outcome:	And promote long-term (life-course) outcomes
Integrity	Doing what is right instead of that which is easy		
Appreciation			
Self-control			
Courage			
Leadership			
Empathy			
Positive attitude			

More About Substance Use.

We would like to offer a more detailed - and presumably useful - elaboration of the students' self-reports with regard to their involvement with substances. Some; like tobacco and alcohol; have to do with consumption before being of legal age and; sometimes; safety. Others are largely illegal; namely; marijuana and "hardcore" drugs.

First; given contemporary community expectations; it is important to appreciate that a large percentage of these post-program respondents claim *no use of any substances*. This data may reflect a bias toward providing positive images to school authorities; but remain impressive. For example; many students indicated *no use of undesirable substances at all*. This certainly was the case for the middle schoolers; where virtually less than a dozen students in grades 6 through 8 admitted any kind of experimentation or use at all. Use picks up mostly in the 9th and 10th grades; where 10% admit some use; but then decreases and levels off. With the exception of alcohol (males admit a modestly larger use than women); females and males show roughly equivalent percentages of non-use and use.

*Table. Percentage of students claiming **no use** of banned substances.*

	Any banned substance	Tobacco	Alcohol	Marijuana and "hardcore" drugs
All students	72%	92%	70%	86%

More ominous is the percentage of post-program respondents who admit that they have ridden one or more times with a drinking driver. Their reports ranged between no occurrences and 5 such events. *One very risky time may be the 10th grade for females.*

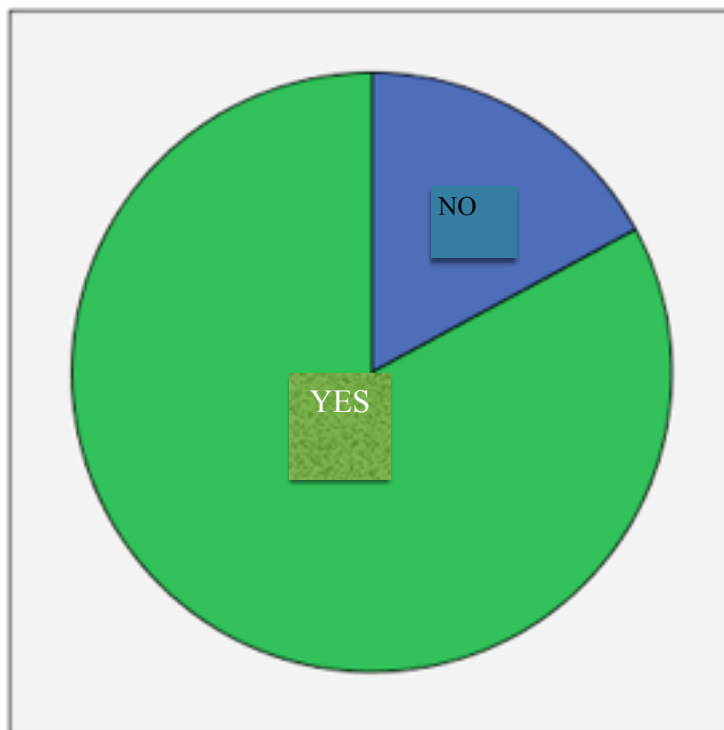
Table. Percentage of students who have ridden one or more times with a drinking driver.

	Males	Females
9th graders	15%	11%
10th graders	15%	23%
11th graders	5%	11%
12 graders	13%	16%

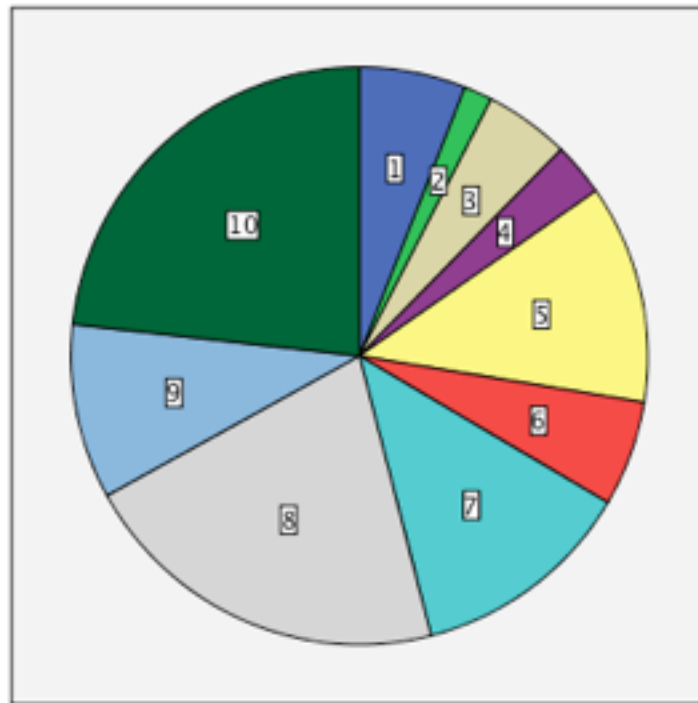
Part 2: How the Students Evaluated Central Parts of the Character Development and Leadership Program

At the end of the post-test; the students were asked to evaluate their experiences with the curriculum.

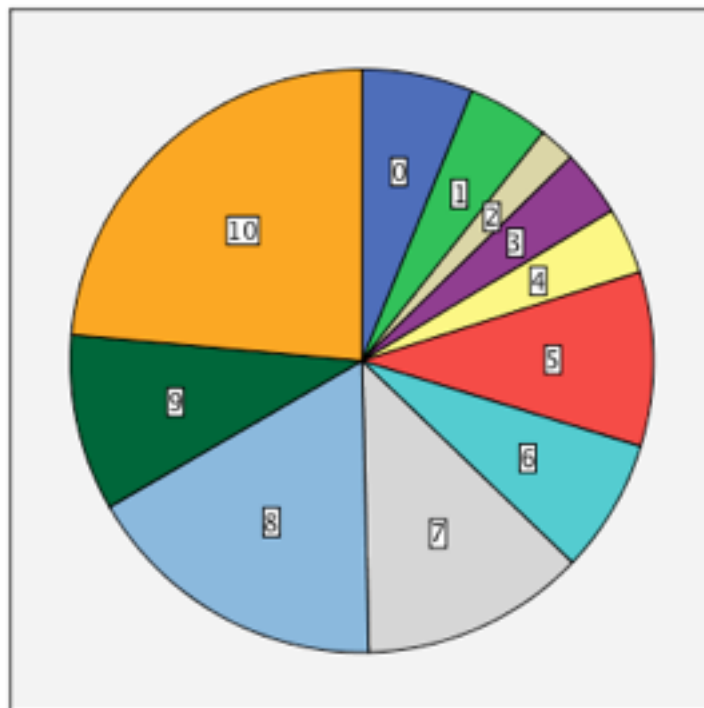
- ***“Would you recommend this class to a friend?”*** [83%; **“Yes”**; 17% **“No”**]



- ***Compared to other classes you have; rate this course on a scale from 0 (“Low personal value”) to 10 (“High”).*** 85% of the students rated this course positively, that is, gave it a rating of “5” or higher.



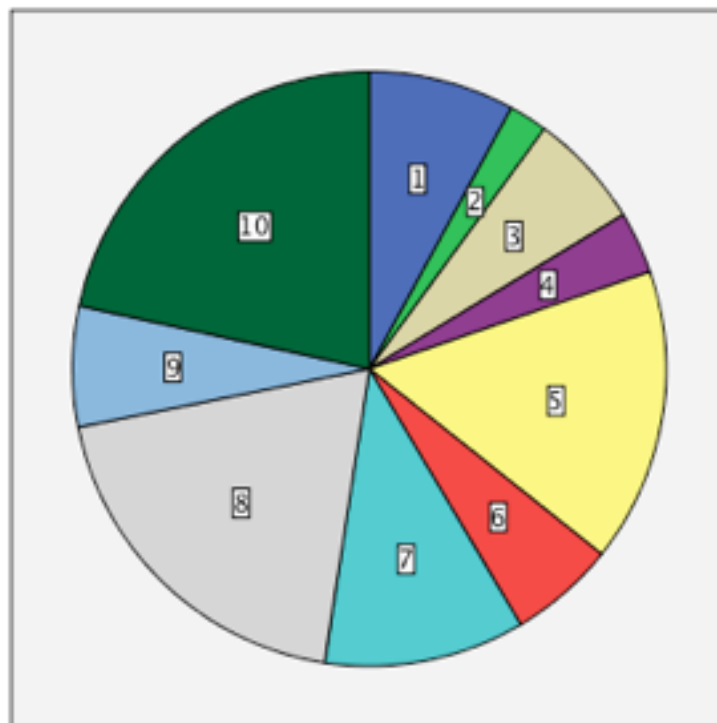
- ***“On a scale from 1 (“Low”) to 10 (“Very positive”); how much impact did this course have on you?”*** 85% of the students reported positive impact (a rating of “5” or higher).



Over 80% of the students rated their experiences with the CD&L Program as “positive” to “very positive”.

- *“Rate the textbook on a scale 1 (“Low”) to 10 (“Very positive”)”*

Note: The rating of “0” indicates the percentage of students who did not get the textbook in support of the curriculum. 85% of the students who used it rated the textbook positively, that is, gave it a rating of “5” or higher.



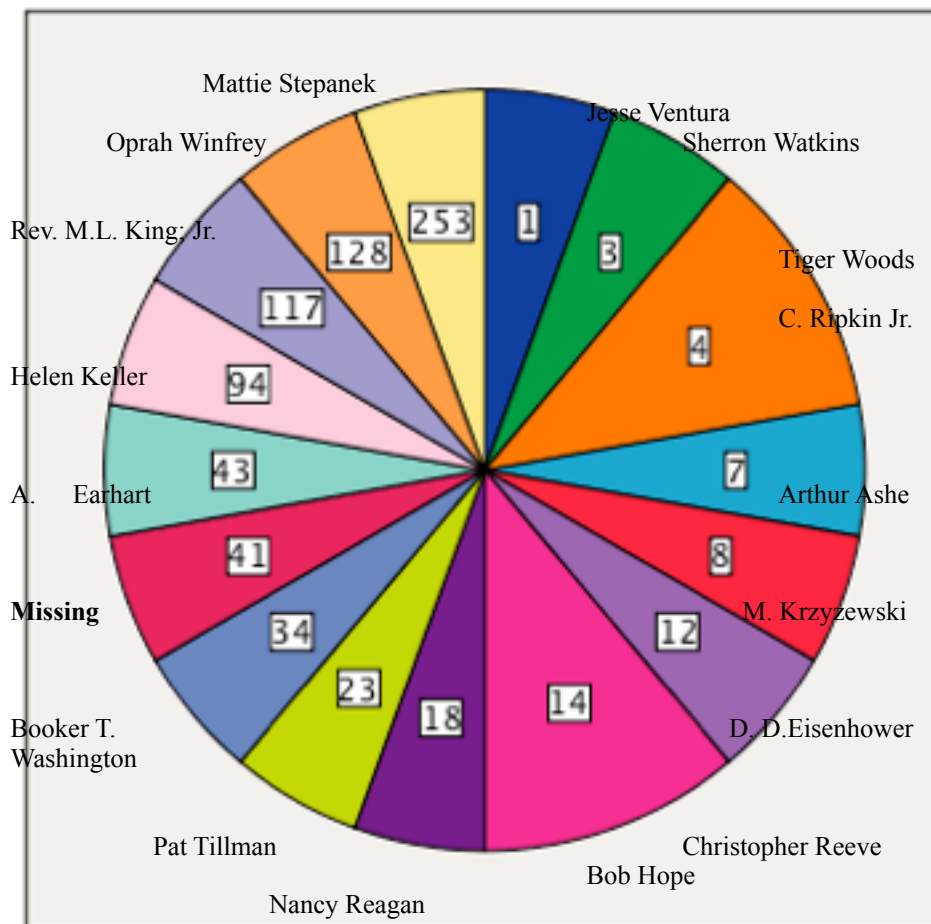
Students' Favorite Role Model*

Illustrative role models were selected by Dr. Hoedel to illustrate each of the respective character traits studied in the curriculum. One survey question asked the students to pick the one individual each considered to have *the most compelling story*. In the table below; the reader will appreciate that the students' preferences differed substantially by gender.

Role Model	Female	Male	All
Mattie Stepanek	253	112	365
Tiger Woods	4	37	41
Booker T. Washington	34	56	90
Dwight D. Eisenhower	12	52	64
Sherron Watkins	3	0	3
Jesse Ventura	1	6	7
Amelia Earhart	43	18	61
Christopher Reeve	14	19	33
Martin Luther King; Jr.	117	172	289
Helen Keller	94	21	115
Bob Hope	14	23	37
Arthur Ashe	7	8	15
Pat Tillman	23	70	93
Nancy Reagan	18	6	24
Cal Ripkin; Jr.	4	33	37
Oprah Winfrey	128	41	169
Mike Krzyzewski	8	44	52

Females

The female students' favorite role models were Mattie Stepanek; 31%; Oprah Winfrey; 16%; the Reverend Martin Luther King Junior; 14%; and Helen Keller; 11%. These four role models accounted for 72% of all the female selections. Role models receiving *the least* female endorsements were Jesse Ventura; Sherron Watkins; Tiger Woods; and Cal Ripkin; Junior.



Males

The male students spread their votes rather evenly across most of the ballot. The largest number of votes were for the Reverend Martin Luther King; Junior (23%) and

Mattie Stepanek (15%). However; Sherron Watkins (no votes); Jesse Ventura; Nancy Reagan; and Arthur Ashe each received only 1% or less of the male votes.

Students' LEAST Favorite Role Models

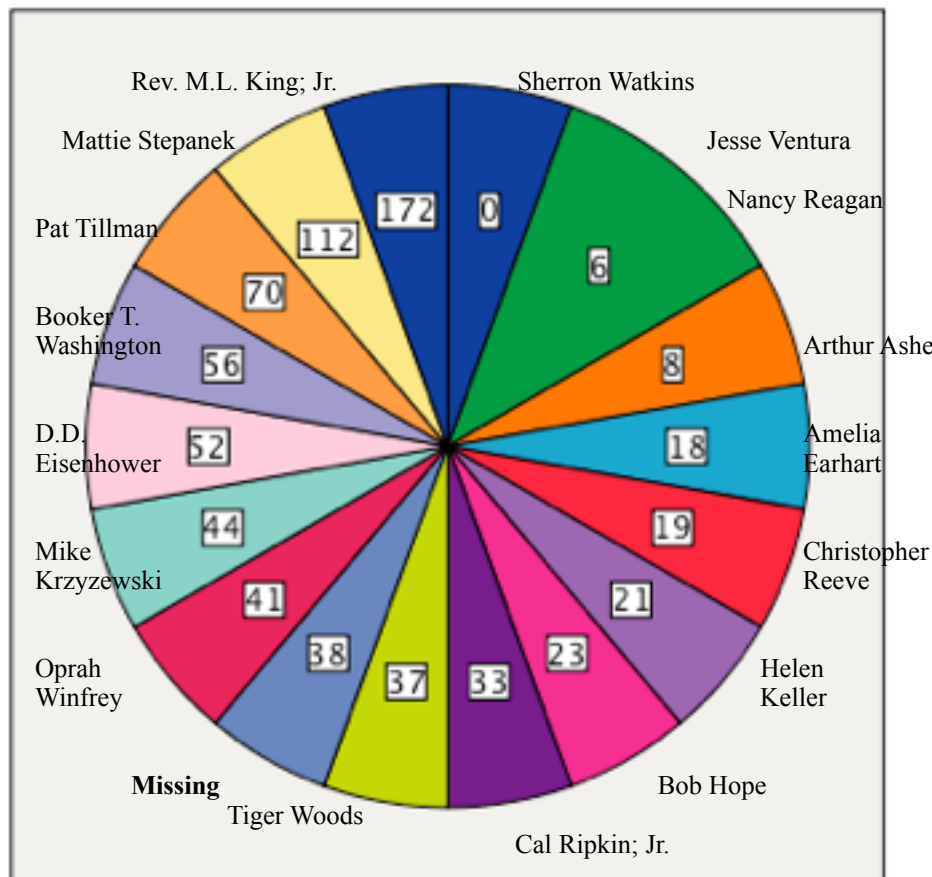
Each student was asked to nominate her or his *least favorite* role model. Both female and male students' most frequent nomination for LEAST favorite role model was Tiger Woods. Thirty-two percent of both genders awarded him that designation.

Role Model	Females	Males	All
Mattie Stepanek	28	35	63
Tiger Woods	258	241	499
Booker T. Washington	59	33	92
Dwight D. Eisenhower	37	20	57
Sherron Watkins	49	53	102
Jesse Ventura	41	26	67
Amelia Earhart	24	30	54
Christopher Reeve	26	14	40
Martin Luther King; Jr.	13	20	33
Helen Keller	15	24	39
Bob Hope	23	27	50
Arthur Ashe	9	11	20
Pat Tillman	17	10	27
Nancy Reagan	18	22	40
Cal Ripkin; Jr.	22	14	36
Oprah Winfrey	52	72	124
Mike Krzyzewski	57	45	102

The positive influence of the Character Development program is evident in the rational for their votes. They repeatedly described Woods' marital infidelity and general

amorality given his talent; stature; and celebrity visibility. All of the students' comments are provided in the *Individual School Reports*.

Note: In 2011; Dr. Hoedel replaced Tiger Woods with Captain Chesley Sullengerger to represent the trait preparation. In 2012; Sonia Sotomayor replaced Jesse Ventura to represent the trait Integrity. The surveys going forward will reflect these changes and provide a more accurate reflection of the current program.



Nancy Reagan

Appendix 1

Schools Participating in the Study

Schools Reporting Before the Program	# Students	Schools Reporting After the Program	# Students
Acclaim Academy	3	Aplington Parkersburg High School	39
Aplington Parkersburg High School	49	Barron High School	52
Aquinas High School	44	Bartow High School	42
Barron High School	157	Belle Plaine High School	15
Bartow High School	48	Bethany Christian High School	8
Belle Plaine High School	26	Bloomer High School	60
Bethany Christian High School	1		
Black Hawk High School	94		
Bloomer High School	83	Cesar Chavez Learning Academies	94
Blue Ridge Academy	27	Clear Lake High School	35
Boca Ciega High School	1	Cowanesque Valley High School	56
Bullard High School	26	Devils Lake High School	49
Cesar Chavez Learning Academies	126	Fresno - Fresno High School	7
Charter Oak Ute	10	Fresno - Kings Canyon Middle School	15
Clear Lake High School	40	Fresno - McLane High School	2
Cowanesque Valley High School	67	Fresno - Tehipite Middle School	10
Davis High	1	Fresno - Theodore Roosevelt High School	12
Desoto Alternative School	7	Fresno - Tioga Middle School	7
Devils Lake High School	18	Gibbs High School	27

Dream Center Academy	1	Goshen High School	122
East Lee campus	10	Heritage High School	105
Fort Miller Middle School	21	Horicon High School	50
Fresno – Ahwahnee Middle School	24	Lake Wales High School	1
Fresno – Cooper Middle School	1	MARRS Program	11
Fresno – Edison High School	61	Memorial Junior High School	325
Fresno – Fresno High School	52	Odyssey Community School	25
Fresno – Herbert Hoover High School	34	Perkins High School	22
Fresno – kings Canyon Middle School	29	Plaquemines Parish - Phoenix High School	5
Fresno – Mclane High School	4	POPS Program	48
Fresno – Scandinavian Middle School	26	psychology	1
Fresno – Sunnyside High School	51	Rocky Mount Preparatory Academy	166
Fresno – Tehipite Middle School	27	Severna Park High School	60
Fresno – Theodore Roosevelt High School	26	Shaw Middle School	31
Fresno – Tioga Middle School	21	Sun Valley High School	1
Gateway Longview	11	Virginia High School	20
Gibbs High School	69	West Bend High School	44
Godby High School	38		
Goshen High School	137	Total	1574
Heritage High School	24		
Horicon High School	59		
Imbler High School	15		
Irmo High School	7		
James S. Rickards High School	79		
Johnson College Prep	25		
Jones High School	26		
LAKEWOOD HIGH SCHOOL	2		
Mann Middle School	17		

Mansfield High School	6			
MARRS Program	39			
Maynard Evans High School	30			
Memorial Junior High school	373			
Missouri City Middle School	33			
Monroe High School	294			
New Dawn Charter High School	4			
Oak Ridge High School	27			
Odyssey Community School	18			
PACE	9			
Perkins High School	24			
Plaquemines Parish – Belle Chasse High School	23			
Plaquemines Parish – Phoenix High School	6			
Plaquemines Parish – South Plaquemines High School	29			
POPS Program	55			
Rialto High School	1			
River Valley High School	330			
Robert Morris School	91			
Rocky Mount Preparatory Academy	80			
Sebastopol Attendance Center	180			
Severna Park High School	14			
Shaw Middle School	60			
Somerset Academy	36			
South Sioux City High School	42			
Spring Hill High School	42			
Stanley High School	1			
Sun Valley High School	51			
Virginia High School	19			
Wapato Middle School	27			

West Bend High School	66		
Windsor Oaks Academy	20		
Yorktown High School	14		
Total	4334		

Appendix 2

Grade by Ethnic Identification by Gender

Ethnic Identification	Percent of Students
Native American	1+%
Asian	1+%
Black	21%
Hispanic or Latino	19%
White	41%
Multi-ethnic	16%

Grade	Ethnicity	Female	Male	Total
6th	Native American	0	5	5
	Asian	1	0	1
	Black	48	36	84
	Hispanic	9	0	9
	White	3	0	3
	Multi-ethnic	29	21	50
7th	Native American	6	0	6
	Asian	5	2	7
	Black	30	27	57

	Hispanic	40	19	59
	White	31	30	61
	Multi-ethnic	47	34	81
Grade	Ethnicity	Female	Male	Total
8th	Native American	4	5	9
	Asian	7	5	12
	Black	58	46	104
	Hispanic	72	50	122
	White	51	46	97
	Multi-ethnic	48	37	85
9th	Native American	13	16	29
	Asian	11	11	22
	Black	87	110	197
	Hispanic	208	229	434
	White	408	380	788
	Multi-ethnic	118	137	255
10th	Native American	2	3	5
	Asian	1	3	4
	Black	75	40	115
	Hispanic	21	26	47
	White	112	117	229

	Multi-ethnic	31	39	70
11th	Native American	2	1	3
	Asian	2	4	6
	Black	108	91	199
	Hispanic	36	31	67
	White	107	108	215
	Multi-ethnic	44	48	92
Grade	Ethnicity	Female	Male	Total
12th	Native American	0	1	1
	Asian	4	6	10
	Black	97	80	177
	Hispanic	27	45	72
	White	180	162	342
	Multi-ethnic	33	44	77

Appendix 3

Student Questionnaire by Categories

Actual Questions in the Survey: The nine constructs are made up by a group of questions within the survey. Below, we have provided the exact questions that make up each construct used in the analysis.

School Problems

About how many times did the following things happen to you this semester?

- Q5: I cut or skip classes this semester?
- Q6: I was late for school.
- Q7: I got in trouble for not following school rules.
- Q8: I was put on an in-school suspension.
- Q9: I was suspended or put on probation from school.
- Q10: My parents received a warning from school.
- Q11: I got into a physical fight at school.
- Q64: Cheated on an exam?
- Q65: Plagiarized or shared answers on a homework assignment?
- Q68: Picked on another student?
- Q70: Felt like school had no purpose?

Student Safety

About how many times did the following things happen to you this semester?

- Q12: Ride in a car or other vehicle driven by someone who had been drinking alcohol?
- Q13: Bullied by someone on school property?
- Q14: Had something stolen from you at school?
- Q15: Someone from school offered to sell you drugs?
- Q16: Someone threatened to hurt you at school?
- Q17: Someone threatened or injured you with a weapon on school property?

Substance Use: During this semester, on how many days did you:

- Q20: Have at least one drink of alcohol?
- Q21: Smoke cigarettes?
- Q22: Use chewing tobacco or dip?
- Q23: Use marijuana?
- Q24: Use more hardcore drugs?

Future Expectations: Think about how you see the future. How sure are you that:

- Q28: You will graduate from high school.
- Q29: You will go to college.
- Q30: You will have a job that pays well.
- Q31: You will be able to own your own home.
- Q32: You will have a job that you enjoy doing.
- Q33: You will have a happy family life.
- Q34: You will be able to live wherever you want
- Q35: You will be respected in your community.
- Q36: You will have good friends you can count on
- Q37: Life will turn out better for you than it has for your parents.

Demonstrate Positive Traits: During this semester, how often did you demonstrate each of the following traits?

- Q38: Responsibility
- Q39: Honesty
- Q40: Tolerance
- Q41: Perseverance
- Q42: Respect
- Q43: Integrity
- Q44: Appreciation
- Q45: Self-control
- Q46: Courage
- Q47: Leadership
- Q48: Empathy
- Q49: Positive Attitude

Connecting Traits with Future Success: How important are the following traits?

- Q50: Responsibility
- Q51: Honesty
- Q52: Tolerance
- Q53: Perseverance
- Q54: Respect
- Q55: Integrity
- Q56: Appreciation
- Q57: Self-control
- Q58: Courage
- Q59: Leadership
- Q60: Empathy
- Q61: Positive Attitude

Anti Social Behaviors in Community: During this semester, how many times have you?

- Q10: Been arrested?
- Q66: Stole something from a store, friend or relative?
- Q67: Lied to a friend or relative?
- Q69: Gave into peer pressure when you knew you shouldn't have?

Positive Social Behaviors: During this semester, how many times have you?

- Q71: Gone out of your way to help another student?
- Q72: Completed extra credit?
- Q73: Worked hard to resolve a problem with a teacher?
- Q74: Worked hard to resolve a problem with a classmate?
- Q75: Put in extra time and effort to get a better grade?
- Q76: Intervened to help someone who gets picked on?
- Q78: Let a classmate know his/her behavior was inappropriate?
- Q79: Told a parent or role model how much you appreciated them?
- Q80: Chose the right option over the easy option?
- Q81: Demonstrated positive leadership skills?

Ethical Practices of Self & Others: To what extent do you agree with these questions?

- Q82: I would be willing to lie if it would help me get a job. (Reverse Score)
- Q83: A person has to lie or cheat sometimes in order to succeed. (Reverse score.)
- Q84: Generally speaking I am more ethical than the people I go to school with.
- Q85: Being considered a positive role model is important to me.
- Q86: I want adults to trust me.
- Q87: Having strong character is important to me.